This Handbook has been compiled as a service to students and parents. It is solely intended for the personal and private use of Lincoln School families, faculty and staff. It may not be used for commercial purposes. Every effort has been made to ensure the accuracy of the information in the Handbook. Changes and additions may occur during the year.
ABRAHAM LINCOLN

The Person, the Politician, the Legacy

The Person

Abraham Lincoln was born in a dirt-floored log cabin in the wilderness of Kentucky on February 12, 1809. The Lincoln family was poor and they moved several times in search of a better life. They lived in Kentucky, Indiana and Illinois. When Abe was nine years old his mother died. His father later remarried and it was his stepmother who stimulated Lincoln’s interest in reading. Lincoln spent less than one year in school but his stepmother made sure he always had books. As an adult he worked as a farmer, a store owner, a lawyer and a politician. He married Mary Todd and had four sons, Robert, Edward, William and Thomas (Tad). Only one of his sons would live to maturity. Lincoln loved to read, was an excellent speaker and was famous for playing pranks, making jokes and telling riddles.

The Politician

Lincoln was elected to the Illinois state legislature in 1834 and served four consecutive two year terms. In 1846 he was elected to U.S. House of Representatives. He served only one term and then returned to Springfield, Illinois to practice law. For awhile, he lost interest in politics. By 1855, slavery was a national issue and Abe spoke out against slavery. He ran for the U.S. Senate in 1858 but lost. He was nominated for the presidency by the antislavery Republican Party in 1860. On November 6 of that year he was elected president of Union. The Civil War began in April, 1861 and lasted for four years “Lincoln issued the Emancipation Proclamation on September 22, 1862. This proclamation freed all the slaves in slavery completely in the United States. He was re-elected to the presidency in 1864. Five days after General Robert E. Lee surrendered the confederate forces and the Civil War ended, Abraham Lincoln was assassinated while attending a play at Ford’s Theater in Washington D.C.

The Legacy

Lincoln strongly believed that slavery was wrong. He also believed that holding the United States together was important for the world. He felt that people needed to see a democracy work even when one part of the nation disagreed with another part. Today he is remembered for his honesty and his belief that all people are created equal and have the right to be free.

# Contents

Principal’s message ........................................................................................................... 10

LINCOLN SCHOOL PERSONNEL, 2014-2015 .............................................................. 11

LINCOLN SCHOOL BASICS ............................................................................................ 12

  Introduction ..................................................................................................................... 12
  Purpose Statement ......................................................................................................... 12
  Strategic Direction ........................................................................................................ 12
  Philosophy of Lincoln School ...................................................................................... 12

Objectives .......................................................................................................................... 12

  Philosophical Beliefs ....................................................................................................... 13
  Parameters ...................................................................................................................... 13

CODE OF ETHICS ............................................................................................................. 14

  General Code of Ethics .................................................................................................. 14

Responsibilities of the Members of the Lincoln Community ........................................ 15

  Due Respect .................................................................................................................. 15
  Students ......................................................................................................................... 16
  Parents ............................................................................................................................ 17

Off Campus Behavior of Lincoln Students ..................................................................... 17

BELL SCHEDULE ............................................................................................................. 18

Working Schedule .......................................................................................................... 19

ATTENDANCE ................................................................................................................... 19

  Tardiness ........................................................................................................................ 19
  Steps to follow when a student has been absent ......................................................... 19
  Make up quizzes and exams ....................................................................................... 20
  Unjustified Absences ..................................................................................................... 20

Late Work ......................................................................................................................... 20

Justified Absences .......................................................................................................... 20

Unjustified Absences ....................................................................................................... 21

Early Withdrawal ............................................................................................................ 21

Request of Parents for Trips ......................................................................................... 21

National Representation and Student Exchanges ....................................................... 21

Students Leaving Campus during School Days ........................................................... 21

STUDENT BEHAVIOR AND DISCIPLINE .................................................................... 22

Role of the Teacher .......................................................................................................... 22
Expected Behavior Policy...........................................................................................................23
Honesty ........................................................................................................................................23

LINCOLN ELEMENTARY STUDENT OATH .............................................................................23
Responsibility .............................................................................................................................23
Respect .........................................................................................................................................23
IB Learner Profile .......................................................................................................................23
Global Citizens will be.. .............................................................................................................23
Conduct Rubric............................................................................................................................24

SOCIAL INTERACTION POLICY ............................................................................................25
When playing students should: ....................................................................................................25
Conflict Resolution ......................................................................................................................25
All Lincoln Elementary Students follow this social interaction pledge and agree to:..................25

Restorative Practices................................................................................................................26
Consequences ..............................................................................................................................26
Levels of Elementary Referrals .................................................................................................27
A. Warning: “School-Home Conduct Report/Reflection (White Slip)” ......................................27
B. Level I Infractions (Yellow Slip)............................................................................................27
C. Level II Infractions (Red Slip)..............................................................................................27
1. First Level II Discipline Referral..........................................................................................27
2. Second Level II Discipline Referral ....................................................................................27
3. Third Level II Discipline Referral .......................................................................................27
4. Fourth Level II Discipline Referral ....................................................................................27
5. Fifth Level II Discipline Referral .......................................................................................27

Exceptions to the Ordinary Procedure.....................................................................................27

Inspection of lockers, backpacks, handbags, and other personal objects .................................28
In-School Work Assignment ......................................................................................................28
Offenses Resulting in Out-of-School Suspension .......................................................................28
Academic Dishonesty - Cheating and Plagiarism .....................................................................29

PROGRAM OF STUDIES ........................................................................................................29
The Elementary School Curriculum..........................................................................................29
Class Organization ....................................................................................................................29
Subjects Taught .........................................................................................................................29
Homework Policy ......................................................................................................................30
Grade Level Average Time of Work (minutes) .........................................................................30
<table>
<thead>
<tr>
<th>Section</th>
<th>Page</th>
</tr>
</thead>
<tbody>
<tr>
<td>Semester Awards</td>
<td>38</td>
</tr>
<tr>
<td>Academic Excellence</td>
<td>38</td>
</tr>
<tr>
<td>Effort</td>
<td>38</td>
</tr>
<tr>
<td>Yearly Awards</td>
<td>38</td>
</tr>
<tr>
<td>Leadership</td>
<td>38</td>
</tr>
<tr>
<td>Athletic</td>
<td>38</td>
</tr>
<tr>
<td>Arts</td>
<td>38</td>
</tr>
<tr>
<td>Scientific Inquirer</td>
<td>38</td>
</tr>
<tr>
<td>Young Writer Award</td>
<td>38</td>
</tr>
<tr>
<td>Presidential Awards</td>
<td>38</td>
</tr>
<tr>
<td>Gold Outstanding Academic Achievement</td>
<td>38</td>
</tr>
<tr>
<td>Silver Academic Achievement</td>
<td>38</td>
</tr>
<tr>
<td>American Citizenship Award</td>
<td>39</td>
</tr>
<tr>
<td>Awards for Special Events</td>
<td>39</td>
</tr>
<tr>
<td>Technology</td>
<td>39</td>
</tr>
<tr>
<td>Spanish Contests</td>
<td>39</td>
</tr>
<tr>
<td>Speech</td>
<td>39</td>
</tr>
<tr>
<td>Storytelling</td>
<td>39</td>
</tr>
<tr>
<td>Spelling Bee</td>
<td>39</td>
</tr>
<tr>
<td>Students On Academic Or Behavioral Conditional Enrollment</td>
<td>39</td>
</tr>
<tr>
<td>Academic Conditional Enrollment</td>
<td>39</td>
</tr>
<tr>
<td>Grades 1-2-3</td>
<td>39</td>
</tr>
<tr>
<td>Grades 4-5</td>
<td>39</td>
</tr>
<tr>
<td>Behavioral Conditional Enrollment</td>
<td>40</td>
</tr>
<tr>
<td>Counseling and Guidance Services</td>
<td>40</td>
</tr>
<tr>
<td>Guidance Department</td>
<td>40</td>
</tr>
<tr>
<td>Academic Support Services</td>
<td>41</td>
</tr>
<tr>
<td>Learning Resource Center (LRC)</td>
<td>41</td>
</tr>
<tr>
<td>English as a Second Language (ESL)</td>
<td>41</td>
</tr>
<tr>
<td>Spanish as a Second Language (SSL)</td>
<td>41</td>
</tr>
<tr>
<td>Service Learning Program</td>
<td>41</td>
</tr>
<tr>
<td>Service Learning Program</td>
<td>41</td>
</tr>
<tr>
<td>Student Activities</td>
<td>42</td>
</tr>
<tr>
<td>Co-curricular Department Mission Statement</td>
<td>42</td>
</tr>
<tr>
<td>Topic</td>
<td>Page</td>
</tr>
<tr>
<td>----------------------------------------------------------------------</td>
<td>------</td>
</tr>
<tr>
<td>Student Clubs</td>
<td>42</td>
</tr>
<tr>
<td>Clubs and Organizations</td>
<td>42</td>
</tr>
<tr>
<td>Elementary Cultural and Sports Activities</td>
<td>42</td>
</tr>
<tr>
<td>General Participation Rules</td>
<td>43</td>
</tr>
<tr>
<td>Sportsmanship Pledge</td>
<td>43</td>
</tr>
<tr>
<td>Guidelines for Student Exchange Programs</td>
<td>43</td>
</tr>
<tr>
<td>Planning and Approval of Exchange Activities</td>
<td>44</td>
</tr>
<tr>
<td>Information to Parents</td>
<td>44</td>
</tr>
<tr>
<td>Participation Requirements</td>
<td>45</td>
</tr>
<tr>
<td>Regulations During an Exchange</td>
<td>45</td>
</tr>
<tr>
<td>General Information</td>
<td>46</td>
</tr>
<tr>
<td>Assemblies</td>
<td>46</td>
</tr>
<tr>
<td>Visiting Students</td>
<td>46</td>
</tr>
<tr>
<td>Telephone</td>
<td>46</td>
</tr>
<tr>
<td>Messages To Students</td>
<td>46</td>
</tr>
<tr>
<td>Gifts To Employees (Board Policy 3.112)</td>
<td>46</td>
</tr>
<tr>
<td>Lincoln Policy On Drugs And Alcohol</td>
<td>46</td>
</tr>
<tr>
<td>Tutoring Policy And Procedures</td>
<td>47</td>
</tr>
<tr>
<td>Non-School Employment (Board Policy 3.119)</td>
<td>47</td>
</tr>
<tr>
<td>Procedures For Tutoring</td>
<td>47</td>
</tr>
<tr>
<td>Clarification:</td>
<td>47</td>
</tr>
<tr>
<td>First Communion</td>
<td>48</td>
</tr>
<tr>
<td>Fund Raising And Donations</td>
<td>48</td>
</tr>
<tr>
<td>Transcripts</td>
<td>48</td>
</tr>
<tr>
<td>Unpaid Bills</td>
<td>48</td>
</tr>
<tr>
<td>Student Lockers</td>
<td>48</td>
</tr>
<tr>
<td>Sales On Campus</td>
<td>48</td>
</tr>
<tr>
<td>Parent Appeals For Other Than Academic Or Discipline Grades</td>
<td>48</td>
</tr>
<tr>
<td>Summer Work</td>
<td>48</td>
</tr>
<tr>
<td>Student Government</td>
<td>49</td>
</tr>
<tr>
<td>Lost And Found</td>
<td>49</td>
</tr>
<tr>
<td>Library</td>
<td>49</td>
</tr>
<tr>
<td>General Information</td>
<td>49</td>
</tr>
<tr>
<td>Library Rules</td>
<td>49</td>
</tr>
</tbody>
</table>
Dear students, teachers and parents:

With enthusiasm I welcome you to the 2014-2015 school year.

The educational mission of Lincoln School, in partnership with the parents, is to provide the opportunity for all students to learn in a stimulating environment the skills, knowledge and attitudes, needed to become lifelong learners and contributing citizens in a culturally diverse society.

Please refer throughout the year to the policies and procedures stated in this handbook, to become acquainted with important information relevant to your child’s education.

I hope you take available opportunities to be part of the many events planned this year and share with the Lincoln Community the success of our students.

