

HIGH SCHOOL

Handbook 2021-2022



LINCOLN

ANDRÉS FERREYRA 4073
B1637AOS LA LUCILA
ARGENTINA

T +54 11 4851 1700
LINCOLN.EDU.AR

MADELEINE MACEDA HEIDE
SUPERINTENDENT

DAVID REDMOND
HIGH SCHOOL PRINCIPAL

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LINCOLN

High School Handbook

Our Mission

We inspire and challenge all of our learners to be kind and ethical members of a global community. We empower them to develop into self-aware, confident, innovative and collaborative change-agents committed to honoring diversity and enhancing their world.

Belief Statements

Our community is at its best when we:

- Respect and care for ourselves and others
- Learn with joy and purpose
- Place inquiry at the center of our learning
- Create opportunities for individual growth and reflection
- Instill cultural competence
- Make socially and globally responsible choices
- Honor our environment, reduce our footprint and act sustainably

Who we are

High School Faculty

The high school at Lincoln employs more than thirty highly qualified teachers, counselors, learning specialists, and teacher assistants in order to provide an academic program that successfully prepares our students for university or a move to another international school. Adult leadership of our after school Sports, Arts and other Activities is assumed by a mixture of Lincoln teachers and specialists from the local Argentine community.

Student Demographics

The high school student community at Lincoln is truly international with students from over forty countries represented in 2021-22. Though the percentages change year to year, approximately 25% carry U.S. passports, 30% are from Argentina, and the remaining students from more than 37 other countries.

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HS Staff School Year 2021-2022

Leadership		
David Redmond (HS Principal)		david.redmond@lincoln.edu.ar
Doug Dworak (HS Counselor)		douglas.dworak@lincoln.edu.ar
Jessica Lawrence (HS Counselor)		jessica.lawrence@lincoln.edu.ar
Sarah Fang (IB Coordinator)		sarah.fang@lincoln.edu.ar
Silvina Lopez Fernandez (National Program Coordinator)		silvina.lopez@lincoln.edu.ar
Mariana Fernandez (CAS Coordinator)		mariana.fernandez@lincoln.edu.ar
Support Staff		
Carolina Risso (HS Secretary)		carolina.risso@lincoln.edu.ar
Elizabeth Alonso (HS Secretary)		elizabeth.alonso@lincoln.edu.ar
Yolanda Vitsenzos (Counseling Secretary)		yolanda.vitsenzos@lincoln.edu.ar
HS Library		
Martha Langille (MS/HS Librarian)		martha.langille@lincoln.edu.ar
Mercedes Peña (MS/HS Library Assistant)		mercedes.pena@lincoln.edu.ar
Paola Soto (Admissions Receptionist/HS Library Assistant)		paola.soto@lincoln.edu.ar
Teacher	Advisory	e-mail address
Language & Literature		
Helen Paul	G10	helen.paul@lincoln.edu.ar
Chris Winchester	G10	christopher.winchester@lincoln.edu.ar
Kendall Sadler	G12	kendall.sadler@lincoln.edu.ar
Sarah Fang		sarah.fang@lincoln.edu.ar
<i>Maria Jose Schamun (Team Leader)</i>	G12	mariajose.schamun@lincoln.edu.ar
Silvina Lopez Fenandez		silvina.lopez@lincoln.edu.ar

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Language Acquisition		
Majo Correa (Team Leader)/Clara Retta (Substitute)	G12	maria.correa@lincoln.edu.ar
Mercedes DiPaola		mercedes.dipaola@lincoln.edu.ar
Social Studies		
Rachel Lambrecht (Team Leader)	G9	rachel.lambrecht@lincoln.edu.ar
Kevin Duncan	G11	kevin.duncan@lincoln.edu.ar
Marina Lavallo	G10	marina.lavallo@lincoln.edu.ar
Alcides Rodriguez	G12	alcides.rodriguez@lincoln.edu.ar
Science		
Camille Dolmont (Team Leader)	G11	camille.dolmont@lincoln.edu.ar
Misty Tyler	G12	misty.tyler@lincoln.edu.ar
Scott Harman	G10	scott.harman@lincoln.edu.ar
Ramez Malek	G9	ramez.malek@lincoln.edu.ar
Milagros Acosta (Teaching Assistant)		milagros.acosta@lincoln.edu.ar
Math		
Kenneth Paul (Team Leader)	G9	kenneth.paul@lincoln.edu.ar
Carrie Brinkman	G10	carrie.brinkman@lincoln.edu.ar
Veronica Bradham	G11	veronica.bradham@lincoln.edu.ar
Fine Arts		
Lindsay Rude (Team Leader)	G9	lindsay.rude@lincoln.edu.ar
David Tomasini		david.tomasini@lincoln.edu.ar
Christa Eleftherakis	G11	christa.eleftherakis@lincoln.edu.ar
Eduardo Tammaro		eduardo.tammaro@lincoln.edu.ar
Kyle Heide		kyle.heide@lincoln.edu.ar
Ignacio Garibaldi (Band/Choir Assistants)		ignacio.garibaldi@lincoln.edu.ar
Fabricio Gatta (Band/Choir Assistants)		fabricio.gatta@lincoln.edu.ar
P.E.		
Mariana Fernandez (Team Leader)		mariana.fernandez@lincoln.edu.ar
Dean Orahod		dean.orahood@lincoln.edu.ar

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Gabriela Bruno		gabriela.bruno@lincoln.edu.ar
HS Language & Learning Center		
<i>Laura Rock (Team Leader)</i>	G11	laura.rock@lincoln.edu.ar
Naomi Barbour	G9	naomi.barbour@lincoln.edu.ar
Daniela Hidalgo Saa		daniela.hidalgo@lincoln.edu.ar
Technology		
<i>Matthew Dolmont (Team Leader)</i>		matthew.dolmont@lincoln.edu.ar
Valeria Trias		valeria.trias@lincoln.edu.ar
Eduardo Tammaro		eduardo.tammaro@lincoln.edu.ar
Martha Langille (MS/HS Librarian)		martha.langille@lincoln.edu.ar

School Leadership

Madeleine M. Heide, Superintendent

madeleine.heide@lincoln.edu.ar
(54-11) 4851-1700 ext. 101

David Redmond, High School Principal

david.redmond@lincoln.edu.ar
(54-11) 4851-1700 ext. 401

Carolina Risso, High School Secretary

carolina.risso@lincoln.edu.ar
(54-11) 4851-1700 ext. 400

Elizabeth Alonso, High School Secretary

elizabeth.alonso@lincoln.edu.ar
(54-11) 4851-1700 ext. 401

Yolanda Vitsenzos, High School Counselor/IB Secretary

yolanda.vitsenzos@lincoln.edu.ar
(54-11) 4851-1700 ext. 403

Silvina Lopez Fernandez, National Program Coordinator

silvina.lopez@lincoln.edu.ar
(54-11) 4851-1700 ext.460

Florencia Brandam, National Programs Secretary

florencia.brandam@lincoln.edu.ar
(54-11) 4851-1700 ext. 160

Sarah Fang, IB Program Director

sarah.fang@lincoln.edu.ar
(54-11) 4851-1700 ext. 407

Rosemary Fatta Mari, Athletic & Activities Director

rosemary.fatta.mari@lincoln.edu.ar
(54-11) 4851-1700 ext. 480

Admission

All students are eligible to apply for admission to AEL regardless of gender, race, religion, creed, or national origin. Students applying will be admitted based on age, readiness for our academic program, space availability, and in high school the number of previously earned academic credits. Lincoln's admission policies promote cultural diversity and strive to maintain the U.S. and international character of the school's educational program. These policies and procedures are designed in keeping with our Mission to ensure that all students admitted are provided the necessary tools to achieve academic success.

All high school students enrolled at Lincoln must take a program leading toward fulfillment of the Lincoln and Argentine graduation requirements. Transferring students must attend Lincoln for the entire senior year to graduate with a Lincoln diploma. Seniors may join Lincoln in the 2nd half of the school year only if their transferring school is issuing their high school diploma. In these cases, the student is invited to participate in the Lincoln graduation ceremony and, if available, will receive the diploma from their transferring school.

Grade Placement

The school determines the proper placement for new students. Testing and other appropriate means are used to ensure that students are placed according to their individual needs. For admission to the high school at Lincoln, academic records must indicate a previous level of academic success appropriate for entry to a high school focused on preparing students for university. Grade placement in grades 10-12 is contingent upon the number of academic credits in high school years prior to admission that are transferable to AEL. Because of this, students may not be eligible to enroll in the next grade when the amount of credits received to date do not meet the minimum required at that grade level:

- Minimum academic credits required at completion of grade 9: 6
- Minimum academic credits required at completion of grade 10: 12
- Minimum academic credits required at completion of grade 11: 18

From US Systems: Students coming from other US-based programs will generally be placed according to their previous school records unless previous records and testing indicate otherwise.

From Other National Systems: Where national programs in other countries closely correspond to the U.S. grade level system, the main criteria for student placement will be according to the AEL age requirements and number of years of school completed unless academic history and/or testing indicate a different placement.

From Schools with Different Calendars: Students who enter during the second semester and have completed a grade level in their previous school will be placed in the same grade level they completed. This applies to schools that follow a February to November school year calendar, such as Argentina, Australia, Brazil, New Zealand, Japan, Korea, India, etc.

Late Arriving Students

If an applicant has been attending school in the current school year and prior to their arrival at AEL and is admitted to AEL during the semester, then the following guidelines will be applicable:

- 1) If a student arrives after September 1 (February 1), but before November 1 (April 1), the following will apply:
 - a) a Pass/Fail grade will be earned for the semester in each matching course.
 - b) semester credits may be earned in each matching course.
 - c) teachers will provide evidence of a student's progress by giving grades on assignments, projects, works in progress, etc.
 - d) no grades or credit will be earned for courses that do not match a course they were taking in their previous school. AEL will determine whether or not course contents match and are deemed equivalent. Students are enrolled in non-matching courses, even though they may not receive grades and credit, in order to avoid gaps in their learning and adequately prepare them for the following semester.
- 2) The incoming student must submit:
 - a) an official document from the sending school confirming grades "to date" for each course at the time of withdrawal
 - b) an official certificate/confirmation of enrollment noting attendance and absences
- 3) Applicants having been in school will generally not be admitted after November 1 (April) for the current semester.
- 4) If an applicant is admitted after November 1 (April 1), no grades or credit will be awarded by AEL.

When an applicant has NOT been in school, and enters AEL during the semester, then the following guidelines will be applicable:

- 1) If a student arrives prior to September 1 (February 1), then a student will earn:
 - a) semester grades, and
 - b) semester credit for all courses
- 2) If a student arrives after September 1 (February 1) but prior to October 1 (March 1), the following will apply:
 - a) a Pass/Fail grade will be earned for each course
 - b) semester credits may be earned for all courses
 - c) teachers will provide evidence of a student's progress by giving grades on assignments, projects, works in progress, etc.
- 3) Applicants that have not been in school during the current academic year will not be admitted to AEL after October 1 (March 1).

English Language Proficiency

Readiness Admissions decisions will be guided by English language proficiency level as determined by WIDA MODEL and academic readiness of the applicant. To be admitted to the high school at AEL, a student should demonstrate:

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The capability in grades 9-12 to maintain progress in an international, college-preparatory program, with support services as appropriate, within AEL's available English as an Additional Language and Learning Support program guidelines.

English Language Proficiency is determined by WIDA Levels in grades 9-12.

For admission to the high school at Lincoln, academic records must indicate a previous level of academic success appropriate for entry to a high school focused on preparing students for university. Grade placement in grades 10-12 is contingent upon the number of academic credits in high school years prior to admission that are transferable to AEL. Because of this, students may not be eligible to enroll in the next grade when the amount of credits received to date do not meet the minimum required at that grade level:

Minimum academic credits required at completion of grade 9: 6

Minimum academic credits required at completion of grade 10: 12

Minimum academic credits required at completion of grade 11: 18

Transferring Credit to Lincoln

Lincoln accepts high school credit of incoming students when they are transferring to Lincoln after starting at an accredited high school elsewhere. Credits awarded for high school classes completed elsewhere will be determined by the student's performance in the course. Decisions about credit awarded from a previous high school will be made after careful analysis of the incoming student's official transcript by the Lincoln Counselor, in collaboration with the High School Principal, if necessary.

Equivalency

Argentine law requires students to show official documentation of successful completion of an entire academic year at each grade level before placement in the following grade level. Students coming from countries that do not have any educational agreement with Argentina, must complete an Equivalency Program. This program at Lincoln is meant to help students to learn the language, Argentine history, geography and citizenship through some booklets and completing activities with the help of the Spanish Department teachers. The program is designed to be completed in one year. It is a necessary condition for the students to have their Argentine transcript which will be very important for further steps in their education in Argentina and any other country.

Academic Requirements

All high school students at Lincoln are required to be enrolled in a full-time academic program in order to achieve both the Lincoln and Argentine diplomas. We do not offer part-time enrollment.

