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HIGH SCHOOL

Handbook

2024.2025



LINCOLN

High School Handbook

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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.

Definition of Learning

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.

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

Attributes of a Lincoln Learner

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.

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 2024-2025. 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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Admissions

All students are eligible to apply for admission to the Lincoln High School (HS) 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 US 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 second 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 the Lincoln HS. 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 local 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 Lincoln and is admitted to the HS 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. The Lincoln counselor 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 Lincoln.

When an applicant has NOT been in school, and enters Lincoln 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 Lincoln 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 Lincoln High School, a student should demonstrate:

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

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

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 specific learning activities within their Spanish classes . The program is designed to be completed in one year. It is a necessary condition for the students to have their Argentine transcript.

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

Academic Programs

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 must enroll in the Lincoln diploma program, which includes a high school diploma recognized in the United States

(accredited by the New England Association of Schools and Colleges); and the Argentine diploma, which is certified by the Educational Ministry of the Province of Buenos Aires. The basis of US and Argentine accreditation means that the Lincoln high school diploma is recognized in a variety of countries and universities around the world. Students may also opt into the International Baccalaureate (IB) Diploma Program, leading to a third diploma with global recognition.

US-Accredited High School Diploma

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) Argentine Curriculum National	CCSS ELA Argentine National Standards
Spanish Language Acquisition	Argentine Curriculum National	Argentine National Standards ACTFL (6-12th)
Social Studies	NCSS- C3 (K-10) Argentine Curriculum National	6-12 C3 / Argentine / IB C3 Framework Argentine National Standards
Mathematics	CCSS Math (K-10)	CCSS Math
Science	NGSS (K-10)	NGSS Science
Arts	National Core Arts Standards (K-12)	Visual Arts Music (NCAS) Theatre
Physical Education/Health	Shape Standards Australian National Health Curriculum Alberta Health Curriculum for Growth and	Shape Standards Curriculum and Standards Alberta Curriculum and

	Development	Standards
Technology	ISTE (K-12)	ISTE Standards
Counseling	ISCA (K-12)	ISCA Standards
ELL	WIDA	WIDA
IB Courses	IBO	International Baccalaureate Diploma Programme

Graduation Requirements

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 Lincoln High School 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	3
Mathematics	3
Science	3
Visual & Performing Arts	1
Physical Education	2
Electives	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.

Credit Recovery

Students who earn a failing grade for a course may have the option to recover that credit by completing an assessment determined by the teacher for credit. The course instructor will decide if this will be cumulative, covering the major standards required to pass the course, or if the assessment will be targeted only to those standards the student did not meet and which resulted in the student failing. If a student successfully completes the assessment, credit will be awarded and a "P" will be marked on their transcript next to a course designated as " *Course Title* Recuperation". The previous failing grade will remain on the transcript. This process is only in place as a recovery option for students who have not passed a course. This process is to satisfy requirements for the Lincoln diploma, and does not affect external exams (IB).

Argentine High School Diploma

All Lincoln students are required to attend courses 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. Students are required to take courses in the following areas in order to meet requirements of the Argentine Diploma: English, Spanish, Social Studies, Mathematics, and Physical Education; also 3 courses of Science are required in grades 9th, 10th, and 11th, one Tech course in 10th grade, a one Arts class in 9th, 11th and 12th, Estudios Culturales in 11th and 12th grades and the IB Theory of Knowledge course in 12th grade are also required.

To determine the final grade in each course for the Argentine Diploma, an average of the two semesters 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.

International Baccalaureate Diploma

In addition to the US and Argentine accredited 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. Typically about 85% of grade 11-12 students pursue the IB Diploma.

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 family 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 can be taken towards earning individual IB course credit.

Lincoln's IB Handbook is available [at this link](#) on the school website. The curriculum descriptions from the IB for each course can be found on the [IB's curriculum page](#).

Group 1: Studies in Language and Literature

English Literature (SL and HL)

Spanish Literature (SL and HL)

Group 2: Language Acquisition

Spanish Ab Initio (SL only)

Spanish B (SL and HL)

Group 3: Individuals and Societies

History (SL); History of the Americas (HL)

Economics (SL and HL)

Global Politics (SL and HL)

Environmental Systems and Societies (SL and HL)

Group 4: Sciences

Biology (SL and HL)

Chemistry (SL and HL)

Computer Science (SL only)

Physics (SL and HL)

Environmental Systems and Societies (SL and HL)

Group 5: Mathematics

Math Applications and Interpretations (SL only)

Math Analysis and Approaches (SL and HL)

Group 6: Arts

Visual Arts (SL and HL)

Film (SL and HL)

The IB Core:

Theory of Knowledge

The Extended Essay and CAS are not courses, but are "Core" components of the IB Diploma program that are fully supported by the IB Coordinator, the 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).

