



# MIDDLE SCHOOL

# HANDBOOK

**2025-2026**

**ENGLISH**

# CONTENTS

MISSION, BELIEFS, AND STRATEGIC GOALS	4
ACCREDITATION, AFFILIATION, AND GOVERNANCE	5
CONTACTS	7
PARENT COMMUNICATION	9
SCHEDULE AND CAMPUS	10
TECHNOLOGY TOOLS	14
TECHNOLOGY USE POLICY	15
TRANSPORTATION	17
GENERAL SERVICES	18
STUDENT LIFE	20
UNIFORM POLICY	23
ATTENDANCE	24
USE OF THE PLATFORM SMARTPASS AT LINCOLN	27
CELL PHONE POLICY	28
STUDENT LIFE SKILLS	29
REPORTING STUDENT BEHAVIOR	32
STUDENT DISCIPLINE	34
SUSPENSION AND EXPULSION	40
APPEALS PROCESS	42
HARASSMENT AND BULLYING	44

# CONTENTS

CHILD PROTECTION POLICY	46
ALCOHOL, TOBACCO, AND DRUG POLICY	55
EXTENDED LEARNING PROGRAM	59
STUDENT EXCHANGE PROGRAMS, ACTIVITIES AND ORGANIZATIONS	60
ACADEMICS	63
APPROACHES TO LEARNING (ATL) IN THE MYP	68
ENTREPRENEURIAL THOUGHT & ACTION (ET&A)	69
ASSESSMENT	71
TYPES OF ASSESSMENT	77
MISSING OR LATE WORK	79
NUMBER OF SUMMATIVE ASSESSMENTS	81
ASSESSMENT AND CURRICULUM ACCOMMODATIONS	82
MYP PERSONAL PROJECT	85
REPORTING STUDENT PROGRESS	86
APPEALING AN ACADEMIC GRADE	86
PROMOTION AND RETENTION	87
ACADEMIC PROBATION AND ACADEMIC CONDITIONAL ENROLLMENT	88
CONVOCATORIA EXAMS	90
ACADEMIC INTEGRITY POLICY	91

# 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, AFFILIATION, AND GOVERNANCE

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

The 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), grades 6-10. Teachers are participating in ongoing training, writing curriculum, and are applying MYP rubrics to assess learning.

## **The IB Learner Profile**

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

ATTRIBUTES	DESCRIPTION
INQUIRERS	We nurture our curiosity, developing skills for inquiry and research. We know how to learn independently and with others. We learn with enthusiasm and sustain our love of learning throughout life.
KNOWLEDGEABLE	We develop and use conceptual understanding, exploring knowledge across a range of disciplines. We engage with issues and ideas that have local and global significance.
THINKERS	We use critical and creative thinking skills to analyze and take responsible action on complex problems. We exercise initiative in making reasoned, ethical decisions.
COMMUNICATORS	We express ourselves confidently and creatively in more than one language and in many ways. We collaborate effectively, listening carefully to the perspectives of other individuals and groups

ATTRIBUTES	DESCRIPTION
PRINCIPLED	<b>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.</b>
OPEN-MINDED	<b>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.</b>
CARING	<b>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.</b>
RISK-TAKERS	<b>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.</b>
BALANCED	<b>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.</b>
REFLECTIVE	<b>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.</b>

### The Ministry of Education of Costa Rica

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

### 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.

### Entrepreneurship at Lincoln School

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

## **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**

### **Student Life Administrative Assistant**

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

Office Phone: 2247-6670

Office email: [isaldo@lincoln.ed.cr](mailto:isaldo@lincoln.ed.cr)

### **Middle School Administrative Assistant**

The Middle School Administrative Assistant works with the Principal to manage the daily logistics of the Middle School. The Administrative Assistant is also responsible for managing the Principal's schedule and is the primary contact for scheduling meetings.

Administrative Assistant's phone: 2247-6620

Administrative Assistant's email: [erjimenez@lincoln.ed.cr](mailto:erjimenez@lincoln.ed.cr)

### **Middle School Principal**

The Middle 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: [mholman@lincoln.ed.cr](mailto:mholman@lincoln.ed.cr)

### **Student Life Director**

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

Phone: 2247-6670

Email: [smora@lincoln.ed.cr](mailto:smora@lincoln.ed.cr)

### **Dean of Students**

The Middle School Dean of Students is responsible for developing and maintaining a safe and balanced environment for all students. The Dean manages all issues related to student discipline and attendance.

### **6th and 7th Grade Assigned Dean of Students**

Email: [PLosilla@lincoln.ed.cr](mailto:PLosilla@lincoln.ed.cr)

Phone: 2247-6678

### **8th Grade Assigned Dean of Students**

Email: [MaVargas@lincoln.ed.cr](mailto:MaVargas@lincoln.ed.cr)

Phone: 2247-6620

## Middle 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.

Phone: 2247-6600

8th Grade Assigned Counselor Email: [kvega@lincoln.ed.cr](mailto:kvega@lincoln.ed.cr)

6th and 7th Grades Assigned Counselor Email: [mlao@lincoln.ed.cr](mailto:mlao@lincoln.ed.cr)



## MYP Coordinator

The MYP Coordinator manages all aspects of the MYP program related 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.

Phone: 2247-6633

Email: [rharmon@lincoln.ed.cr](mailto:rharmon@lincoln.ed.cr)

## MEP Coordinator

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

Phone: 2247-6612

Email: [zjimenez@lincoln.ed.cr](mailto:zjimenez@lincoln.ed.cr)

## Registrar

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

Phone: 2247-6600

Email: [rporto@lincoln.ed.cr](mailto:rporto@lincoln.ed.cr)

## Chief Learning Officer

The Chief Learning Officer (CLO) leads the school's academic vision from Preschool to High School, overseeing Principals, the LINC, and curriculum/program coordinators. They ensure alignment with IB, US, and MEP standards while promoting a holistic, student-centered education that integrates innovation, entrepreneurship, the arts, sports, sustainability, and well-being.

Phone: 2247-6600

Email: [mholman@lincoln.ed.cr](mailto:mholman@lincoln.ed.cr)

## Entrepreneurship Coordinator

The Entrepreneurship Coordinator leads and oversees entrepreneurship programs from Preschool to 12th Grade, promoting entrepreneurial thinking and skills. They collaborate with school staff and external partners to integrate entrepreneurship into the curriculum and school culture.

Phone: 2247-6600

Email: [eblanco@lincoln.ed.cr](mailto:eblanco@lincoln.ed.cr)

## LRC Teacher

The LRC Teacher supports students with diverse learning needs through academic interventions, promotes independent learning, and collaborates with faculty to ensure inclusive and equitable education.

Phone: 2247-6600

Email: [mfbreneres@lincoln.ed.cr](mailto:mfbreneres@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. Appointments can be made through the main office.



## Wellness Issues

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

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/Director of Student Life/Principal

## Behavioral Issues

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

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

## Academic and Instructional Issues

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

Parent - Student - Teacher - MYP Coordinator - Principal



# SCHEDULE AND CAMPUS

## School Hours

Students are required to attend school from 7:45 – 2:35 Monday through Thursday and 12:15 at Friday. On most Thursdays, teachers offer office hours from 2:55 – 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 extracurriculars. Schedules for these programs can be requested from their corresponding departments or through the Parent Portal.

## Bell Schedule

The Middle School schedule is as follows:

Middle School	
Time	Block
7:45 – 9:05	1
9:05 – 9:25	Recess
9:25 – 10:45	2
10:50 – 11:10	Advisory
11:10 – 11:50	Lunch
11:50 – 1:10	3
1:15 – 2:35	4



Middle School	
Time	Block
7:45 – 8:45	1
8:45 – 9:05	Recess
9:10 – 10:10	2
10:15 – 11:15	3
11:20 – 12:20	4

## Special Schedules

When circumstances require it (for example, but not limited to: Virtual learning, special activities, community safety), the school may modify or create new school schedules. These will be communicated in a timely manner to parents through official means of communication.

## 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 Middle 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 Middle 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 Middle School office.

## 3rd Party Transportation Providers

Students are permitted to use 3rd 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 regular scheduled drills in order to prepare staff and students for unforeseen emergencies. A folder with evacuation routes and procedures can be found near the entrance to every classroom and meeting room on campus.

## **Emergencies and Evacuations**

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

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

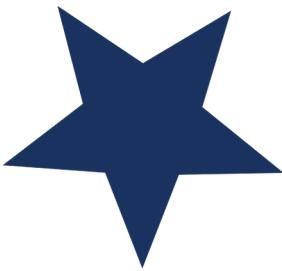


## **Procedure for Leaving Campus after an Emergency**

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

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

## Campus Map



## TECHNOLOGY TOOLS

### ManageBac

Lincoln Middle School uses ManageBac for curriculum, grading, and grade reporting, as well as students' records of service/CLAS activities. All teachers use ManageBac to post assignments, class resources, and maintain a class calendar. Families will be able to access both Interim Feedback Reports and Report Cards on ManageBac. The school creates accounts, and students and parents are responsible for their own passwords.

### 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.

### Parent Portal

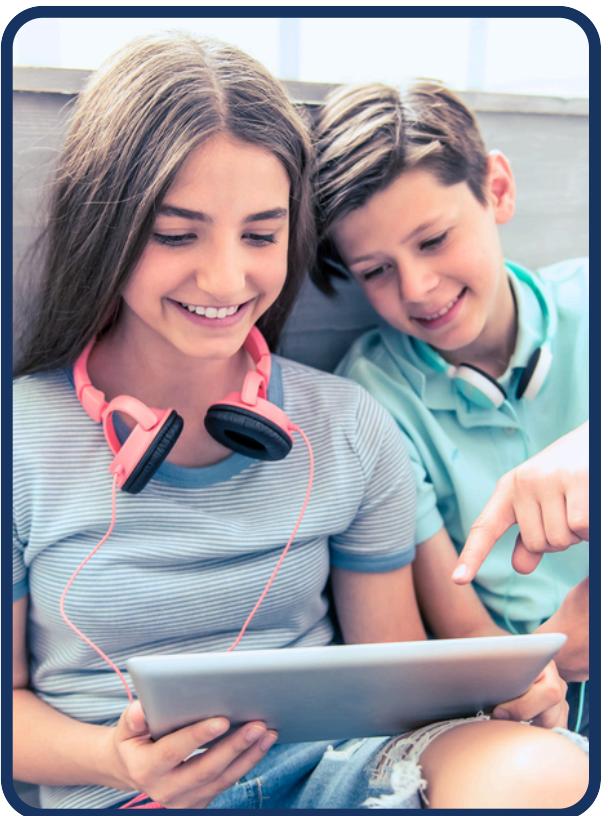
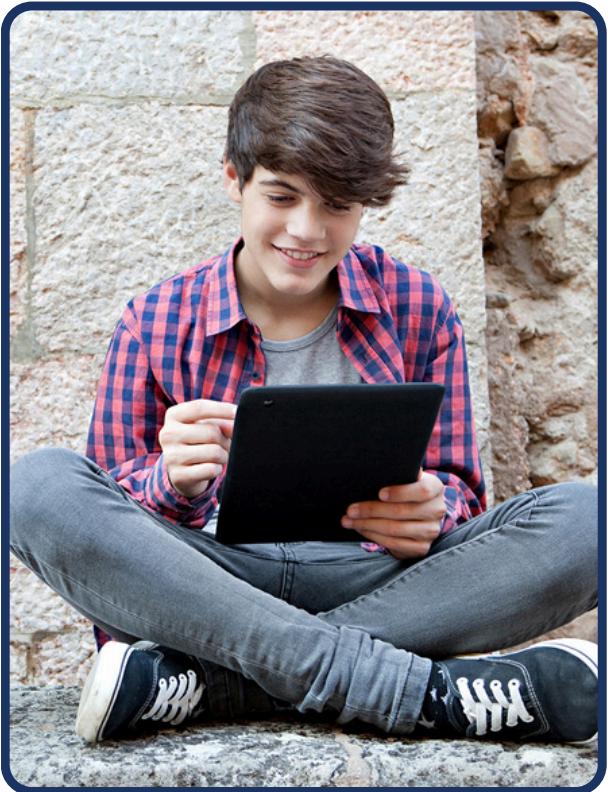
Parents may access the Parent Portal to access account information, order uniforms, and view school documents.