Fondly,

Michael Holman
Elementary Principal
**LINCOLN SCHOOL PERSONNEL, 2014-2015**

Barrio El Socorro, San Miguel de Santa Domingo, Heredia  
P.O. Box 1919 1000  
San José, Costa Rica  
Telephone: (506) 2247-6600  
Fax: (506) 2247-6686  
Email: lincoln@lincoln.ed.cr  
Web page: www.lincoln.ed.cr

**Lincoln General Administration**
- Director General: Robert Rinaldo  
- Business Manager: Carlos Rodríguez  
- Head of Human Resources: Ana Ligia Calvo  
- IT Department Coordinator: Charles Clickner  
- Admissions Department: Karla Lizano-Clickner

**Elementary School**
- Elementary Principal: Michael Holman  
- Elementary Assistant Principal: Sylvia Montero  
- Curriculum Coordinator: Kasey Van Kleeck  
- Staff Development Coordinator: Vicky Fierro  
- Pre-school Coordinator: Allison Woodbridge

**Counseling Department**
- Counseling Department Coordinator: Karla Vega  
- Counselor: Lili Fernández  
- Counselor: Valeria Urcuyo  
- Values Coordinator: Rocío Quiros

**Elementary Office Personnel**
- Administrative Assistant: Gabriela Córdoba  
- Receptionist/A Plus Administrator: Anabelle Chavez  
- Secretary: Ivannia Fernández

**Grade Level Leaders**
- Grade 1: Ana Mercedes González  
- Grade 2: Gabriela Doninelli  
- Grade 3: Anne Curran  
- Grade 4: Alexandra Navarro  
- Grade 5: Nancy Carr  
- Special Areas: Iris Diaz  
- Elementary Library: Ana Isabel Quesada

**Special Events Coordinators**
- Co-curricular Athletic Activities: Victor Caban  
- Co-curricular Cultural Activities: Sandra Mora  
- Service Learning: Susan Koberg
LINCOLN SCHOOL BASICS

Introduction
Lincoln School is a coeducational day school with grades from preschool through twelfth. It was founded in 1944 as a non-sectarian, non-profit school and is governed by a Board of Directors. Lincoln School is accredited by both the Southern Association of Colleges and Schools, and the Costa Rican Ministry of Education. It is one of the few schools in Costa Rica that offers three programs: The U.S. High School Diploma, the Costa Rican Baccalaureate, and the International Baccalaureate. The vast majority of Lincoln School graduates continue their studies in colleges or universities in Costa Rica, the United States, or other parts of the world. The student population of approximately 1,260 is housed on a 7.08 acre campus in Santo Domingo de Heredia, a suburb approximately three miles north of San José. The physical plant consists of classrooms, an administration building, two libraries, elementary and secondary computer rooms, science laboratories, a cafetorium, two gymnasiums, soccer field, and rooms for art, drama and music.

Purpose Statement
Excellence through innovation, integrity and leadership.

Strategic Direction
To be the leading College Preparatory Institution developing the SKILLS, KNOWLEDGE and ATTITUDES to improve humanity.

Philosophy of Lincoln School
Lincoln School is a non profit, non-sectarian, private, coeducational day school, whose philosophy is based on the following principles:

1. Education is a life long process (both individual and collective) of moral, intellectual, emotional and physical growth within a framework of truth, liberty, justice and dignity.
2. Education arouses and develops an understanding of the rights and obligations of each individual which are fundamental to assuming a responsible role within the family and society.
3. Education stimulates creativity, awakens a desire for knowledge, strengthens the ability to communicate fluently and effectively, and teaches one to reason and analyze.
4. Education promotes an understanding of the fundamental beliefs and values of given cultures as manifested by their philosophies, histories, literature, science, technology and arts.
5. Education enhances the development of the student by helping to shape spiritual, moral and cultural values.
6. The administration, teachers, parents, and students of Lincoln School commit themselves to achieving the above goals of fostering moral, social, and academic excellence in an enriching, bilingual, coeducational, multinational environment.

Objectives
1. To instill and develop self-respect within each student through an understanding of his/her abilities, potentials, and limitations.
2. To develop intellectual discipline within each student; to think, read and write critically, analytically, and logically, while striving for academic excellence.
3. To develop fully within each student a disciplined bilingual fluency; learning to read, write, and communicate clearly and effectively at a high level in English and in Spanish.
4. To stimulate and develop such basic social values as responsibility, honesty, and integrity, while stressing the necessity of social justice for all people regardless of gender, nationality, race, color or creed.
5. To foster and develop in students self-discipline, healthy bodies, social skills, and creative minds by providing stimulating extracurricular activities and athletics.
6. To prepare students to function as productive, expressive decision-makers in a democratic society.
7. To present students with a dynamic, diversified curriculum which stresses the necessity of constantly acquiring, developing, and applying requisite skills and knowledge in their constantly changing society.
8. To strengthen each student’s understanding and appreciation of his/her country, culture, and school.
9. To provide an intellectually stimulating environment which encourages administration, faculty, and staff to grow intellectually, professionally, and personally; which challenges students to be the best they can be by maintaining a highly qualified staff, a modern bilingual library, a well-equipped resource center, a safe school environment, and an up-to-date integrated technology program.
10. To encourage parental involvement in the student’s educational development.
11. To develop a keen awareness in each student of the necessity to protect and preserve our natural environment.
12. To continue the development within each student of firm spiritual, moral, and ethical values.

**Philosophical Beliefs**

“We believe:

1. The school shall pursue quality and excellence that is worth the cost and require a conducive and appropriate learning environment.
2. The school shall assume a strong leadership role to prepare a well-rounded and socially conscious individual, who searches for excellence in all areas such as academics, has firm ethical values and demonstrates a strong commitment to the community.
3. Education is a shared responsibility with the parents, the school and the community, participating actively in the institution’s development.
4. The school is to be defined as a bicultural institution, in which all the academic courses in elementary and secondary leading to the U.S. diploma are taught in English.
5. The school community is defined as consisting of: parents, associates, students, administration, faculty and staff.
6. All members of the school community should make a commitment towards the continuous development of the institution. Adequate non-operational resources shall be generated and set aside to support the school’s future to guarantee the continuous pursuit of excellence.
7. Our alumni should be responsible citizens with willingness to participate and comply with their obligations towards society.
8. The concept of accountability for results is essential and must be an integral part of every Institutional group: administration, faculty, and students.
9. Order and discipline, in a safe school environment is a fundamental necessity and shall be implemented by the school.
10. The Institution shall be administered in a professional manner.
11. The curriculum will take into account individual student needs.
12. The Institution must comply with the legal and ethical obligations of the associations to which it belongs, in Costa Rica and in the United States.

**Parameters**

1. We will operate within the applicable laws, rules and regulations of the Republic of Costa Rica and the United States.
2. We will only accept students who meet specified enrollment criteria.
3. We will only offer programs for students within the scope of our instructional program.
4. We will only hire and maintain superior personnel.
5. We will operate as a non-profit organization.
6. We will not tolerate any behavior, which is detrimental to the Philosophy and Principles of Lincoln School and its Mission Statement.
7. In order to initiate or retain a program:
   a. The program must meet a clearly demonstrated mission-related need.
   b. The school must evaluate the program’s impact on other programs and services.
   c. The program must undergo a cost-benefit analysis.
   d. The program will be adequately staffed.
   e. The program will have an evaluation procedure.

Observe National Anthems of Costa Rica and the United States Each Week

Lincoln School is a binational and bicultural institution. The founders of our school formed a vision and mission for Lincoln that embodies and promotes the best values and traditions of both Costa Rica and the United States of America. Faithful to this original mission of our school, Lincoln will observe both the national anthems of Costa Rica and the United States each Monday morning, in addition to special school assemblies, events and programs at which it is appropriate to honor the flags of both nations. Out of respect for these national anthems, Lincoln students will be encouraged to respectfully stand and participate. The implementation of this procedure will be complemented by opportunities to learn both hymns and for students to appreciate the value of our binational and bicultural school heritage.

CODE OF ETHICS

General Code of Ethics

Lincoln School is an educational institution that pursues its Vision and Mission by promoting two qualities in our students that are needed in today’s world, education and humanism. These qualities are applied in our daily lives and define a path for the whole Lincoln community.

Due to our personal and social needs, it is fundamental that all members of the Lincoln community assume responsibility in the educational mission. Families, students, teachers and administrators must support each other in this endeavor and value each member’s contribution to it.

Being a community means that everyone’s input is needed. Each member has a specific role with which s/he has to show commitment while at the same time supporting others. We depend on each other since we share the same ideal.

We work together in forming committed sensible citizens that are able to make a positive difference in their own lives and their world in order to contribute to a better global society. We are aware of the importance of academics in an institution that pursues excellence in the learning of our students. We strive to form human beings who have a profound esteem for human kind and for the environment. Our emphasis is on a values system that promotes respect, tolerance and understanding of the fundamental principles and beliefs of other cultures. Together we must promote honesty, discipline and responsibility. These are indispensable tools for the future, so that we will be able to make a positive contribution to a more inclusive society.

The following Code of Ethics applies to all members of the Lincoln School community. This includes students, parents, teachers, administrators, counselors, and non-educational staff.
The Code of Ethics is the value system and conduct that we expect of each member of the Lincoln School Community. All members of our community will be treated with respect. Students will make their education the top priority during their years of study at Lincoln School and will cooperate with all those involved in the educational process. Parents will support the educational process by being involved in their child/ren’s education during their years at Lincoln School. Parents will not interfere with the teachers or administrators in the process of delivering a quality education to each student.

The document written on the following pages has been designed to define the roles and responsibilities of being a member of the Lincoln School community. All members of the community are required to read this document carefully and to assist in building a true community for all members.

Article five in Spanish and article seven of the Educational Contract state the following for parents “The ASSOCIATES’ rights and duties are in keeping the School’s Bylaws and will be available for any associate in the administrative offices. The parent declares that he/she has a knowledge of the study plans, programs, and educational services offered by the Institution, as well as its internal rules, which he/she accepts as an integral part of this contract agreement and acknowledges his/her fundamental role in the student’s education and agrees to comply with these, the same as any requirements set by the Institution.”

Responsibilities of the Members of the Lincoln Community

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

1. To maintain the welfare and safety of all members of the Lincoln community.
2. To handle any information about other members in a discreet and responsible manner at all times.
3. To demonstrate honesty and integrity at all times. The information I give about myself and others will always be accurate, honest, and fair.
4. To behave always as a role model that contributes to the welfare of other members of the community. To follow school policies at all times.
5. To reflect upon the importance of the school rules and understand how and why they apply to me.
6. To report any disrespectful or dangerous behavior whether it is directed to me, to others, or to the school property.
7. To fulfill all duties assigned.
8. To address my concerns about school policies to the school administration by following the appropriate process. If I have alternate policies to suggest, it is my obligation to do so, but always in an appropriate manner.
9. To make compatible my needs with the needs of the Lincoln community as a whole.
10. To maintain the reputation of the school by not belittling or demeaning the Institution, its policies or its members in any way.
11. To cultivate sensitivity to the needs of the communities outside of Lincoln, and act whenever possible to help fulfill those needs.
12. To recognize that my actions have an effect on the people around me, and that I am responsible for my actions. I will act accordingly.

Due Respect

I will demonstrate respect for others in the following ways:

1. I will do no harm to others, and will respect every person’s basic human rights.
2. I will respect others, independently of their ethnic background, beliefs, social-economic status, physical appearance or religion. I will not demonstrate discrimination of any kind.
3. I will recognize that all people may, at times, err in their performance. I will therefore not demean the work of others publicly. If I have a concern about an individual’s performance, I will speak directly to that person in an appropriate manner.

4. I will always use appropriate language and a respectful tone when addressing any member of the Lincoln community.

5. I will trust the school and its members to have my best interest in mind at all times.

6. I will show respect to the Costa Rican culture and all national symbols. I will also show equal respect to all cultures, their ideas and their national symbols.

7. I will respect the ideas and opinions of others, including all speakers who come to Lincoln. I will avoid participation in conversations when it is demeaning to others.

8. I will respect the property of others and show consideration to the Lincoln neighbors. I will not litter nor participate in vandalism of any kind.

9. I will not tolerate behavior from any member of the Lincoln community that is degrading to my position or me.

10. I will not degrade anyone in any way at any time, nor will I tolerate degrading behavior in others.

11. I will not harass other members of the Lincoln community physically, sexually, or verbally, nor will I tolerate harassment of others.

12. I recognize the necessity to follow an appropriate and consistent procedure in concerns about administrators, teachers, counselors, non educational staff, students, parents, or any other member of the Lincoln community. I will always adhere to the following procedure, and expect those around me to do the same. I also respect the right of every member of the community to voice concerns about me in this manner: First, I will talk to that person directly. If I am unable to communicate due to language barriers, I will seek assistance.

13. I will always try to solve problems at the lowest level possible, and will only go to higher authorities when others have been unable to help me.

Students
As a student and member of the school, I will:

1. Follow the General Code of Ethics.

2. Make my education and the education of others my top priority at all times, and always do my best. I will not interfere with the learning of others, or with the teaching process.

3. Demonstrate courtesy for staff faculty and students. Request permission from the teacher before leaving the room and have a pass at all times when out of the room during class time.

4. Follow school policies and all school rules. Follow the K.N.O.W. procedure when walking on campus. It is my obligation to do this on school buses, on campus, during assemblies, field trips, and in all Lincoln sponsored activities.

5. Arrive on time to class, with all assignments done and with all needed materials necessary. Attend school activities planned for you.

6. Have written permission from parents and approval from the administration to leave school early.

7. Complete all assignments and duties assigned to me and do my best work. Do my own work. I will not copy, plagiarize, or cheat on exams, writing assignments, homework, or any other schoolwork.

8. Follow the uniform rules and maintain my personal cleanliness.

9. Use digital devices appropriately in and out of school. Comply with the iPad Use Expectations.

10. Return all notices and bulletins that require parents signature within three school days.

11. Abstain from the use of drugs, alcohol, and cigarette smoking while at school, at any school-sponsored event, or at any time while wearing the Lincoln uniform.

12. Maintain the reputation of the school in all school related activities, including class trips and field trips. Requests permission from the principal before planning school related activities whether they will take place at or outside the institution.
13. Recognize that it is my responsibility not only to monitor my own behavior, but to take part in helping others to do the same. Show request for national symbols and school property.

14. Recognize that I always have the right to seek help when I have a problem, and expect that my classmates and all members of the Lincoln community will respect my needs and support me as I seek solutions.

15. Expect fair and equal treatment from all members of the Lincoln community, and to give the same respect to all others.