Recuperation

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 Literature *Students may take both	Courses based on student's proficiency and previous experience	Options: History Economics Global Politics Estudios Culturales 1 (required)	Options: Biology Chemistry Physics Environmental Systems and Societies Computer Science/Engineering Seminar	Courses based on student's proficiency and previous experience	Options: Visual Arts Film Multimedia	PE 11	Theory of Knowledge Extended Essay Grade 11 Internship Creativity Activity Service (CAS)
12	English/Spanish Literature *Students may take both	Courses based on student's proficiency and previous experience	Options: History Economics Global Politics Estudios Culturales 2 (required)	Options: Biology Chemistry Physics Environmental Systems and Societies Computer Science/Engineering Seminar	Courses based on student's proficiency and previous experience	Options: Visual Arts Film Multimedia	PE 12	Theory of Knowledge Extended Essay Creativity Activity Service (CAS)

Assessment at Lincoln

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 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:

Lincoln 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.
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. Periodic assessments may take the form of a formal examination or other culminating activity designed to meet the needs of individual courses. Our assessment policy includes the following:

- 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.

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 ten 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 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 Official Exams

All students registered in the IBDP course take the IBDP Exams in May, as per the official 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 2024-2025

- First Semester Final Assessments: 12-18 December 2024

- Second Semester Final Assessments: 9-13 June 2025
- IBDP Mock Exams: 10-14 March 2025
- IBDP Exams: 29 April - 21 May 2025

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 e-mails 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, without narrative comments.

IB Predicted Grades

Predicted Grades are required by the IB program and some universities. According to the IB’s Diploma Programme Assessment Procedures, “A predicted grade is the teacher’s estimation of the grade the candidate is expected to achieve in the subject. A predicted grade should be based on: all the evidence of the candidate’s work [and] the teacher’s knowledge of IB standards. Predicted grades are required for all subjects, including TOK and the EE. It is important that each prediction is made as accurately as possible, without under-predicting or over-predicting the grade.”

IB Predicted Grades are representative of 2 years of work: past, present, and future. They are data-driven, and take into account past and present student performance on IB-like assessments, plus patterns and trends for future. Some universities require the school to report a second year IB Predicted Grade as part of the admissions process. At Lincoln, IB Predicted Grades are transparent, and students are encouraged to begin discussing their Predicted Grades with their teachers towards the end of grade 11.

Formal IB Predicted Grades are reported to families and universities that require them during the first semester of grade 12. IB Predicted Grades are also reported to the IB in April of grade 12. IB Predicted Grades do not appear on the student’s Lincoln transcript.

Additional Assessments

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 and near the end of the second 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 (NMQT)

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.

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 e-mail 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, and the ACT.

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 mathematics 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.

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 IBDP 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, IBDP 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.

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.

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.

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

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. Only online courses from an accredited high School program will be accepted for credit at Lincoln. Online courses are not recognized by the local Ministry and cannot be applied to the Argentine diploma. 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.

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 Awards (2):

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 Awards (2):

"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.

Jason Ponte United States 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 Lincoln.

Valedictorian

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

Homework

The High School Homework policy exists to communicate our philosophy regarding meaningful Homework, to provide guidelines on types of Homework assigned, to set expectations for how much time students should spend on Homework 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 Homework 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 Homework that is meaningful, relevant and differentiated to individual student needs.

Homework 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:

Homework 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 Homework in the High School is to:

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

Specifically Homework 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.
- **Assessment** that is assessed using clear, standards-based criteria.
- Homework **should be meaningful and relevant** to classroom instruction. Therefore, homework 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 homework 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 Homework 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 Homework 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.

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 homework within a given timeframe, students are encouraged to discuss issues with teachers in order to negotiate a viable Homework schedule.

Additionally, required homework at Lincoln is not assigned over holidays, with the exception of reading, ongoing projects for IB courses, or students' individual Extended Essays.

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

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, during lunch, and after school by appointment. Teachers may also recommend to students that they attend a Writing Lab for support with a particular assignment or writing skill.

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 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 3:40 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.

Library

High School students can access the Middle School/High School Library independently during lunch as well as before and after regular school hours. They also visit with classes when learning research skills and beginning some research-based assignments.