### Microsoft 365 (Email, Teams, etc.)

All Lincoln students are issued a Lincoln School Microsoft 365 account. Official school communication is issued using this account, and students should check it regularly for updates. Students are responsible for knowing their login credentials for their Lincoln email. The same credentials are used to access Microsoft Teams and other apps included as part of the Microsoft 365 suite. This account includes a license to use 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. During recess time students can use their iPad for academic purpose only and should be used in the LINC or school Library.



# 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 username and/or password to another person.

## **Expectations for Appropriate Use of Technology (Digital Citizenship)**

- 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.

## **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 discovering that a student has violated this policy, or the law.

## **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."

## **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.



## 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 Middle 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 and parent meeting.
- Fifth referral for bus misbehavior: Office behavior report Level II, parent meeting and placement the student on "Behavior Probation Condition".

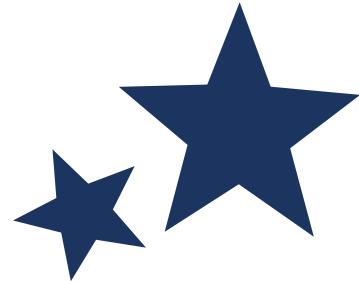
Consequences for serious violations of the rules may be imposed without following the progressive procedures above and may result in the suspension of bus service for the rest of the school year.

Middle 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 General Director.

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.

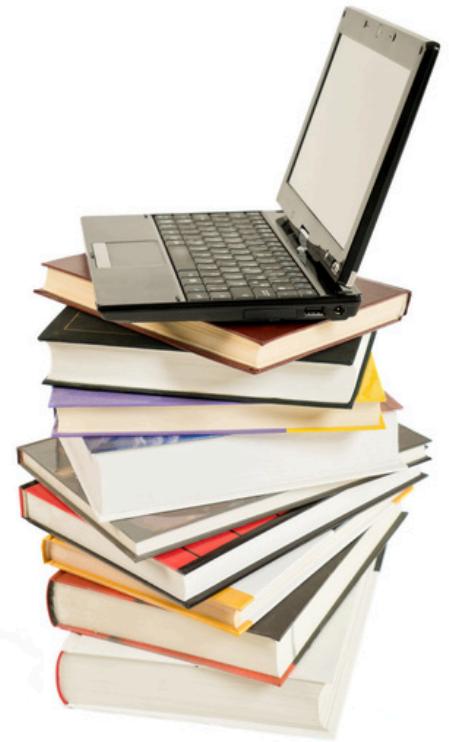
### **Fundraising**

All fundraising activities carried out on campus must be pre-approved by the Student Life Department. Students must submit fundraising requests through a teacher or staff member in charge.

## **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 overdue books, magazines, graphing calculators, videos, CDs, DVDs or other library materials. 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.



## **Lockers**

Lockers are assigned to each student at the beginning of the year by the Middle School office. Once a locker is assigned, it is prohibited for students to exchange lockers, share lockers, or to take an empty locker without the authorization of the Dean of Students. Lockers should be kept securely closed and locked at all times. Students may be asked to open their lockers for inspection if there is a reason to believe that illicit materials or materials that are not in the best interest of the school are stored in lockers. If the student refuses, the administration reserves the right to open it. If a locker is damaged, the student responsible for the locker must report this damage to the Middle School office within one school day. All lockers must be cleaned out by the last day of classes. Everything remaining in the lockers after that time will be donated to charity or disposed of.

## **Valuable Possessions**

While every effort is made to ensure a safe school environment, students should not bring valuables or excessive amounts of money to school. Lincoln School cannot assume responsibility for lost or stolen items.

## **Lost and Found**

Any items found on campus should be taken to the Middle School 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 20 students participating in an off-campus, school- sponsored activity. Field trips will be organized only for activities directly related to the academic and cocurricular 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.

## STUDENT LIFE

The Student Life Department's 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 cree firmemente que la equidad y la justicia social es una base y condición importante para crear una sociedad imparcial y justa. Específicamente, es vital hacer de la educación un vehículo importante que promueva la equidad, la igualdad y la justicia social en la sociedad en general, y que ayude a que la escuela sea un lugar de aprendizaje solidario e inclusivo en el que los estudiantes vean y experimenten la igualdad y la justicia social en su vida diaria.

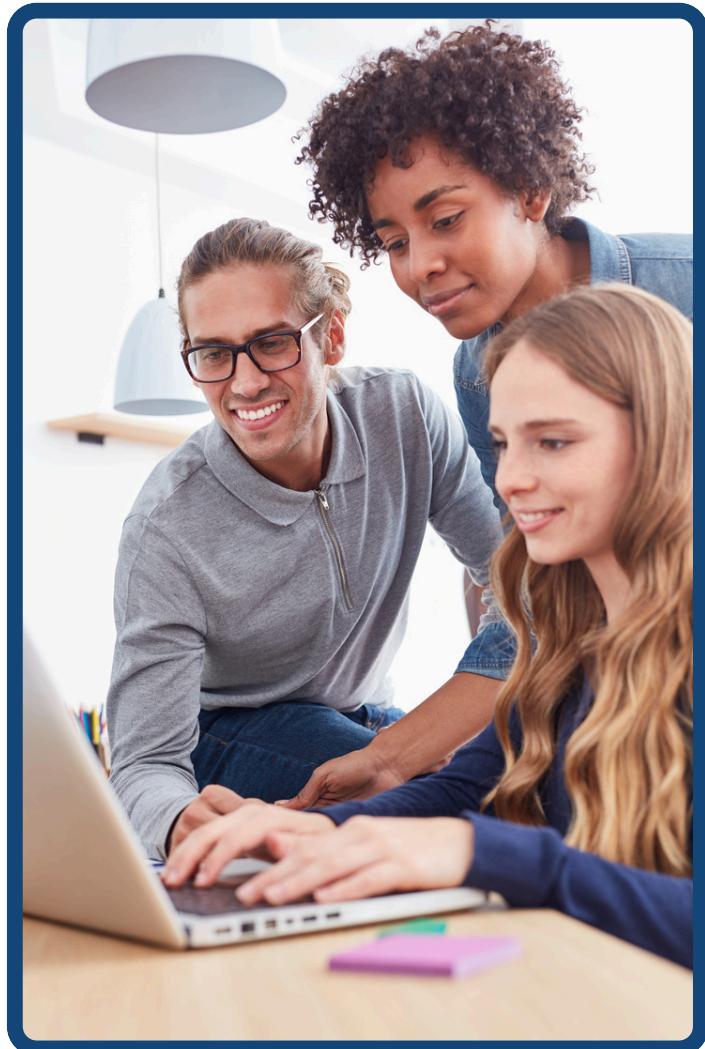
### Student Wellness

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.

## **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 interpersonal 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



## **Child Protection Policy**

The safety of Lincoln Students is our number one priority. The Student Life Team has composed a guideline policy to adhere for staff, students and parents.

Please refer to the Child Protection Policy Handbook for full details.

## Counseling

The Middle 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 uniform consists of:

- Black or blue pants (chinos or leggings) OR black or blue shorts.
- 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 sweater or hoodie. This must be purchased through the school. The hood in the sweatshirt 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 casual or 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
- Pants without holes or tears

## 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, 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 warning reminder to the student..
- The second infraction in a school year will be a Level I Behavior Report.
- A third infraction in a school year will result in a Level II Behavior Report 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.

## Absences

Students who are absent for any reason must provide a written explanation from a parent or legal guardian for the absence. This must be submitted through the ManageBac platform 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, the following protocol must be followed:

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

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





## **Justified Absences**

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

Any discrepancies with attendance and absence issues will be resolved by the Dean of Students.

The following will constitute reasons for a justified absence. The Dean of Students, may require supporting documentation.

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

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

- Parents must inform through ManageBac when their children will be absent for any of the above reasons. For all other reasons, the absences must be informed by ManageBac. For absences to be justified supporting documentation will be required.
- The Student Life Department (Student Administrative Assistant, Dean, or Counselors) will inform the teachers about the absence and the conditions of the absence (dates, change of due dates and any special support for the student) when applicable.
- Absences will appear excused in the student's record.
- The student will be able to coordinate support meetings with his/her teachers.

Please see the section regarding assessment for specific details on make-up work and assessments due to justified and unjustified absences.

## **Being out of Class**

Students must have a valid hall pass, issued by the teacher or the 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.

## **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 as 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 the case of third-party transportation services, students must present a letter of authorization signed by their parents during that school year. This letter is available in each school division office.

## **Program Absences**

Parents are encouraged to schedule trips while school is not in session, as such absences will only be considered excused for the reasons described in the "Justified Absence" section of this Handbook.

Additionally, no more than ten (10) school days may be excused as pre-scheduled absences during each school year. The administration reserves the right to excuse pre-scheduled absences for reasons other than those described in this handbook on an individual basis. In all cases, requests for pre-scheduled absences must be submitted to the administration in writing no less than ten (10) school days prior to the absence. In all cases, parents/guardians must report absences in ManageBac. If the scheduled absence exceeds 5 school days, the parent/guardian must additionally email the Dean of Students to report the absence.

It is the student's responsibility to contact teachers, make up missed work and turn in assignments on the dates indicated by each teacher.