Promotion

In order to be promoted to the next grade level, students must earn the following credits:

- Minimum academic credits required at completion of grade 9: 6
- Minimum academic credits required at completion of grade 10: 12
- Minimum academic credits required at completion of grade 11: 18

Graduation Requirements

Lincoln High School Diploma

All Lincoln students are required to attend classes that result in completion of the Lincoln Diploma. The Lincoln Diploma is awarded based on credits earned for passing grades in each class. In order to qualify for the AEL diploma, students must earn a minimum of 25 credits, including the minimum requirements in the specific subject areas below:

Subject	Credits Required for Lincoln Diploma
English/Language A	4
Additional Language	3
Social Studies	4
Mathematics	3
Science	3
Visual & Performing Arts	1
Physical Education	2
Elective	5

TOTAL REQUIRED CREDITS: 25 (Each year-long course is worth one credit).

Credits

The school year is composed of two grading periods in the high school, first semester, from August to December and second semester, from February to June. (Grade 12 students finish in May). In some cases, courses are offered for one quarter only. Students receive a final grade for each period. Most courses in high school take place over the entire school year, while some courses take place only for one semester or one quarter. Thus, students will earn one credit for successfully completing a full-year course, comprising two semesters of 0.5 credits each. Credits are awarded as follows:

One semester = .5 credit

One quarter = .25 credit

- All high school students enrolled at Lincoln must take a program leading toward fulfillment of the Lincoln and Argentine graduation requirements.
- Students must attend Lincoln for the entire senior year to graduate with a Lincoln diploma. (Seniors may join Lincoln in the 2nd half of the school year only if their transferring school is issuing their high school diploma. In these cases, the student is invited to participate in the Lincoln graduation ceremony and, if available, will receive the diploma from their transferring school.)
- Early Graduation: There is no option for earning the diplomas offered at Lincoln in less than eight semesters of attending high school. Students must attend classes full-time at Lincoln leading up to graduation in Grade 12.

Academic Program

Definition of Learning:

We inspire and challenge all of our learners to be kind and ethical members of a global community. We empower them to develop into self-aware, confident, innovative and collaborative change-agents committed to honoring diversity and enhancing their world.

Learning is the intentional process of making sense of the world through exploration, expression, and reflection. The journey of life-long learning is transformative, inspires action, and opens new pathways.

Attributes of a Lincoln Learner - (ALLs)

1. Learner as Thinker and Researcher
 - a. Inquirer: Asks questions to explore a topic or issue, using prior knowledge, personal experience, and/or cultural frames of reference
 - b. Discerning Problem Solver: Determines the roots of the problem to address its complexity and shapes a solution path
 - c. Innovative Designer: Crafts imaginative and purposeful solutions, findings, prototypes, performances, and media using design thinking and inquiry processes.
 - d. Critical Researcher: Selects and analyzes a range of data sources and viewpoints, while ethically using the research process.
2. Learner as an Agent of Change
 - a. Global and local ambassador: Engages with others to identify and explore authentic contemporary issues in local and global contexts, and proposes solutions that will improve the lives of others
 - b. Ethical citizen: Makes ethical choices and demonstrates integrity by anticipating and evaluating the consequences of words and actions to promote positive impacts in the community.
 - c. Advocate for justice, equity, diversity, and inclusion (JEDI): Embraces diversity and advocates for inclusive practices that promote equity and justice.
3. Learner as Communicator
 - a. Responsive Listener: Contributes to interactions by respectfully seeking to better understand someone's point of view, using home or acquired languages.
 - b. Critical Reader: Works to comprehend and analyze different texts, in home or acquired languages, across various disciplines, for multiple purposes.
 - c. Articulate Speaker: Expresses information and ideas being mindful of purpose and audience in home or acquired languages.
 - d. Effective Writer: Generates rich and well crafted texts that show a command of language, and are informed by use of genre and strategic use of evidence in home or acquired languages.
 - e. Creative Producer: Expresses complex ideas creatively, in home or acquired languages, for a variety of purposes by producing original work emulating professional techniques using a variety of contemporary media formats.

4. Learner as Self Navigator

- a. Self-monitor: Cultivates a growth mindset towards understanding own emotions, thoughts, and behavior and is motivated to develop interests and pursue goals with a sense of purpose and efficacy.
- b. Self-manager: Prepares for learning, plans for timelines and completion of work, manages own emotions, thoughts, and behaviors effectively in different situations, and contributes positively to school culture and climate.
- c. Relationship-builder: Establishes, maintains, and advocates for healthy and supportive relationships with culturally diverse individuals and groups, collaborates with empathy and works effectively in teams, while resisting negative social pressure, resolving conflicts constructively, and seeking or offering help when needed.

Curriculum

The program of studies in the high school at Asociación Escuelas Lincoln is designed specifically to prepare students academically, socially and personally for entrance into higher education throughout the world. A majority of Lincoln graduates enroll in universities in North America, Europe, Argentina and other countries in South America. All Lincoln graduates earn two diplomas: the Lincoln diploma recognized in the United States and NEASC and the Argentine diploma recognized locally and in a variety of countries around the world. More than 85% of the Class of 2021 began their senior year also as full IB Diploma candidates.

The high school curriculum at Lincoln in grades 9-10 appropriately integrates skills, concepts and competencies required of the Argentine and U.S. diploma programs, while also ensuring students will be properly prepared for IB courses in grades 11-12. In grades 11-12, integration of the Argentine and U.S. programs continues, while fitting both into the context of the skills and dispositions that are part of the IB diploma program.

The high school academic program is aligned with the middle school, and based on the following standards:

Subject Area	Standards	Links/ Resources
English/Spanish Language and Literature	CCSS ELA (K-10)	CCSS ELA
Spanish Language Acquisition	Argentine National Curriculum	Argentine National Standards (7th - 12th) WIDA
Social Studies	NCSS- C3 (K-10) Argentine National Goals	6-12 C3 / Argentine / IB C3 Framework Argentine National

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Mathematics	CCSS Math (K-1o)	CCSS Math
Science	NGSS (K-10)	NGSS Science
Arts	National Core Arts Standards (K-12)	Visual Arts Music (NCAS) Theatre
Physical Education	Shape Standards	Shape Standards
Health	Australian National Health Curriculum Alberta Health Curriculum for Growth and Development	Curriculum and Standards Alberta Curriculum and Standards
Technology	ISTE (K-12)	ISTE Standards
Counselling	ISCA (K-12)	ISCA Standards
ELL	WIDA	WIDA
IB Courses	IBO	International Baccalaureate Diploma Programme

International Baccalaureate Diploma

In addition to the Lincoln and Argentine High School Diplomas that are earned by all graduates at Lincoln, students also have the option of pursuing the IB Diploma in grades 11-12. The IB Diploma is a rigorous, externally-moderated program that is recognized and looked upon favorably by universities around the world. In some countries the IB Diploma may be required for university admission if the student has completed high school in another country.

At Lincoln, we believe all students are capable of successfully completing the IB Diploma if they are willing to work hard, be organized, and attend to deadlines. Multiple layers of support have been implemented to assist Lincoln students in their pursuit of the IB Diploma, resulting in a dramatic increase in the number of IB Diplomas being awarded.

An important component of success in the IB is parent support. Parents of IB Diploma students are expected to regularly communicate with students about progress, interact with teachers when contacted or when there are concerns, provide a home environment and family schedule that supports the efforts of their student, and minimize vacation time outside of time already included in the Lincoln Calendar. Details regarding the International Baccalaureate Program can be found on the [IBO website](#). IB courses offered at Lincoln as part of the full IB Diploma or to be taken for individual certificate are listed below

Group 1: Studies in Language and Literature

English Language and Literature (SL and HL)

Spanish Language and Literature (SL and HL)

Group 2: Language Acquisition

Spanish Ab Initio (SL only)

Spanish B (SL and HL)

Group 3: Individuals and Societies

History of the Americas (SL and HL)

EconomAEL (SL and HL)

Global PolitLincoln (SL and HL)

Environmental Systems and Societies (SL only)

Group 4: Sciences

Biology (SL and HL)

Chemistry (SL and HL)

PhysAEL (SL and HL)

Environmental Systems and Societies (SL only)

Group 5: Mathematics

Math Applications and Interpretations SL

Math Analysis and Approaches SL and HL

Group 6: Arts

Visual Arts (SL and HL)

Theatre (SL and HL)

Film (SL and HL)

Theory of Knowledge

The Extended Essay

TOK, The Extended Essay, and CAS are additional components of the IB Diploma program that are fully supported by the IB Coordinator, CAS Coordinator and high school teaching staff at Lincoln.

Please contact Sarah Fang, IBDP Coordinator, with further questions about the IB Diploma program at Lincoln (sarah.fang@lincoln.edu.ar).

Argentine High School Diploma

Students are required to take courses for all four years of high school in the following areas in order to meet requirements of the Argentine Diploma: English, Spanish, Social Studies, Mathematics, and Physical Education. Three years of Science are required in grades 9th, 10th and 11th. In grades 9th, 10th and 12th. A Tech credit in 10th grade, an Arts class, Estudios Culturales in 11th and 12th grades, and the IB Theory of Knowledge course in 12th grade are also required.

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All Lincoln students are required to attend classes that result in completion of the Argentine Diploma. The Argentine Diploma is not based on academic credits. A passing grade must be earned in every high school class for a student to earn the Argentine Diploma. To determine the final grade in each course for the Argentine Diploma, an average of the four quarters grades is computed. Points are assigned to each grade as shown in the table below. An average of the points must be 7 or above for the school year in order to earn credit for the class in the Argentine Diploma. If the average score is below 7, a Recuperation Exam must be completed in June and a passing grade will result in credit being given for the Argentine Diploma. Two examples are shown below.

LINCOLN GRADE	ARGENTINE OFFICIAL GRADE	PASSING / FAILING
7	10	PASSING
6	9	PASSING
5	8	PASSING
4	8	PASSING
3	7	PASSING
2	6	FAILING
1	5	FAILING

Example 1:

Semester 1 - 2

Semester 2 - 3

Average points: 6.50 - FAILING GRADE FOR ARGENTINE DIPLOMA

Example 2:

Semester 1 - 5

Semester 2 - 2

Avg. points 7- PASSING GRADE FOR THE ARGENTINE DIPLOMA

The Lincoln grades that will be considered for each “cuatrimestre” in the official documents and the Argentine transcript are: semester 1 grade; Semester 2 grade.

Recuperation

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In the case where a student does not attain a passing grade, they may take a recuperation test or complete a project in that subject. If they pass the recuperation test, the result will be considered as partial completion of the Argentine high school diploma. Grades for the Argentine Diploma can be changed according to the recuperation process, but grades or credit will not be changed for the Lincoln Diploma.

Typical Lincoln Academic Program

	English and Spanish Language and Literature	Spanish Language Acquisition	Social Studies	Science	Mathematics	Art	PE/Health	Electives or Other Required Courses
9	English 9/Español 1 *Students may take both	Courses based on student's proficiency and previous experience	Social Studies 9 Historia 1	Science 9	Courses based on student's proficiency and previous experience	Options: Visual Art 1 Visual Art 2 Band Choir Theatre 1	PE 9 Health 9	Interdisciplinary Project Computer Science Publications Design Technology
10	English 10/Español 2 *Students may take both	Courses based on student's proficiency and previous experience	Social Studies 10 Historia 2	Science 10	Courses based on student's proficiency and previous experience	Options: Visual Art Band Choir Theatre 1	PE 10 Health 10	Interdisciplinary Project Computer Science Publications Design Technology
11	English/Spanish Language and literature *Students may take both	Courses based on student's proficiency and previous experience	Options: History EconomiAEL Global PolitAEL Estudios Culturales 1 (required)	Options: Biology Chemistry PhysAEL Environmental Systems and Societies	Courses based on student's proficiency and previous experience	Options: Visual Arts Theatre Film Multimedia	PE 11	Theory of Knowledge Extended Essay Grade 11 Internship Creativity Activity Service (CAS)
12	English/Spanish Language and literature *Students may take both	Courses based on student's proficiency and previous experience	Options: History EconomiAEL Global PolitAEL Estudios Culturales 2 (required)	Options: Biology Chemistry PhysAEL Environmental Systems and Societies	Courses based on student's proficiency and previous experience	Options: Visual Arts Theatre Film Multimedia	PE 12	Theory of Knowledge Extended Essay Creativity Activity Service (CAS)

Assessment

In the high school at Lincoln, we define assessment as the process of gathering, evaluating, reporting, and utilizing learning feedback. We expect students to actively participate in the assessment process by

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demonstrating their understanding through a variety of assessment methods, reflecting on their learning and becoming more familiar with their preferred learning styles.

Teachers will evaluate assessment data and use it to better know their students and inform teaching and assessment practice. Assessment data allows parents to be more informed and engaged in their student's learning process, thereby better able to support their high school student's academic experience at Lincoln.

Student learning is assessed using the following grade scale:

AEL High School Academic Achievement Grades

Extending	
7	A consistent and thorough understanding of the required knowledge and skills, and the ability to apply them almost faultlessly in a wide variety of situations. Consistent evidence of analysis, synthesis and evaluation where appropriate. The student consistently demonstrates originality and insight and always produces work of high quality.
6	A consistent and thorough understanding of the required knowledge and skills, and the ability to apply them in a wide variety of situations. Consistent evidence of analysis, synthesis and evaluation where appropriate. The student generally demonstrates originality and insight.
Meeting	
5	A thorough understanding of the required knowledge and skills, and the ability to apply them in a variety of situations. The student generally shows evidence of analysis, synthesis and evaluation where appropriate and occasionally demonstrates originality and insight.
4	A good general understanding of the required knowledge and skills, and the ability to apply them effectively in normal situations. There is occasional evidence of the skills of analysis, synthesis and evaluation.
Approaching	
3	Limited achievement against most of the objectives, or clear difficulties in some areas. The student demonstrates a limited understanding of the required knowledge and skills and is only able to apply them fully in normal situations with support.
Does Not Meet/Not Enough Evidence*	
2*	Very limited achievement against objectives. The student has difficulty in understanding the required knowledge and skills, and is unable to apply them fully in normal situations, even with support.
1*	Minimal achievement of the objectives.