The goals of our library program include instilling a love of reading and fostering information literacy skills. 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 catalog. 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.

The library also sponsors a number of special events during the school year such as author visits and reading initiatives.

Library hours: Monday/Tuesday/Thursday/Friday 7:45 AM - 5:00 PM
Wednesday 7:45 AM - 2:15 PM

Parents are encouraged to use the MS/HS Library.

Assembly

Students lead our High School Assemblies, which are scheduled during select Wednesday mornings during Flex time. 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 second academic course of the students' day. 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 goal setting, 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.

Office Hours

Office hours offer a twice-weekly time for students to meet with their teachers during the school day. Students must make an appointment in advance with the teacher they want to meet, and show it to their Advisor before they move to the appointment.

If a student has not opted into an appointment, then they stay in their advisory class and use the time to complete outstanding homework or to study; that is, students remain in their Advisory class unless they have an appointment with a staff member.

Academic Integrity Policy

Rationale

Lincoln is a community of learners and holds honesty and Academic Integrity as high ideals. Academic Integrity ensures that all academic work is the product of one's own thinking, inquiry, creativity and that information is credible and ethically used. Using the Attribute of a Lincoln Learner, Learner as Thinker and Researcher, our students are challenged in all subject areas to become inquirers and ethical researchers. Curiosity, critical thinking skills and an understanding of Academic Integrity are essential to prepare students as life-long learners in our information-rich world.

It is critical that all members of our community adhere to the integrity of academic work.

These guidelines define key concepts, outline procedures, and provide 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.

Alignment with the Attributes of a Lincoln Learner

Maintaining academic integrity is evidence of the Attributes of a Lincoln Learner

- Learner as Thinker and Researcher - Critical Researcher
- Learner as Advocate for Change - Ethical Citizen
- Learner as Communicator - Creative Producer
- Learner as Self-Navigator - Self-Manager

Defining Academic Misconduct

Academic misconduct includes the following:

I. Plagiarism

Plagiarism is defined as representing ideas or work of another person or other source as the student's own without quoting and/or citing the source(s) properly.

Examples include: Copy/pasting from an online source, or copying from printed text without citing the source, using translation or AI tools without teacher permission, paraphrasing ideas without attributing the source.

II. Collusion

Collusion is 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, someone besides the student changes the student's wording in an essay, a student reveals the content of an exam to a classmate in another period,

Example: 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

Duplication of work is presenting the same work for different ~~assessment~~ components within a class, or for two different classes, or recycling work from another school to a Lincoln class.

IV. Cheating and other behaviors

There are many ways that students can gain an unfair advantage or affect the results of another student.

Examples can 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, uncleared calculators, etc.), or taking exam materials from the exam room.
- Misconduct during an exam session (communicating with other students, distracting others).

- Falsifying research, practice records, reflections, etc
- Disclosure of information to and receipt of information from another student regarding the content of an assessment.
- Modifying work, without permission, after a due date
- The student submits work that was partially edited by another person or AI
- Using Google Translate or other translation tool to translate or reword part or all of an essay or language project, when your ability to communicate in that language is part of what is being assessed.

Use of Artificial Intelligence and Academic Integrity

Generative AI refers to computer programs that can create original content, such as images, music or text, based on large data models of pre-existing media.

Generative AI tools can enhance the learning and research process, but should not be used to create final products without demonstrating the original thinking and creativity of the author.

When used, AI tools should be cited using MLA standards and the extent of their use should be demonstrable if questioned.

Teachers should plan for the appropriate use of AI tools when applicable and students should discuss the use of these tools with their teachers or consult if they have doubts on the best use in a particular scenario. Teachers may prohibit the use of AI tools on assignments where this is not the best tool for students to demonstrate their learning. Use of AI tools where this has been prohibited, use without citation, or presenting AI work as one's own, are examples of plagiarism and will follow the consequences outlined for plagiarism. In cases of concern, students may be asked to demonstrate their work process and history and their final product may be compared to other recent work by the same student.

Responsibilities

In order to ensure students learn about and main Academic Integrity in their work, the following responsibilities should be met:

Responsibilities of the Student

- All work submitted is ultimately the responsibility of the student and students are responsible for submitting the most updated draft of their own work that includes citations using MLA or other accepted conventions as instructed by their teacher.
- Students will not share their work with others, except when instructed to do so by the teacher.
- All major assessments must be completed in a shared document owned by the teacher.
- Students should ask for clarification when needed or seek help from their teachers and librarian.