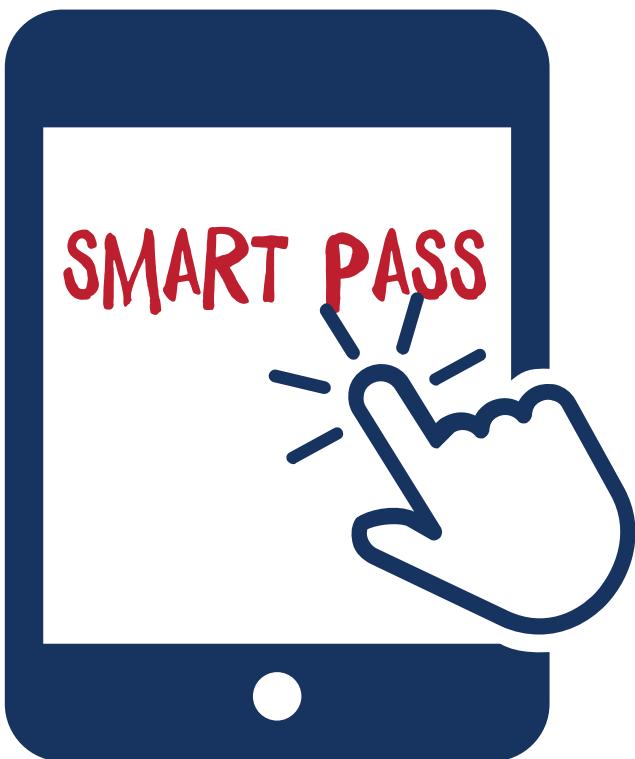
## USE OF THE PLATFORM SMARTPASS AT LINCOLN

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

SmartPass allows students to request, in an orderly 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's office, 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 effective use of class time, while ensuring student safety and tracking. Responsible use of SmartPass is part of the expected behavior within our educational community. Excessive, unjustified, or intentionally disruptive use to avoid academic instruction may be considered a disciplinary offense and will result in the corresponding consequences as stipulated in this manual.

### Procedure for requesting digital passes through SmartPass or another platform:



The following procedure must be followed by the student to request digital passes as 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 staff member in charge.
2. If the teacher or staff member authorizes the departure, the student must follow the next steps.
  - a. If the departure is not authorized, the student must remain in class and wait for the appropriate time indicated by the teacher or staff member.
  - b. If the departure is approved, 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 staff member in charge (on the teacher's desk or the place indicated).
3. Upon returning to the classroom, the student must end the pass and return to their seat with their iPad to resume class as normal.

## **Recurrence:**

- Level 1 Infraction – It will apply after the student has received a warning from the teacher or staff member in charge. An incident record will be created in ManageBac through a Level 1 behavior report. The teacher or adult in charge will speak with the student to clarify the proper use of the system. The teacher will assign a Level 1 consequence according to what is stipulated in the Handbook.
- Level 2 Infraction – If, after the Level 1 report is submitted, the behavior persists, the teacher or staff member in charge must inform the Dean of Students. At this stage, a Level 2 behavior report will be issued. Parents will be notified of the infraction through ManageBac, access to the digital pass system will be suspended for a period of two weeks, and the student will be allowed to go to the bathroom, water fountains, and appointments with other teachers only during recess or breaks in the day. Any other unlisted departure must be directly authorized by the Teacher, Dean of Students, or an administrator with the authority to allow the student to leave the classroom.

## **Ongoing conduct:**

If the improper use of passes continues, the school may take additional disciplinary measures (for example: a new Level 2 report with greater consequences, a behavioral probation period, restriction of movement outside the classroom, or other sanctions according to the Handbook).

## **CELL PHONE AND PERSONAL DEVICES POLICY**

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

Middle School Students must keep their smartphones, personal ipads or tablets, electronic games, 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 personal devices 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 Middle School office and locked in a safe deposit box.

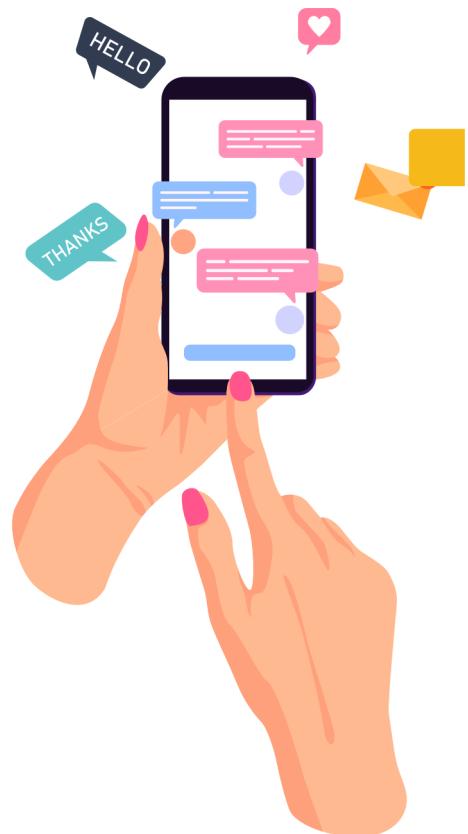
Only parents may retrieve confiscated devices. Confiscated Devices will not be returned directly to students. If the parent/guardian is unable to come to school, the phone will be returned to the student three school days after it has been turned into the Office. In all cases, the disciplinary procedures outlined in this policy will apply.

## **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.

## **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.



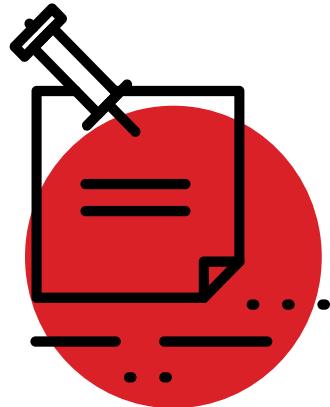
## **STUDENT LIFE SKILLS**

### **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 Principals 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.

# ★ ★ APPROACHES TO LEARNING ★ ★

## How can I be an effective learner?

### COMMUNICATION



#### INTERACTION

I can exchange thoughts, messages, and information effectively through interaction.



#### LANGUAGE

I can read, write, and use languages to communicate information effectively.

### SOCIAL



#### COLLABORATION

I can work effectively with others.

### RESEARCH



#### INFORMATION LITERACY

I can find, interpret, judge and create information.



#### MEDIA LITERACY

I can interact with media to use and create ideas and information.

### SELF MANAGEMENT



#### AFFECTIVE SKILLS

I can manage my own state of mind, concentrate, and be focused. I can learn from mistakes and problems.



#### ORGANIZATION SKILLS

I can manage my time and tasks effectively. I use technology well.



#### REFLECTION

I can (re)consider the process of learning. I can choose and use effective ATL skills.

### THINKING



#### Critical Thinking

I can analyse and evaluate issues and ideas.



#### Creative Thinking

I can generate new ideas and perspectives.



#### TRANSFER

I can use knowledge and skills in new contexts.

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 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. (Everyday)
- 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.

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

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 I Infractions:

INFRACTION	CORRESPONDING ATL SKILL
Missing materials	Self-Management
Missing formative work	Self-Management
Late (tardy) to class	Self-Management
Out of class without permission ("skipping")	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 in 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	Social
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	Self-Management
Failure to follow staff instructions (security officials, administrative, teachers)	Social
Violation of school parking regulations	Self-Management
Repeated failure to return in a timely way forms which require the signature of a parent or guardian	Social
Failure to show respect for the National Anthems and symbols	As Appropriate
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.

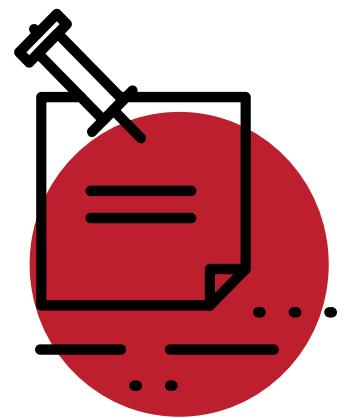
## **Level II Infractions:**

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, social media 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

INFRACTION	CORRESPONDING ATL SKILL
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: Examples include, but are not limited to sharing images, videos, or audio that violate school values and policies. Using personal or school devices for unauthorized purposes.	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
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, 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.
- 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 contact the parents or legal guardians to inform them of the behavior report and of the investigation process that will be initiated.
- 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.

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

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

If the student does not agree with the decision, he/she may appeal the decision by following the specific procedures outlined in the Appeal Procedures section.



## **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.
- Checkin(s) with a teacher, counselor, and/or Dean of Students.

## **Level II Behavior Reports**

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 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 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 major infraction/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.

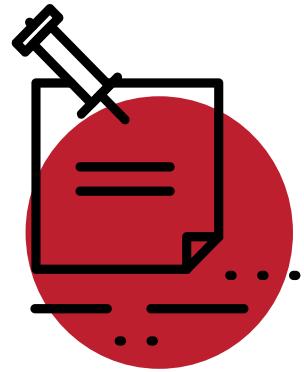
## Suspension

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:

- 1. 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 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.
- 2. Administrative Actions: All requests for student suspension are to be approved by the Dean of Students.
- 3. 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.
- 4. 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.





- 5. 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.
- 6. 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.
- 7. 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 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 recommended 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, if 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:

1. By the School Principal when the consequence does not involve suspension.
2. 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 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 Major Infraction/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 Major Infraction/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.

	<b>BEHAVIOR PROBATION (BP) CONDITIONS</b>	<b>CONDITIONAL ENROLLMENT (CE) CONDITIONS</b>
<b>HOW?</b>	<ul style="list-style-type: none"><li>• 1. A student receives two major infraction/level II Office Behavior Reports within 6 school months.</li><li>• 2. A Student receives one major infraction/level II Office Behavior Report in which the behavior was seriously affecting the learning, learning environment, or well-being of the individual, another student or community member that requires close monitoring.</li><li>• 3. A student exhibits behavior that immediately needs monitoring or support.</li></ul>	<ul style="list-style-type: none"><li>• 4. A Student receives a major infraction/level II Office Behavior Report while on Behavior Probation or 6 months after the initiation of BP.</li><li>• 5. A student exhibits extreme or serious behavior that needs monitoring or support.</li><li>• 6. If s student receives a major infraction/lev- el II behavior office report while on CE, the CE will be extended 6 months for the date of the major infraction/Level II behavior.</li></ul>
<b>WHAT?</b>	<ul style="list-style-type: none"><li>• 1. 3 school month period</li><li>• 2. Scheduled meetings with parent, student, counselor, administration, and possibly teacher(s) at the beginning and end.</li><li>• 3. Scheduled check ins with the grade level counselor.</li><li>• 4. Monthly check ins with the Dean of Students and behavior feedback from teachers.</li><li>• 5. The student could be restricted from representing Lincoln School in any Lincoln event.</li><li>• 6. Any other recommendations by administration and parents including but not limited to outside counseling, teacher, sports coach or club leader check ins</li></ul>	<ul style="list-style-type: none"><li>• 1. 6 month period</li><li>• 2. Scheduled meetings with parent, student, counselor, administration, and possibly teacher(s) at the beginning, 3rd month, and end.</li><li>• 3. Scheduled check ins with the grade level counselor.</li><li>• 4. Bi weekly or monthly check ins with the Dean of Students and behavior feedback from teachers depending on student need.</li><li>• 5. The student could be restricted from representing Lincoln School in any Lincoln event.</li><li>• 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</li></ul>

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, over and over again. Bullying is not phenomena of indiscipline or isolated violence, but an abuse, harassment, permanent psychic or physical intimidation with an unbalance of power repeated over time.