16. Expect the school policy and rules to be presented to me in a clear and understandable form, with ample opportunity to reflect on how and why they apply to me. I also have the right to appeal any decision made about me.

Parents
As a parent / guardian and a member of the Lincoln community, I will:

1. Follow the General Code of Ethics.
2. Recognize that the responsibility to educate my child(ren) lies not only with the school itself, but also with me as a parent. It is my responsibility to support the educational process of my child(ren), and to strive to bring learning into my home. It is also my responsibility to help my child(ren) learn values and develop character.
3. Support the school and its policies. I will also support the educational and disciplinary goals of the school. If problems arise with a teacher, I will meet with the teacher to try and solve the problem.
4. Recognize that it is my right, at all times, to voice my concerns about any member of the Lincoln community and about school policies, but always in the appropriate manner. I will always follow the appropriate process.
5. Always meet with members of the Lincoln community when they call upon me to do so.
6. Attend all meetings and assemblies that I am able to attend. It is my responsibility to participate in school events, and in that way be involved in the education of my child(ren).
7. Give correct, honest, and fair information to all members of the Lincoln community. I will present the truth in all communications, both written and verbal, with the school and its members. I will teach my child(ren) to do the same.
8. Maintain the reputation of the school and its members by avoiding rumors and demeaning comments.
9. Expect the school and its members to keep me fully informed about my child(ren)’s progress. I can also expect to be informed of changes in school policy and curriculum that affect my child(ren).
10. Expect my child(ren) to be treated equally and fairly, as is the right of every Lincoln student.
11. Recognize that if I am an elected parent representative, I will respect the rules and regulations of the institution.
12. Respect the school teachers and administrators and teach my child(ren) to do the same.
13. Comply with all financial obligations with the school.
14. Recognize that as a member of the Lincoln community, I will not provide alcoholic beverages to students at any party and will submit to refusal of the enrollment of my children for the following semester if a court of law finds that I am guilty of such act.

Off Campus Behavior of Lincoln Students
The behavior of Lincoln School students off-campus is the responsibility of the individual student and parents. Students must continually be aware, however, that they are representatives of Lincoln School in the larger community and should conduct themselves accordingly in a proper manner.
## BELL SCHEDULE

### GRADE 1

<table>
<thead>
<tr>
<th>TIME</th>
<th>PERIODS</th>
</tr>
</thead>
<tbody>
<tr>
<td>7:40</td>
<td>Warning Bell</td>
</tr>
<tr>
<td>7:45 – 7:50</td>
<td>Homeroom</td>
</tr>
<tr>
<td>7:50 – 8:29</td>
<td>1</td>
</tr>
<tr>
<td>8:29 – 9:08</td>
<td>2</td>
</tr>
<tr>
<td>9:08-9:23</td>
<td>Recess</td>
</tr>
<tr>
<td>9:23-10:02</td>
<td>3</td>
</tr>
<tr>
<td>10:02-10:41</td>
<td>4</td>
</tr>
<tr>
<td>10:41-11:00</td>
<td>5a</td>
</tr>
<tr>
<td>11:00-11:20</td>
<td>Lunch</td>
</tr>
<tr>
<td>11:20-11:39</td>
<td>Recess</td>
</tr>
<tr>
<td>11:39-11:59</td>
<td>5b</td>
</tr>
<tr>
<td>11:59-12:38</td>
<td>6</td>
</tr>
<tr>
<td>12:38 – 1:17</td>
<td>7</td>
</tr>
<tr>
<td>1:17-1:56</td>
<td>8</td>
</tr>
<tr>
<td>1:56-2:35</td>
<td>9</td>
</tr>
<tr>
<td>2:35</td>
<td>Departure</td>
</tr>
</tbody>
</table>

### GRADES 2-3

<table>
<thead>
<tr>
<th>TIME</th>
<th>PERIODS</th>
</tr>
</thead>
<tbody>
<tr>
<td>7:40</td>
<td>Warning Bell</td>
</tr>
<tr>
<td>7:45 – 7:50</td>
<td>Homeroom</td>
</tr>
<tr>
<td>7:50– 8:29</td>
<td>1</td>
</tr>
<tr>
<td>8:29 – 9:08</td>
<td>2</td>
</tr>
<tr>
<td>9:08-9:23</td>
<td>Recess</td>
</tr>
<tr>
<td>9:23-10:02</td>
<td>3</td>
</tr>
<tr>
<td>10:02-10:41</td>
<td>4</td>
</tr>
<tr>
<td>10:41-11:20</td>
<td>5</td>
</tr>
<tr>
<td>11:20-11:39</td>
<td>Lunch</td>
</tr>
<tr>
<td>11:39-11:59</td>
<td>Recess</td>
</tr>
<tr>
<td>11:59-12:38</td>
<td>6</td>
</tr>
<tr>
<td>12:38– 1:17</td>
<td>7</td>
</tr>
<tr>
<td>1:17-1:56</td>
<td>8</td>
</tr>
<tr>
<td>1:56-2:35</td>
<td>9</td>
</tr>
<tr>
<td>2:35</td>
<td>Departure</td>
</tr>
</tbody>
</table>

### GRADES 4-5

<table>
<thead>
<tr>
<th>TIME</th>
<th>PERIODS</th>
</tr>
</thead>
<tbody>
<tr>
<td>7:40</td>
<td>Warning Bell</td>
</tr>
<tr>
<td>7:45 – 7:50</td>
<td>Homeroom</td>
</tr>
<tr>
<td>7:50– 8:29</td>
<td>1</td>
</tr>
<tr>
<td>8:29 – 9:08</td>
<td>2</td>
</tr>
<tr>
<td>9:08-9:47</td>
<td>3</td>
</tr>
<tr>
<td>9:47-10:02</td>
<td>Recess</td>
</tr>
<tr>
<td>10:02 -10:41</td>
<td>4</td>
</tr>
<tr>
<td>10:41-11:20</td>
<td>5</td>
</tr>
<tr>
<td>11:20-11:40</td>
<td>6a</td>
</tr>
<tr>
<td>11:40-11:59</td>
<td>Lunch</td>
</tr>
<tr>
<td>11:59-12:19</td>
<td>Recess</td>
</tr>
<tr>
<td>12:19-12:38</td>
<td>6b</td>
</tr>
<tr>
<td>12:38– 1:17</td>
<td>7</td>
</tr>
<tr>
<td>1:17-1:56</td>
<td>8</td>
</tr>
<tr>
<td>1:56-2:35</td>
<td>9</td>
</tr>
<tr>
<td>2:35</td>
<td>Departure</td>
</tr>
</tbody>
</table>
Working Schedule

Elementary and Secondary Schedule:

Warning Bell: 7:40 a.m.

Start of Classes: 7:45 a.m.

Classes end: 2:35 p.m.

Buses will depart at 2:45 p.m.

PreKinder and Kinder Schedule:

Warning Bell: 7:40 a.m.

Start of Classes: 7:45 a.m.

Classes end: 11:45 a.m.

Buses will depart at 11:55 a.m.

Extra Curricular Schedule:

Starting time: 2:45 p.m.

Departure time: 3:45 p.m.

Buses will leave the school at 4:00 pm

ATTENDANCE

Tardiness

Students are to be prepared and in their classrooms by the time the second bell rings. After ten (10) minutes of tardiness, the student will be marked absent. The conduct grade cannot be higher than VG when arriving late five times in one quarter. Teachers will assist in this process to prevent tardies. When necessary, parents will be notified by the elementary school office.

If a student is unable to get to school on time s/he must report to the elementary office, to receive a pass (unless s/he brings a bus pass). **After 10 minutes students are not to be permitted to enter their first class without an authorized pass from the office.** If a student comes to school after 8:30 a.m., s/he must bring a **written excuse from his/her parents explaining the reason for being late** to the office as soon as s/he arrives.

If a student is late due to the tardiness of an official school bus, this tardy will be justified. A bus pass will be issued by the transportation department. This pass must be handed in to the teacher, who must not report this student as tardy. If roll call has already been taken, the bus pass must be sent to the office, so that the tardy can be justified. The student must not take more than ten minutes after the bus arrives to go to the classroom.

Steps to follow when a student has been absent

Students may fail the course if they are absent 15% or more of the time. When a student is absent due to illness or for an unavoidable cause, s/he must give a note, signed by his/her parents indicating the date and the reason(s) for the absence, to the homeroom teacher upon his/her return to school. When a student is absent for a short or prolonged period of time, it is the student's responsibility to catch up on all assignments and readings missed. This responsibility includes talking directly to the teacher(s) involved to clarify what was
missed and to coordinate with him/her the dates on which he/she will make-up the work and tests missed within the ten days after the absence. **Students skipping classes will receive an IMMEDIATE level II discipline referral and will not have the right to make up any missing work, quiz, or exam and will get a “one” (1) or F (Failing) for any work or exam missed.**

**Make up quizzes and exams**

If a student misses a previously announced exam on the day/s of his/her absence, s/he must request to be allowed to make up the specific exam(s) missed. To obtain this approval, the parent must fill out a make up request form, sign it and hand it to the elementary office (The student may attach the make-up form to the absence excuse form and the excuse signed by his/her parents. The completed form must be handed to the assistant principal. No request will be analyzed without the parent’s justification. The student has **FIVE DAYS AFTER RETURNING FROM AN ABSENCE** to make-up work or exams missed.

(For quarterly exams see page 35)

The Elementary Assistant Principal will verify if the student has the right to present pending work or exams.

The Elementary Assistant Principal will sign the form indicating that the student can make-up the exam, and the office will send this form to the teacher.

**Unjustified Absences**

No credit may be given for work missed during an unjustified absence.

**Remember that students suspended may not have the right to make up work, in which case they must receive a “1” or F as a grade for any missed work or test.**

**Late Work** (see page No.48 Homework Responsibilities)

**Justified Absences**

The administration will only justify absences for the following reasons:

1. Student’s illness (if more than three days, a medical certificate will be required).
2. Medical appointments, including dental and therapist appointments.
3. Attendance at the funeral of a family member or Lincoln community member.
5. Taking tests in other institutions.
6. Participation in an official sport competition or other similar activity representing the country or school (An official letter is required by school administration when representing the country).
7. Participation in official school activities held off campus, for example exchange programs with schools in the United States.
8. Important religious holidays (other than Catholic)
9. Other situations verified by the administration.

**Please note:** Absences for appointments will be justified only when the medical office, doctor, or dentist validates a note including the date and time of the appointment or if an official document or bill is provided to the school. If the request is for a need not covered under this section, specific documentation may be requested by the administration to qualify the absence as justified. **Failure to bring required documentation will result in the absence being unjustified.**

**Written excuses for absences need to be presented within three school days.**
Unjustified Absences

• In case of absence due to unexpected situations in which no written excuse was presented.
• If a parent has not requested the permission or it has not been granted for absences due to trips or vacation.
• If the student starts school after the first day without permission from the Institution.
• If the absence is due to suspension. (See Discipline Policy)
• If the student is absent from any lesson, even if he or she is on the premises, without permission from the corresponding teacher.

Early Withdrawal

Students who withdraw from school before the end of the school year may be promoted if the following requirements are met:

1. All academic work has been satisfactorily completed including a passing conduct grade.
2. The minimum of school days required by Lincoln School.
3. All fees are paid.
4. A withdrawal form must be obtained from the office and all signatures procured.

UNDER MOST CIRCUMSTANCES, LATE ENTRIES AND EARLY WITHDRAWALS ARE DISCOURAGED.

Request of Parents for Trips

Parents are encouraged not to schedule vacation trips with their children while school is in session. If they do so, such absences will be considered unjustified, unless special situations arise. When parents need to ask for permission for a special trip that cannot be conducted during vacation time, they must send a written request to the homeroom teacher and assistant principal. This written request must include:

1. Student's name
2. Grade level
3. Special reason for missing school
4. Date of absences

If the student will be participating in an official activity representing the country, a letter from the respective association must be brought along with the parents' written request. Parents need to remember that students can fail a course if they are absent 15% or more of the school time (justified and/or unjustified absences.)

National Representation and Student Exchanges

The school recognizes that there are students who may have to travel because of sports events, activities where the student is a representative of Costa Rica, exchanges as part of the school or semiprofessional organizations, or other special circumstances. If you anticipate participation in such an event and will need to be absent in the pursuit of activities related to this sport or event, you need to register with the assistant principal’s office for approval of a justified absence. The administration expects advance notice of the dates of major activities that may fall under this section so that teachers can facilitate the students' return to class and independent study.

Students Leaving Campus during School Days

Students and parents are asked to give school attendance their highest priority. However, recognizing that there are sometimes unavoidable reasons for students to leave school during the day, the following procedures will apply during regular hours when there is a special request for a student to leave campus:

Note: Permission to leave campus will NOT be granted by telephone.
A written request or email, signed by a parent, must be submitted to the elementary office before 11:00 a.m. or when the student arrives at school. This written request will include:

1. Student’s name
2. Grade level
3. Reason for leaving
4. Date of the request
5. Hour of departure
6. Means of transportation
7. Name of the person picking up the student. Proper identification must be presented at the office.

After the permission has been approved by the assistant principal, the receptionist will write a pass, authorizing a student to leave at the time specified by his/her parents, which must be given to the guard at the main gate before a student may leave the campus.

For security reasons, students may not remain on campus after school hours, unless enrolled in a co-curricular activity or under the direct supervision of a teacher.