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 will authenticate student work.
- Teachers must submit all major assessments and final drafts of student work to turnitin.com, and/or show students how to submit their work on the site.
- Teachers will inform the Counselor and Principal(s) of all major and minor incidents of academic misconduct.
- 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 misconduct fairly and in line with these Guidelines.

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 [MS Research Ladder](#) and [HS Research Ladder](#) provide guidance for how to best teach Academic Integrity within the context of research.
- 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 Guidelines 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 Family Members and Guardians:

- Adult family members/guardians will review guidelines with students.
- Adult family members/guardians will ensure academic tutors understand guidelines in assisting students, such as not directly authoring or editing student work on their behalf.
- Adult family members/guardians will encourage and allow students to do their own work.
- Adult family members/guardians will understand, support, and respect the AEL Academic Integrity Guidelines at all times.
- Adult family members/guardians will communicate with tutors to ensure the students are completing their own work and that tutors understands and respects the AEL Academic Guidelines.
- Adult family members/guardians will be available for communication with the school if misconduct does occur.

Notes for Grade 11 and 12 IB Diploma Students

- 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. Everything above applies to all IB exams, internal assessments, extended essays, CAS records, and IB work completed.

- The IB has prohibited the use of AI as an author for the process and product of all assessments sent to the IB. Students are permitted to use AI as a cited source.
- The IB has prohibited the use of AI in all Group 2 (Language Acquisition courses).
- If necessary, the IB Coordinator will report instances of suspected misconduct to the IB in accordance with their program guidelines.
- The IB Coordinator is involved in the teaching and understanding of academic integrity, and must be involved in any cases involving academic misconduct of an IB Diploma student.
- Example: teachers may not submit work to the IB that they cannot authenticate as the student's. Long term assignments and projects must have student records demonstrating the entire research and writing process, so that the teacher can authenticate the final draft of the assessment that is sent to the IB. Teachers may require additional means to authenticate the work, such as a *viva voce*.

Procedure for Identifying Cases of Academic Misconduct

1. The teacher will determine if academic misconduct occurred. If necessary:
 - a. Pursue various means of authenticating the work, such as reviewing the student's past papers, comparing work done in class versus completed outside of class, reviewing the editing history of a document, reading the turnitin.com report, checking the paper's sources, orally following-up with a student, submitting the document into AI detectors, etc.
 - b. Consult the Academic Integrity Guidelines.
 - c. Consult with a colleague.
 - d. Meet with the student(s) individually to see if they can provide evidence to authenticate the work or clarify any doubts about the paper.
2. If it is a minor mistake, such as one or two instances of a misquoted or uncited source, the teacher will explain the issue to the student, reteach the citation procedure, and ask the student to make the corrections without further consequence.
3. If the issue is extensive and/or there is clear evidence of misconduct, the teacher will inform the student(s), the Principal, and in the high school, the student's counselor, plus the IBDP Coordinator if the misconduct occurred in an IB course.
4. Further disciplinary measures will be taken according to the procedures for the MS and HS outlined below.

Consequences for Academic Misconduct in the High School:

First Instance on record	Second Instance	Third Instance
Meeting between teacher, principal, and student. The student's counselor, student, parent(s), and IB Coordinator (if necessary) are notified in writing.	Meeting between teacher, counselor, student, principal, and parent(s). The student's counselor, student, parent(s), and IB Coordinator (if necessary) are notified in writing.	Meeting between teacher, counselor, student, principal, and parent(s). The student's counselor, student, parent(s), and IB Coordinator (if necessary) are notified in writing. Working containing evidence of misconduct will not be assessed.

<p>Working containing evidence of misconduct will not be assessed.</p> <p>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. The student and teacher will agree upon a due date.</p> <p>Students receive no academic penalty and the assessed work is considered in determining the final grade.</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>Working containing evidence of misconduct will not be assessed.</p> <p>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 during in-school suspension. The student and teacher will agree upon a due date.</p> <p>Students receive no academic penalty and the assessed work is considered in determining the final grade.</p> <p>Students will be removed from leadership positions.</p> <p>Removal from NHS.</p> <p>During any time during the university admissions process, including after being accepted, a university asks about academic integrity or behavior concerns, the university will be informed by the school of academic misconduct.</p> <p>l. 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 	<p>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. The student and teacher will agree upon a due date.</p> <p>Students receive no academic penalty and the assessed work 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 a period of one calendar year.</p> <p>Out of school suspension.</p> <p>During any time during the university admissions process, including after being accepted, a university asks about academic integrity or behavior concerns, the university will be informed by the school of academic misconduct.</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>
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	<p>course from the IB, which may result in disqualification.</p> <ul style="list-style-type: none"> - 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.</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 the student's internal school file.</p>
<p>* A student should not be advantaged as far as their grade is concerned if their grade is discarded because they committed academic misconduct. In a case such as this the educational professionals involved will use best professional judgment to accurately assess the student's performance.</p> <p>Best professional judgment involves drawing on and applying the evidence gathered up to a particular point in time, including performance on all assessments, in order to make an overall judgment about a student's progress and achievement.</p> <p>** As dictated by the IB. There is no flexibility in these consequences.</p>		