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INC*	Insufficient evidence of achievement of the objectives
*	No credit earned

Continuous Assessment

Assessments take place throughout the school year. These range in type, format, and content and may include long-term projects, presentations, performances, essays, in-class assessments, and smaller tests and quizzes. Assessments are scheduled so that students take no more than two per day, at prescribed times. Teachers will announce the format, content, and criteria for all assessments via Schoology and the appropriate Google Assessment Calendar at least two weeks in advance. High school students must not have more than two major in-class assessments and one long-term assignment due on a single day. If a student has more than two major in-class assessments in a single day, it is the responsibility of the student to conference with their teachers to determine an alternative date for one of the assessments. Periodic Summative Assessments may take the form of a formal examination or other culminating activity designed to meet the needs of individual courses.

Final Assessments

All students in the High School will undertake summative assessments of learning at the end of each semester. The purpose of these activities is to provide students opportunities to demonstrate learning toward the outcomes of each course. Assessments may be based on final units or substantially more content. Final assessments may not be taken early under any circumstances.

Incomplete work

When a student has not submitted sufficient evidence of learning during the semester, a grade of “Incomplete” is issued. Students have up to five calendar days to submit any outstanding assignments for assessment. After this time, no further work will be accepted. The submitted work will be assessed and the grade may be changed accordingly. If the outstanding assignments are not submitted within this time, the grade remains as “Incomplete”. No credit is awarded for courses with a grade of “Incomplete”.

IBDP Mock Exams

IBDP Mock examinations for Grade 12 IBDP courses: All students in grade 12 (and grade 11 students who are registered for an IBDP course as an anticipated candidate) will take mock exams in the second semester in each academic subject. The grades from the mock exams will be included in the semester grade.

IBDP Exams

All students registered in the IBDP course take the IBDP Exams in May, as per the IB external exam schedule. IBDP students also take a number of internal assessments which are scheduled throughout the year by the school. The schedule for IBDP internal assessments is available on our Grade 11 and Grade 12 assessment calendars and in Schoology.

Assessment Periods School Year 2021 - 2022

- First Semester Final Assessments: December 3 - December 16
- Second Semester Final Assessments: June 2 - June 16.
- IBDP Mock Exams: March 28- April 1
- IBDP Exams: May 2 - May 18

Lincoln Grades and Final IB Scores

Assessment in the IB Diploma Programme includes work assessed internally (by the teacher) and externally (by examiners). Internal assessments are assigned, supported, and marked by our IBDP teachers during the course, and may include lab reports, portfolios, oral presentations, sketchbooks, or other forms of authentic assessment. This internally assessed work, combined with the student's results on May examination papers, forms the final IB score from 1-7 (with 7 being the highest), which is awarded in July by the IBO.

University applications require "anticipated IB scores" for applicants. Additionally, the IBO asks teachers to submit "predicted grades" for each candidate. These anticipated and predicted grades do not form a part of the student's Lincoln grade for the course.

Lincoln courses, whether IB or not, include internal forms of assessment such as presentations, projects and tests, and exams. Occasionally, a student may do very well for an Lincoln grade in an IB course, yet not do as well for their IB score released in July. This means that an Lincoln grade of '5' is not a guarantee of an IB final score of '5'.

Reporting

Students, teachers and parents have access to grades as they are updated in Schoology. Additionally, grades are reported as follows:

Mid-Semester Progress Report

- Progress Reports provide a record of student academic achievement at the midpoint of each semester. As such, progress reports do not constitute a summative assessment but rather a view of students' current progress.
- Progress reports include a grade for academic achievement and narrative feedback from the teacher in the form of a brief comment. Comments indicate three points of information: student strengths, areas for growth, and detailed steps for improvement.
- Progress Reports are intended to provide useful information to parents, students, and teachers. Teachers use this information to plan and differentiate instruction. Students and parents use it to better understand students' academic performance and to adjust behaviors accordingly in order to improve student learning. Members of our Student Support Team refer to progress reports in collaboration with teachers and students to identify ways to provide appropriate support for student learning. Counselors and administrators use them in the course selection process and to provide academic counseling. Advisors assist students by helping them to interpret the progress reports and to set goals for learning.

- Progress reports will be followed up by parent-teacher conferences. The information contained in the progress reports serves to inform these important conversations, during which teachers may take the opportunity to elaborate on and further explain the progress reports and parents are encouraged to ask questions for clarification.
- Progress reports are only one of many means of communication about student achievement. These include parent-teacher conferences, portfolios of student work, telephone calls, meetings, grades and attendance information in Schoology, and emails from home to school. Ongoing communication that provides varied, timely and focused feedback to students and parents will support the grade on the progress report and ensure that there are “no surprises” at the end of the grading period or school year.
- Progress reports are an integral means of strengthening the partnership between home and school to improve student learning.

Final Semester Grade

Final Grades are issued at the end of each semester. These do not include comments.

Additional Assessments

Lincoln facilitates a number of external assessments, as follows.

Measures of Academic Progress

Developed by the Northwest Evaluation Association (NWEA), the MAP is a computer-based, adaptive test that measures students’ skills in reading, language, and mathematics. Altogether, the test will take about 2 to 3 hours to complete. Lincoln students in Grades 9 the MAP early in the first semester. Results are used to provide educators with insights into how to best support students. Results are not used to measure academic achievement.

Preliminary Scholastic Assessment Test (PSAT) / National Merit Scholarship Qualifying Test (NMSQT)

The PSAT/NMSQT is a shortened version of the SAT measuring critical reading, writing and mathematical skills. Grade 10 and 11 students take the test in October on the school campus during school hours. By taking the PSAT/NMSQT, American 11th grade students enter the annual scholarship competition administered by the National Merit Scholarship Program.

SAT

This is a four-and-a-half-hour test of objective questions and a writing sample designed to measure the ability to do college work. The critical reading part of the SAT measures the extent of reading comprehension, vocabulary, ability to interpret and relate ideas, ability to reason logically and to draw conclusions correctly. The mathematLincoln section tests ability to reason mathematically and to handle

general number concepts rather than measure specific levels of achievement in mathematics. The writing section measures a student's ability to write a coherent and high-quality essay.

Test of English as a Foreign Language (TOEFL) and International English Language Testing System (IELTS)

The TOEFL and IELTS may be required for college admissions for students whose native language is not English or who do not hold a US passport or a passport from an English-speaking nation. The test consists of a listening comprehension, structure and written expression, reading comprehension and vocabulary sections.

Application Procedures for Tests

Regular announcements are made from the Counseling Department via email and in the weekly school newsletter as appropriate.

College Entrance Testing

Lincoln works with the College Board (SAT) and the American College Testing Program (ACT) to provide all students with an opportunity to participate in the tests required for admission to colleges and universities. Our school-wide Testing Coordinator manages the testing. The Lincoln campus is a designated test center for Argentina. Tests administered by Lincoln include the PSAT, SAT Reasoning and Subject Area Tests, and the ACT.

Courses

Course Guide

A complete description of all high school courses is available on our website [HERE](#). Parents and students are advised to consult this when working with our counselors to select courses.

Course Selection

Course Load

Under normal circumstances, a student is scheduled for eight courses each term. A student's schedule will depend upon courses previously taken, courses needed for graduation, and availability of specific courses. Grade 11 and 12 students are allowed a study period for working on their IB DP Extended Essays and for making college applications. All students in grade 12 must take a minimum of five academic courses.

Course Changes

Course changes are only made if students are not enrolled in a course appropriate to their program of study or if they were incorrectly placed into a course. All requests for course changes are subject to scheduling and availability. Students may drop or add courses only during the first 10 days of the semester. Students must complete a Course Change Request Form which indicates the approval of the HS Counselor, IB DP Coordinator (where necessary), teacher and parents before altering their program of studies. The HS Counselor and Principal will determine if a class may be dropped under other unusual circumstances.

Course Repeats

A course may be repeated if a grade of '2' is earned on the first attempt and the teacher involved is in agreement that repeating the course has academic value for the student. Credit is awarded for a repeat only if the course is passed on the second attempt. Exceptional courses (*eg. Teaching Aide*) may be repeated for credit. See the counselor.

Credit

Academic credit is awarded for each course passed with a grade of '3.' No credit is awarded for grades of 2, 1, or Incomplete. A full-year course is worth one credit toward graduation for the year. A semester-long course is worth 0.5 credit. No credits are awarded for courses where a student has earned a grade of "Incomplete". For incoming new high school students, a maximum of eight transfer credits may be awarded per year of prior study.

Procedure For Changing Courses

Students who wish to change courses following the start of the school year may request to do so within the first ten days of school. Requests made after this time must be made to the Principal. Requests for course changes will only be considered if there is sound reason related to the appropriateness of a student's academic program. In order to apply to make a change, students must complete a Course Change Request Form after consulting with their counselor, teachers, and parents.

Withdrawal from courses

Normally, students are not advised to withdraw from courses. Students who wish to withdraw from a course must request to do so after consulting with their teacher, counselor, and parents. Requests to withdraw must be approved by the Principal.

Online Courses

Lincoln discourages enrollment in online courses due to the high number of required courses already in our academic program. Occasionally, online courses may be an option at Lincoln if a student is not on schedule to earn the Lincoln diploma from a credit standpoint. Online courses are not recognized by the local Ministry and cannot be applied to the Argentine diploma. We also highly discourage online IB courses due to the incompatibility with our southern hemisphere schedule. Please note:

1. Lincoln will pay for online courses that are required for Lincoln graduation and are unavailable to the student due to conflicts within the master schedule.
2. Parents pay for all other online courses.

Performance Expectations

Because Lincoln has a program primarily designed to assist students to prepare for university study, the school has high expectations for students' conduct and effort in their studies. class preparation is assigned regularly and teachers expect class preparation assignments to be completed well and on time. Teachers also expect regular school attendance and class participation. We believe that any student admitted to the school is capable of individual success with appropriate support from the school and home and sufficient effort on the part of the student. Any student not meeting the performance expectations of the school for academic or disciplinary reasons will be placed on warning, on probation, or will be requested to withdraw. Expectations for a conditional admission semester are stated in writing and parents and students must agree to the stated conditions. Students admitted conditionally are reviewed for status change at the end of the semester in which they were admitted.

Library

The goals of our library program include instilling a love of reading and fostering information literacy skills. High School students can access the MS/HS library independently and with their advisories or classes. The library also sponsors a number of special events during the school year.

The MS/HS library provides students with a wide range of digital and print materials in English and Spanish which can be accessed through our online catalogue. Ten books at a time may be borrowed for a three week period. Students may renew if there is no reserve on a title. Student records will not be released if the student has not returned library materials or owes money for lost or damaged library items.

Library hours: Monday to Friday 7:30 AM - 5:00 PM

Parents are also welcome to use the MS/HS library.

Assembly

Students lead our High School Assemblies every Wednesday morning. The assemblies feature celebrations, activities, announcements, welcoming of new students and staff as well as farewells. Assemblies serve as a place for us to honor our students' achievements, reiterate our values, provide leadership and public training for our students, and to build strong community connections.

Advisory

High School Advisory occurs twice a week after the first academic course of the students' days. Teachers meet with small groups of approximately ten students, assigned by grade, for the purpose of advising them on academic, social or future-planning issues.

Students receive guidance, lessons, and activities covering a wide range of topics during advisory. These include course selection, university and career units delivered with counselor collaboration, study skills, social-emotional competencies and skill building, and outside-of-school learning opportunities. In addition to one-on-one conversations with a designated advisor, students may also participate in group discussions

or team-building exercises intended to build stronger peer relationships and teach students the value of collaboration, constructive feedback, and healthy peer interactions.

Advisory periods also facilitate feelings of belonging within a larger school community, making sure their learning needs are being met, and encouraging them to make good academic choices and plan for their future. Advisories are also impactful as they are designed to foster stronger faculty-student relationships, reinforcing that there are caring, trusting bonds and not simply academic mandates.

Counseling

Two full-time counselors are part of the high school staff. In order to encourage a supportive, trusting relationship between our counselors and students, each student is assigned to one of the two counselors for the duration of the student's time in the high school at Lincoln. The primary goal of our counselors is to support the social, emotional and academic well-being of our students individually and as a group. Students can meet with counselors by making an appointment in advance or, in the case of urgent situations, dropping in unannounced. Parents are encouraged to always make an appointment in advance to meet with counselors (yolanda.vitsenzos@lincoln.edu.ar).