• Pre-kindergarten children should be picked up no later than 12:15 p.m.
• Preparatory – Grade 5 children who don’t stay in co-curricular activities should be picked up no later than 3:00 p.m.
• Grade 1 – 5 children who stay in co-curricular activities should be picked up no later than 4:00 p.m.

Parents need to bring and pick up their children on time. Elementary students should wait to be picked up at the elementary Kiss and Drop area ONLY.

STUDENT BEHAVIOR AND DISCIPLINE
The purpose of the disciplinary system at Lincoln is to stimulate self-reflection of how our actions affect others and why a discipline policy is necessary.

Role of the Teacher
The role of the teacher is to implement strategies and systems that guide students’ learning and behavior. The teacher works closely with the students, parents, counselors, assistant principal and principal to maintain a class environment that is conducive for learning.

The responsibilities of the teacher are to:

1. Coordinate with parent volunteers to promote their support in the following activities:
   • Schoolwide events and classroom activities indicated on the Lincoln School calendar.
   • Activities to enhance school spirit and support the athletic teams.
   • Class field trips.
   • Service Learning and schoolwide projects.
   • Special fundraising events (Bingo, Community Day and the Fashion Show).
   • Welcoming activities for the new students and their families.
   • Farewell activities for students leaving Lincoln School.
   • Class birthday parties the last Friday of the month.
   • Special projects and as guest speakers or facilitators.
   • Reminding parents about important dates and events.
   • Other events suggested by the elementary administration.
2. Provide students with an inviting and comfortable atmosphere where the teacher facilities both cooperation and respect. Both individual and group motivation is nurtured along with creating and implementing classroom agreements.

3. Reflect with the students both individually and as a group about problems or concerns relating to discipline, conflicts between students, student/teacher relations or any situation that affects the dynamics of the group. Create a classroom system that promotes Restorative Practices, page 26.


5. Consistently keep a behavior log with each student’s name including the date, place, and specific behavior. Out of classroom teachers should also have students follow this procedure. Keep other level teachers informed of any problem that may affect the discipline of the student.

6. Supervise during assigned times. No appointments should be made during supervision. Understand that supervision is vital to maintaining good discipline and is expected of all teachers. Deal with any infraction of the rules at any time whether supervising at that time or not.

7. Enforce all disciplinary rules and consequences with consistency.

8. Assure students follow the Technology Use Policy, page 28.

9. Walk students to and from classrooms to enforce K.N.O.W.
   - Keep hands to yourself
   - No talking
   - On your right
   - Walk with a purpose

10. UNDERSTAND THAT UNDER NO CIRCUMSTANCE WILL CORPORAL PUNISHMENT OF ANY KIND BE ACCEPTED OR TOLERATED.

Expected Behavior Policy

Students’ actions should always reflect the following school rules and values:

<table>
<thead>
<tr>
<th>Honesty</th>
<th>Responsibility</th>
</tr>
</thead>
<tbody>
<tr>
<td>✓ Be honest</td>
<td>✓ Be responsible</td>
</tr>
<tr>
<td>✓ Accept your mistakes and correct them</td>
<td>✓ Be well presented wearing the school uniform</td>
</tr>
<tr>
<td>✓ Give credit to the sources of your own research</td>
<td>✓ Be punctual and prepared</td>
</tr>
<tr>
<td>✓ Do your own work</td>
<td>✓ Follow directions</td>
</tr>
<tr>
<td>✓ Follow the K.N.O.W.</td>
<td>✓ Follow the K.N.O.W.</td>
</tr>
<tr>
<td>✓ Always do your best</td>
<td>✓ Always do your best</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Respect</th>
<th>IB Learner Profile</th>
</tr>
</thead>
<tbody>
<tr>
<td>✓ Be respectful</td>
<td>Global Citizens will be..</td>
</tr>
<tr>
<td>✓ Respect everyone &amp; their property</td>
<td>✓ Inquirers</td>
</tr>
<tr>
<td>✓ Acknowledge others</td>
<td>✓ Knowledgeable</td>
</tr>
<tr>
<td>✓ Speak politely</td>
<td>✓ Thinkers</td>
</tr>
<tr>
<td>✓ Use good manners</td>
<td>✓ Communicators</td>
</tr>
<tr>
<td>✓ Be attentive</td>
<td>✓ Principled</td>
</tr>
<tr>
<td></td>
<td>✓ Open-Minded</td>
</tr>
<tr>
<td></td>
<td>✓ Caring</td>
</tr>
<tr>
<td></td>
<td>✓ Risk-Takers</td>
</tr>
<tr>
<td></td>
<td>✓ Balanced</td>
</tr>
<tr>
<td></td>
<td>✓ Reflective</td>
</tr>
</tbody>
</table>

**LINCOLN ELEMENTARY STUDENT OATH**

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

Student behavior is assessed using the following Conduct Rubric:

**E – Excellent**
Shows exemplary attitude about school and self-discipline.
Is positive and enthusiastic about school, follows directions, is responsible and respectful at all times, goes beyond the ordinary.
Is an asset to the class.
Provides leadership, volunteers to take part in discussions, helps others, maintains positive relations with peers.

**VG - Very Good**
Shows positive attitude about school and self-discipline.
Does assignments in and out of class without prompting or procrastinating; plans ahead, follows directions, is responsible and respectful.
Shows a high degree of self-control.
Seldom talks out in class, stays on task, resists temptation to waste time in group situations, works independently without disturbing others, and takes care of property and materials.

**G – Good**
Shows a generally good attitude about school and self-discipline.
Is usually positive and enthusiastic about school, is usually responsible and respectful.
Contributes to class.
Often takes a leadership role, participates in discussion when called on, sometimes helps others, and usually demonstrates positive relations with peers.

**S – Satisfactory**
Begins to develop a positive attitude about school and self-discipline.
Generally does assignments in and out of class without prompting, turns them in on schedule, is learning to plan ahead, is generally responsible and respectful.
Shows some degree of self-control.
Has some repetitive misbehavior, Sometimes stays on task and works independently without disturbing others.

**NI – Needs Improvement**
Needs to develop a good attitude about school and self discipline.
Shows a lack of interest and/or a negative attitude about school, is rarely responsible and respectful. Has not shown progress in behavior. Repeats the same misbehavior.
Does not contribute in class.
Rarely takes a leadership role, participates only when called on, does not usually help others, is a distraction in class. Engages in negative interactions with peers.

**F – Failing**
Shows a weak attitude about school and self-discipline.
Needs a great deal of prompting to get assignments done, frequently doesn’t turn in homework, generally procrastinates. Makes the class environment negative.
Little self-control.
Frequently talks out and needs teacher intervention, has a hard time staying on task, is often out of seat, needs supervision in group situations. Uses physical or verbal aggression.
SOCIAL INTERACTION POLICY
Every child deserves to grow up in a safe, healthy, well-balanced, and supportive environment. We are well responsibly reinsuring this happens.

When playing students should:
✓ Be Kind
✓ Be safe
✓ Be cooperative
✓ Be respectful
✓ Be peaceful

Conflict Resolution
Students should follow these steps to solve problems:
✓ Calm down
✓ Use appropriate language
✓ Listen
✓ Define the problem
✓ Negotiate acceptable solutions
✓ Decide on a peaceful solution
✓ Work it out
If not in agreement, ask an adult for help.

A bully is defined as a person who has a tendency to harm or abuse others. Bullying includes behaviors such as: kicks, blows, injuries, manipulation (for example, forcing the victim to give money to the bully), and psychological aggression (nicknames, making fun of the victim, mocking, etc.)

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 Assistant Principal 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 Assistant Principal and corresponding counselor hold a meeting with the identified student’s parents, to inform and coordinate all efforts leading to a positive change in the student’s 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.

All Lincoln Elementary Students follow this social interaction pledge and agree to:
✓ S upport students who have been subjected to bullying.
✓ T each by example treating other students with respect.
✓ O pen my eyes and be alert to all incidents of bullying.
✓ P revent bullying by reporting any suspicious behavior.
Restorative Practices
Lincoln Elementary believes that through restorative practices, key values and skills are developed. We cultivate respect, inclusion, accountability, commitment to respectful relations, assertiveness and positive problem solving within all of our students.

Inappropriate behavior must never be ignored. The behavior must be stopped immediately and an appropriate solution must be implemented. Before applying a sanction the teacher will attempt to discuss the behavior in question with the student, warning him/her about consequences of continuing the behavior. If the behavior constitutes a referral form the teacher will fill it out and send it to the office. (See referral levels below)

Consequences
Teachers should thoroughly explain the Expected Behavior Policy to the students and a copy should be posted in a visible spot within the classroom. To monitor and document student behaviors, teachers must keep a behavior log with each student’s name including the date, place, and specific behavior. Parents, the assistant principal, and counselors must be informed if any student receives three or more warnings in one week.

Contracts that raise a student’s previous conduct grade are not permitted. Students who need to improve their behavior, can be placed on a behavior modification plan designed by the teacher, student, parent, the counselor and/or the assistant principal. Communicating and working with the student and parents are essentials in this process.

Teachers should follow these steps before sending a student to the office:
1. Discuss and Reflect with the student about his/her conduct.
2. Fill out the behavior log.
3. Under most circumstances keep the child’s parents informed.
4. Elaborate an action plan to modify serious or repetitive misbehaviors.
5. Complete a referral form (see Restorative Practice section) to send with the child to the assistant principal.

Certain behaviors, however, require more drastic action and immediate intervention from the principal or assistant principal. Among these, but NOT limited are:

1. Use vulgar or rude language; insult, or be disrespectful to others.
2. Attempt to cause or cause injury, to any person, verbally or physically.
3. Cheat or allow someone to cheat on a test, quiz, or project. In the case of plagiarism the student will get a 0 on his/her test, quiz, homework or project. Other sanctions will be considered.
4. Forge signatures on documents or plagiarize.
5. Disrespect, damage partially or totally the property of others.
6. Leave the class, cafeteria, gym, or the campus without permission. Skip classes.
7. Inappropriate playing that jeopardizes safety.
8. Minor offenses if they have become a chronic problem.

A student fails the year if his/her receives an overall conduct grade of Failing during any two quarters in that year. (They don’t have to be consecutive quarters). The student will be placed on conditional enrollment for the next academic year.
Levels of Elementary Referrals

A. Warning: “School-Home Conduct Report/Reflection (White Slip)”
It is used when the action is considered a minor infraction; that is, those cases in which the
teacher feels that the child needs external help, but that the situation does not require a
formal sanction. If a student obtains two “School-Home conduct Reports/Reflections”
during a quarter, the overall conduct grade will be lowered one level on the Discipline
Rubric.

B. Level I Infractions (Yellow Slip)
1. First Level I Discipline Referral: The overall conduct grade cannot be higher than S (Satisfactory) in
   the quarter and parents are informed. *
2. Second Level I Discipline Referral: The overall conduct grade cannot be higher than NI (Needs
   Improvement) in the quarter and parents are informed.
3. Third Level I Discipline Referral: The overall conduct grade cannot be higher than F (Failing) in the
   quarter and parents are informed.

C. Level II Infractions (Red Slip)
It is used when the action is considered a serious infraction. Level II discipline referrals accumulate throughout
the year. The teacher refers the student to the assistant principal, or the principal. Parents are informed of
the situation and asked to come to a meeting with the teacher, student and assistant principal. Generally,
this kind of infraction will be handled as follows:

1. First Level II Discipline Referral
   One or two detention days from 2:35 – 4:00. The overall conduct grade cannot be higher than NI
   (Needs Improvement) for that quarter. Parents are informed.
2. Second Level II Discipline Referral
   One or two detention days from 2:35 – 4:00 p.m. The overall conduct grade cannot be higher than F
   (Failing) for that quarter. Parents are informed.
3. Third Level II Discipline Referral
   One-day out of the school suspension. The student receives a Failing conduct for that quarter, and
   he/she is immediately placed on conditional enrollment for discipline. His/her parents must hold a
   meeting with the principal.
4. Fourth Level II Discipline Referral
   Two-day out of the school suspension. The student receives Failing on the overall conduct grade for
   that quarter. Parents must meet with the principal. In this meeting, parents will be warned about the
   imminent withdrawal of the student from the school. Lincoln School reserves the right to deny
   enrollment for the following school year.
5. Fifth Level II Discipline Referral
   The student receives a Failing on his/her overall conduct grade for that quarter and receives a three
day out-of-school suspension. Enrollment for the following school year is denied.

Consequences for not Following the Bus Rules: (see bus rules page 51- 52)

Exceptions to the Ordinary Procedure
Occasionally, behavioral problems arise that require an exception to the ordinary procedure stated in this
manual. Serious transgressions of the rules that violate the normal rules, regulations, and Code of Ethics may
result in immediate suspension or expulsion from the Lincoln School community.
Inspection of lockers, backpacks, handbags, and other personal objects

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

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

Any problem regarding “exceptions to the ordinary procedure” will be carefully and thoroughly reviewed, and past performance will be taken into consideration.

Aside from the student’s academic progress he/she will fail and be required to repeat the year if the overall conduct grade is Failing in two quarters. (They don’t have to be consecutive quarters). The student will be placed on conditional enrollment for the following year. Students whose annual conduct grade is Needs Improvement during the last quarter or two quarters in one year (not necessarily consecutive) will be placed on conditional enrollment for the following year.

In-School Work Assignment

During the in-school work hours, students will be working for the school under the supervision of the assistant principal or his/her representative.

Students and parents will be informed when a student is assigned any suspension or in-school work assignments.