Bullying represents a pattern of behavior rather than an isolated 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:



1. 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.
2. 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.
3. The student will meet with the counselor to work on his/her behavior and find possible alternatives that encourage more positive interactions.
4. If the student repeats these behaviors, he/she will be placed on conditional enrollment.
5. 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 improve the quality of life by building secure and safer communities through the recognition and realization of community safety as a common good. Lincoln School is dedicated to developing, informing and promoting innovative evidence-based crime prevention focused on groups identified as being vulnerable to victimization or offending.



## Lincoln School does this by:

Conducting rigorous research into issues of relevance to policymakers, public officials, development partners and crime prevention practitioners.

Facilitating the implementation of crime prevention projects. Providing accredited sector-specific training in crime prevention. Advocating and lobbying for a crime prevention agenda that supports effective service delivery.

## This policy is informed and guided by the following:

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



## Nature and Purpose of This Policy

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

## Definitions

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

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

## **Principles and Guidelines for Child Protection**

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



## **Recruitment and Selection**

- Lincoln School follows stringent recruitment processes to ensure that all staff who are recruited understands and commits to the Lincoln School Policies and Procedures.
- Reference checks are done on all potential recruitment of which at least one written reference from a previous employer is kept on file.
- Before commencing employment, all staff are required to attend an intense induction course where the Lincoln School policies, procedures and guidelines are discussed in detail to ensure there are no misunderstandings. The induction is the first day of work.
- Staff are required to sign a confidentiality agreement.

## **Screening**

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

## **Personal Interview**

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

## **Reference Checks**

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

## **Criminal Background Check**

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

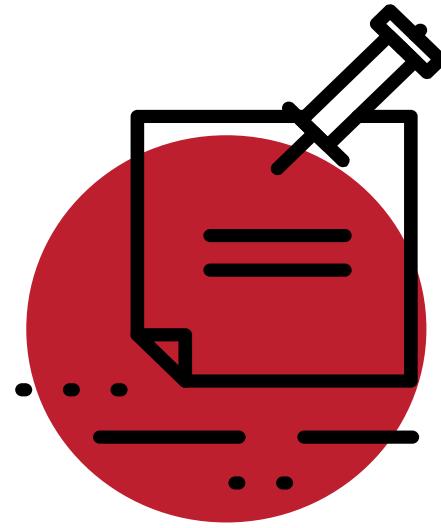
## **Staff Training**

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



## Training And Education

- All staff will receive an orientation that includes:
  1. Review and receipt of the Lincoln School Code of Conduct an original signed copy will be kept in the individual's personnel file.
  2. Review of policies related to safety, transportation, prevention and reporting of child abuse and emergency procedures - within the first weeks of policy orientation
  3. Training in recognizing signs of suspected child abuse - within three months of orientation
  4. Training in the prevention of "Bullying" - within three months of orientation
  5. Supervisors will be trained on hiring and screening potential staff members – within three months of orientation
- The Child Protection Team will review this policy as part of their initial orientation
- Staff training and orientations will be updated and refreshed each year
- Documentation of all training will be maintained in each individual's personnel file.
- Lincoln School will offer educational information and resources for the community, parents and children through workshops, programs, and the use of printed and/or audio-visual resources.
- At these training sessions, participants are introduced to all information relating to acceptable behaviors and appropriate boundaries when interviewing children.
- Staff are also equipped with the necessary skills to be able to respond appropriately when situations arise. Staff know what steps should be taken to report any abuse or maltreatment of children that are disclosed to them.



## Reporting

- All Lincoln School divisions must have a reporting box for children to insert a written report in private, should they lack the confidence to report the matter verbally.
1. All Lincoln School field divisions must regularly inform all children about the following:
  2. The importance of reporting abuse or neglect to a responsible adult
  3. The process to follow when making a report of abuse or neglect to Lincoln School staff
  4. 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—
    5. Assaulting a child or inflicting any other form of deliberate injury to a child
    6. Sexually abusing a child or allowing a child to be sexually abused
    7. Bullying by another child
    8. A labor practice that exploits a child
    9. 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:

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

**STEP 1:**

- All Lincoln School staff will report known or suspected child abuse immediately or as soon as practically possible, taking note of the following to the best of your knowledge:
  1. Child's name or description of student.
  2. Reasons for concern and any relevant statements made by the child.

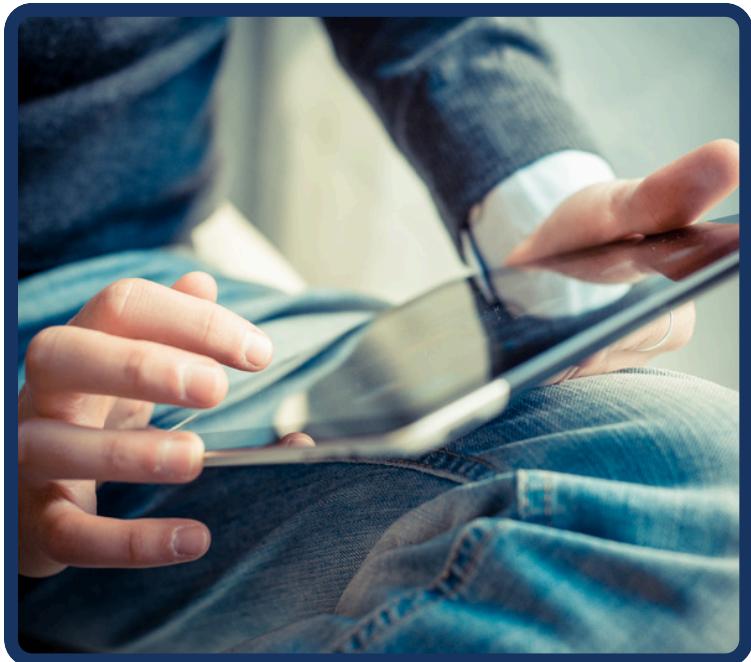
If an incident of abuse or neglect is alleged to have occurred at or during Lincoln School programs or activities, the following procedure shall be followed:

1. The parent or guardian of the child will be notified and the student will be taken to a safe place.
  2. The appropriate authorities will be notified, consistent with applicable legislation
  3. The alleged perpetrator of the abuse or misconduct will immediately be informed of the accusation, be taken to a safe place and an investigation will open. In case of a minor, parents will be informed before speaking with the minor.
- Staff will follow an internal chain of command for the reporting of abuse, making all reports to the direct supervisor.
  - Staff may report directly to the Lincoln School General Director, if their supervisor does not handle any report immediately.



## **STEP 2:**

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



## **STEP 3:**

The designated personnel should contact a Child protection organization.

The following should be noted:

- a. The name of the person making the call;
- b. The name of the intake worker receiving the call;
- c. The date and time of the call; and
- d. The action proposed by the person to whom the abuse has been reported.

## **STEP 4:**

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

## **STEP 5:**

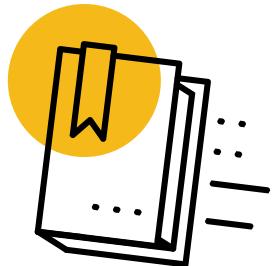
- Once the internal investigation has been completed, Lincoln School may pursue internal disciplinary proceedings, as and when necessary.
- A detailed report must be submitted to the General Director of findings pertaining to any investigations.
- The team should act only in consultation with an attorney.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

## **Information and Communication Technology**

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

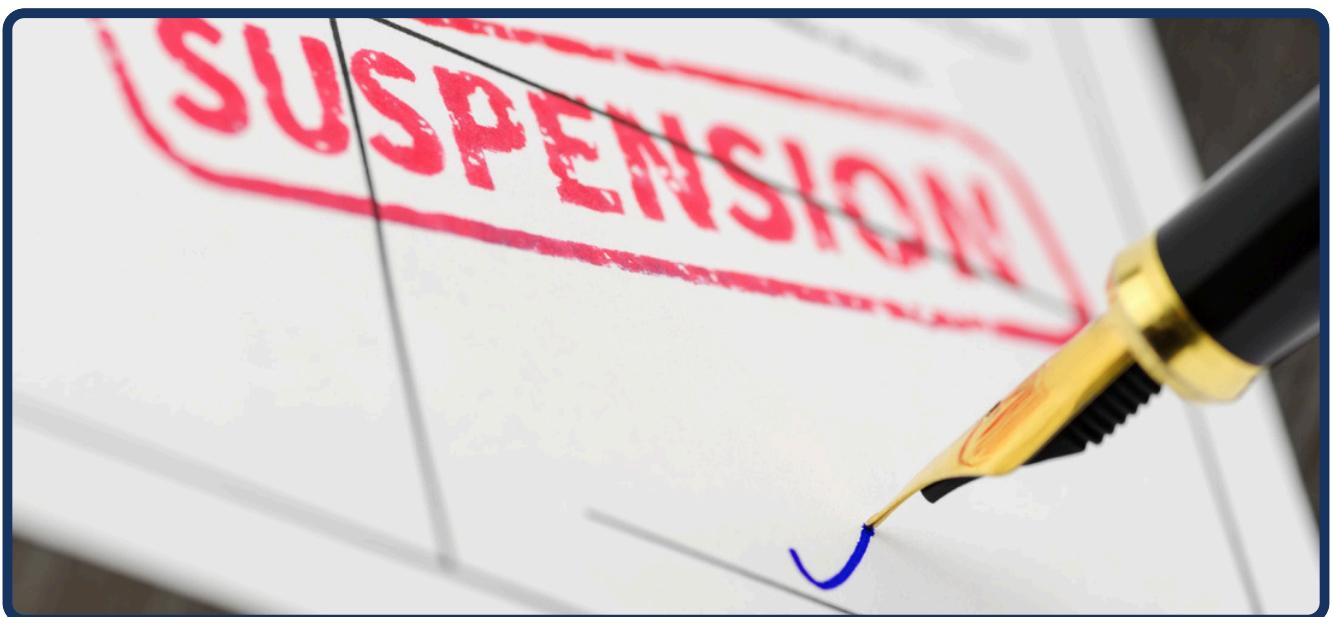
"Pornography" is defined as follows:

- '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**

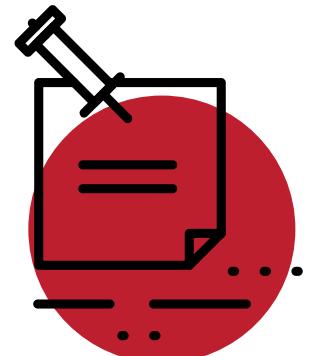
- Lincoln School is committed to ensuring that all relevant parties are informed about its policy and understand the importance of keeping children safe.
- Lincoln School's Child Protection Policy is:
  1. Circulated and discussed with all current and future Lincoln School employees, contractors and consultants.
  2. Circulated and discussed with all current and future board members.
  3. Circulated and discussed with the communities with whom Lincoln School collaborates.