Specifically, the high school counselors engage with the Lincoln community in the following aspects:

- Individual counseling as well as classroom and small group interventions
- Working with parents and teachers to foster student success through individual and group meetings to strategize best ways forward according to the needs of the student
- Sessions on career and college planning (students and parents)
- Academic advising and scheduling
- Designing and helping to implement sessions on social and emotional learning through advisory
- Reviewing applications for admission and assisting students and families through the transition of entering Lincoln
- Parent outreach through Counselor Book Clubs, Transition Sessions (students and parents), Parent Evenings for University Preparation, Parent Coffees where parents are invited to come each month and discuss pertinent topics according to the time of year, as well as Sessions on Special Topics
- Safeguarding and Crisis Intervention which includes sessions for students on staying safe in risky situations and in daily life, consistent training of teachers and staff on school safeguarding best practices, and intervening when there is a safeguarding concern to keep the respective student safe and lead the process of safeguarding from the first concern through to the creation of safety plan

Learning Support

Students with documented academic difficulties are supported by an Academic Support teacher who works closely with students, parents and teachers to provide accommodations that will help the student be successful in regular classes. Each of these students has an Individualized Education Plan. The Academic Support teacher will collaborate with the regular classroom teacher to ensure the Plan is

implemented. Some students also receive additional support with Academic Support staff in a sheltered class scheduled into the regular school day.

Language Support

English

Our multilingual learners are valued as an asset at Lincoln. Students identified as English Language Learners are assessed utilizing the WIDA MODEL to determine their proficiency levels in reading, writing, speaking and listening. Students are offered varying levels of support from the High School Language and Learning Center. Students who have not yet attained the higher proficiency levels take English for Academic Purposes as an elective class, and a language specialist collaborates with their subject area teachers to support the development of their Academic English. In grades 9 and 10, they may be part of a co-taught English 9/10 class, where the language specialist works alongside the English 9/10 teacher. Alternatively, they may be part of a smaller English 9/10 class which provides more opportunities for differentiated and individualized instruction as they engage in the English 9/10 curriculum.

All students, no matter where they are on the language-learning continuum, can make use of the services provided by HS Language and Learning Center teachers through Writing Lab, which takes place during Office Hours, and during lunch and after school by appointment. Teachers may also recommend to students that they attend Writing Lab for support with a particular assignment or writing skill.

Supporting Student Success

Writing Lab

As students progress through High School, they are called upon to write in many different formats, styles and registers, and in both English and Spanish. At Writing Lab, we believe that everyone is an Academic Language Learner and understand that we are all on different points of a language-learning continuum.

Writing Lab provides a space for students to receive support with their written language. Students often choose to come to Writing Lab on a drop-in, flexible basis. Sometimes a teacher may suggest that they attend to work on a particular skill or assignment.

Writing Lab teachers can provide support in English and Spanish with

- structuring an essay or a paragraph
- adding new vocabulary or expressions
- writing a clear thesis statement
- using evidence effectively
- creating a strong argument
- writing for the IB
- college essays
- ...and many other writing skills needed in High School and beyond

Period Five Support for Students

As part of our “High Challenge - High Support” ethos and our Multi-Tiered Support System (MTSS) we offer an inclusive support strategy for all high school students known as Period Five. Period Five is a fifth period outside of regular school hours, held after school on Monday, Tuesday and Thursday from 3:40 pm to 4:30 pm. Period Five provides additional support for students who need supervised time to complete assignments within a positive and learning-focused environment. This time may be used to study, to prepare, to reinforce previous learning, or to complete outstanding assignments. It may also be used to assist students who are having temporary internet connectivity issues at home. Below are some guidelines regarding Period Five;

Student Guidelines

- Student attendance to Period Five is either voluntary, based on student or parent request, or based on referral by teachers. ***If referred to Period Five, student attendance is mandatory.***
- Students may attend Period Five on a voluntary basis for the above purposes only, not to socialize with friends.
- Students may not participate in an After School Activity during times when they are referred to Period Five.
- Teaching Assistants monitor students assignments to verify that assigned work is completed.
- Students must share evidence of completed AND submitted work during Period Five.
- Students who are referred to Period Five and who complete assignments before Period Five may be exempted from attendance by showing the Period Five Attendance Monitor evidence of the completed AND submitted work at the beginning of the period.
- Students who complete assignments as required during Period Five may work on other assignments for the duration of the period.
- Students who are referred to Period Five must attend from 3:30 pm to 4:30 pm, with no early departure.
- Students are required to attend Period Five for up to three consecutive sessions or until the assignments are completed AND submitted, whoever comes first. After the third Period Five session the assignment will be assessed as is, whether completed or not, and no further revisions will be accepted.

Awards

The high school offers a number of awards to honor students and celebrate our values. Subject Awards are presented at the end of the school year in all classes. Grade 12 Awards are presented at our annual year-end Senior Awards Ceremony.

Lincoln Learner Awards

Lincoln Learner Awards (LLAs) are presented to students in all subjects who have exhibited the [Attributes of a Lincoln Learner \(ALLs\)](#), who have demonstrated a genuine appreciation and interest for the subject and a high degree of engagement and enthusiasm. Lincoln Learner Awards are not based solely on academic achievement. Awards are presented to ONE student in each course. Students may receive more than one award. Where no student meets the criteria, no award may be given. Teachers in each team select students for awards and decide which teachers present them.

Senior Awards

The following awards are presented to students in Grade 12 at the Senior Awards Ceremony, held at the end of the academic year

Extended Essay Award

The Extended Essay Award is presented to a graduating student who has demonstrated a high degree of intellectual and personal engagement in the research process, persistence in response to setbacks, authenticity, and a creative approach to the Extended Essay.

Michael Lawrence Challenge Award

Michael Lawrence Challenge Award Michael Lawrence entered The American Community School in 1938, and during his sophomore and junior years endeared himself to classmates and teachers alike. His death on June 16, 1939, came as a shock to all and in his memory the Class of 1940 established the Michael Lawrence Challenge Award.

Dedicated to Michael's memory, this award is presented annually to two students who best exemplify the traits of scholarship, camaraderie, fair play, and respect.

Mario Argerich Athletic Award (male and female):

"Mario Argerich was an Argentine student who played varsity sports. He was especially admired for his sportsmanship and athletic ability. After Mario died in 1952, the student council established this award in his honor. This award is given out annually to two students whom coaches believe have displayed excellent sportsmanship and outstanding athletic ability."

Service Learning Award

The Service Learning Award honors a student or a group of students who have made significant contributions to the community. The recipients will be recognized for their responsibility and leadership in a service learning project to help address an authentic need in the community. The student or students

should serve as a role model for service and should have a passion for fostering relationships in their community. This award prioritizes sustainable service that comes from a place of reflection and humility, and which promotes greater understanding and genuine dialogue among the communities involved. The award reflects the student's overall contribution to the Service Learning Programme, not only the current school year. It may be awarded to one student or to a group of students working on a project.

US Ambassador's Award

This award is presented by the US Ambassador to the student who, through their leadership and commitment to international understanding, has promoted a closer relationship between the people of the US and other countries.

Danna Mines Award

Danna Mines graduated in 1979. This award is presented annually to the graduating student who has done the most to promote community solidarity in the High School through his/her interest and impartial support of other students.

American Community Schools Alumni Association Scholarship Awards

Two ACSAA Awards are presented each year, one in honor of Ms. Iris Lestani and one in honor of Jim Gill and Claudia Cansler Zaunbrecher, all of whom made outstanding contributions to the Lincoln community. These awards are presented to graduating seniors who have completed a minimum of two years of high school at Lincoln, have an excellent academic standing and embody the qualities of honesty, integrity and service. The recipients have demonstrated enthusiasm and school spirit while attending Lincoln and will share their appreciation of cultural diversity and learning experiences gained at Lincoln when they attend university.

Premio académico al estudiante bilingüe

This award is presented to the fluent Spanish-speaking student who has earned the highest academic achievement and who is not the valedictorian or salutatorian.

Salutatorian

This award is presented to the student who has earned the second highest academic achievement at AEL.

Valedictorian

This award is presented to the student who has earned the highest academic achievement at AEL. The recipient will give a speech at the High School Graduation.

Student Expectations

HS Academic Integrity Policy

Rationale

Lincoln is a community of learners. One of our highest ideals is ethical practice in learning, or *Academic Integrity*. With this in mind, it is critical that all members of our community protect and maintain the integrity of academic work. In order to ensure high standards, all students are expected to learn the ethical practices of research and scholarship, both individual and collaborative. An understanding of Academic Integrity, including Academic Misconduct, is crucial to a student's participation in the International Baccalaureate Diploma Program and to his or her success at all levels of education.

This policy defines key concepts, outlines procedures, and provides explanations regarding all matters related to Academic Integrity at Asociacion Escuelas Lincoln.

“**Academic Integrity**” refers to the practice and concept of assuring that all academic work is the product of one's own thinking, research, creativity, and inquiry and, where it is not, that all sources of information that are not common knowledge are acknowledged according to standard acceptable practices.

Further explanation of the concept of academic integrity is provided here, in this excerpt from Michigan State University, “What Is Academic Integrity?”

Academic Integrity is honest and responsible scholarship. AEL students are expected to submit original work and to give credit to other peoples' ideas. Maintaining academic integrity involves:

- Creating and expressing your own ideas in course work;
- Acknowledging all sources of information;
- Completing assignments independently or acknowledging collaboration;
- Accurately reporting results when conducting your own research or with respect to labs;
- Honesty during assessments.

(<https://msu.edu/unit/ombud/academic-integrity/What%20is%20Academic%20Integrity.html>)

Accessed 31 January 2017

Alignment with the IB Learner Profile:

Academic honesty is part of being “principled”, a learner profile attribute where learners strive to “act with integrity and honesty” as we question, inquire and act (*IB learner profile in review: Report and recommendation, April 2013, page 21*).

Defining Academic Misconduct:

Asociación Escuelas Lincoln uses and follows the International Baccalaureate Organization (IBO) guidelines on academic integrity. What constitutes misconduct by the IBO is considered misconduct at

Lincoln.

Academic Misconduct includes the following:

I. Plagiarism: representing ideas or work of another person as the student's own.

Example: A student downloads quotes of, excerpts from or an entire paper from the Internet and does not cite it, thereby submitting it as their own work. Directly translating a work from another language and submitting it as one's own work, without citing it, is also plagiarism.

II. Collusion: supporting misconduct of another student by allowing one's work to be copied or submitted for assessment by another.

Example: A student allows another student to copy their math homework.

N.B. Within the context of group work, there may be the opportunity for legitimate collaboration. This is different from collusion as there is a working *together* rather than one student passing off the work of another as their own.

III. Duplication of work: presenting the same work for different assessment components within a class or for two different class or, in the case of the IB Diploma, for different requirements of the program (i.e. Internal Assessments, Extended Essays, etc.)

IV. Any other behavior that gains a student an unfair advantage or that affects the results of another student.

Examples include but are not limited to:

- Taking unauthorized materials into an exam room or using unauthorized materials on an assessment (phones, notes, work of others, calculators, etc.)
- Misconduct during an exam
- Falsifying a CAS record
- Disclosure of information to and receipt of information from another student regarding the content of an assessment.

(*Diploma Programme Academic Honesty, July 2011, 3-5*)

Responsibilities of the Student

- All work submitted is ultimately the responsibility of the student and students are responsible for submitting work that is their own.
- Students are responsible for submitting the most updated draft of their work that includes citations.
- Students are responsible for citing their work using MLA or other accepted conventions as instructed by their teacher.
- Students will not share their work with others.
- Students will submit drafts of their work to their teachers.

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- All final drafts of IB work – Internal Assessments, Written Tasks or Assignments and Extended Essays – must be submitted through turnitin.com.
- Students should ask for clarification when needed or seek help from their teachers, librarian or IB Coordinator.

Responsibilities of the Teacher

- Teachers will educate students about academic integrity in the context of their subject and be available to answer questions.
- Teachers will clarify expectations for group and individual work.
- Teachers will review drafts of work as needed.
- Teachers and/or the IB Coordinator will assist students in using Turnitin.com.
- Teachers will inform the Counselor and Principal(s) of incidents of academic misconduct every time it occurs.
- Teachers will meet with students, counselors and administrators as needed when misconduct is identified as outlined in the consequences below.
- Teachers will communicate with parents when an issue arises either via email or in person as outlined below.
- Teachers will treat any and all incidents of academic dishonesty fairly and in line with this policy.
- Teachers will verify through Turnitin.com, and to the best of their knowledge, that all work submitted to the IB is the work of the student.

Responsibilities of the School

- The school will educate students in the concept and importance of the ethics of research and concepts related to academic integrity.
- The school will educate students in effective research practices including citation protocols and acknowledgement of sources. Asociación Escuelas Lincoln uses the MLA conventions for citing sources.
- The school will educate students, parents and teachers on the Academic Integrity Policy and consequences for academic misconduct.
- The school will maintain accurate records of misconduct
- If necessary, the IB Coordinator will report instances of suspected misconduct to the IB in accordance with their program guidelines.
- The school will use turnitin.com or other resources to educate students and to reduce academic misconduct.

Responsibilities of the Parent:

- Parents will review guidelines with students.
- Parents will ensure academic tutors understand guidelines in assisting students.
- Parents will encourage and allow students to do their own work.
- Parents will understand, support, and respect the AEL Academic Integrity Policy at all times.
- Parents will be available for communication with the school if misconduct does occur.