Offenses Resulting in Out-of-School Suspension

Regardless of the number of discipline referrals accumulated by a student, the following offenses may result in suspension from the school or other appropriate consequences as determined by the principal / assistant principal.

- Skipping classes or activities repeatedly
- Threatening or causing discomfort to any group physically or psychologically,
- Fighting, stealing, being disrespectful with the school property, neighbor’s property
- Showing disrespect for national symbols
- Destroying school property
- Being insubordinate to a teacher or a member of the administration
- Forgery (for example, a parent’s signature on a progress report or absence excuse).

The suspension may be for one or more days, depending on the seriousness of the offense.

When the presence of the student at school is determined to be harmful to the student or others, or when the offense is considered serious, an immediate home suspension will apply and parents will be informed immediately.

Finally, remember that students suspended do not have the right to make up work for the time of the suspension.

Consequences for not complying with Out-of-School Suspensions or In-School Working Hours

Students and parents need to understand that there are serious consequences for students’ misconduct; therefore, only if the student is very sick or if there is a major family emergency can the date assigned for the
suspension or in-school working hours be changed. Family trips, participation in clubs, practices, or other activities are not considered valid excuses for not complying with a suspension or In-school work assignment.

If a student does not comply with what has been assigned by the administration, this will be considered an act of insubordination and more serious consequences will be considered.

**Academic Dishonesty - Cheating and Plagiarism**

Honesty is expected from all Lincoln students at all times. It is one of our most important values as an educational institution. If a student copies, gives information or facilitates others in copying homework, reports, projects, quizzes, or exams, he/she will automatically receive a grade of '0' for the homework, report, project, quiz, or exam, and a discipline referral for his/her dishonest behavior.

Plagiarism is, in essence, the passing of information, ideas, words, and phrases from text as original work and not giving intellectual credit to the original author or speaker. There are established acceptable ways to incorporate the ideas and words of others in written and oral presentations which credit the original authors. These acceptable methods are established by the academic departments at Lincoln School in accordance with internal style manuals. Plagiarism is intellectual dishonesty and results in a "0" for the work and a discipline referral. Teachers have the responsibility to ensure that all students are aware of what constitutes plagiarism and teaching the appropriate ways to present the ideas or words of others.

**Behavioral Conditional Enrollment (Refer to page 41)**

**PROGRAM OF STUDIES**

**The Elementary School Curriculum**

The Early Childhood program promotes diverse opportunities for age appropriate developmental learning experiences. There are interest centers emphasizing perceptual training, pre-reading and pre-writing skills, and logical reasoning. There is total immersion in the English language. All students are exposed to artistic and gross motor activities.

In the primary school, a literature based program enhances learning experiences in the three areas of Language Arts. Students’ use of language integrates subject areas through projects that are purposeful, meaningful and encourage a higher level of thinking. The students learn to think and find different solutions to problems through exploration, observation, description and prediction. The curriculum provides for actions that involve knowledge of the world and the appreciation of differences.

The assimilation of values and the development of strategies for personal and social growth are supported throughout the primary program. Decision making and conflict resolution skills are emphasized to reach higher levels of behavior standards.

**Class Organization**

The preschool is divided in three levels, for children ages 3.6 through 6.5 by August first. The Pre-kinder and Kinder program schedule is from 7:45 a.m. to 11:45 noon. Preparatory is a full day programs, 7:45 a.m. to 2:35 p.m. Grades first through fifth are under the responsibility of a homeroom teacher, who teaches all subjects except Spanish, Costa Rican Social Studies and special subject areas, (P.E., Art, Music, Technology).

**Subjects Taught**

The following subjects are taught in the elementary school:

1. Language Arts (L.A.), which includes Reading, Writing, Listening and Speaking Skills
2. Penmanship (Grades PK-2)
3. Library Skills (Grades 1-5)
4. Spanish (Grades 1-5)
5. Math
6. Science
7. General Social Studies (Grades 4-5)
8. Costa Rican Social Studies (Grades 1-5)
9. Art
10. Music
11. Physical Education (P.E.)
12. Technology
13. A Spanish as a Second Language (SSL) course is offered for non-Spanish speaking students.

**Homework Policy**

Lincoln School is a college-preparatory institution. To assure success in gaining admission to a university and thereafter, the school must teach students to accept responsibility for their own readiness. Work to be done outside of class is a necessary element in both academic achievement and the development of a sense of responsibility.

Preparation develops a sense of obligation. Doing work outside of class to prepare for a future lesson or to review concepts previously taught helps students develop good work habits. These habits must be developed with increasing intensity as school progresses. It is through this process that students learn to accept in the future the study load required at the college level. Homework as a reinforcement task will help students to do better in school and feel good about themselves.

Lincoln School believes that homework is a necessary and valuable part of each student’s educational experience.

Within that context, the following purposes, guidelines, and responsibilities will be considered when using homework as an educational tool:

1. To encourage development of independent study habits, skills and responsibilities.
2. To enrich, reinforce, and extend learning by providing additional educational opportunities outside the classroom.
3. To provide for advanced preparation for an upcoming classroom activity, discussion, and unit of study, or test.
4. To provide an extension of classroom activities, which uses community resources.
5. To provide an opportunity for parents to be familiar with and involved in the school’s educational program and their own child’s progress.
6. To encourage the student to be responsible for doing his/her homework independently. If a student misses homework for three times during a quarter, he/she will have a lunch recess detention to complete the missed assignments. If he/she misses four homework assignments, parents will be called.

**Grade Level Average Time of Work (minutes)**

<table>
<thead>
<tr>
<th>Grade Level</th>
<th>Average Time of Work (minutes)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Preschool</td>
<td>Homework is to be minimal (it should not take more than 15 minutes). No homework will be assigned on weekends.</td>
</tr>
<tr>
<td>1-2-3</td>
<td>20-25</td>
</tr>
</tbody>
</table>
Parent Responsibilities and Homework
• Create a regular, quiet, well-lit study area, without distractions.
• Check the student’s organization and list of tasks in his/her organizer or the school planner.
• Contact the teacher to be well informed and know what the student is doing at school.
• Promote self-confidence by allowing the student work independently on his/her school work.
• If your child has difficulties with homework (content / time) notify the classroom teacher immediately.

Student Responsibilities and Homework
• Write down all assignments in an organizer or the school planner.
• Make sure all assignments are written correctly and in a clear, understandable way.
• Work in a well-lit study area with no interruptions or distractions.
• Work on homework independently by following the directions as to what was assigned.

Late Work
If a paper, project, report or other assignment with a long term due date (5 school days) is due on the day a student is absent, it is the responsibility of the student and his/her parents to make arrangements for the assignment to be brought to school and submitted to the teacher.

If the assignment is submitted late, the grade will be lowered by ten (10) points on a scale of 100 for each school day or fraction of a school day late. The Assistant Principal may authorize adjustments for extended illness or emergencies.

Students who turn in late assignments in first, second or third grade will receive an incomplete.

Assessment system

Academic Assessment
Assessment of student academic performance supports effective teaching and learning in the classroom. The purpose of assessment is to determine a student’s level of understanding as the learning process unfolds (formative assessment) or the level of achievement a student has gained at the end of a unit or course of study (summative assessment). Teachers use a variety of formative assessments including questioning, short assignments, projects, performance tasks and portfolios. Summative assessments include quizzes, exams, and performance tasks.

All assessments are designed to support academic standards, and take into account the standards of the programs offered at the school. As a private education institution, Lincoln School has established its own policies and guidelines regarding assessment within the parameters of these programs.

Performance tasks, quizzes, and Exam
Throughout the course of a quarter, teachers assess student learning by means of performance tasks, quizzes, partial exams and cumulative exam. These performance tasks, quizzes and exams count as a percentage of the student’s quarter grade.

Make-up exams and quizzes
In the case of an excused absence, a student may request a make-up of exams or quizzes missed during his/her absence. No credit will be given for quizzes or exams missed during an unexcused absence.
To request a make-up, the student’s parent must submit a note or email immediately after the student returns to school explaining the absence and authorizing payment for the exam or quiz to be charged to his/her account. If the absence was for more than three (3) days, a medical certificate must be attached to the parent’s excuse. The Assistant Principal will review the absence and notify the parent if the make-up is approved based on the following criteria:

- The date of absence corresponds to the date on which the test was given.
- The student’s absence is justified according to the school policy on excused absences.

The student will be allowed a maximum of ten days after an absence to make up the exam or quiz. It is the student’s responsibility to prepare for the exam or quiz by catching up on all assignments and readings missed. 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 make-up the exam or quiz. Teachers will cooperate by taking into account the material covered during the student’s absence and giving the student additional support for the exam if needed. If the student does not report to the make-up session as scheduled, the teacher will assign a grade of 1 (one) for the exam or quiz, the minimum grade established by the M.E.P.

**Standardized Assessments**

Standardized Assessments are another way 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 subjects, b) an assessment of student achievement in specific courses, c) an assessment of student achievement in comparison with other students nationally and internationally. Student achievement results are used to meet admissions requirements at international colleges and universities. Parents are notified of all standardized testing results. More information on these tests is available through the Guidance Department.

**MAP Test**

Different assessments are used at the Elementary to gather data about student performance. NWEA’s (Norwest Evaluation Association) MAP (Measures of Academic Progress) Assessment is a computer based tool administered from Kinder through fifth grade. Information from these assessments is used to make educational decisions.

Students in grades Prep. - 5 take the test twice a year, and results of the test are used to guide curriculum and instruction.

**Quarterly Grades**

Grades are reported four times a year at the end of each quarter. A rubric system is used in pre-kinder through third grade and a percentage system in fourth and fifth grade. All grades in the percentage system will be rounded to the nearest whole number before being placed into the grading system.

**Quarterly Exam Make-Up**

A student who is absent from a quarterly exam because of an excused absence may make up the exam under the following conditions:

1. A fee will be charged for the make-up exam. The exam must be taken on the date assigned by the administration and the fee must be paid.
2. Semester exams must be completed before the beginning of the student’s next quarter. In special cases, the administration may grant an extension. If the student does not meet this deadline, the teacher will assign a grade of 1 (one), the minimum grade established by the M.E.P.
3. Students leaving the school permanently because of a family move will be considered as special cases, and arrangements for the semester exam will be made by the administration. In such cases,
The Principal has the right to waive the exam requirement if s/he determines that the student’s work merits such a waiver. Other exceptions to this procedure may be granted by the administration.

4. The teacher must record the grade for the student within five school days of the exam. Subsequent grade changes must be approved by the Principal.

**Convocatoria or Extraordinary Exams**
A student who has a failing grade (below 70) at the end of a course will have the option of taking a Convocatoria exam to correct the failure in the course. No student may take a Convocatoria in more than three failed courses in a year. A student who fails more than three courses in a year will receive no credit for any courses taken that year and must repeat the entire year (all courses).

Students must be in full school uniform in order to take a Convocatoria. The exams are one hour long and cover material studied throughout the entire course.

Parents of students who are eligible to take a Convocatoria may request from the school office a photocopy of the previous semester exams so that the student can prepare for the exams. Parents may seek a tutor to help their student prepare for the Convocatoria, and may request a recommendation from the Guidance Department. It should be noted that Lincoln teachers may not accept work as paid tutors of students in their classes.

A grade of 70 or above is required to pass a Convocatoria. However, regardless of the passing grade obtained on the Convocatoria, the final grade assigned for the course will be a 70.

A student who fails one Convocatoria exam must repeat all courses for the entire year.

**Performance Assessment Criteria**

**Grades 1-2-3**

**E = Excellent**
- Takes the initiative to go beyond expectations.
- Completes all assignments exhibiting high quality work.
- Always works cooperatively with others.
- Always works well independently.
- Excels in all academic objectives.

**VG = Very Good**
- Completes most required assignments.
- Most assignments are of superior quality.
- Almost always works well with others.
- Almost always works independently.
- Masters all academic objectives.

**G = Good**
- Required assignments are usually completed.
- Assignments are generally of good quality.
- Usually works well with others.
- Usually works independently.
- Masters most of the academic objectives.
$ = Satisfactory
Completes some required assignments.
Usually assignments are of acceptable quality.
Sometimes works well with others.
Sometimes works independently.
Masters the minimum academic objectives.

NI = Needs Improvement
Completes an insufficient number of assignments.
Assignments are of an inadequate quality.
Rarely works well with others.
Rarely works independently.
Rarely masters a sufficient amount of academic objectives.

F = Failing
Does not complete required assignments.
Assignments are of a poor quality.
Does not work cooperatively with others.
Does not work well independently.
Does not master academic objectives.

The points given on the checklist are based on the work a student has completed throughout the quarters.

Grades 4 - 5

<table>
<thead>
<tr>
<th>Percentage</th>
<th>Descriptors</th>
</tr>
</thead>
<tbody>
<tr>
<td>95-100</td>
<td>Excellent</td>
</tr>
<tr>
<td>88-94</td>
<td>Very good</td>
</tr>
<tr>
<td>80-87</td>
<td>Good</td>
</tr>
<tr>
<td>75-79</td>
<td>Satisfactory</td>
</tr>
<tr>
<td>70-74</td>
<td>Needs improvement</td>
</tr>
<tr>
<td>1-69</td>
<td>Failing</td>
</tr>
</tbody>
</table>

Power School Expectations 2014-2015

Grades are available on the Power School Platform. Parents should register for a Power School account to access the grades. Contact the Technology Department if you have not registered. Below are the Elementary Power School Expectations.