Guidelines Review:

The Academic Integrity Guidelines will be reviewed by the Leadership Team every four years, for the next review process to occur at the beginning of the 2027 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)
- International Community School Addis Ababa (2020)
- Academic Integrity, International Baccalaureate Organization (March 2023)

Information Technology Guidelines

All Lincoln high school students are required to bring their own fully-charged laptop to school each day. Laptops are required for high school students. While iPads, Android tablets, and Chromebooks are great personal devices, they do not meet the requirements for the primary device at Lincoln. [For more detailed information, click here.](#)

Device Minimum Specifications:

The school does not recommend a specific laptop make or model but the laptop should meet or exceed the specifications below.

Operating System	Windows 10 (64-bit) MacOS 11 (Big Sur) or above
CPU	Core i7
RAM	8GB or higher
Storage	512GB SSD or higher
Screen Size	13-15 inches
Keyboard	Physical keyboard, tablets with removable keyboards are not sufficient.
USB Ports	USB-A port or USB-C to A adapter
Power Adapter	Students must bring their power supply cords to school to charge their device. If the device is purchased outside of Argentina, an adapter must be provided by the student.

Required Accessories:

- Carrying or protective case
- Earbuds or headphones with a microphone

Recommended Accessories:

- USB flash drive
- Wireless mouse. It is sometimes easier to tackle detailed work with a mouse rather than the trackpad.

Security Recommendations:

To ensure the security and safety of personal devices, all students are expected to adhere to the following security protocols:

- Clearly mark devices for easy identification (e.g., plastic label with student's name).
- Set a strong password of at least 12 characters, including capital letters and numbers.
- Install and regularly update reliable antivirus software.
- Install the latest operating system and software updates.

Student Expectations:

All students participating in the BYOD program are expected to:

- Bring their devices fully charged and in working condition.
- Use their devices for educational purposes related to their school work.
- Abide by the Lincoln School's [Empowered Use Policy](#) (EUP).

Suggested Applications and Programs:

- An up-to-date web browser (e.g., Google Chrome, Mozilla Firefox, Apple Safari, Microsoft Edge, or Opera).
- A PDF viewer for accessing and reading PDF documents.
- Antivirus software such as Windows Defender, AVG or Avast Anti-Virus for maintaining device security.

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 Students** Wi-Fi Networks

Username: (ex. joe.smith@lincoln.edu.ar) **Password:** individually assigned password

Schoology Learning Management System

Lincoln's learning management system (LMS) is Schoology. Schoology is used 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.

School Year

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 holiday from mid-December until the beginning of February, and usually a one-week holiday next to Easter. The school year includes the recognition of Argentine holidays.

The school day is from 8:00 a.m. - 3:30 p.m. each day but Wednesday, when it runs from 8:00 a.m. - 2:00 p.m., allowing teachers to collaborate with colleagues in the afternoon. Classes range from 60 to 85 minutes in length, and meet either 2 or 3 times per week, providing five classes in each course over two weeks.

Lincoln has a rotating, 8-class block schedule. Classes A-D meet on "A days" and Classes E-H meet on "E days." Classes also rotate their order each day. For instance on Monday, the student has A

period for the first period of the day, followed by B, and then C, and the school day ends with D period. On the next "A day" on Wednesday, the student will begin the day with B period, attend C period, then D period, and end the day with A period.

Schedules

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 their 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.