Procedures for Encountering Cases of Academic Misconduct

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1. The teacher will determine if it is academic misconduct. If necessary:
 - a. Consult the Academic Integrity Policy.
 - b. Consult with a colleague.
 - c. Consult with the student(s).
2. If it is minor and formative, such as a misquoted or uncited source, the teacher will explain the issue, remind the student to make the corrections. This may involve completing a new assignment or re-doing the original assignment.
3. If it is a summative or a formative assessment, and the issue is extensive and/or there is clear evidence of misconduct, the teacher will inform the student(s) the Principal, and IBDP Coordinator where it involves an IB course or student(s).
4. If the Principal and/or the IBDP Coordinator determines that it is academic misconduct, he or she will meet with the student and possibly the teacher and IBDP Coordinator to ensure that the student understands the concepts and application of Academic Integrity.
5. The student will be required to take an alternative assessment.
6. The Principal will inform the student and parents in writing.
7. The IBDP Coordinator will inform the IBO, if necessary.
8. The Principal will note the incident in the students' school record.
9. The teacher will determine and record the grade for the assessment without academic penalty.
10. Further disciplinary measures will be taken according to the Academic Integrity Policy as outlined below.

Consequences for Academic misconduct:

First Instance on record in HS	Second Instance	Third Instance
Meeting between teacher and student. Meeting between the teacher and student	Meeting between teacher, counselor, student, principal(s), and parent.	Meeting between teacher, counselor, student, principal(s), and parent.
Working containing evidence of misconduct will not be assessed.	Working containing evidence of misconduct will not be assessed.	Working containing evidence of misconduct will not be assessed.
Work will be resubmitted or an alternate assignment will be provided. Feedback will be given. The student may be required to resubmit the assessment under supervision. Students receive no academic penalty and the assessed work	Work will be rewritten and resubmitted or an alternate assignment will be provided. Feedback will be given. The student may be required to resubmit the assessment under supervision. Students receive no academic penalty and the assessed work is considered in determining the final grade.	Work will be rewritten and resubmitted or an alternate assignment will be provided. Feedback will be given. The student may be required to resubmit the assessment under supervision. Students receive no academic penalty and the assessed work

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<p>is considered in determining the final grade.</p> <p>Parents will be informed in writing.</p> <p>Warning given for removal from NHS.</p> <p>IB Coordinator informed if occurring in an IB class with potential additional consequences if a formal IB assessment (see next column).</p> <p>Documentation is placed in the student's internal school file. The incident does not appear on the student's report card or transcript.</p>	<p>Students will be removed from leadership positions.</p> <p>Removal from NHS.</p> <p>If a student has already been accepted to a university it will be informed by both the student and school.</p> <p>Additional IB specific consequences for IB courses: **</p> <ul style="list-style-type: none"> - work will not be submitted to the IB for marking and if work has already been submitted, it - will receive a no grade by the IB. - No grade will be awarded in that IB course from the IB, which may result in disqualification. - If the student is an IB Diploma student, they will not receive an IB Diploma. <p>Documentation is placed in the student's internal school file. The incident does not appear on the student's report card or transcript.</p> <p>need a clear statement of time limitations about re-doing the work.</p>	<p>is considered in determining the final grade.</p> <p>Students will be removed from leadership positions.</p> <p>Removal from NHS.</p> <p>No travel as school representative for sports, clubs, activities for period of one calendar year.</p> <p>Out of school suspension.</p> <p>If a student has already been accepted to a university, it will be informed by both the student and school.</p> <p>Additional IB specific consequences: **</p> <ul style="list-style-type: none"> - work will not be submitted to the IB for marking and if work has already been submitted, it will receive a no grade by the IB. - No grade will be awarded in that IB Course from the IB, which may result in disqualification. <p>If the student is an IB Diploma student, they will not receive an IB Diploma.**</p> <p>Potential loss of credit in the course, suspension or expulsion at the discretion of the HS Principal.</p> <p>Documentation is placed in student's internal school file.</p>
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		The incident does not appear on the student's report card or transcript.
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** A student should not be advantaged as far as their grade is concerned if their grade is discarded because they were academically dishonest. In a case such as this the teacher, in conjunction with the HS Principal, can use their best professional judgment to override a mathematically calculated grade to give an accurate indication of assess the student's performance level.*

Best professional judgement involves drawing on and applying the evidence gathered up to a particular point in time, including performance on formative assessments, in order to make an overall judgment about a student's progress and achievement.

*** As dictated by the IB. There is no flexibility in these consequences.*

A record of Academic Integrity incidents will be kept by the HS Principal.

Policy Review:

The Academic Integrity Policy will be reviewed by the High School Leadership Team every four years, for the next review process to occur at the beginning of the 2020 Academic Year.

Adapted with thanks from:

The Western Academy of Beijing (2016)
The American Embassy School of Delhi (2011)
The International School of Bangkok (2016)
Academic Integrity, International Baccalaureate Organization, (October, 2019)
International Community School Addis Ababa (2020)

Revised, October 2020

Class Preparation

The High School class preparation policy exists to communicate our philosophy regarding meaningful class preparation, to provide guidelines on types of class preparation assigned, to set expectations for how much time students should spend on class preparation and to ensure a consistent approach across the high school.

This policy aligns with Lincoln's core value that our community is best when we balance a seriousness of purpose with a joyful pursuit of learning. We also hope that class preparation can help create opportunities for individual growth and reflection for our students.

At Lincoln, we believe that all students should have a healthy balance of work, recreation, family time and sleep. Consequently, our goal is to assign class preparation that is meaningful, relevant and differentiated to individual student needs.

Class preparation may be assigned as part of formative or summative assessment in individual classes. For the most part, formative assessments will be used to inform teaching and learning, not to assess learning.

Definition:

Class preparation can be defined as tasks assigned to students by teachers that are intended to be carried out during non school hours.

Purpose

The purpose of class preparation in the High School is to:

- Extend and support the teaching and learning process
- Support progression towards independence

Specifically class preparation may be assigned for these reasons:

- **Practice** - to gain fluency, mastery, automaticity and promote feelings of self-competency.
- **Review** - to review factual knowledge needed to fully understand a concept/skill.
- **Preview** - to preview a topic or idea that will be fully discussed and taught in class.
- **Enrichment and Extension** - to make connections, inquire, and go beyond the learning in the classroom as requested by the student and / or parent.
- **Summative Assessment** that is assessed using clear, standards-based criteria. Class preparation **should be meaningful and relevant** to classroom instruction. Therefore, class preparation assigned to high school students should be:
 - Reasonable in content, length, and resources required
 - Purposeful, doable and with clearly communicated expectations and objectives
 - Differentiated, where appropriate, to meet student needs
 - Appropriate to the course level of the student
 - Related to the content and subject standards taught in class
 - Explained by the teacher in advance
 - Acknowledged with feedback and/or contextualized in class, reviewed with and/or returned to students in a timely manner

Research suggests that approximately two hours of meaningful class preparation per night at the High School level improves student learning, but more diminishes its effectiveness or even becomes counterproductive. High school students may be assigned, on average, up to 30 minutes of meaningful class preparation per subject, per class meeting.

We believe in the development of self-management skills and taking responsibility for one's learning while at the same time placing a high value on other important parts of high school life like sports, clubs, and community events.

The guideline is that approximately 10 hours of class preparation per week may be assigned to be completed at home and during Office Hours and study periods blocks. Due to the requirements of the International Baccalaureate program, higher level classes, CAS and Extended Essay requirements might occasionally require students to work more than two hours per night to maximize success within the program.

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Our guideline is that students spend an average of 1 to 2 ½ hours of homework per night and IB students spend an average of 2 to 3 ½ hours of homework per night. As all students are different, actual time to complete assignments will vary. Where there appears to be excessive class preparation within a given timeframe, students are encouraged to discuss issues with teachers in order to negotiate a viable class preparation schedule.

Additionally, class preparation at Lincoln is not assigned over holidays, with the exception of ongoing projects for IB courses or students' individual Extended Essays. All students will be encouraged to read during holidays and may be assigned some holiday reading.

School Year/Day

The Lincoln school year generally begins near the start of August and finishes in mid-June. There is a one week break in October, a six-week from mid-December until the beginning of February, and usually a one-week holiday next to Easter. The school year includes numerous three-day weekends in recognition of Argentine holidays.

The school day is from 8:00 a.m. -3:30 p.m. Classes end at 1:00 pm every Wednesday, allowing teachers to collaborate with colleagues in the afternoon. Classes range from 45 to 85 minutes in length, and meet either 2 or 3 times per week, giving five classes for each course over two weeks. Within the weekly timetable, individual classes do not meet at the same time each day.

Study Period

Lincoln high school teachers strive to use up-to-date, research-based teaching practices. As such, our students are often expected to collaborate with one another outside of class on assignments and projects that allow them to apply their knowledge to project-based assessments. Study period is designed for students to use their time as needed, working independently or collaboratively with peers, or individually or in small groups with their teachers. During Study period students are free to travel to other classrooms or the library, if necessary, once they have checked in with the Study period teacher. Occasionally the Study period is used for important meetings or assemblies. Study period occurs every school day. Once every two weeks a Study period will be used for High School Advisory.

AEL High School School Schedule SY2122				
Monday	Tuesday	Wednesday	Thursday	Friday

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Period 1 8:00 – 9:25	Period 1 8:00 – 9:25	Period 1 8:00 – 8:55	Period 1 8:00 – 9:25	Period 1 8:00 – 9:25
Advisory 9:35 – 10:05	Office Hours 9:35 – 10:05	Assembly 9:05 - 9:35 Office Hours 9:35-10:05	Advisory 9:35 – 10:05	Office Hours 9:35 – 10:05
Period 2 10:15 - 11:40	Period 2 10:15 - 11:40	Period 2 10:15-11:10	Period 2 10:15 - 11:40	Period 2 10:15 - 11:40
Period 3 11:50 – 1:15	Period 3 11:50 – 1:15	Period 3 11:20-12:15	Period 3 11:50 – 1:15	Period 3 11:50 – 1:15
Lunch 1:15 – 2:05	Lunch 1:15 – 2:05	Period 4 12:25 - 1:15	Lunch 1:15 – 2:05	Lunch 1:15 – 2:05
Period 4 2:05 – 3:30	Period 4 2:05 – 3:30	Lunch 1:15 – 2:00	Period 4 2:05 – 3:30	Period 4 2:05 – 3:30

After School Activities

Through student clubs, organizations, athletics and the Arts, Lincoln provides high school students opportunities to assume leadership, accept responsibilities, provide services to the school and others, and develop cooperative relationships with their peers. Co-curricular activities are intended to supplement the academic program of our students in order to provide educational experiences that cannot or are difficult to provide within the classroom. Students are encouraged to participate in co-curricular activities to a degree that allows for appropriate balance between participation in activities and attention to academic responsibilities. The academic program and associated responsibilities must be prioritized.

High School Clubs and Organizations

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The clubs and organizations listed below will be offered in the 2021-2022 school year. Additional clubs and organizations can be initiated, depending on student and adult staff interest. Clubs and organizations in the high school at Lincoln meet either during lunch or after school.

Running & Fitness
Gay Straight Alliance (GSA)
Global Issues Network (GIN)
Lincoln Lens Newspaper
Model United Nations (MUN)
National Honor Society (NHS)
Service Learning Club
Entrepreneurs Club
Student Government (STUCO)
Book Club
Girl Up

Arts

The Arts are considered an important component of the Lincoln Co-Curricular Activities program. Opportunities for participation in Arts-related events for high school students at Lincoln include:

Band/Choir Showcases
High School Band Festival
High School Choir Festival
IB Drama Performance
IB Music Recital
IB Visual Arts Exhibition
International Day Performance
MTV Night
MS/HS Drama Performance
P, B and J Night (Pop, Blues and Jazz)
South American Activities Conference Fine Arts Festival

SAAC Fine Arts Festival

The SAAC Fine Arts Festival is a collaborative event involving students, teachers and directors from Lincoln and the other member schools of SAAC. The festival focuses on workshops, collaborative events, exhibitions and performances focusing on Visual Arts, Choral Music, Instrumental Music and Dramatic Arts. For information on the SAAC (South American Activities Conference) organization, see *International Athletic Events*.

Athletics at Lincoln

Lincoln offers a variety of opportunities for participation in athletics at AEL in order to promote physical development, provide leadership opportunities, and develop high moral standards and sportsmanship. The

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teams/groups listed below meet regularly to practice and, in most cases, engage in competition with opponents from other schools:

Boys	Girls	Coed
Volleyball	Volleyball	Swimming
Soccer	Soccer	Tennis
Basketball	Basketball	
Cross-country	Cross-country	
Track & Field	Track & Field	

International Athletic Events (*Due to COVID-19, international events are on hold until further notice.)

Lincoln is a member of the South American Activities Conference (SAAC). Other member schools include Uruguay American School, Roosevelt School of Lima, Peru, Nido de Aguilas, the International School of Santiago, Chile, Graded School of Sao Paulo, Brazil, American School of Quito, Ecuador and the International School of Curitiba, Brazil. Each school year one tournament in the sports listed below (and SAAC Fine Arts Festival) is hosted by a SAAC member school. Travel arrangements for students/adult chaperones are arranged by the school. Airfare costs for students selected to represent Lincoln in these events is the responsibility of each family. Host school families are provided for visiting students. Lincoln students participating in SAAC events over the school year, regardless of the particular event, are expected to provide host school housing when Lincoln hosts a SAAC event. An academic eligibility policy is in place for students to be granted the privilege of representing Lincoln at home or away SAAC events.

SAAC Tournaments/ Events

Volleyball, Basketball, Soccer, Swimming and the Fine Arts Festival.