Pre School: (letter rubric system – EE, ME, IP)
✓ At the end of each quarter grades and comments will be posted for that quarter.
✓ Daily attendance.

Grade 1-3: (letter rubric system- E, VG, G, S, NI)
✓ At the end of each quarter grades will be posted for that quarter.
✓ Teacher comments will be posted in the comments section at the end of each quarter.
In the middle of each quarter, an electronic Progress Report will still be sent out via email to students who are performing below standards.

Daily attendance will be posted.

**Grade 4-5: (percentage system)**

- Grades will be posted and updated mid quarter and at the end of each quarter. Throughout the quarter, some assignments and assessments grades will be posted but NOT EVERY assignment and assessment.
- Teacher comments will be posted in the comments section at the end of each quarter.

Daily attendance will be posted.

**Progress Reports**

At the midpoint of each quarter, teachers are asked to review the grades of their students and send progress reports to all students who need to improve, students on Probation/Conditional Enrollment or students who are doing very well. In addition progress reports may be given to students at anytime during the school year.

These reports are prepared by each teacher, sent via e-mail, and must be returned to the teacher, signed by the parent and student.

**Report Cards**

At the end of each quarter, report cards are posted in the Parent Portal or grades can be found on Powerschool and students are expected to discuss their grades with their parents. These reports contain the academic grade earned in each class and conduct grades.

Parents are expected to come to the school at the end of the quarter to meet with teachers, counselors, and administrators to discuss any concern they might have regarding their son or daughter’s academic performance.

To encourage direct communication with parents about their student’s academic progress, parent/teacher conferences are scheduled by the end on the quarter. At this time, report cards are posted in the Parent Portal or grades can be found on Powerschool. Teachers, counselors, and administrators are available to discuss students’ academic performance.

**Lowest Grade**

A grading scale of 1 to 100 is used. No final grade can be lower than a 50 in each quarter for fourth or fifth grade.

**Failing Grade**

Any grade below 70 in fourth or fifth grade is Failing (F). The minimum grade for passing a subject in first to third grade is Satisfactory (S).

**Annual Grade**

The student’s annual grade is the average of his/her two semester grades in fourth and fifth grade. There are no annual grades in first, second, and third grade because a rubric system is in place.

**Tests**

Parents are notified of any grade below Satisfactory (S), in first, second, and third grade or 75 in fourth and fifth. They acknowledge, with their signature, that they have received the information.

**The Student Portfolio**

A portfolio is a collection of work that records and exhibits a student’s effort, progress and achievement.
Parent/Student/Teacher Conferences
As a means of increasing communication, parent, student, teacher conferences are held twice a year.

The objective of these meetings is to support and encourage in the students shared responsibility for their continuous progress. This is an important time to communicate the strengths and needs of each child, including social, emotional and academic development. It is also an invitation for parents to participate in their child’s learning experiences at school.

 Appealing a Grade or Discipline Referral

Process of Appeal
1. The parents or person responsible for the child should meet with the teacher to express their concern about the exam, homework, project, or discipline referral within three (3) workdays.
2. If the teacher’s answer does not satisfy the parents or person responsible for the child, they can appeal within a maximum of three (3) workdays to the evaluation committee.
3. The appeal must be written and should include the following information: student’s name, teacher’s name and the reason for the appeal. The evaluation committee has eight (8) workdays to respond to the appeal.
4. If the evaluation committee’s answer does not satisfy the parents or person responsible for the child, the appeal will be sent to the elementary principal.

Policies Regarding an Incomplete and Grade Changes
1. The student will receive an “Incomplete” if he/she misses a project due-date or exam due to a justified absence.
2. An “Incomplete” will stand for a period of no more than ten (10) school days from the date upon which the project or exam was due.
3. In cases where more time may be required for a student to make-up a missed assignment, permission for an extension must be granted by the principal or the assistant principal.
4. It is the responsibility of the student to make arrangements with his/her respective teacher as to the time and date upon which the required project or exam is to be completed.
5. If a student does not meet the established deadline, the teacher must give the student the minimum grade established: Failing (F) for lower grades or one for higher grades.
6. In keeping with the above stipulations, it is the responsibility of the teacher to record the student’s grade change in the office within a period of no more than five school days after the student has completed the outstanding work or exam, or after the period for making up the work expires.
7. In cases where a teacher changes a grade after such period of time has elapsed, the change must be approved by the principal or the assistant principal.

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

The Promotion Council consists of the child’s teachers, the counselor and the principal. The student progress is analyzed according to capacity and general class performance. The council then decides if the child is promoted without objection, recommended to attend summer classes or tutoring, or is retained. In cases of children who have had problems with promotion for two or more years, it may be decided, together with the parents, that the child attends another school. The Guidance Department studies these cases very carefully and their recommendations are of the utmost importance.
Grades 1-2-3

1. The student will be promoted to the next grade level when at the end of the academic year he or she passes all subjects with a Satisfactory (S), including a passing conduct grade; and when he or she attends at least the minimum of school days required by Lincoln School.

2. The student, who fails more than three subjects during the year, automatically fails the academic year and must repeat the grade (all courses).

3. The student who fails one, two, or three subjects will have the right to take one extraordinary exam in each subject failed. The student has only one opportunity to pass the exam.

4. The student who fails to pass any of these exams will be required to repeat the grade, (all subjects).

5. The student who repeats a grade level at Lincoln and fails the academic year again will be recommended to leave Lincoln School.

6. The student fails in conduct with an overall conduct grade of Failing (F) for any two quarters. He/she will need to repeat that grade level, (all subjects).

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

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

Grades 4-5

1. The student will be promoted to the next grade level when at the end of the academic year he or she passes all subjects with an annual average of 70 or above including a passing conduct grade, and when he or she attends at least the minimum of school days required by Lincoln School.

2. The student who fails more than three subjects during the year automatically fails the academic year and must repeat the grade (all courses).

3. The student who fails one, two or three subjects will have the right to take one extraordinary exam in each subject failed. The student has only one opportunity to pass the exam.

4. The student who fails to pass any of these exams will be required to repeat the grade, (all subjects).

5. The student who repeats a grade level at Lincoln and fails the academic year again will be recommended to leave Lincoln School.

6. The student fails in conduct with an overall conduct grade of Failing (F) for any two quarters. He/she will need to repeat that grade level (all subjects).

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

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

Awards Program

Lincoln Elementary School promotes a quest for excellence that contributes to the desire for learning. Student exemplary achievement is recognized through the following awards:

**Quaterly**

**Merit Roll**

This award goes to the fourth and fifth grade students who have all grades equal to or above 90 and a Very Good or Excellent in conduct for the quarter.
**Semester Awards**

**Academic Excellence**
This award goes to the student in first through third grade who is a hard worker and goes above and beyond regular class work. All grades should be Very Good or Excellent.

**Effort**
Students in first through fifth grade who show outstanding growth, improvement, or commitment in particular subjects, areas, or projects may qualify for this award.

**Yearly Awards**

**Leadership**
This award is presented to students who take initiative to lead a group and encourage others to participate positively and become active in the learning process.

**Athletic**
This award is presented by the Physical Education Department during the fourth quarter sports activity. It goes to the student who displays sportsmanship, effort, ability and commitment in athletics. These students are cooperative, have positive attitudes, work well with others, and strive for their personal best.

**Arts**
The Arts award goes to students who demonstrate excellence in the arts. They show interest in the art class and art projects and have a natural ability for drawing (try to draw objects from different perspectives, try to add depth to their drawings, pay more attention to details). Their artwork is aesthetically pleasing, clean and organized and portrays creative imagination. This award is given by the art teacher at the Final Exhibition.

**Scientific Inquirer**
This award goes to academically talented students in Science. These qualified students have completed an outstanding project during the Science Fair. This award is presented at the Science Week closing ceremony.

**Young Writer Award**
This award goes to the student who exhibits special interest, talent and ability in writing.

**Presidential Awards**
These awards are sponsored by the United States Department of State, Office of Overseas Schools and given at the end of school year award ceremony.

**Gold Outstanding Academic Achievement**
Students who earn the Merit Roll Award in all four quarters. (All grades equal to or above 90 and a Very Good or Excellent in conduct).

**Silver Academic Achievement**
Students earn the Merit Roll Award for three quarters, not necessarily consecutive, and have all grades 85 and above with a Very Good or Excellent in conduct during the four quarters.
American Citizenship Award
This award is presented to students who show commitment and a positive attitude toward classmates, school and community. These students display an understanding and appreciation of civic responsibilities; possess strength of character and the courage to do what is right.

Awards for Special Events

Technology
Students who reflect outstanding achievement in this area are recognized at the Computer Fair Award Ceremony.

Spanish Contests

Speech
This award goes to the winning fourth and fifth grade student of each class.

Storytelling
This award goes to the winning first and second grade student of each class.

Spelling Bee
This award goes to the winning third grade student of each class. The grade level winner of the Spelling Bee Contest also receives an award.

Students On Academic Or Behavioral Conditional Enrollment

Academic Conditional Enrollment

Grades 1-2-3
1. The minimum grade for passing a subject is with Satisfactory (S).
2. The student will be placed on academic probation if his/her academic or special area grades show Needs Improvement or lower in the same subject during the first two quarters. A program of study will be implemented to help him/her. The student is at risk of being placed on conditional enrollment.
3. The student who fails one to three subjects will be placed on conditional enrollment and be required to take an exam for each subject failed (Needs Improvement). A student fails a subject with Needs Improvement (NI) or below in any academic or special area during three quarters (not necessarily consecutive). The student has only one opportunity to pass the exam.
4. The student who fails a subject is required to do summer work and pass an exam. If the student fails the exam, he/she will be required to repeat the year and the student is placed on conditional enrollment for the next academic year. The student has only one opportunity to pass the exam.
5. The student who fails more than three subjects will be required to repeat the year and will be automatically placed on conditional enrollment.
6. If a student has been on academic conditional enrollment for two years, a study will be done to decide if he/she should transfer to another institution.

Grades 4-5
1. The minimum grade for passing a subject is an annual average of 70%.
2. The student whose first semester average is 70% or lower will be placed on **academic probation** and a program of study will be implemented to help him/her. The student is at risk of being placed on **conditional enrollment**.

3. The student who fails one to three subjects will be placed on **conditional enrollment** and be required to take an exam for each subject failed. A student fails a subject with an annual average below 70% in that subject. **The student has only one opportunity to pass the exam.**

4. The student who fails a subject is required to do summer work and pass an exam. If the student fails the exam, he/she will be required to repeat the year and the student is placed on **conditional enrollment** for the next academic year. **The student has only one opportunity to pass the exam.**

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

6. If a student has been on academic **conditional enrollment** for two years a study will be done to determine if he/she needs to transfer to another institution.

---

**Behavioral Conditional Enrollment**

Students are placed on **conditional enrollment** for disciplinary reasons when:

1. The student’s conduct grade is Needs Improvement or lower for the last quarter or two quarters during the year. They do not have to be consecutive quarters.

2. The student receives a third level II discipline referral. The student is placed on **conditional enrollment** the day the sanction is given.

3. The student’s overall conduct grade is **Failing** during **two quarters** (they don’t have to be consecutive quarters). **The student is required to repeat the academic year (all subjects).**

4. Psychotherapy may be required for the student to remain at Lincoln School.

5. The student who begins the year on conditional enrollment will be asked to withdraw from the school upon receiving a third level II discipline referral. When the student receives the first level II referral, parents will be required to meet with the principal or assistant principal and notified the student is in danger of being asked to leave the school.

---

**Behavioral Conditional Enrollment**

Students are placed on **conditional enrollment** for disciplinary reasons when:

1. The student’s conduct grade is Needs Improvement or lower for the last quarter or two quarters during the year. They do not have to be consecutive quarters.

2. The student receives a third level II discipline referral. The student is placed on **conditional enrollment** the day the sanction is given.

3. The student’s overall conduct grade is **Failing** during **two quarters** (they don’t have to be consecutive quarters). **The student is required to repeat the academic year (all subjects).**

4. Psychotherapy may be required for the student to remain at Lincoln School.

5. The student who begins the year on conditional enrollment will be asked to withdraw from the school upon receiving a third level II discipline referral. When the student receives the first level II referral, parents will be required to meet with the principal or assistant principal and notified the student is in danger of being asked to leave the school.

---

If the student is on behavioral conditional enrollment, Lincoln School reserves the right to grant enrollment for the following year.

The student on conditional enrollment may not represent Lincoln School in any co-curricular activity or special event.

---

**Counseling and Guidance Services**

**Guidance Department**

The Guidance Department’s major responsibility is to encourage the students’ cognitive, academic, social and emotional development. Counseling is offered to parents, teachers, and students in order to enrich the students’ learning experiences as well as their personal well-being.

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

Students can be referred to the Guidance Department at the request of faculty members, administrative staff, parents and through self-referral. This request can be made personally or by filling out a referral form. When a student is referred, the psychologist holds meetings with teachers and parents to give recommendations and to work with the child.
An important role of the Guidance Department is the psychological testing and diagnosis of learning difficulties. The counselors, together with the LRC specialists, design educational strategies considering the individual needs of the student. Under special circumstances, parents and students may be referred for medical or psychological treatment to an outside specialist.

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

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

The Guidance Department, together with the Curriculum Coordinator and the teachers, plans and develops the Skills for Life Program.