AEL High School Weekly Schedule 2024-25				
Monday	Tuesday	Wednesday	Thursday	Friday
Period 1 8:00 – 9:25	Period 1 8:00 – 9:25	Period 1 8:00 – 9:00	Period 1 8:00 – 9:25	Period 1 8:00 – 9:25
Period 2 9:30 – 10:55	Period 2 9:30 – 10:55	HS Flex 9:05 – 9:35	Period 2 9:30 – 10:55	Period 2 9:30 – 10:55
Break 10:55 – 11:10	Break 10:55 – 11:10	Break 9:35 – 9:55	Break 10:55 – 11:10	Break 10:55 – 11:10
Advisory 11:15 – 11:45	Office Hours 11:15 – 11:45	Period 2 10:00 – 11:00	Advisory 11:15 – 11:45	Office Hours 11:15 – 11:45
Period 3 11:50 – 1:15	Period 3 11:50 – 1:15	Period 3 11:10 – 12:10	Period 3 11:50 – 1:15	Period 3 11:50 – 1:15
Lunch 1:15 – 2:00	Lunch 1:15 – 2:00	Period 4 12:15 – 1:15	Lunch 1:15 – 2:00	Lunch 1:15 – 2:00
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

Attendance

Attendance Requirements for Grades 9-12

Argentine Diploma

According to regulations in the Province of Buenos Aires, students are allowed a maximum of 20 days of absences during the entire school year. All absences, including absences due to medical reasons, count toward the limit of 20 days. The exception to this are school-sponsored activities (school trips), which count as school days. The school may allow an exception of up to 28 absences.

US Diploma

Students must attend 85% of classes in order to receive credit for each course. All absences, including for absences due to medical reasons count toward this limit, with the exception of absences due to school-sponsored activities. This equals approximately 14 absences per semester.

Reporting Absences

Should a student be absent for health or family-related events, a written note or email (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 9-12

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. Medical 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. US-accredited Diploma - Academic credit will not be earned in the individual class as it relates to the Lincoln diploma.
- B. Argentine-accredited Diploma - An extension to 28 absences will be allowed for the Argentine Diploma credit. If 28 absences are 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, students and their families will be notified by the National Program office.
- B. When a student reaches 15 absences, students and their families will receive another notification, and depending on the reason for the absences, the student will meet with a member of the high school leadership team to create a plan to improve attendance.
- C. When total absences reach 20 days, family meetings are held with the National Programs Director, the Assistant Principal, and the student's counselor to discuss the reasons and ways to improve attendance. A formal minute is made of the meeting and signed by those participating.

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: $\frac{1}{8}$ (arriving by 9:00 a.m.), $\frac{1}{4}$ (arriving by 10:00), $\frac{1}{2}$ (arriving by noon), and $\frac{3}{4}$ (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.

Unexcused Absences

Students are expected to attend all classes as indicated on their individual schedule. All absences, with the exception of absences due to school-related events, are considered unexcused unless the parent has notified the school. If a student is on campus and does not attend class, the absence is considered unexcused unless extenuating circumstances occur, as determined by the National Program Coordinator.

In the case of unexcused absences when students are on campus, the following procedures shall ensue:

- The National Program office will notify families.
- The student will receive a failing grade for any missed assessments or assignments.
- The student will serve an in-school suspension for one day.
- The student will not be eligible to participate in After School Activities on the day of the in-school suspension.
- Grade 12 students will lose their Senior Privilege, if applicable.

Persistent Absence Violations

If a student continues to violate attendance expectations in a manner that demonstrates a willful disregard of the school attendance guidelines, the student may be subject to disciplinary measures up to and including expulsion.

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, planned trips.

Late Arrival and Early Departure during the School Day

Arrivals: In calculating 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.). Arrivals after 2:30 pm are considered full-day absences.

Departures: Partial absences due to early departure are calculated in the same way: Full day up to 9:00 am, 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.).

In the case where grade 12 students have earned the Senior Privilege and arrive late or leave early, these are not considered as absences.

Late Arrival to School or Individual Classes (Tardies)

Students are expected to arrive on time to each class, including the first block each day. Students who arrive after 8:00 am must sign in at the High School office. A student is considered to be tardy when they are not physically present in the classroom or appointed location when the period begins. Teachers record tardies in the attendance record in each class. Excused tardies include reasons such as being in a school-approved meeting or on a school bus that arrived late. Unexcused tardies include tardiness for reasons such as the student overslept, stopped on the way to school to get coffee, encountered traffic, or waited at the kiosk. Unexcused tardies count as partial absences. Tardies are counted as a cumulative total, not per course.

If students arrive late to class without a valid excuse, the following procedures shall ensue.

Fifth Unexcused Tardy:

The HS Office will notify the student and their family by email.