Prom

The Junior/Senior Prom, sponsored by members of the Junior Class, is held at an off campus venue each year in late April. The following guidelines apply:

- Attendance at Prom is limited to members of Gr. 11 and Gr. 12 classes at Lincoln.
- Students must abide by all Lincoln rules and regulations.
- All Prom attendees must arrive within one hour of the start time and will not be re-admitted once they have left the dance. The school reserves the right to deny admission to anyone.

Student Council Office

The High School Student Council (StuCo) is a student-elected government which provides leadership opportunities to students and plays an active role in school life by sponsoring activities and consulting with the administration on all issues of interest to students. Student Council consists of a student-elected President, Vice President, Secretary, Treasurer and Grade Level Representatives. [HS StuCo Constitution.](#)

National Honor Society

The National Honor Society (NHS) is a US-based student organization dedicated to the pillars of scholarship, service, leadership, and character. From the [NHS website](#): “Today, it is estimated that more than one million students participate in NHS activities. NHS chapters are found in all 50 [US] states, US Territories, Canada, and around the world. Chapter membership not only recognizes students for their accomplishments, but challenges them to develop further through active involvement in school activities and community service. As such, NHS chapters and students are in schools that care not only about student achievement, but also community engagement.” At Lincoln, members are selected annually via an application process. Students who recently transferred to Lincoln and were inducted into NHS at their previous school can transfer their membership to the Lincoln NHS chapter. Please contact the club advisors for more information. You can read the [NHS Constitution here](#).

Attendance

Reporting Absences

Should a student be absent for health or family-related events, a written note or e-mail (hsoffice@lincoln.edu.ar) must be received from the parent, preferably in advance of or on the morning of the absence. A Planned Absences For Non-School Activities Form, available in the HS Office, must be completed in advance.

Attendance Policy for Grades 7-12

1. 20-Day Limit on Absences: Lincoln’s attendance policy and educational regulations in the Province of Buenos Aires place a limit of 20 days on absences during the school year, regardless of the reason for absence.

All absences, including for absences due to medical reasons, count toward the limit of 20 days, with the exception of school-sponsored activities. Doctor certificates will be requested.

Students who exceed this limit will be subject to a class-by-class absences audit. Once 20 absences have been reached, in all individual classes where absences exceed 15% of the total class time for the school year:

- A. Lincoln Diploma - Academic credit will not be earned in the individual class as it relates to the Lincoln diploma.
- B. Argentine Diploma - An extension to 28 absences will be allowed for the Argentine Diploma credit. If 28 absences is exceeded, a Recuperation Exam will be administered and a passing grade is needed to earn credit for the class.

Notification of Absences and Meetings with Parents

- A. When a student’s absences reach a total of 10 days, parents are asked to meet with the National Programs Director to review absences. Record of this meeting will be signed by the parents, Principal and Director.
- B. When a student reaches 15 absences, parents are notified by e-mail and asked to confirm notification in writing or by e-mail.
- C. When total absences reach 20 days, a class by class audit is conducted and parent meeting held to discuss results. A formal minute is made of the meeting and signed by those participating.

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Justification of Absences

A. All absences count toward the limit of 20 days with the exception of school-sponsored activities.

Arriving Late and Leaving Early in the School Day

- A. In computing daily absences, tardies are counted as partial absences: 1/8 (arriving by 9:00 a.m.), 1/4 (arriving by 10:00), 1/2 (arriving by noon), and 3/4 (from 12:00 to 2:30 p.m.).
- B. For withdrawal during the school day, partial absences are computed in the same way: 3/4 (between 9:00 and 10:00 a.m.), 1/2 (between 10:00 a.m. and 12:00 p.m.), 1/4 (between 12:00 and 2:30 p.m.) and 3/4 (between 9:00 a.m. and 10:00 a.m.). Please see the section on Leaving Campus Early In The School Day for important procedures associated with leaving campus before 3:30 p.m.

Makeup Work Procedures for Absences

Unplanned Absences - Assignment Make Up

Due dates for missed assignments includes an extension of days equal to the number of class meetings missed. A pattern of absence on test or major assessment days will require doctor authorization.

Planned, Non School-Sponsored Absences] - Assignment Make Up

Assignments and assessments missed during an absence due to a planned, non-school sponsored activity are due on the day of return to school, unless otherwise arranged in advance with the Teacher or HS Principal. Students must use the form available in the high school office to communicate with teachers in advance of non school-sponsored, planned absences.

Planned School-Sponsored Absences - Making Up Assignments

Assignments and assessments missed during school-sponsored absences must be turned in within four days of the first day of return to school. Long term assignments or presentations due during the absence shall be turned in prior to the first Wednesday following return to school. Students must use the form available in the high school office to communicate with teachers in advance of planned absences associated with school-sponsored trips, planned trips.

Late Arrival to School or Individual Classes (Tardies)

Teachers spend valuable time and effort planning effective lessons that utilize the entire teaching block. Students are expected to arrive on time to each class, including the first block each day. Students will serve an after school detention after the 3rd, 6th and 9th incidents of late arrival to class. Students will serve an In-School Suspension after the 12th tardy and an Out-Of-School Suspension on the 15th tardy. Tardies are accumulated by the half-year (Aug.-Dec., Feb-June) and are cumulative from all classes. Administration and/or counselors will strategize with students struggling to arrive in class on time.

Physical Education Class - Non Participation

Students unable to participate in PE class for more than 3 consecutive classes are required to provide doctor authorization. Students must attend PE class even when not participating, unless another arrangement has been made with the teacher. Extended non-participation in PE class may result in a written assignment in order to provide opportunity for the student to earn credit in the course.

On Campus Throughout The Day

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Lincoln students will remain on campus until their classes and/or activities finish for the day. Once off campus, students will not be admitted back on campus for participation in co-curricular activities, unless accompanied by a parent or otherwise authorized by the high school office. This is important to note when an activity or sport team begins at 5:00 p.m.

A student who misses class due to illness or unexcused absence may not participate in after school activities on that day of the absence.

Late Entry / Early Departure To School Year

School attendance is very important and is basic to our program. Students arriving late or leaving early in the school year miss valuable instruction, which cannot be made up. Parents must clear with school officials before arriving late or leaving early, and before taking students away from school. Students arriving late at the start of the school year or departing early at the end of the school year may not receive credit for courses.

Delayed Entry By Returning Lincoln Students

1. Returning Lincoln students who being a trimester late are required to complete ALL assignments and assessments. Due dates will be computed based on the number of classes missed. Example: A student missing 6 classes must have all assignments and assessments completed on the 6th class back, computed from the first day they attend class.

Delayed Entry By New Lincoln Students

1. New students entering Lincoln after the first day of a trimester, but before the end of the 4th week, are required to make up any major assignment missed. Deadlines will be reasonable based on the amount of time originally given for assignment completion.
2. New students entering Lincoln after the 4th week of a trimester (for example, joining in September or February), in order to be eligible for trimester credit, must:
 - a. Be enrolled in and attending his/her current school up to his/her departure date.
 - b. Provide Progress/Quarter grades as is applicable as proof of attendance and progress in coursework.
 - c. In most cases, prepare for and successfully pass cumulative assessments.

Early Departure by Non-Returning Lincoln Students

1. Students leaving Lincoln permanently before completing final assessments in a course may not receive full credit.

Withdrawal from Lincoln

When a student is planning to withdraw permanently from Lincoln High School, it is the responsibility of the student and the student's family to inform the Registrar and Guidance Office immediately. A minimum of two days is necessary to process withdrawal. Prior to the last day of attendance, the student must pick up a checkout form from the Guidance Office and take the form around to all teachers and various offices in the school to obtain necessary checkout signatures. Student records will not be prepared for the new school until a student has properly checked out. Students withdrawing before the end of a semester may not receive credit.

Early Dismissal During The School Day

In all cases where parents are requesting their high school student be able to leave campus before 3:30, regardless of student age and who the student might be traveling with, a prior parent email notification must be received in the high school office (hsoffice@lincoln.edu.ar).

Students under the age of 18 years are not allowed to leave campus prior to 3:30 p.m., unless escorted by their parent or another adult officially designated by the parent.

Students 18 years and above may leave campus without a parent or another designated adult, but prior parent email notification must be received in the high school office (hsoffice@lincoln.edu.ar).

Forms must be completed at the Andres Ferreyra gate in all incidents when a student departs campus prior to 3:30 p.m.

Staying On Campus After School Hours

Students who do not have an appointment with a teacher or involved in a scheduled activity should leave the school grounds by 3:45 p.m. Students waiting to be picked up must wait at the Andres Ferreyra Gate. One of the Lincoln Libraries is also open for student use from 3:45 to 5:00 pm. All other areas of the campus (Elementary School Playground, New Gym, High School Lobby, Middle School Patio, Auditorium, etc. are off limits.

Once students leave campus, they will not be allowed to re-enter school unless escorted by parents or another adult designated by the parents. Students who have After School Activity, should stay in-school, in permitted areas, until the beginning of the activity.

Campus Information

Child Safety

Asociación Escuelas Lincoln seeks to be a safe haven for all members of our community. We feel a particular responsibility to protect children from child abuse and neglect. To meet this responsibility, AEL will implement educational programs for students and employees regarding personal safety, child abuse and neglect, and appropriate adult conduct with children. Furthermore, the school will implement and regularly review procedures, including hiring, security and training practices, to ensure the safety of the children in its care. The Administration shall communicate this policy, appropriate guidelines and educational resources to students, employees, parents, and parents of applicants.

Staying On Campus After School Hours

Students who do not have an appointment with a teacher or involved in a scheduled activity should leave the school grounds by 3:45 p.m. Students waiting to be picked up must wait at the Andres Ferreyra Gate. One of the Lincoln Libraries is also open for student use from 3:45 to 5:00 pm. All other areas of the campus (Elementary School Playground, New Gym, High School Lobby, Middle School Patio, Auditorium, etc. are off limits.

Once students leave campus, they will not be allowed to re-enter school unless escorted by parents or another adult designated by the parents. Students who have After School Activity, should stay in-school, in permitted areas, until the beginning of the activity.

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Evacuation Plans: Emergency evacuation and lockdown procedures are in place and practice drills take place multiple times during the school year.

Lockers - All students are given the option of being assigned a locker in the high school building at the start of the school year. Locks are not provided by the school. Students are encouraged to use a high school locker, with lock, in order to keep valuable items secure.

Campus Visitors - Students may host visitors for a maximum of one school day. A Visiting Student Form is available in the high school office and must be completed by the host student at least one day in advance.

Lunch/Snacks - Students may bring food from home or enroll in the school cafeteria lunch program. For more information on the school cafeteria lunch program, please contact: florencia.lazorenco@lincoln.edu.ar

Microwave ovens are available in the cafeteria for students to warm food brought from home. Periodic breaks are part of the high school schedule each day. Students may bring snacks from home to consume during the breaks or they may purchase snacks from the Kiosko.

Students are not permitted to order food for delivery from outside vendors.

Bring Your Own Device Policy

All Lincoln high school students are required to bring their own fully-charged, mobile internet device to school each day. Mobile internet devices encourage collaboration and flexibility, and are necessary to access Lincoln's Learning Management System (LMS), Schoology. [For more detailed information, click here.](#)

Minimum requirements for student devices

1. Wi-Fi and/or 4G connectivity
2. Screen must be a minimum of 9 inches. 11 inches or larger is recommended.
3. Minimum of 32 Gb of available storage.

Suggested Devices (one device per student)

Device Comparison Chart								
Chromebook			PC- Laptop - Windows 10+			Apple - Macbook		
Estimated Cost: USD \$250 - \$350 From Amazon.com			Estimated Cost: USD \$500 - \$750 From Amazon.com			Estimated Cost: USD \$999 From Apple.com		
Pro	Con	Basic Requirements	Pro	Con	Basic Requirements	Pro	Con	Basic Requirements

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Low Price	Only web-based apps	13"-15" Screen Size	Flexibility	Medium Price	13"-15" Screen Size	Build Quality	High Price	13"-15" Screen Size
Google Apps Compatibility	Less flexible for extra software or peripherals, weak for audio/visual design work	Minimum 4GB RAM (8GB+ Recommended) Minimum 32GB eMMC (64GB+ Recommended)	Google Apps Compatibility; Supports widest range of software and hardware peripherals	Quality varies between models and manufacturers; More attention needed during purchase	Minimum 8GB RAM Minimum 256GB HDD or SSD	Google Apps Compatibility; Apple software support (not required for Lincoln classes)	Not compatible with some PC software, peripherals (not required for Lincoln classes)	Macbook Air or better. Minimum 8GB RAM Minimum 256GB HDD or SSD

A high quality, durable cover is REQUIRED as all options are fragile. Charger cable and either earbuds or headphones are REQUIRED DAILY.

We discourage students from bringing an iPad. It has limited capability when typing, researching, and presentation building and may lower student efficiency in these areas.

Recommended Accessories

1. Earbuds or Headphones
2. Protective Carrying Case
3. USB Flash Drive (>16 gb)
4. Physical Keyboard for Tablet devices

Security Recommendations

1. Password-protect the mobile device.
2. Device is marked for easy identification.
3. Device has anti-virus software.

Student Expectations

1. Mobile device used for school-related work.
2. Device fully-charged and present each day.
3. Abide by Empowered Use Policy.

Empowered Use Policy

Students' responsible use of technology at school will empower them with access to greater freedoms and resources while utilizing the school network. All students will agree to abide by this policy at the beginning of an academic year. Please click the link for more information.