## **Monitoring**

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

## **ALCOHOL, TOBACCO, VAPE, AND DRUG POLICY**

Lincoln School's Alcohol, Tobacco, Vape 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, Vape 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 a substance that alters a person's temperament, reaction, thought process or behavior, and includes, but is not limited to:

- Any illegal substance that alters the body functions such as marijuana, barbiturates, hallucinogens, amphetamines, steroids or psychotropic chemicals, etc.
- Any legal pharmaceutical medication used for the purpose of intoxication with disregard for the dosage recommendation and without a doctor's prescription or supervision.
- Any chemical such as glue or aerosol that is inhaled for the effect of intoxication.
- Alcohol and tobacco products are also considered drugs although they are also referred to separately in the drug code.

- The use of legal medication provided by the school or brought from home to treat illness, pain or previously identified health conditions must follow the school policy regarding medicine management.
- The use or possession of vape devices, whether legal or not, as well as their distribution, purchase or sale.

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

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



## **Alcohol and Drug Prevention Program**

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

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

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

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

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

## **Random Drug Testing**

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

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

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

## **Other Prevention Measures**

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

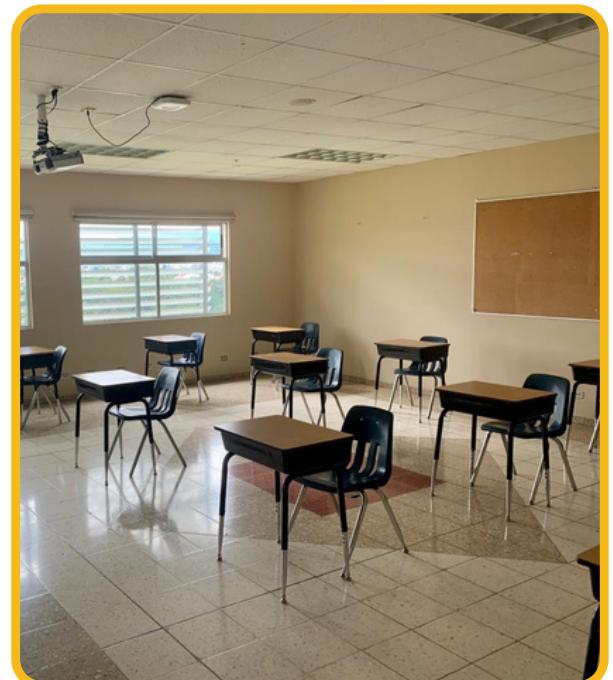
The school may institute a telephone or a webpage "Hotline" as a vehicle for parents and students to confidentially report concerns about a student's drug or alcohol use or to seek information for themselves or others about resources and options to get help.

## **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 Middle School Principal and/or his/her designee to determine if there is cause for disciplinary action, which could include:

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



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

## Self-Referral

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

## Note Regarding Off-Campus Behavior

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

# EXTENDED LEARNING PROGRAM

Lincoln School offers a great variety of cultural, artistic and sports activities provided after school for students from Prep to G12 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:

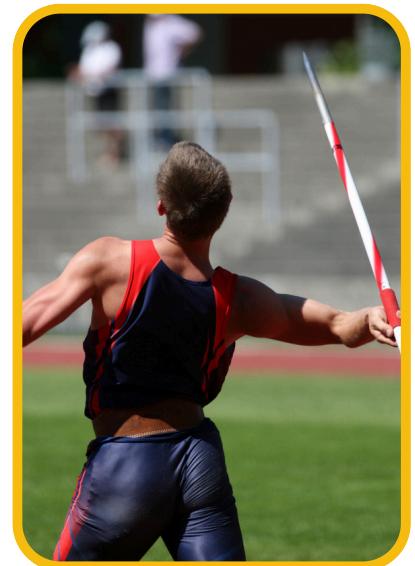
- Academic self-efficacy
- Positive youth engagement
- Positive self-identity
- Better Self-control
- Stronger bonds within the community
- More caring and empathetic

## 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 surfing to protecting the environment and more. Club meetings are usually held after school and are approved by the Student Life Department with a selected advisor. Cultural, artistic and sports activities will be organized as Clubs.

The following rules will apply to Clubs inside Lincoln School:

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

1. 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 semester of the trip.
- Have not been placed on Behavioral Probation or Conditional Enrollment during the instructional year of the trip.
- Have all school payments up to date.

2. 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.

3. 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.

4. 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 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.

## 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.

# 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:

### a. Emergency Medical Services

- Call 9-1-1. Chaperones first response to an emergency will always be to look for professional help.

### b. Venue Authorities

- Venue authorities should also be made aware of the situation immediately so they can assist the situation.

### c. 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.

### d. 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.

### e. Lincoln School Student Life Director or Principal

1. Report situation back to Lincoln School.
2. School administration will report to General Director.
3. 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.

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

## After the Trip

Chaperones will follow up with the emergency as follows:

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





## ACADEMICS

Lincoln School has 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 diplomas: the Costa Rican Bachiller en Educación Media diploma (authorized by the Costa Rican Ministerio de Educación Pública), the United States High School diploma (authorized by Cognia), and the International Baccalaureate diploma (authorized by the International Baccalaureate Organization). All three of the diploma programs contain a rigorous curriculum. The Costa Rican Bachillerato program automatically qualifies a student for the U.S. diploma; however, a student may qualify for only the U.S. diploma if he/she meets the requirements. As a private education institution, Lincoln School has established its own policies and guidelines regarding curriculum within the parameters of the three programs.

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 Director of the Counseling Department. Acceptance into a Costa Rican University requires the Costa Rican Bachillerato diploma.

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 those 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.

## The Middle School Curriculum

GRADE 6	GRADE 7	GRADE 8
Language & Literature 6	Language & Literature 7	Language & Literature 8
Math 6	Math 7	Math 8
Science 6	Science 7	Science 8
Individuals & Societies 6	Individuals & Societies 7	Individuals & Societies 8
Lengua y Literatura 6	Lengua y Literatura 7	Lengua y Literatura 8
Art 6	Art 7	Art 8
Performing Arts	Performing Arts	Performing Arts
Physical Education 6	Physical Education 7	Physical Education 8
Design 6	Design 7	Design 8
Advisory/SA	Advisory/SA	Advisory/SA
French 6	French 7	French 8

### Language & Literature

The Lincoln School English Language Arts middle school program focuses on reading, writing mechanics, creative writing, and critical thinking skills to prepare the student for a lifetime of communication through the written and spoken word. Moreover, the curriculum seeks to create a solid academic base that will sustain the student beyond 9th and 10th grades and into the challenging International accalaureate Programme in the junior and senior years.

During the three middle school years at Lincoln the student will become intimately acquainted with poems, novels, and plays handpicked to challenge the imagination and encourage self-discovery. Furthermore, non-fiction writings such as essays, biographies and journals will improve the student's reading fluency and background knowledge.

### Math

The Lincoln School Mathematics middle school curriculum emphasizes building a strong foundation in pre-algebra and algebra through the continued development and understanding of the following five strands: Number and Number Sense, Measurement and Geometry, Patterns, Functions and Algebra, and Probability and Statistics.

The curriculum seeks to develop and build upon skills and concepts that will prepare students for higher level mathematics throughout future years. It is designed to help students' development of mathematical fluency, problem-solving skills, mathematical reasoning, and ability to communicate mathematically. Students learn to think like mathematicians as well as become lifelong learners through investigations, inquiry-based learning, projects, independent practice, guided practice, and direct instruction.

### Science

The Lincoln School middle school science program consists of three introductory courses in the main sciences. 6th grade studies Earth Science; 7th grade studies Life Science; and 8th grade studies Physical Science. All science courses integrate the Next Generation Science Standards (NGSS), which combine science content, STEM (science, technology, engineering, and math) design, and Cross-Cutting Concepts, which are connecting "big picture" themes and ideas that spiral through K-12.

The goal of science education is to produce individuals capable of understanding and evaluating information that is scientific in nature, and to develop the scientific process skills necessary for future scientists, engineers, and other science-based professions. The science department believes that the focus of grades 6-8 should be on the foundational aspects of science. A greater focus should be on the qualitative aspects of science as students begin to form conceptual frameworks that will organize a solid body of scientific literacy. Students learn to think like scientists as they “do science” through inquiry-based learning, hands-on activities, guided investigations, and independent experimentation.

## Individuals & Societies

The Lincoln Middle School Individuals & Societies curriculum emphasizes instruction by theme and development of analytical skills. Teachers utilize reading discussion, writing, collaborative problem solving, visual analysis, and other pedagogical methods designed to engage students while increasing their ability to critically analyze issues in the social sciences. In Grade 8, the program begins with US History and culminates in the Grade 8 Entrepreneurship Capstone Project. A standardized rubric developed by the Middle Years Program is the assessment tool used that aligns with the IB program and prepares students with the skills needed to perform at a high level.



## Lengua y Literatura

The Lengua y Literatura course for sixth, seventh, and eighth grade, seeks to raise awareness among students about the value of language as a communication tool to service human beings and their progress. It includes basic aspects of communication, language, and literature. Students will use techniques of oral and written expression, reading and analysis of works from different genres and authors: Costa Ricans, Latin Americans, Spaniards and Americans, among others.

The aim is to develop a more comprehensive vision of the world and criticism, where respect towards differences is highlighted and promotes inclusion. The methodology is participatory. Students face different learning activities such as lectures, literary analysis, group work, projects, PBLs, and oral expressions. The evaluation will allow self-assessment, peer assessment and unidirectional assessment.

## Art

Lincoln School's art curriculum is aligned so that students may develop the required skills and understandings for the IB Visual Arts diploma program. Every year two- dimensional, three- dimensional, and digital art is seen in each grade level. Students learn how to use sketchbooks in a neat and orderly manner; this becomes a portfolio of all the concepts, skills, and techniques explored. The elements and principles of art and design are taught and reinforced every year as students expand and apply them.

Through interdisciplinary units, students quickly realize how other subject areas can be probed through the arts.



Discovery of how visual arts are applied in the real world will occur as students learn about art related careers and develop products. Mature work habits will form through several stages experienced in class: theory and concepts, media testing, idea development, studio work, critique sessions, and self-assessment. By undergoing this process 21st century skills are fostered such as creativity, innovation, organization, time management, critical thinking, and problem solving.

## **Winds**

Students in this course will develop their skills in performing music on an approved wind instrument. The primary focus is on the development, continuation, and expansion of basic skills begun in previous years that are necessary for effective instrumental music performance. Special focus will be given to embouchure and tone development, counting, timing, and rhythmic development, reading and notation skills, introduction of scales, simple music theory, development of vocabulary of musical terms and symbols, ear training and listening skills, equipment care and maintenance and effective practice habits. Individual growth, discipline and achievement are encouraged through participation in large group ensembles. All students are required to participate in all performance opportunities.