Tenth and Fifteenth Unexcused Tardy:

- The HS Office will notify the student and parents by email.
- The student will serve a lunch detention in the HS Office and write a reflection and plan to improve punctuality.
- Depending on the reasons for the continued tardiness, the student will work with their counselor or the assistant principal for additional strategies on achieving punctuality.

Twentieth Tardy

- The HS Office will notify the student and parents by email.
- The student will serve an after school detention in the HS Office and conduct research to create a new plan to improve punctuality.
- Depending on the reasons for the continued tardiness, the student will work with their counselor or assistant principal for continued support with punctuality.

Continued accumulation of tardies:

If the responses listed above do not change the behavior, the student's actions may be judged as a willful disregard of school expectations resulting in the matter being brought to the attention of the Principal. The student will not be permitted to participate in After School Activities for the next two weeks. Parents will be required to meet with a member of the High School Leadership

team and the student to discuss the concerns. In extreme cases, the student may be subject to further disciplinary measures up to and including expulsion and/or loss of credit.

Physical Education Class - Non Participation

Students unable to participate in PE class for more than 3 consecutive classes are required to provide medical 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

Lincoln students may arrive on campus from 7:45 am and must remain on campus until classes end at 3:30 pm. Students must leave campus at 3:30 pm unless they are participating in an After School Activity, meeting with a teacher, or using the library. The Middle/High School Library is also open for student use from 3:45 to 5:00 pm. Students who do not have an appointment with a teacher or are not involved in a scheduled activity should leave the school grounds by 3:45 p.m. Students waiting to be picked up by parents or guardians must wait at the Andres Ferreyra Gate. All other areas of the campus (Elementary School Playground, New Gym, High School Lobby, Middle School Patio, Auditorium, etc.) are off limits to high school students.

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.

Absences and Participation in After School Activities

A student who misses class due to illness, excused or unexcused absence, in-school or out-of-school suspension may not participate in after school activities on the day of the absence. If a student's absence is unavoidable, due to an appointment, for example, he or she may be allowed to participate in the activity at the Principal's discretion, upon confirmation with the parent or guardian. In this case, parents should contact the HS Office in advance.

Late Entry / Early Departure To School Year

Timely school attendance is very important and is fundamental to our program. Students arriving late or leaving early in the school year miss valuable learning opportunities, 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 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 semester, 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 semester (for example, joining in September or February), in order to be eligible for semester 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 Counseling 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 3:30pm, 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, who must provide identification to campus security. 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 are not 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. The Middle/High School Library 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.

After School Activities

Through student clubs, activities, 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

The clubs and organizations listed below will be offered in the 2023-2024 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.

Art for All
 Bird Watching Club
 Chess Club
 Creative Writing Club
 Dance Club
 Eco Team
 French Club
 Gender and Sexuality Alliance (GSA)
 Girl Up
 Math Club
 Model United Nations (MUN)
 Movie Club
 Mural Club
 National Honor Society (NHS)
 Oratory Workshop
 Play Production
 Poetry Club
 Pottery Club
 Programming Club
 Prom Committee
 Rockband
 Running & Fitness
 Student Council (STUCO)
 Tutoring Club
 Ultimate Frisbee
 Union El Ceibo
 Yearbook

Performing and Visual Arts Events

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

Association for Music in International Schools (AMIS) Ensembles and Concerts
Band/Choir Showcases
High School Band Festival
High School Choir Festival
IB Drama Performance
IB Visual Arts Exhibition
International Day Performances
MS/HS Drama Performance
Poetry Month
South American Activities Conference Fine Arts (SAAC) 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 the South American Activities Conference. 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 organization, see *International Athletic Events*.

Athletics at Lincoln

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

Lincoln is a member of the South American Activities Conference (SAAC). Other member schools include Uruguay American School of Montevideo, Uruguay; Roosevelt School of Lima, Peru; Nido de Aguilas, the International School of Santiago, Chile; Graded School of São Paulo, Brazil; American School of Quito, Ecuador; and the International School of Curitiba of Curitiba, Brazil. Each school year one tournament in the sports listed below (along with the 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 event. The school reserves the right to deny admission to anyone.

Student Council

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.](#)

School Life

AIC

The AIC, which stands for Acuerdo Institucional de Convivencia (School Life Agreement), is required for all secondary schools (grades 7-12) in the Province of Buenos Aires. The AIC summarizes the commitments undertaken by students, parents, teachers, staff and administrators to form and maintain a good educational community. Below are two sections (Positive Discipline and Progressive Discipline) taken from the AIC in the high school at Lincoln. This explains generally the behavioral expectations of students and the procedures that may be followed in cases of failure to comply with the expectations:

Three sets of related values underlie this School Life Agreement.