Required/Recommended Applications

1. Google Chrome web browser for best compatibility with school apps.
2. PDF Viewer
3. Anti-Virus
4. Individual teachers may have course-related software requirements.

Cloud Services

Lincoln is a Google School and uses Google Apps for communication and data storage. The Schoology LMS (ael.schoology.com) is used for all course communications and resources.

Connecting to the Lincoln Wi-Fi Networks

Network: username (ex. joe.smith@lincoln.edu.ar) Password: password

Schoology Learning Management System

Lincoln has adopted the Schoology LMS in tandem with Google Apps to provide students and their families with the best possible access to course resources, communication and collaboration. All students can access their courses through Schoology by logging into <http://ael.schoology.com> using their Lincoln email address and password, the same used for all Google Services.

IT and Network Considerations

Lincoln's Technology department is not responsible for maintaining or troubleshooting student devices. Students should close internet tabs and applications not in use to respect the school's bandwidth. Students should not use the school's network to download music, videos or apps, unless authorized by a teacher.

Substance Abuse

Students in Middle or High School at Lincoln will not use, possess, distribute, manufacture, purchase, sell or offer the sale of alcohol, illegal drugs, and controlled substances or abuse prescribed and/or over-the-counter medications at any time on the Lincoln campus or while participating in Lincoln school activities on campus or elsewhere. This includes the use of cigarettes or other nicotine products, electronic cigarettes (vaping, juuling). The possession of drug paraphernalia is also prohibited on our campus. This includes electronic vaping cigarettes, such as juuls or any other brand. Should this occur, the school will work with the student and family to address the problem in a supportive manner.

If a student is believed to be using, possessing or purchasing alcohol, illegal drugs, controlled substances as described above or abusing prescribed or over-the-counter medications while on campus or participating in a Lincoln School activity:

A. First incident

Mandatory counseling sessions with a non-school (outside) counselor.
One day in-school suspension.

If the incident occurs on a school trip or activity off campus, the student will not be allowed to participate in a school trip or off campus activity for one calendar year and the same activity in the following school year (if it occurs outside of one calendar year).

B. Second Incident

Mandatory outside counseling.

One day out-of-school suspension Inclusion of the incident in the Lincoln student file, information from which is shared with other schools or universities upon request.

The student will not be allowed to participate in a school trip or off campus activity for one calendar year and the same activity in the following school year (if it occurs outside of one calendar year).

If the second incident occurs while on a school trip or off campus activity, the student will not participate in school trips or off campus activities again while enrolled as a student at Lincoln.

C. A third incident will result in recommendation for withdrawal from Lincoln.

D. If a student voluntarily admits to drug use and asks for help, separate from an incident at school or a school activity, the situation will be treated as a counseling issue.

E. If a student is determined by the Principal or school officials to be selling alcohol, illegal drugs, controlled substances, prescribed and or over-the-counter medications, including nicotine products, electronic cigarettes (vapes, juuls) at any time on the Lincoln campus or while participating in Lincoln school activities on campus or elsewhere, the student will be immediately recommended for withdrawal from school.

Lincoln Staff & Student Dress Code

Lincoln recognizes that it is an internationally diverse community, and working from a shared mission, vision and set of core values, has instituted the following dress code:

Definitions

A. Attire. Clothing, including outerwear, headwear, accessories such as scarves or jewelry, and shoes.

B. Dress Code. A set of parameters determined by the Dress Code Review Committee (DCRC) that describes standards for student attire.

Minimum Safe Attire

Staff and student attire must permit the student to participate in learning without posing a risk to health or safety.

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- Community members must wear clothing including both a shirt with pants or skirt, or the equivalent (e.g. dresses, leggings, or shorts) and shoes.
- Shirts and dresses must have fabric in the front and on the sides (under the arms).
- Clothing must cover undergarments (waistbands and straps excluded).
- Hats and other headwear must allow the face to be visible to staff, and not interfere with the line of sight of any student or staff.
- Clothing must be suitable for all scheduled classroom activities including physical education, science labs, service learning trips, and other activities where unique hazards may exist.
- Specialized courses may require specialized attire, such as sports uniforms or safety gear.

Restriction:

- “Attire depicting or advocating violence, criminal activity, use of alcohol or drugs, pornography, or hate speech are prohibited.” All Lincoln staff and students are expected to comply with the requirements of this policy.

Specifically:

- Clothing is to depict safe behaviors and refrain from:
 - The advertisement of alcohol, tobacco, marijuana or other controlled substances.
 - The depiction of pornography, nudity or sexual acts.
 - Hate speech targeting groups based on race, ethnicity, gender, sexual orientation, gender identity, religious affiliation or any other protected classification.
 - Posing a threat to the health or safety of any other student or staff.
- Enforcement must accommodate clothing worn by student’s expression of sincerely held religious beliefs (e.g. head scarves) and worn by students with disabilities (e.g. protective helmets).

Parent & Student Responsibility

When a teacher school staff member, student or school administrator discusses a dress violation with a student, it is recommended that another adult should be present and at least one of the two adults should be the same sex as the student. Students violating dress code may request a student representative to be present if they wish. In no circumstances, unless there is an immediate concern, a student should not be spoken to about a dress code violation in front of other students.

Teachers or staff discussing a dress violation with a student should present options for obtaining appropriate clothing (e.g. school clothing closet).

Where possible, students should not be required to wear school owned replacement garments and should never be required to wear specific garments as a disciplinary measure (e.g. lab coats or sports uniforms).

The responsibility for the dress of a student rests primarily with the student and his or her parents or guardians. Parents or guardians are responsible for ensuring student compliance with the school dress code.

Staff Responsibility

To equitably enforce the Lincoln dress code, teachers, administrators and all school staff must be notified of the policy at the beginning of the school year with a refresher after December break in regards to its purpose and spirit, and how to enforce it without shaming students or disproportionately impacting certain student groups. Staff should be guided by the dress code policy and follow the letter and spirit of the district dress code.

General Services and Information

Health Services and Care

Health Services - A Health Clinic, staffed by certified Nurse professionals, is open each school day from 7:45 a.m. - 5:00 p.m. High school students feeling ill or otherwise having a need to visit the Health Clinic shall get a Nurse's Pass in the High School Office.

Kiosco

A kiosco located near the Gymnasium is open on a cash basis each school day and makes various snacks available to HS students during breaks and lunch.

Textbooks and Materials

Textbooks - Textbooks are provided by the school free of charge and are distributed to students by the classroom teacher. Students must return the textbooks at the end of the school year. Lost or damaged textbooks must be paid for by the student initially receiving the textbook. In some IB classes, an option exists for students to purchase the relevant textbooks.

Lost and Found

Lost and Found - All unaccounted for articles of clothing found in the high school, with the exception of the PE locker rooms and gymnasium, are placed in a lost and found location in the high school office. Articles left in the PE locker rooms or gymnasium are placed in the lost and found located near the HS P.E. Office. Wallets, phones, internet devices and other items of value that are found will be placed in the Security Office located at the Andres Ferreyra gate.

Communication

Clear, accurate communication is an ongoing goal in the high school at Lincoln. We attempt to provide information in English and Spanish in order to better serve our bilingual community. The following methods of communication are available to the high school community:

Lincoln Website: On the [Lincoln Website](#) visitors will have access to a variety of sources of information regarding our school, including the weekly newsletter The Flying Condor, school-wide and division-specific calendars, and other important announcements.

Daily Announcements: Each week during Advisory major upcoming events are communicated to all students as well as by Lincoln e-mail.

Flying Condor: Each week the Condor is sent to parents and posted on the Lincoln Website. Within the Flying Condor, the elementary, middle and high school divisions provide news about upcoming events that will be taking place on and off the Lincoln campus. Events involving community members from all divisions are also announced via the Flying Condor.

E-Mail: While the Lincoln website and the Flying Condor will be the central forms of communication with the Lincoln community, occasionally additional reminders of specific HS events will be communicated to high school students and parents via e-mail. For this reason, it is very important that students are checking their Lincoln e-mail accounts regularly and that parents ensure the high school office has the most up to date parent e-mail address. Teachers, Counselors and Administration are expected to communicate with individual parents via e-mail as needed in relation to student progress or other individual matters.

Schoology is the software used to provide confidential student and parent access to the electronic gradebooks of specific teachers. Teachers will keep gradebooks updated in the form of summative and formative assessments taking place in their classes. Teachers are expected to contact parents via e-mail directly if there has been a significant change in student performance in a class. Questions regarding teacher gradebooks should initially be directed by students to the specific teacher involved. Assistance to parents for gaining access to Teacher Plus can be provided at: doit@lincoln.edu.ar

Twitter: Lincoln activity leaders utilize Twitter to post updates and photos of various school events taking place. This is especially popular as it relates to our student groups travelling outside Buenos Aires for sports, arts, service learning and other events. Some of the popular twitter accounts and hashtags to follow include: #AELCondors and #AELincoln.

Facebook: Search Asociación Escuelas Lincoln.

Lincoln's School Life Agreement

What is the SLA?

The School Life Agreement (hereinafter referred to as **SLA**) is a document created by school representatives with the aim of establishing norms shared by all school community members. The **SLA** summarizes the commitments undertaken by students, parents, teachers, staff and administrators to form and maintain a good educational community.

The **SLA** comprises all the commitments undertaken by all members belonging to Asociación Escuelas Lincoln (hereinafter referred to as **AEL**) educational community. The aim is to achieve a satisfactory fulfilment of all the tasks assigned to each member within the framework of the School philosophy, the School mission and the administrative resolution 1709/

The revision process of the original **SLA**, which was approved in 2011, started in 2013. The new Agreement, which was finished in May 2014, was based on the former document and is enriched by accumulated experience and the significant contributions from students, parents, teachers and staff.

1. Institutional history outline

The history of **AEL** has been part of the development of modern Argentina, since it was founded in 1936. In fact, its origins date back to 1913, when the American Grammar and High School was established as a division of Colegio Ward. Since then, the institution has been educating children and young students coming from different countries, employing an education system that is becoming progressively more globalized. This system combines mainly the Argentine and American syllabuses.

AEL is neither centered nor focused on a particular national community but rather an institution in which about fifty nationalities coexist. Although classes are conducted in Spanish and English, more than ten different languages can be heard in its gardens and corridors.

Multiculturalism is commonplace in our daily life and cosmopolitanism is the ideology we foster in our students. Around 15% of the student body is Argentine –some of them were born in Argentina but have spent most of their lifetimes overseas–, the remaining 85% is constituted by students of different nationalities, of which, 15% are Latin Americans –not only do we have Hispanic American students, but also a great number of Brazilian ones– and the rest are American, European and Asian students. These numbers can change from one year to the other as ours is a variable community.

We believe that more than paying attention to their nationalities of birth, it is our goal to attend their cultural trajectories with no restriction to one single culture: most of them do not necessarily maintain tight bonds with their cultures of origin and they may find it difficult to identify themselves with the inherited parental culture, feeling more comfortable with a culture they can construct through their vital experience within a third culture. In this transition, education plays a key role.

The 20th century has been a period in history featured by the development of the most sophisticated communication technologies ever; however, this century has also been characterized by profound difficulties in terms of integration and understanding between human beings.

The hallmark of **AEL** within the bounds of the Argentine educational system is also our challenge, i.e. to create bonds and build bridges between individuals and their cultures. Thus, the educational community and, particularly, graduate students living overseas, are connected with each other and with the School. One conclusive evidence accounts for such communication: in 2011, when **AEL** celebrated its 75th anniversary, the School gathered more than seven hundred graduate students who came from different countries to attend meetings held during three days.

In a nutshell, it can be asserted that the **SLA** is characterized by the identity of **AEL**. This identity is closely linked to human values, democratic practices and the real integration of individuals on the basis of a positive assessment of thought, physical, religious, ethnic and cultural differences.

2. Legal and ethical framework

Nowadays, the student body of **AEL** comes from roughly fifty countries. A high percentage of the student body belongs to the so-called “third culture”, i.e. young students who fully identify themselves with neither their mother’s nor their father’s culture –in the case they do not share the same one–, but with a “third culture” constructed through an international collective experience gained after having lived in different cultural communities.

The predominance of these “global nomads” in our student population poses three special challenges for our institution.

The first one is to serve the educational objectives of students from more than fifty countries whose *lingua franca* is English and whose average stay in Buenos Aires ranges from two to three years. **AEL** is an Argentine school that is part of a global network of international schools; it bestows a dual accreditation, since it certifies both Argentinian and American studies, giving the students the opportunity to continue their education in any overseas school having similar characteristics to the **AEL**.

The second challenge is to ensure that students graduate with the maximum possible mastery of Spanish and an extensive understanding of the Argentinian culture. Being part of the educational system of the Province of Buenos Aires and being located in Greater Buenos Aires, which is an important center of Hispanic culture, help us meet this second challenge.

The third is a school-life challenge and it is based on the need to create and maintain, within a rapidly changing student population, a harmonious educational community with equal participation and equal opportunities for all its members. This **SLA** is a step forward to meet this challenge.