## **Percussion**

Students in this course will develop their skills in performing music on an approved percussion instrument. The primary focus is on the development, continuation, and expansion of basic skills begun in previous years that are necessary for effective instrumental music performance. Special focus will be given to stick control and technique, tone production, counting, timing, and rhythmic development, reading and notation skills, introduction of scales, simple music theory, development of vocabulary of musical terms and symbols, ear training and listening skills, equipment care and maintenance and effective practice habits. Individual growth, discipline and achievement are encouraged through participation in large group ensembles. All students are required to participate in all performance opportunities.

## **Strings**

The String program classes are designed to involve students into the fundamental music skills to performers, composers, and critical thinkers. These music classes introduce and develop performance techniques, sight-reading skills, music theory concepts, music history, orchestral and chamber music opportunities. Students are able to select the instrument of their choice and learn the proper playing posture for that instrument, including hand position and bow hold. Students will be provided with the opportunity to master listening development, basic finger patterns, scales, articulations, and rhythm. They will be taught to match pitches as well as read music. Students will be engaged in learning a diverse array of musical traditions, folk, popular, and art music. The program includes public performances to demonstrate their own improve and ensemble skills. All students are required to participate in all performance opportunities.

## **Drama**

Middle school drama introduces students to the basics of acting techniques and stagecraft. Students will develop skills in all areas of theatrical production in order to produce, direct, and star in their own public performances throughout the year.



## **Physical Education**

The Lincoln School Middle School Physical Education program is designed to provide general knowledge and skills to develop social, physical and mental health. The goal of physical education is that students apply this knowledge and skills to lead a healthy life now and in adulthood. The program is mostly practical and focuses mainly on basic fitness, rhythmic and dance activities, health issues, movement concepts and principles, modified games, sports activities and values. Proper physical education uniform and participation will be required at all times.

## **Design**

The middle school design program is guided by the MYP design curriculum. Curricula focuses on the development of skills in the areas of creativity, innovation, communication, collaboration, information fluency, critical thinking, problem solving, decision making, digital citizenship, and technology systems and operations. Students utilize common applications such as the Microsoft Office suite while integrating content from other courses, practice web-site design, learn coding, and integrate additional emerging technologies as appropriate.



## **French**

All 6th, 7th, and 8th grade students take French at Lincoln School. This three-year sequence is designed to introduce students to the French language by focusing on the four key areas of listening, speaking, reading, and writing. By providing contextually relevant conversational examples, students are actively engaged in their own language learning. Students will progress from the basics of language acquisition to participating in conversations, analyzing cultural norms, reading authentic literature, and providing written evidence of language and skill mastery. Eighth grade students may participate in summer exchange program in France. After completing the middle school sequence, students may continue their language and skill mastery at the high school and IB levels.

## **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.

## **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.

## **Enrollment and Withdrawal from Courses**

Students may enroll only in those courses in which they meet the necessary requirements. They can find specific information on the courses in the Program of Studies. 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 course will only be accepted in the first two weeks of the course.

## APPROACHES TO LEARNING (ATL) IN THE MYP

Through approaches to learning in IB Programmes, students develop skills that have relevance across the curriculum that help them “learn how to learn”. The MYP extends the approaches to learning (ATL) skills categories into ten developmentally appropriate clusters. The focus of approaches to learning in the MYP is on helping students to develop the self-knowledge and skills they need to enjoy a lifetime of learning. ATL skills empower students to succeed in meeting the challenging objectives of MYP subjects, prepare them for further success in the IB Diploma Programme, and fosters the Entrepreneurial Mindset.

### The Approaches to Learning (ATLs) IB clusters explained below:

COMMUNICATION	
<b>I. Communication skills</b>	
Exchanging thoughts, messages and information effectively through interaction	How can students communicate through interaction?
Reading, writing and using language to gather and communicate information	How can students demonstrate communication through language?
SOCIAL	
<b>II. Collaboration skills</b>	
Working effectively with others	How can students collaborate?
SELF-MANAGEMENT	
<b>III. Organization skills</b>	
Managing time and tasks effectively	How can students demonstrate organization skills?
<b>IV. Destrezas afectivas</b>	
<ul style="list-style-type: none"><li>• Managing state of mind</li><li>• Mindfulness</li><li>• Perseverance</li><li>• Emotional management</li><li>• Self-motivation</li><li>• Resilience</li></ul>	How can students manage their own state of mind?
<b>V. Reflection skills</b>	
(Re)considering the process of learning; choosing and using ATL skills	How can students be reflective?

## RESEARCH

### VI. Information literacy skills

Finding, interpreting, judging and creating information

How can students demonstrate information literacy?

### VII. Media literacy skills

Interacting with media to use and create ideas and information

How can students demonstrate media literacy?

## THINKING

### VIII. Critical thinking skills

Analysing and evaluating issues and ideas

How can students think critically?

### IX. Creative thinking skills

Generating novel ideas and considering new perspectives

How can students be creative?

### X. Transfer skills

Using skills and knowledge in multiple contexts

How can students transfer skills and knowledge across disciplines and subject groups?

Every MYP unit identifies ATL skills that students will develop through their inquiry and demonstrate in the unit's formative (if applicable) and summative assessments. Many ATL skills directly support the attainment of subject objectives.

## ENTREPRENEURIAL THOUGHT & ACTION (ET&A)

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

- 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.

## ADVISORY PROGRAM

The Middle School Advisory Program is designed to provide students with a faculty advocate and a small group environment 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 UN Sustainable Development Goals. All middle school students take part in the Advisory program.

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.

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 behavioral probation.

## SERVICE AS ACTION (SA)

The Lincoln School SA program promotes 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 facilitators, the program bridges the gap between academic learning, community involvement, and global citizenship in a constantly changing world.

All Middle School 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.

On "Action Days," depending on the site of their work on that day, students should be prepared to get dirty and should dress accordingly. All SA experiences and projects are documented in ManageBac.

## STUDENT GOVERNMENT

Each year the students elect a School Student Government. This organization conducts a series of activities to benefit the school and community, in accordance with the school's philosophy and objectives. There are six elected positions in the Student Government: President, Vice-President, Secretary, Treasurer, Vocal I, and Vocal II.

In addition, each grade level elects its own representatives. The function of the Grade Level Representatives is to provide leadership for the members of their class and to work with the teachers and Middle School administration in furthering activities that build school spirit for their particular class and the school.

Student Government officers have an obligation to be role models for all students. Inappropriate actions or discipline problems or failure to attend meetings as stipulated by the sponsors and school administrators may result in removal of any member of the Student Government from the elected position.



## ELECTORAL TRIBUNAL

The Electoral Tribunal is composed of representatives of all grade levels and is elected by the faculty. With the help of the faculty advisor, the Tribunal conducts all activities related to the election of the Student Government.

## ASSESSMENT

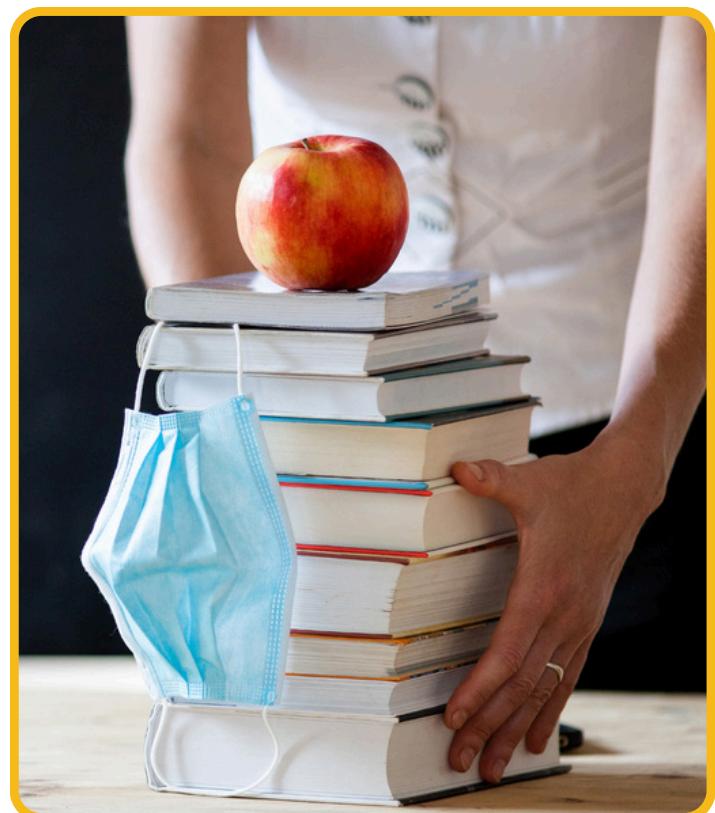
Lincoln School believes that the primary role of assessment is to measure and indicate the degree of student growth and mastery of a skill, concept, or content as a result of learning and that it is an integral component of the teaching and learning process. Assessment practices are an essential part 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 criteria, and have grading reliability. This is accomplished by using MYP rubrics and assessment criteria prescribed by the IBO. Assessment results may be reported to the school community as appropriate, used as a basis for dialogue amongst school community members, and to inform various stakeholders of program improvements.

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

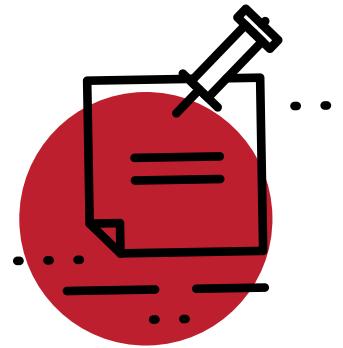
The purpose of the assessment policy is to establish the norms that regulate the learning achieved by students. Such assessment requires the use of various and numerous measuring techniques. This document will be used to inform faculty, parents, and students about the assessment philosophy and policies of the school. It will also serve as a reference for the administrative team to verify its compliance, as well as its frequent revision and update, if necessary.

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, whether practice (formative) or performance (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.
- Request and coordinate any assessment retakes with teachers within the time frame established in this
- Present any academic appeal, if considered necessary.

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.
- Include Task-Specific Clarifications for each achievement level on all summative assessment rubrics.
- Use communication channels of the Institution to announce performance assessments at least 5 workdays 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 workdays and before the next summative assessment.
- Provide students with formative feedback prior to the related summative assessment.
- Clarify doubts students or parents might have about assessments.
- Use assessments in order to make informed decisions to reinforce and retake content.

Learning 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 child's courses.
- Stay informed about their child's assessment results through official school channels.
- Present any academic appeal, if considered necessary, following due process outlined in the "Appealing an Academic Grade" section.

## General Guidelines for Assessment

The curriculum, instruction, and assessment in all courses at Lincoln School in grades 6-8 are aligned with the MYP and are criterion referenced.