Different topics are covered to give students the opportunity to reflect on their feelings and values, to have a better understanding of themselves and others. This program teaches students positive conflict resolution and healthy decision-making skills. The counselors coordinate with the teachers the implementation of the program in levels pre-kinder through fourth grade. The counselors are responsible for the implementation of the Sex Education Program in fifth grade.

The counselors also coordinate the admission process for pre-kinder to fifth grade and the administration of standardized tests.

**Academic Support Services**

**Learning Resource Center (LRC)**
The Learning Resource Center (LRC) addresses the special learning needs of students and provides the resources to assist students to 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.

**English as a Second Language (ESL)**
Students who are not proficient in English and are unable to perform at grade level in their English class will be provided support in ESL. The goal of ESL support is to provide students with individualized instruction that enables them to develop English language skills in listening, speaking, reading and writing. They are continuously assessed to determine when they are ready to be placed in the regular English class.

**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.

**Service Learning Program**

**Service Learning Program**
A school-wide Service Learning Program is integrated with the school’s educational curriculum. It provides opportunities for students to emphasize and apply their knowledge to real-life situations through carefully
articulated service projects. Student reflection and personal growth is facilitated during the planning, preparation, service and post-serving stages of the program.

Service learning is a pedagogical opportunity to enrich the curriculum and the lives of students. By connecting the students, the school, the families and the community, it encourages the formation and application of values that promote civic awareness and social responsibility.

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

**Student Activities**

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

**Co-curricular Department Mission Statement**

In accordance with Lincoln School’s philosophy and objectives, the co-curricular program strives to provide enriching activities of different types in order to enhance and support students’ holistic development by promoting learning and awareness of each individual’s academic and non-academic abilities.

There are two professionals working full time in the Co-curricular Department. They are the student activities coordinator and the athletic director.

**Student Clubs**

The student activities coordinator and the athletic director can provide you with detailed information about the program.

There are approximately twenty student clubs at Lincoln School. The success of each club depends on the enthusiasm of students and their faculty advisor. To form a new club, students should petition the co-curricular coordinator.

Teachers are strongly encouraged to support student activities by sponsoring a club, sports team, or acting as advisor to a group such as Student Government. Teachers wanting to become involved in the co-curricular program should speak with the co-curricular activities coordinator.

**Clubs and Organizations**

The following clubs and organizations will be offered subject to minimum number of participating students:

**Elementary Cultural and Sports Activities**

<table>
<thead>
<tr>
<th>Cheerleading 1-5 grade</th>
<th>French 1-5 grade</th>
</tr>
</thead>
<tbody>
<tr>
<td>Beginner Band 3-5 grade</td>
<td>Art Attack 1-5 grade</td>
</tr>
<tr>
<td>Chess 1-5 grade</td>
<td>Cooking, 1-5 grade</td>
</tr>
<tr>
<td>Choir 1-5 grade</td>
<td>Robotics 3-5 grade</td>
</tr>
<tr>
<td>Mandarin 3-5 grade</td>
<td>Soccer 3-4 grade</td>
</tr>
</tbody>
</table>
General Participation Rules
Lincoln School offers cultural, sport, co-curricular programs and curricular related activities to all students from pre-school through twelfth grade. These programs are carried out after school, at no cost and in accordance with the institution’s educational philosophy and objectives.

1. Students can register only in two co-curricular clubs.
2. During the first month of co-curricular activities, students can change from one club to another. After this period of time no changes will be allowed.
3. Commitment to a club is for the entire school year, unless the club is offered for one semester.
4. Students must actively participate in at least 75% of the club activities in order to remain in the club and receive a “Certificate of Participation”.
5. Students must give priority to games or other school activities over personal matters.
6. The use of appropriate clothing and safety gear during sports activities are mandatory.
7. Students must purchase the official team uniform(s), which will be used only for games or school activities.
8. Students must follow the sponsor / coach’s instructions and show respect for fellow club members, other players, judges and public.
9. Students must show a high level of sportsmanship and school pride at all times.
10. Students should make adequate use of materials and facilities here and abroad. Students must follow the school disciplinary rules.

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

Sportmanship Pledge

I, ____________________________ promise to:

S  how sportsmanship and fair play,
P  lay by the rules and the spirit of the game,
O  serve the teamwork guidelines,
R  espect my opponents, coaches and referees,
T  ry to win or lose with grace, and
S  trive to do my best.

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

Guidelines for Student Exchange Programs
These guidelines apply to all local or foreign student exchanges. Exchange programs include athletics events and educational/cultural activities.
1. Only those students who have met the requirements established in the Lincoln Handbook shall have the opportunity to participate in student exchange programs.

2. Students will be invited to participate in exchanges. Parents will be notified by letter of the approximate costs for the exchange prior to the student’s selection.

3. The amount charged for exchange programs is based upon group travel arrangements. Expenses for chaperones are included in the cost charged to participating students.

4. Parents are expected to respect the payment dates established for all exchange activities. If payment dates are not met, students can be excluded from the exchange.

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

6. Only chaperones or participating students may travel with an exchange group. Other individuals may not travel with an exchange group for the purpose of receiving the lower group travel rates or for any other reason.

7. During an exchange neither students nor chaperones may act as couriers. Carrying packages for relatives to be delivered to a location during transit is not allowed.

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

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

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

Planning and Approval of Exchange Activities

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

Information to Parents

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

2. Exchange plans approved by the principal cannot be changed after their approval.

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

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

5. Parents will be kept well informed of the planning prior to the exchange, provided with complete travel information, including last minute changes, and provided with information about how their children can be reached in case of emergency during the exchange.
6. Lincoln School will provide parents with updated information during an exchange when changes occur that may affect the safety of their children.

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

**Participation Requirements**

Only those students who have met the following requirements will be allowed to participate in student exchange programs:

1. An academic quarter average of 85% or above in each subject;
2. Passing grades in all academic subjects;
3. A conduct quarter grade of Very Good or above;
4. No discipline-referrals for four months prior to the exchange.

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

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

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

If a student withdraws or is removed from an exchange, the Co-curricular Coordinator will attempt to replace that student with a student from the waiting list.

**Regulations During an Exchange**

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

1. During travel to an exchange, all students must wear the special Lincoln School Exchange shirt (white). The shirt is available for purchase from the bookstore.
2. Lodging arrangements will not be changed under any circumstances without prior approval of the exchange chaperon.
3. Host families are responsible for providing housing, breakfast, lunch, dinner and transportation to and from the school. The student must cover all other financial expenses.
4. The host family must be made aware of any special treatment or medicine that the exchange student requires.
5. Weekends trips or out-of-city limit excursions are allowed only with the chaperone’s prior approval.
6. Chaperones and students must abide by host country laws, host school rules and regulations, and host family rules.
7. It is strictly forbidden during an exchange for students to operate a motor vehicle of any type.
8. Students must follow all disciplinary rules of their own school; respect the universal moral values and the cultural and customs differences. They should show respect toward host families, opponents, referees, judges and the public in general.
9. All the persons involved with the exchange must know the host family’s and chaperones’ telephone numbers.

10. 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.

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

**General Information**

**Assemblies**

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

Students must leave their classrooms in an orderly manner when going to assemblies, and follow the instructions given by their teachers. When an assembly is over, students are to leave the area in an orderly manner according to the instructions given by the assembly coordinator.

**Visiting Students**

Lincoln students are discouraged from requesting to bring a friend to school. This disrupts the normal classroom procedure. Any visitors to the school must have the approval of the assistant principal. The permission should be requested at least two days prior to the visit. Normally, visitors will be given permission for one day only. In special cases a maximum of two days can be granted. Former students who would like to visit the school must have permission from the assistant principal. He or she may not interrupt classes in session.

**Telephone**

The teachers, nurse or administration will take care of important communications to parents. Elementary students should not bring a cellular phone to the school.

**Messages To Students**

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

**Gifts To Employees (Board Policy 3.112)**

Employees are not permitted to accept gifts or articles of value from individual students, classes, parents or salesmen. Parents and students may express their gratitude to employees through personal notes, flowers, and greeting cards.

**Lincoln Policy On Drugs And Alcohol**

The Lincoln School Policy on Drugs and Alcohol is available to the parents upon request. You may contact the elementary office at 2247-6641.
Tutoring Policy And Procedures

Non-School Employment (Board Policy 3.119)
Employees may not take outside jobs that in any way reflect unfavorably on the dignity of the school and staff. Nor may they accept jobs that jeopardize the effectiveness of their work at school or limit their participation in the total school program.

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

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

Clarification:

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

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

3. **Regular Lincoln students who require remedial or catch-up tutoring on a regular basis:** Some students may need regular tutoring services. Both Elementary and Secondary Guidance Departments have lists of Lincoln teachers and private tutors who might be suitable. Such arrangements should be made with the knowledge and coordination of the elementary principal or secondary administration and Guidance Department. The cost of the service is paid by the family and if the tutoring is done at Lincoln School it will be either charged to the family’s tuition bill or paid at the cashier’s office. On campus tutoring needs to be authorized by the elementary and secondary principals. To avoid a conflict of interest, teachers do not tutor their own students for pay, as per Board Policy 3.119.

4. **Arrangements with private Tutors:** Families may wish to contract the service of private tutors outside of school hours and off campus. These arrangements are the sole responsibility of parents dealing directly with the tutor, but in coordination with the elementary principal and Guidance Department or the Secondary Guidance Department.

All parent requests for tutoring should be coordinated with the student’s teacher and approved by the elementary principal or the secondary administration with the Guidance Department. Lincoln teachers who are interested in tutoring opportunities should make their interest known to the Elementary Guidance Department. Paid tutoring can only be done after working hours.
**First Communion**
Although this activity is not school sponsored, preparation for the First Communion is offered to third graders. Religious instruction is also offered in other grades.

**Fund Raising And Donations**
Bake sales are not permitted except for Community Day, Civic Week and Sports Day. Any other type of fund raising activity for a particular class activity needs to be approved by the elementary principal (Teachers may not solicit or accept donations without the previous approval of the elementary principal). All funds raised must be deposited in the school cashier’s office, and the teacher with the administration will be in charge of handling the money.

**Transcripts**
Transcripts and other official documents are prepared upon request. Please make requests two weeks in advance.

**Unpaid Bills**
School fees must be paid during the first fifteen days of every month. If by the 15th, parents have not received the monthly statement, it is their responsibility to call and find out about their pending account. After the 15th of the month, the accounts are charged interest on the balance. The parents will then receive a letter or telegram reminding them the account is due. If by the end of the month the bill has not been paid, the student will be required to stay home.

**Student Lockers**
Students in grades fourth through fifth are assigned a locker at the beginning of the school year. Every student is responsible for maintaining the locker in optimal conditions.

**Sales On Campus**
Sales are not allowed on campus.

**Parent Appeals For Other Than Academic Or Discipline Grades**
When a parent has a concern it should always be addressed first at the level closest to that concern. A concern about a teacher’s performance should first be discussed with the teacher, before it is brought to the principal.

Concerns, general in nature, should be brought to the principal. The Principal will respond in a reasonable amount of time, depending on the concern.

If the principal’s response does not satisfy the parent, then that decision may be appealed to the Director General.

**Summer Work**
The school does not offer summer school but the teachers may recommend or require private tutoring.

Students who are placed on academic conditional enrollment are automatically required to do summer work and take an extraordinary exam for each subject they failed.

Students are recommended for summer work when the teacher feels that, although the student received passing grades, he/she needs to review concepts and study to be successful the following school year.
Since it is not ideal that children work during vacation, the school keeps the parents informed of the student’s progress throughout the year so that appropriate remedial effort can be made prior to the end of the regular school year. Still, some students will need private tutoring during the summer.

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

**Student Government**

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

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

**Lost And Found**

A lost and found area is located in the central plaza in front of the “Kiss and Drop” area.

Items not claimed after one month will be donated to charity.

**Library**

**General Information**

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

The library is open M + W 7:36 am – 3:15 pm, T + Th 7:36 am – 4:00 pm, F 7:36 am – 3:00 pm. The librarian and the staff members are always willing to serve and respond to the needs of students and teachers. Parents are invited to visit the library and check books out if they want to support or enrich their children’s love for reading and their learning process.

**Library Rules**

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

**Circulation Procedure**

Elementary students may check a maximum of four books under their names, for a period of two weeks.

The elementary library doesn’t charge fines for overdue books. Students cannot check additional books until they return the overdue books. Audiovisual resources (Videos, DVD’s, CD’s, cassettes) cannot be checked out by students.
At the end of the school year, the library collects all the books and audiovisual resources from students, teachers and parents. Lost resources should be replaced with similar titles.

All students are provided an I.D. to make use of the automated circulation system.

**Internet Stations**
Teachers and students may access Internet and other network programs from the library. The library staff will control the use of the Internet upon demand. No playing or chatting is allowed on the library computers. For the network use, follow computer network policy.

**Bookstore**
The bookstore has a wide selection of school supplies for students. Students and teachers may purchase supplies in the bookstore before classes begin, during recess or after classes.

**Books**
Students need two kinds of books: texts, which are rented and workbooks which are bought. All books are handed out to students the first day of class. The school rents the whole program for a particular subject on an annual basis. It is the student’s (and parent’s) responsibility to take good care of rented books. If the book is lost or returned damaged, the student whose name coincides with the code will be charged the full price of the book without any refund for the rent charged.