The rights and expectations of the present **SLA** are founded in two laws: *Ley de protección integral de los derechos de los niños, niñas y adolescentes* (Law for the Integrated Protection of the Rights of Children and Adolescents, no. 26,061), whereby minors are not considered mere depositaries of burdens and/or benefits, but subjects; and *Ley de promoción de los derechos de la niñez y juventud de la Provincia de Buenos Aires* (Law for the Promotion of Children’s Rights of the Province of Buenos Aires, no. 13,298), which in article 4 establishes:

“The main interest is the upmost integral and simultaneous satisfaction of the minor’s rights within a framework of freedom, respect, and dignity; in order to achieve the development of potentials and the integral and harmonious unfolding of the minor’s personality.”

Thus, this law establishes that children are not mere objects on which guarantees and benefits are deposited.

The Provincial law (13,298) also establishes that children and adolescents have the right to develop their potentials and their personalities in a “context of freedom”. It can then be assumed that this law endorses the student’s participation in the establishment of the basic school-life norms.

To this student-centered conceptual framework we add the responsibility of adults in the educational community to act as guardians of common values and as role models for the students.

The National education law (26,206) and the Provincial education law (13,688), the *Law for the Integrated Protection of the Rights of Children and Adolescents* (26,061) and the *Provincial Law for the Integrated Protection of Children and Adolescents* (12,607) complete the legal and conceptual framework of the present **SLA**. These laws establish that minors are “subjects of law” and have the basic right “to be heard and that their opinion be taken into account.”

The guideline mentioned above, on which the present Agreement is based, is accompanied by the role played in the institution by adults, who are the tutors of the central values in the educational community, and therefore, positive role models.

Conceptual values that are fundamental in our educational community underlie this **SLA**:

- Diversity and Union: we respect and value differences –religious, ethnic, linguistic, cultural, social, gender, sexual orientation and age–, but we also value unity in defending core values and always pursuing the common good.
- Freedom and Responsibility: we believe every individual has an inalienable right to freedom, but this right is inseparable from responsibility.

- Inclusion: school life must be based on pluralistic and inclusive participation; however, for the inclusion to be significant, participation must come with the ability of each individual to make one's claims and opinions heard and considered.
- Promotion and positive assessment of freedom: as an inalienable right, these values must be considered in each and every way.
- Appreciation of the democratic pluralistic and inclusive school life: this value is based on real participation.
- Empowerment of mutually agreed pedagogic norms within an open and democratic framework.

The values endorsed by the educational community of **AEL** allow summarizing the institutional aims that serve as a guide for the establishment of the present **SLA**:

- to encourage at all times the search for opportunities of dialogue with members of the educative community for the resolution of conflicts;
- to perceive each conflict as an opportunity for reflection and learning;
- to consider reflection and self-criticism as tools to overcome prejudice;
- to foster the development of autonomous individuals who are responsible, respectful, honest, cooperative, supporting, and concerned for the welfare of the community and the world at large;
- to use the sanctions established in this document to strengthen the students' autonomy and will in order to strengthen community bonds.

3. Development of the SLA

In December, 2017 based on the **SLA** revisions made in 2011, 2013 and 2014, the workgroup devoted itself to discussing concrete cases accounting for the difficulties and achievements in the institution school life.

The starting point was the structure of the Student Council. This structure was completed with teachers and members of the board of directors. The school life norms and their application were analyzed in an environment of attentive hearing, participation and mutual respect. The resulting discussion atmosphere allowed the elaboration of the definitive version of the present document.

4. Document body

The present **SLA** applies to all members of the educative community of **AEL** secondary school (DIPREGEP N 6118), which is located in La Lucila, Vicente López district.

SECTION 1: Norms

Participation mechanisms favor mutual agreement, commitment and empowerment of the norms and agreements established. They also improve the school life among students, between students and teachers, among teachers and between all of them and the board of directors and families.

EXPECTATIONS FOR TEACHERS

The teacher plays a central role in his/her relationship with the students. The teacher is the institutionalized embodiment of the **SLA**, thus becoming an authority. The asymmetry existing between the teacher and students must be used to generate opportunities of real participation, attentive hearing, respect and positive assessment. We believe that this asymmetry constitutes the gap that allows the construction of subjectivity and citizenship.

Within the frame of this **SLA**, the **AEL** will promote actions for teachers to:

- be committed to the integrated development of the students within a framework of respect that reinforces the asymmetry of roles and functions;
- regard themselves as positive models of the values endorsed and promoted by the school philosophy;
- respect the different learning styles of their students in the planning and the conducting of their classes;
- stay in communication with their supervisors, colleagues, parents and students;
- carry out their tasks with aptitude and professionalism, which entails the appreciation of teamwork, attentive hearing and criticism from others.

EXPECTATIONS FOR PARENTS

The main expectation is that parents share the School philosophy and the mission of **AEL**. The School philosophy is a declaration of the institutional values, whereas the mission is the graduate profile we promote, which includes academic aspects as well as compassion and respect for themselves and for others as subjects of law.

Within the frame of this **SLA**, the **AEL** will promote actions for parents to:

- meet with educators when requested by the School;
- cooperate with teachers in the student education
- participate in meetings and events organized by the School, such as advisory meetings for parents, handing out of report cards and the presentation of projects by the students;
- be interested in the events of the daily school life.

EXPECTATIONS FOR STUDENTS

The norms have been established by mutual agreement in a democratic participation environment. It is therefore expected that bonds between actors be based on respect and cooperation.

The teacher is the institutionalized embodiment of the School norms, and from that asymmetric position, it is expected that a strong and respectful relationship be established between students and the educational community.

Within the frame of this **SLA**, the **AEL** will promote actions for students to:

- attend school regularly and arrive on time to classes;
- do the academic work and participate in the athletic, artistic, and social activities established in the Institutional Project;
- respect themselves and others as a demonstration of tolerance in the diversity, and
- make behavior decisions that fall under the set of ethical standards, including ethical standards in virtual settings, and in school regulations.

PROPOSITIVE NORMS

The **AEL** establishes norms expressing positive expectations from students. These norms are known as “distinctions” and summarize the values of the School: a) that students obtain a solid education, b) that they be compassionate and c) that they respect, appreciate and endorse cultural diversity and freedom in a globalized world.

Awards are given monthly and annually:

- The monthly award is given to the student who has shown an outstanding performance during such period.

A list of student candidates deserving the award is first presented by teachers – the students' performance in each subject is taken into account to elaborate the list–. The student deserving the award is then chosen and the name is announced to all the educational community.

- The annual award is given to students in each subject. The same steps are followed. Academic results are not the only parameter taken into consideration by the teacher, but also the student's commitment in the learning experience.

Furthermore, **AEL** awards three school prizes among graduating seniors. Two of these prizes have been named after graduate students and pay homage to their lives and outstanding performance at Lincoln's school:

- *Danna Mines Award*, which is an acknowledgment of the promotion of unity and solidarity within the Institution through the rightful and sustained support toward school fellows.
- *Michael Lawrence Challenge Award*, which is an acknowledgment of the student's academic performance and sport and social camaraderie.

The students to be given the award are chosen by teachers and the director board.

The same procedure is applied for the third distinction.

- *United States Ambassador's Award*, which is given by the United States Ambassador to Argentina each June at the graduation ceremony. This award is an acknowledgment of leadership, the commitment to cosmopolitan values and the ability to strengthen the bonds between Americans and people from other nations.

Student Council

The Student Council is a student-elected government which provides leadership opportunities to students. This Council plays an active role in school life by sponsoring activities and consulting with the administration on all issues of interest to students.

The students of each grade at the secondary school elect their representatives for the Student Council upon the teachers' approval. Elections take place in May and the elected Student Council assumes its role at the beginning of each school year.

All candidates are required to have passed all the subjects and to have an average mark equal or higher than 8 (eight).

The Student Council, which constitutes a long-time tradition in the Institution, is expected to:

- ❖ organize different activities within the educational community with the board of directors' approval and under the supervision of teachers (Recreation days, sport and cultural events);
- ❖ cooperate with school-sponsored projects that support the philosophy and mission of **AEL** (e.g. to participate in materials collection campaigns for the recycling of plastic containers, among others).

SECTION 2: Measures to be applied in case of failure to comply with the Agreement expectations

➤ POSITIVE DISCIPLINE

Students are expected to:

1. act with honesty in all areas of school life, including academic work;
2. make healthy choices in their personal lives and refrain from smoking or consuming alcohol or other drugs on campus or at school-sponsored events;
3. attend school regularly and arrive punctually;
4. dress both in and out of school in a way that is appropriate for representatives of the **AEL** community and that shows respect for themselves and others;
5. act responsibly and obey the law, neither take nor sale drugs;

6. observe the **SLA** and classroom rules and comply with instructions from adults;
7. be friendly and respectful of others and avoid fighting and other forms of violence;
8. help keep all parts of the school campus clean and safe;
9. respect the environment and be respectful of the ecological equilibrium;
10. value differences with others as opportunities to learn and grow;
11. protect fellow students and avoid bullying, cyberbullying, or any other behavior that persecutes similar objectives;
12. take care of their belongings and not take what belongs to others;
13. behave with responsibility and promote a good community;
14. neither possess nor use knives, firearms or any other weapons that may do harm to themselves or others.

Failure to comply with the expectations or transgression of the POSITIVE DISCIPLINE may lead to the implementation of the PROGRESSIVE DISCIPLINE.

➤ PROGRESSIVE DISCIPLINE

Conflicts are part of school life. The progressive discipline process takes into account the age, the student's responsibility and the student's school records.

The Progressive Discipline has a procedural nature. In all cases the student is invited to explain the reasons that led to transgression of the norm. In this environment of respect, the teacher will accept the student's explanation and will guide him/her towards a positive-constructive reflection based on the present Agreement.

The Progressive Discipline includes the following steps:

1. Conference and counselling: this process includes the teacher and/or tutor and/or the Principal. In this instance of attentive hearing and reflection, the student is given the opportunity to become aware of the transgression and explain the reasons that led him/her to violate the norms established in the present Agreement.

In all cases the student will be invited to reflect in the framework of the School philosophy, the mission, the Institutional Project (IP) and the **SLA**.

2. Parental involvement: parents will be called either by e-mail, telephone, or in person to inform them about the infraction. Parents will be invited to give their view of the situation and the consequences. Minutes will be taken.

3. Detention: the detention will be registered in the student's record and the parents will be notified. Should the student continue to violate the norm, he will be required to remain in school to do different activities under the supervision of a teacher. The aim of the detention is to raise awareness of the infraction and commitment to change behavior according to the values of the present Agreement.

4. Probations: should the student either continue to violate the norm or should he commit a major violation of the same norm, the student will be required to carry out tasks assigned by the corresponding teacher during a probation period. The student and his/her parents will be informed in writing about such tasks, specifying the norm violated and the expectations.

5. Suspension: this measure can be either in-school or out-of-school and may include the entire school day and extracurricular activities or extracurricular activities only. In either case, the student will be expected to continue his/her academic activities and will not be denied the opportunity to take exams.

6. Definitive withdrawal from school: undoubted failure to comply with the Institution values—expressed in the School philosophy, the mission, the Institutional Project (hereinafter referred to as IP) and/or the **SLA**, the Student Life Council (hereinafter referred to as SLC) will assess the situation and the possibility to advise expulsion. According to the SLC's advice, the Principal, with the Legal Representative's consent, will assess the infractions as well as the student's history in the School and will decide on the student's withdrawal from school. Before a decision to expel is carried out, the parents will be called to inform them about the decision and they will be given the choice of voluntarily withdrawing the student. In all cases, the School will guarantee continuity in the student's education.

SECTION 3: Student Life Council

The **SLC** is a permanent organization consisting of three students of the Student Council, at least one member of the administration board, and three teachers, one of them being member of the *Equipo de Orientación Escolar* (*Educational Guidance Service*).

SLC meetings are held regularly. The Council works together with all the members of the educational community to implement the **SLA**.

The **SLC** meetings will take place bimonthly after a formal call is made in advance; however, any member can request an unscheduled meeting.

Meetings will be presided by a member of the directors' board and minutes will be taken.

SECTION 4: Revising the SLA

We propose the **SLA** be revised regularly. Such revisions will be registered in the minutes. Should any modification be needed, it will be sent to the School authorities two months before the students' matriculation so that the students' families can assess the educational community's expectations of the institutional school life.

HIGH SCHOOL HANDBOOK 2021-2022

The signing of the School Life Agreement (**AIC**) entails knowing, accepting and respecting principles and obligations within **AEL's** School Philosophy, Mission Statement, and School Life Agreement.

Students must know, accept and comply with their educational and behavioral obligations as outlined in the relevant Handbooks ([Elementary School](#), [Middle School](#) and [High School](#)) and School Life Agreement at AEL.

Documents are linked here if you need to review them.

La firma del Acuerdo Institucional de Convivencia (**AIC**) supone el conocimiento, aceptación y respeto por parte de los padres o el tutor de los principios y obligaciones contenidos en el Ideario, la [Misión](#), Reglamento Interno de Asociación Escuelas Lincoln y el Acuerdo Institucional de Convivencia.

Los alumnos deben conocer, aceptar y cumplir el Reglamento Interno ([Escuela Primaria](#), [Escuela Intermedia](#) y [Escuela Secundaria](#)) y el Acuerdo Institucional de Convivencia ya que constituyen las obligaciones pedagógicas, disciplinarias y comunitarias de los estudiantes de Asociación Escuelas Lincoln.

Los vínculos para acceder a los documentos en forma virtual por si necesitaran volver a leerlos, se encuentran en este texto.