## MYP Course Criterion Scores

Each course in grades 6-8 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:

	A	B	C	D
<b>Language and literature</b>	Analysing	Organizing	Producing text	Using language
<b>Language acquisition</b>	Listening	Reading	Speaking	Writing
<b>Individuals and societies</b>	Knowing and understanding	Investigating	Communicating	Thinking critically
<b>Sciences</b>	Knowing and understanding	Inquiring and designing	Processing and evaluating	Reflecting on the impacts of science
<b>Mathematics</b>	Knowing and understanding	Investigating patterns	Communicating	Applying mathematics in real-world contexts
<b>Arts</b>	Investigating	Developing	Creating / performing	Evaluating
<b>Physical and health education</b>	Knowing and understanding	Planning for performance	Applying and performing	Reflecting and improving performance
<b>Design</b>	Inquiring and analysing	Developing ideas	Creating the solution	Evaluating
<b>Community project</b>	Investigating	Planning	Taking action	Reflecting
<b>Personal Project</b>	Planning	Applying skills	Reflecting	
<b>Interdisciplinary</b>	Evaluating	Synthesizing	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.

## Course Rubric

Because each course is comprised of specific criteria, criteria-specific rubrics will be used when creating and grading assessments. These rubrics will be made available to students prior to the assessment, and prior to instruction whenever possible. Students in 6th grade will be assessed using the Year 1 MYP criteria rubrics. Students in 7th and 8th grade will be assessed using the Year 3 MYP criteria rubrics. An example of such a Year 1 rubric and a Year 3 rubric:

### Year 1

#### Criterion A: Knowing and understanding

Maximum: 8

At the end of year 1, students should be able to:

- select appropriate mathematics when solving problems in both familiar and unfamiliar situations
- apply the selected mathematics successfully when solving problems
- solve problems correctly in a variety of contexts.

ACHIEVEMENT LEVEL	LEVEL DESCRIPTOR
0	The student does not reach a standard described by any of the descriptors below.
1-2	The student is able to: <ul style="list-style-type: none"><li>• select appropriate mathematics when solving simple problems in familiar situations</li><li>• apply the selected mathematics successfully when solving these problems</li><li>• generally solve these problems correctly in a variety of contexts.</li></ul>
3-4	The student is able to: <ul style="list-style-type: none"><li>• select appropriate mathematics when solving more complex problems in familiar situations</li><li>• apply the selected mathematics successfully when solving these problems</li><li>• generally solve these problems correctly in a variety of contexts.</li></ul>
5-6	The student is able to: <ul style="list-style-type: none"><li>• select appropriate mathematics when solving challenging problems in familiar situations</li><li>• apply the selected mathematics successfully when solving these problems</li><li>• generally solve these problems correctly in a variety of contexts.</li></ul>
7-8	The student is able to: <ul style="list-style-type: none"><li>• select appropriate mathematics when solving challenging problems in both familiar and unfamiliar situations</li><li>• apply the selected mathematics successfully when solving these problems</li><li>• generally solve these problems correctly in a variety of contexts.</li></ul>

### **Year 3**

Criterion A: Knowing and understanding

Maximum: 8

At the end of year 3, students should be able to:

- select appropriate mathematics when solving problems in both familiar and unfamiliar situations
- apply the selected mathematics successfully when solving problems
- solve problems correctly in a variety of contexts.

ACHIEVEMENT LEVEL	LEVEL DESCRIPTOR
0	The student does not reach a standard described by any of the descriptors below.
1-2	<p>The student is able to:</p> <ul style="list-style-type: none"> <li>• select appropriate mathematics when solving simple problems in familiar situations</li> <li>• apply the selected mathematics successfully when solving these problems</li> <li>• generally solve these problems correctly in a variety of contexts.</li> </ul>
3-4	<p>The student is able to:</p> <ul style="list-style-type: none"> <li>• select appropriate mathematics when solving more complex problems in familiar situations</li> <li>• apply the selected mathematics successfully when solving these problems</li> <li>• generally solve these problems correctly in a variety of contexts.</li> </ul>
5-6	<p>The student is able to:</p> <ul style="list-style-type: none"> <li>• select appropriate mathematics when solving challenging problems in familiar situations</li> <li>• apply the selected mathematics successfully when solving these problems</li> <li>• generally solve these problems correctly in a variety of contexts.</li> </ul>
7-8	<p>The student is able to::</p> <ul style="list-style-type: none"> <li>• select appropriate mathematics when solving challenging problems in both familiar and unfamiliar situations</li> <li>• apply the selected mathematics successfully when solving these problems</li> <li>• generally solve these problems correctly in a variety of contexts.</li> </ul>

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. Criterion Rubrics must contain task-specific clarifications for each summative assessment at each achievement level.

Individual 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.

## **General Guidelines for Recording and Reporting MYP Course Grades**

The school year in grades 6-8 is divided into two semesters of approximately 18 weeks each. Grades are officially reported on “report cards” at the end of each semester. Additionally, “interim feedback reports” are published at the midpoint of each semester in order to report student progress as accurately as possible. Teachers must keep a clear and accurate records of all assessment activities.

### **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 (formative) is not used for grading purposes, while performance (summative) 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.

GRADE	BOUNDARY GUIDELINES	DESCRIPTOR
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.

MYP: From principles into practice, 94

## 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 feedback may not always be recorded in the gradebook. However, formative assessments with a criterion score on ManageBac may be taken into account as evidence for determining the best fit criterion score.

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.

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 and AS learning. Formative feedback may not always be recorded in the gradebook. However, formative assessments with a criterion score on MangeBac in the online gradebook may be taken into account as evidence for determining 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.

In either case, homework is designed to provide relevant, challenging, and meaningful learning opportunities for students. 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 assessment criteria, and the results are used to determine the student's midyear and final grades. These assessment criteria must always be provided to students in advance.

### 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. These assessments are designed to intentionally teach and develop the entrepreneurial mindset.

Other possible types of summative assessments:

- Written Tests
- Written Quizzes
- Oral Tests and Quizzes
- Performance Tasks
- Essays
- Projects
- Practical Exams

### Retaking Summative Assessments

At Lincoln we believe that learning is a process that includes multiple attempts to develop mastery of a skill or content knowledge. With the goal of students attaining mastery, retakes are an opportunity for them to continue to develop skills or content knowledge before moving onto the next topic. Retakes are additional opportunities for students to demonstrate their learning. We have created the following guidelines to support student access to retakes.

#### Summative Assessment Retake Agreements

- Retakes are offered for summative assessments.
- The summative assessment must have been submitted on time (original due date) in order for the student to be eligible for a retake.
- Students must formally request a retake in writing within a week of receiving feedback on a summative assessment. Students must follow these steps:
  - Fill out online MS Retake application form.
  - Save a pdf copy of their form after submitting.
  - Send a written message to their teacher with a copy of their form.



- Teachers may recommend students who received a 1 or 2 on a summative assessment to request a retake.
- 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.
- All students can request a retake regardless of the summative score.
- Retakes happen within three weeks of return of summative assessment and will be taken after school at a designated time and location.
- There may be occasions where a teacher needs the student to complete the retake during the school day.
- Students must have all formative work marked as complete or submitted on ManageBac by the due date of each formative.
- Students must complete a “recuperation task” before a retake is offered.
- 6th Grade: Retakes are replacement scores for the original assessment, unless the score is lower than the original.
- 7th & 8th Grade: Retakes are replacement scores for the original assessment.
- There is only one retake per assessment.
- Students are allowed one summative assessment retake per semester per course.
- There are no opportunities for retakes on assessments that happen within the last 15 school days of the semester.

## 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 an assignment for formative feedback 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, due to the importance of the individual student’s completion of assignments in order for the course to progress in a timely fashion, repeated late submissions of assigned work by students may result in disciplinary consequences.

1. The first time a student submits an assignment past the posted due date the teacher may elect to lower the Behavior Supporting Learning indicator in Responsibility for that term. This reduction may continue for each late submission at the discretion of the teacher.
2. Subsequent to the first late submission of work, the teacher may require a student to attend working lunch as deemed necessary for the students’ wellbeing. The teacher will notify the parents if a student attends working lunch.
3. If the behavior continues, the teacher may request a conference with the parents and student as deemed necessary for the student’s wellbeing. Please refer to the level 1 behavior report consequences.

### Late Summative Assessment

In the case that a summative assessment is not completed or turned in on the assigned due date, the following will occur:

1. Teacher will communicate with the student about the missing assessment
2. The student will receive a Level 1 behavior report and parents will be notified via Managebac.
3. The student has 4 days from the original due date to turn in the summative.
4. Students who complete summative assessments after the original due date, forfeit the right to the retake.

Note: The above steps do not apply to in class timed summative assessments. Timed assessments must be turned in at the end of the given time.



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.

If a student skips class 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 skipped.

In the case that a summative assessment is not completed or turned in within four school days of the assigned due date, the student will receive a score of "0" for each criterion upon which the assignment is assessed.

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 "0" for each criterion upon which the assignment is assessed. Teachers will email the student and copy the parents when this occurs.

- A "0" represents that the student does not reach a standard described by any of the descriptors presented in the criterion rubric. When a "0" is the only evidence provided for a criterion score, then a zero (0) 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 "0" will not hold the same significance in determining best fit criterion score.



## MAKING UP MISSED WORK DUE TO AN ABSENCE

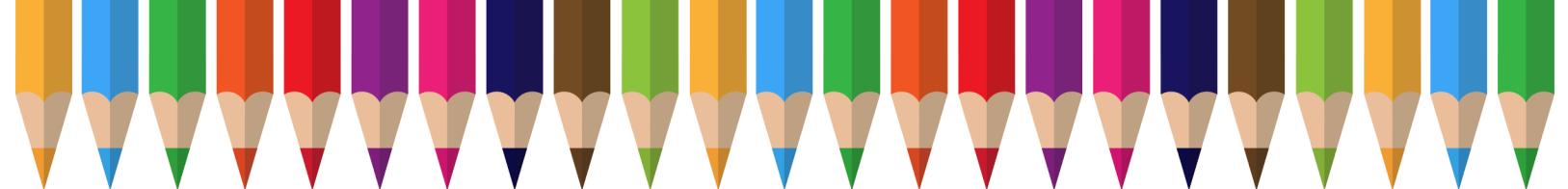
- It is the student's responsibility to catch up on all assignments missed during an absence for any reason.
- This responsibility includes talking directly to the teacher(s) involved to clarify what was missed and to

coordinate the dates on which the student will submit the work. In cases of justified absences, teachers will allow a number of days equivalent to the days absent for students to make up assignments, taking into account the material covered during the student's absence, as well as the number of summative assessments to be made up, and giving additional support during office hours on the material if needed.

- In the case of unjustified absences, the student will be given a number of days equivalent to the days absent with a maximum of five to make up assignments and summative assessments. It is the student's responsibility to coordinate with their teacher. Retakes are not available in cases of unjustified absences or suspensions.
- In the case of a suspension, it is the student's responsibility to keep up with all posted assignments and due dates on ManageBac. This responsibility includes communicating directly to teachers.