**New Book Loan System At The Bookstore**
The Bookstore is implementing a new book loan system to reduce paper use by not printing receipts for parents and students. The Bookstore will use the bar code to include it with the student who rented it, either by bimester, semester or annually, and the same process will be implemented for the check out. Students have to take care of the assigned book and they have to return the same one they rented; otherwise, the system records will show it as pending and will be charged to the account.

**Materials**
Students are expected to bring on the first day of school all supplies specified in the list provided at the end of the school year.

During the year students may purchase certain supplies such as pencils, notebooks and paper, at the bookstore by charging it to their accounts. Cash will not be accepted. A written authorization from the parents is required for preschoolers and lower grade students to charge supplies to their accounts.

**Bus Service**
The bus is a service provided by the school for the students. **Good behavior is required at all times when riding the bus.** Being on the bus is like being in the school, therefore, the same policy on uniform and discipline applies. Parents will be informed regarding all referrals or suspensions of bus riding privileges.

Each bus has a team in charge of supervising discipline, and students must follow their instructions. These people are the bus driver, bus monitor, and any teacher or school personnel who ride the bus.

When a student does not follow the rules, s/he will be referred to the assistant principal.

**Rules for the Bus Loading Area**
The school exit gate will be closed at 2:40 pm to facilitate circulation of buses.

**NOTE:** Parents who have questions concerning the bus service may call the Transportation Department extension 624.
Parents are requested not to phone the secretaries asking them to notify their children about taking another bus or waiting in school.

Student Behavior on Buses
The following rules apply to all students:

1. Bus passes must be requested one day in advance.
2. Students must be at their bus stop on time.
3. Students must take a seat immediately upon entering their bus and remain seated until they leave the bus. Always fasten your seatbelts.
4. Students must obey any order coming from the bus driver, bus monitor, supervisor, teachers, and school personnel.
5. Students must keep the noise level down as determined by the bus driver or monitor.
6. Students must show respect to everyone on the bus, including the bus driver.
7. Students must use appropriate language, according to moral and social standards.
8. Students must not eat food, chew gum, or drink beverages on the bus. No eating or drinking on the bus; except for drinks in “Tetrabrick” containers with a straw, soft cookies, sandwich, grapes and strawberries.
9. Students must wear the uniform in a proper manner while on the bus.
10. Radios, other than the bus radio, are not to be played on school buses.
11. Students’ heads, arms, hands, and legs must remain inside the bus.
12. Any student throwing litter out of the bus must pay the fine defined by the law.
13. Each student is responsible for paying for the repair of any damage s/he causes to bus seats or any other part of the bus.
14. Students are allowed to ride on other buses only with the permission of the bus coordinator, who will grant this permission after receiving a written note from the student’s parents.
15. Students may get off the buses only at their authorized bus stops.

Consequences for Not Following the Bus Rules
Failure to follow the rules will result in a discipline referral and temporary or permanent suspension of the right to use the bus, depending on the seriousness of the incident.

First referral for bus misbehavior: written warning from the elementary assistant principal.

Second referral for bus misbehavior: level I discipline referral.

Third referral for bus misbehavior: level II discipline referral.

Fourth referral for bus misbehavior: two-week bus suspension.

Fifth referral for bus misbehavior: suspension for the rest of the school semester.

Serious transgressions of the rules may result in suspension of the bus service for the rest of the school year. This may apply even to the first infraction.

Use of Buses when Leaving in the Morning
Routing and space limitations do not allow middle and high school students to use the kindergarten bus to leave school at 12:00 p.m.
Note: In case of emergency, exceptions to these procedures may be granted only by the secondary assistant principal, middle school dean, secondary principal, or the Director General.

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

Cafeteria
cafeteria serves lunch, sodas, and snacks daily. Students may purchase lunch tickets from the cafeteria. The menu is published on the monthly calendar.

Parents are encouraged to promote healthy eating habits in their children. Please do not deliver fast food during the school day.

Computer Network Acceptable Use Policy

Teacher Web Pages / Power School
Teachers are responsible to keep their web pages up to date with information about the school program, classroom activities, tests, homework, and other relevant communication for parents and students. Parents are encouraged to check Teacher Web Pages / Power School periodically.

Technology Use Policy
Lincoln School is committed to student use of technology as a tool to expand learning opportunities and conduct scholarly research. The use of technology facilitates global collaboration—a vital skill for our 21st century learners. Lincoln students have a variety of technology tools at their disposal through the school'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 a discipline referral. 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 user name and password. Students must take all reasonable precautions to keep their account credentials confidential and prevent others from being able to use their account. Under no conditions should a user provide his/her user-name and/or password to another person.

Search and Seizure

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

Student Speech

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

Expectations for Appropriate Use of Technology

- Students will not attempt to gain unauthorized access to the school’s network or any other system. This includes attempting to log in through another person’s account or access another person’s files.
- Students will not use the school’s network to access material that is profane or obscene, that advocates illegal acts, or that advocates violence towards other people.
- Students will not make deliberate attempts to disrupt the school’s network performance or destroy data by spreading computer viruses or by any other means. These actions are illegal and will result in a discipline referral.
- 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.

Use of the Video Conference Room (Virtual Classroom)

The virtual classroom represents the most advanced concept in distance learning. Through this technology, the members of the Lincoln community, along with students from other participating schools, will partake in classes and or lectures given by experts from around the world. The beginning of the virtual classroom is a major feature thanks to an agreement achieved by the Director General and the Buffalo State College authorities.

The school will work hard to extend the amount of courses/lectures offered in order to guarantee the widest use possible.
During a video-conference, participants must comply with all the regulations set for the use of the school's computer labs, where applicable.

The operation of the room will be in charge of a member of the IT department who has been trained for this purpose.

Other issues not considered in this guideline will be dealt with directly by the IT head and the General Director.

Violations of this policy will be considered as a major discipline offense. The consequences will be determined by the principals and can include partial or complete suspension of Internet access and/or any of the alternatives set in the discipline regulations.

### DRESS CODE

**Official Uniform**

Since 1988, the official school uniform has been mandatory for all students. If, at any time, a student is not wearing the official uniform he/she will lose the privilege of attending class and/or any special activities planned for that day. The parents will be called and the student will be asked to leave campus. This will be considered an unjustified absence and the student will receive a zero on all assignments, quizzes and tests given that day.

**Boys**

1. Lincoln School’s short or long pants, or dark blue similar pants.

2. Dark blue ankle socks.

3. Lincoln School’s shirt. (For sale at the bookstore)

4. Dark blue sweater with no designs or Lincoln School’s. (For sale at bookstore)
5. Plain black low-heeled shoes, simple black moccasins, tie shoes with black shoelaces, or simple black low cut boots.

6. Student’s hair should not touch the shirt’s collar.

7. Earrings are prohibited.

8. Undershirts have to be white and worn tucked in.

9. Caps are prohibited (except when allowed by the administration).
   (On special school events and civic assemblies the students will tuck their shirts in)

**Girls**

1. Lincoln School’s dark blue pants or culottes, simple cut, or dark blue similar pants.

2. Dark blue ankle socks.

3. Lincoln School’s shirt. (For sale at the)

4. Dark blue sweater with no designs or Lincoln School’s. (For sale at the bookstore)
5. Plain black low-heeled shoes, simple black moccasins or tie shoes with black shoelaces, or simple black low cut boots.
6. Color nail polish and make-up are prohibited.
8. Undershirts have to be white and worn tucked in.
9. Skirts are not allowed.
   (On special school events and civic assemblies the students will tuck their shirts in).

Pre-school

1. Dark blue Lincoln School’s shorts and/or culottes for girls. (For sale at the bookstore)

2. Lincoln School’s shirt. (For sale at the bookstore)

3. White or dark blue ankle socks. (For sale at the bookstore)

4. Athletic shoes (any color).

5. Dark blue sweater with no designs or Lincoln School’s. (For sale at the bookstore)

6. Undershirts have to be white and worn tucked in.
Physical Education

1. Dark blue Lincoln School’s shorts or sweatpants.
2. Lincoln School’s shirt.
3. Athletic shoes.
4. White or dark blue ankle socks.
5. Dark blue sweater with no designs or the Lincoln School.
6. Undershirts have to be white and worn tucked in.

Dress Code for Field Trips
Students will wear the Lincoln School official uniform on all field trips. If the activities require more comfortable clothing they may wear the physical education uniform.

On a few occasions, students go on excursions where the weather requires warmer clothing. In this case teachers have to request permission from the principal or assistant principal, for students to be allowed not to wear uniform.

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

Dress Code for Special Events
On special occasions the school holds events where students are allowed to dress in casual clothing (e.g.: Jeans Day, Children’s Day, end of year class party).

Dress code on these occasions includes:

<table>
<thead>
<tr>
<th>Allowed</th>
<th>Not Allowed</th>
</tr>
</thead>
<tbody>
<tr>
<td>Jeans (any color jeans as long as they look nice and tidy).</td>
<td>Mini T-shirts.</td>
</tr>
<tr>
<td>Lincoln School T-shirt or T-shirt with non-violent designs.</td>
<td>Inappropriate/violent designs on T-shirts.</td>
</tr>
<tr>
<td>Cargo jeans, or pants (not showing boxers).</td>
<td>Mini shorts.</td>
</tr>
<tr>
<td>Carpenter jeans.</td>
<td>Spaghetti strap shirts.</td>
</tr>
<tr>
<td>Fisher pants.</td>
<td>Strapless shirts.</td>
</tr>
<tr>
<td>Skirts.</td>
<td>Mini-skirts.</td>
</tr>
<tr>
<td></td>
<td>High heel shoes.</td>
</tr>
<tr>
<td></td>
<td>Skate shoes.</td>
</tr>
</tbody>
</table>

Note: With the purpose of improving our students' personal appearance, and as part of the discipline reinforcement process, the school sells the official Lincoln School design culottes and pants. Hats, caps or sun visors are not allowed, i.e. during classes and passing time (with the exception of PE classes, recess, assemblies, games, and other formal activities held outside and when approved by the administration). These items will be confiscated if the rule is not followed.

Body piercing, tattoos (permanent and nonpermanent) and scarification / branding are not permitted. This includes the tongue, but excludes girl’s ear lobes and earrings. Showy hair dyes are not permitted.

Field Trips and Outdoor Program
Only field trips with an educational purpose, pre-planning and follow-up activities are encouraged.
**One Day Field Trips**

Teachers must arrange for chaperones to accompany the group. The number of chaperones varies according to the age group. For pre-kindergarten every child must be accompanied by a parent or an adult, designated by them. In kindergarten and preparatory at least one parent for every two children is necessary. For first, second, and third grades a minimum of five parents per group are needed. For grades fourth and fifth a minimum of two adults per group, not necessarily parents is required.

Due to obvious dangers, field trips to places with large bodies of water are strictly prohibited (swimming pools, lakes, rivers, oceans, dams).

**Overnight Excursions**

For sleepover excursions the following policy exists to assure student safety and program success:

Fourth grade: at least one adult for every two children.

Fifth grade: at least two adults per class, in addition to the staff at the camp.

Children not participating in the program will be placed in another classroom within the same grade level.

Due to obvious dangers, field trips to places with large bodies of water are strictly prohibited.

Unfortunately, for safety reasons, other outside children (brothers, friends and relatives) cannot be allowed to participate in field trips.

**Guidelines for Parents/Chaperones**

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

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

**Emergency Situations**

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

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

In an emergency situation in which all the communication and transportation means are suspended, the students must stay with their teachers in the designated areas until their parents or guardians pick them up. Nobody can leave campus without the authorization from the Director General. No student is allowed to leave if he/she does not have a safe means of transportation, is not accompanied by a responsible adult and without the certainty that he/she will arrive to a secure place. Relatives such as (father, mother, aunt, uncle, grandmother, grandfather, adult brother or sister) are allowed to pick up the students. The corresponding Principal can authorize a parent from Lincoln, who lives near another student, to take him/her home. A strict written control form of the departure of each student will be kept, with the phone and address where he/she can be located. The relative must sign this control form before leaving.
Appendix #1: National Anthem of Costa Rica

HIMNO NACIONAL DE COSTA RICA

Noble patria, tu hermosa bandera
expresión de tu vida nos da;
bajo el límpido azul de tu cielo
blanca y pura descansa la paz.
En la lucha tenaz de fecunda labor
que enrojece del hombre la faz,
conquistaron tus hijos labriegos, sencillos,
eterno prestigio, estima y honor.
Salve, oh tierra gentil!

Salve, oh madre de amor!
Cuando alguno pretenda tu Gloria manchar,
verás a tu pueblo, valiente y viril
la tosca herramienta en arma trocar.
Salve, oh patria tu pródigo suelo,
dulce abrigo y sustento nos da;
bajo el límpido azul de tu cielo,
vivan siempre el trabajo y la paz!

Letra: José María Zeledón B.

Música: Manuel María Gutiérrez

Appendix #2: United States National Anthem

THE STAR-SPANGLED BANNER

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

Words by Francis Scott Key (1814)

Appendix #3: Lincoln School Song

Lincoln School Song

Lincoln, Oh, Lincoln
the school of our youth.
Like Abraham Lincoln
we want freedom and truth.
This is a school that will
challenge each mind,
and help us to learn
how to love all mankind.
Lincoln, oh Lincoln,
the school that we love.
We’ll honor your goals just as
those from above.
We’ll always, yes always
do our school work,
and never, no never have a moment to shirk.
Lincoln, oh Lincoln, our school
of two tongues
in our education,
you’re the highest of rungs.
In English and Spanish
we speak every day
and always with classmates
we’re happy and great.