To request a make-up assessment:

- The student's parent must submit a note or email immediately after the student returns to school explaining the absence.
- The teacher will then schedule a time for the student to make up the assessment. Teachers will take into account the number of assessments to be made up and the material covered during the student's absence.
- 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 a make-up assessment to be scheduled at teacher discretion.



## Other Conditions

The Administration may authorize an extension of time for situations involving an emergency or extended illness, family emergencies, or other exceptional situations.

## NUMBER OF SUMMATIVE ASSESSMENTS

No more than two (2) summative assessments may be required of a student to complete or turn in in a single day. This does not include long term in-class projects.

### Invalid Assessments

An assessment is considered invalid if the content of the assessment was not covered in class, if the assessment contains significant technical errors, and/or if the assessment does not use the prescribed MYP criteria rubrics (e.g. the use of points or percentages). In such a case, 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 repetition 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 graded assessment, they will receive the grade recorded.
- If the student does not present the graded assessment, the assessment will be rescheduled. Assessments that are rescheduled have to include the same characteristics, and the teacher has to guide student work.

### 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. 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. Additionally, results of the MAP assessment may be used to identify the need for academic support plans.

#### Guidelines for MAP Tests

- Students should enter the exam room as instructed and in a quiet, orderly manner.
- Students may only take to their desk or table materials previously identified by the teacher or testing proctor.
- Students may 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.
- Bathroom breaks are for emergencies only, and only one student may go at a time.

# ASSESSMENT AND CURRICULUM ACCOMMODATIONS

## Conditions to Administer Curricular and Summative Assessment Accommodations

- 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 test application.
- Curricular accommodations previously established according to the individualized plan (IEP) 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 in the same testing venue/room to guarantee the validity of the assessment. Otherwise the student will finish the test in the LRC classroom.

## Curriculum Accommodations

Testing and instructional accommodations will be provided to students according to the specific needs and diagnosis stated on their external or internal evaluation report; however, the accommodations provided may differ from the ones that the external specialist recommends. The counselor, core subject teachers, and Learning Specialist will define the accommodations that the student may receive, and the accommodations will be clearly stated on the IEP document elaborated by the Learning specialist. The accommodation(s) will be in place as long as the student needs. The accommodation(s) can be modified, replaced, or excluded as needed. Teachers will receive the accommodation plan of each student in the LRC program and will follow the recommendations specified by the team.

The Learning Specialist will be monitoring the effectiveness of the accommodations that are in place as well as the need of changes or modifications to the current IEP.

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

## Access Accommodations

Access accommodations 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 Accommodations 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 (clarify rubric for each 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 and rubrics.
- 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 digital platforms 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.
- Ongoing communication with external professionals and tutors for feedback and support.

## **Significant Curricular Accommodations**

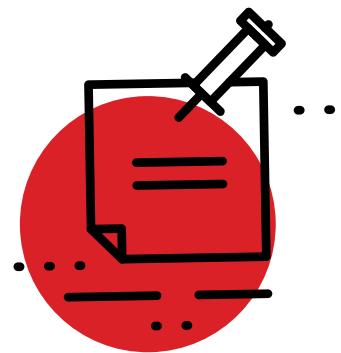
Significant curricular accommodations are those modifications to the curriculum that allow for the elimination of specific content not considered essential in the mastery of curricular objectives and/or standards. Significant curricular accommodations are the responsibility of the Learning Resource Center. 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.

## **Eligibility Criteria**

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

### Demonstrate Sustained Excellence

- Be actively involved at a high level in a recognized extracurricular discipline outside of school, known for its rigor and selectivity (for example, national competitions, professional performances, entrepreneurship fairs).
- Provide documentation verifying the legitimacy and relevance of the event.



## Maintain High Standards

- Maintain strong academic performance, with satisfactory grades (scores of 5 or higher in the report, with only one score of 4 permitted).
- Maintain exemplary conduct, with no Level II infractions or bus behavior reports.
- Maintain regular attendance at school, with fewer than 5 tardies in the school year, excluding justified absences.
- Submit a written evaluation from an external expert in the field (unrelated to the student) confirming the student's level of achievement.
- The evaluator must have recognized and verifiable expertise and be approved by the school.

## Undergo External Evaluation

### Annual Reapplication

- Students must reapply for this distinction each academic year before the published deadline.
- Continued participation will depend on maintaining the required academic and behavioral performance.
- If the agreement is revoked for disciplinary or academic reasons, the student must wait until the following school year to reapply.

## Contract Approval Process

### To request a "Specialized Activity Contract," the student must:

#### Submit Application

- The student and/or parent or guardian must submit a formal application before August 31.

#### Committee Review

- A review committee, composed of an administrator, a member of the student life team, and relevant teaching staff/coordinators, will evaluate the application.
- The committee may request additional information or a meeting with the student and/or their family.

## Absence Approval Process

### To request an excused absence under a "Specialized Activity Contract," the student must:

#### 1. Approval

- The student (or parent/guardian) must submit a written request at least two weeks before the planned absence.
- The request must include the purpose of the absence and supporting documentation.
- Requests must be addressed to the Student Life Coordinator or the designated coordinator.
- The request must include:
  - Full name and grade of the student
  - 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 specialization
  - Supporting documentation (e.g., official invitation, program, schedule)

## 2. Responsibility

Once the absence is approved:

- The student must present a plan outlining how they will fulfill their academic obligations (for example, rescheduling assessments, submitting assignments).
- The Coordinator will approve the absences as "Justified – External Activity."
- The student is fully responsible for making up any academic work, assessments, or other obligations they have missed.

## 3. Limitations and Expectations

- This policy does not exempt students from meeting IB deadlines or those of any other external academic or certifying body. All such obligations must be met punctually and in full.
- This policy does not cover routine practices or training sessions.
  - Students who do not maintain academic or behavioral standards may lose eligibility at any time during 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 the students while upholding the school's academic and behavioral standards.

## MYP PERSONAL PROJECT

IB Middle Years Program submission deadline

### 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.



# REPORTING STUDENT PROGRESS

## Interim Feedback Reporting

At the mid-way point each semester, an interim feedback is published via ManageBac. This report contains current RIRA 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. It is the parent's responsibility to view their child' 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 formative, summative, and final academic grades earned in each class. Additionally, each teacher will report the student's progress in developing Behaviors Supporting Learning. Parents are notified when report cards are available on ManageBac. It is their parents' responsibility to view the report card, discuss it with their child, and communicate with the teacher if they have any questions or concerns.



# 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**

- 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.

## **PROMOTION AND RETENTION**

### **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)
- Attend at least 80% of the school days in each course

### **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
- Fails to pass a Convocatoria exam

A student who repeats a grade level and fails a course again will be subject to voluntary transfer out of the school or expulsion at the end of the school year.

### **Transcripts**

Official grade transcripts show a student's grades in middle school only. Official transcripts may be requested from the school registrar. Transcripts will be mailed or may be picked up in the school office.

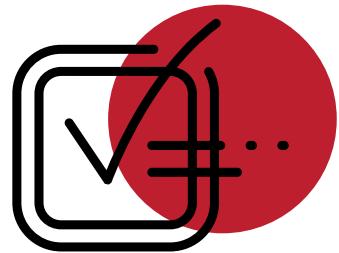
## Minimum Passing Grade

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

7 = 95-100	6 = 90-94	5 = 85-89	4 = 80-84	3 = 70-79	2 = 61-69	1 = 0-60
------------	-----------	-----------	-----------	-----------	-----------	----------

## ACADEMIC PROBATION AND ACADEMIC CONDITIONAL ENROLLMENT

As a consequence of failing final MYP course 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 is placed on Academic Probation if any one of the following conditions has occurred:

- The student has a final semester grade in one or more 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 school year 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 year of probation. If the student no longer falls under the conditions above, he/she will be removed from Academic Probation.

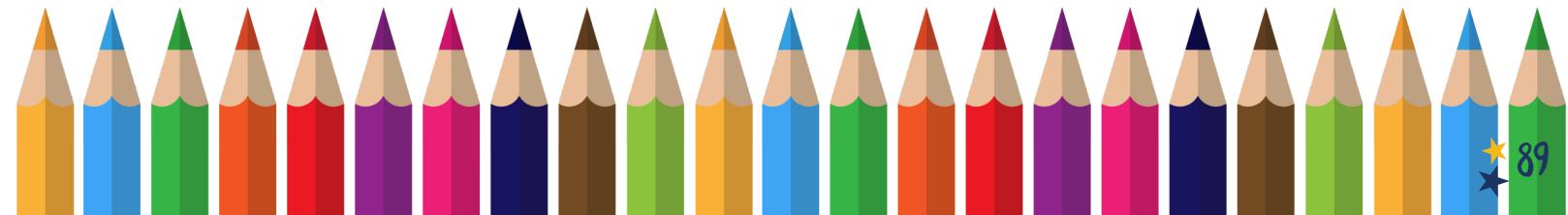
### Academic Conditional Enrollment

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

- 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 is on academic probation for two consecutive semesters.

The student and his/her 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 year. 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 years, 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 years. However, under extraordinary circumstances, the school may allow a student on Conditional Enrollment to remain at Lincoln for an additional period of time.



## CONVOCATORIA EXAMS

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 grade of 3 or above is required to pass a Convocatoria. However, regardless of the grade obtained on the Convocatoria exam, the final grade assigned for the course will be a 3 and will be reported to MEP as a 70. If a student fails the convocatoria, he/she may take a second convocatoria.

- Convocatorias are given at the end of the year except for semester long courses and need to cover ALL course criteria/standards.
- If, after taking the Convocatoria exam in any course, a student fails to pass any of these exams with a score of 3, he/she will be required to repeat all subjects in the grade level.
- 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 exam to pass a course. However, the student is still subject to expulsion. (See Academic Probation and Conditional Enrollment.)

### **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 Dean of Students, the MYP 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 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 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 Middle 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 INTEGRITY POLICY**

Academic integrity is a core value of Lincoln School and is therefore treated with the utmost importance. 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.
- 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.
- 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.

Due to recent advances in Artificial Intelligence and the advent of platforms such as ChatGPT, Lincoln School will make the following amendments to its assessment policies and procedures.

- Students may be required to complete written tasks in class and/or without technological tools.
- Students may be required to complete written tasks using paper and pencil/pen.
- Students may be required to complete and turn in multiple drafts in order to demonstrate authenticity.
- In the case of MYP coursework, a student submitting coursework without adequate demonstration of authenticity (as determined by the teacher, MYP Coordinator, and/or administration), may be required to complete a new task of equal complexity as determined by the teacher. The student may be required to complete the recuperation task in school and under supervision.
- In the case of MYP coursework, 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, a student submitting coursework without adequate demonstration of authenticity (as determined by the teacher, DP Coordinator, and/or administration), may be required to complete a new task of equal complexity as determined by the teacher. The student may be required to complete the recuperation task in school and under supervision.
- Intentional academic dishonesty (such as the use of tutors or AI platforms to assist in the completion of written work) will result in a non-submission to the IBO, a score of 0 for the student's Lincoln grade, and expulsion from the IBDP.