- **Diversity and Unity.** We respect and value differences -- religious, ethnic, linguistic, cultural, social, gender, sexual orientation, age – but we also value unity in defending core values and 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 and Empowerment.** We believe school life must be based on pluralistic and inclusive participation; but for inclusion to have meaning, participation must come with the ability to make one's claims and opinions heard and considered.

In their broadest formulation, the aims of the AIC are to:

- foster the development of autonomous individuals who are responsible, respectful, honest, cooperative, compassionate, and concerned for the welfare of the community and the world at large;
 - encourage at all times the search for opportunities of dialogue for the resolution of conflicts
 - perceive each conflict as an opportunity for reflection and learning;
 - consider reflection and self-criticism as tools to overcome prejudice;
 - use sanctions to strengthen student autonomy and community ties.

Expectations

Educators are expected to:

- be committed to the academic and personal development of their students while respecting the autonomy of each student and maintaining their own role as guiding adults;
- respect the different learning styles of their students in the planning and conduct of their classes;
- stay in communication with their students and parents as well as their supervisors and colleagues;

- carry out their tasks as professionals while remaining open to suggestions and criticism from others;
- represent the values of the institution.

Parents are expected to:

- share the values expressed in the School philosophy and this AIC and concur with the profile for graduates expressed in the School mission;
- meet with educators when requested by the School;
- keep in touch with the educational progress of their children;
- participate in meetings and events organized by the School;
- know and support the norms and procedures of school life.

Students are expected to:

- attend school regularly and arrive on time to classes;
- do their academic work conscientiously and consistently;
- participate in the athletic, artistic, and social activities of the school;
- progressively assume responsibility for their own learning and maturing;
- respect themselves and others as individuals and as members of an educational community;
- respect school property and the property of others;
- represent the values of the school.

Positive Discipline

It is expected that students will:

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 Lincoln community and that shows respect for themselves and others.
5. Act responsibly and obey the law, including the laws on drug possession, use, and sale.
6. Observe classroom rules and comply with instructions from adults.
7. Be 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 avoid littering and other forms of pollution.
10. Show respect to others in their use of language and physical gestures.
11. Value differences with others as opportunities to learn and grow.
12. Protect fellow students and avoid bullying.
13. Take care of their own belongings and not take what belongs to others.
14. Behave with responsibility and in a way that promotes a good community.
15. Take care of what belongs to others.
16. Neither possess or 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.

17. Use of electronic devices in class, including cell phones, headphones, earbuds, and smartwatches, are not permitted in class unless specifically instructed by the teacher.

Progressive Discipline

Failure to comply with the expectations of positive discipline may lead to the implementation of the following disciplinary process. The progressive approach to dealing with violations of school norms takes into account the age and maturity of the student involved and the seriousness of the offense. Step A is

always, and Step B usually, included in the process. Inclusion of the remaining steps varies according to the history and severity of the situation.

1. **Conference and counseling.** This may include the teacher, the counselor, Assistant Principal and/or Principal. The infraction will be explained to the student, and the student will be invited to give their explanation of what happened and why, in writing.
2. **Reflection:** After meeting with the above, the student will write a reflection of the event, describe the impact their choices had on others and the community, and outline the steps that they will take to repair those relationships.
3. **Consequences:** Based on the infraction, the Assistant Principal and/or Principal will determine the appropriate and most natural consequences, including but not limited to the following:
4. **Parental involvement.** This may be done either by email, telephone, or in person and will be followed by a written summary of the communication. The infraction will be explained to the parents, and the parents will be invited to give their view of the situation and the appropriate consequences.
5. **Detention.** The student may be required to remain in school under the supervision of a teacher either during normally free periods such as lunch or or after school. The detention will be recorded in the student's record, and the parents will be notified.
6. **Probation.** The student and parents will be advised in writing of special expectations and supervision for a period of time.
7. **Suspension.** This may be in-school or out-of-school and may include the entire school day and extracurricular activities or extracurricular activities only. Whether in school or out of school, the student will be expected to continue his academic work and will not be denied the opportunity to complete assignments and take tests.
8. **Definite Withdrawal of School.** Expulsion may occur only after it has been factually determined by the Administration that a student has refused or neglected to comply with school rules or regulations or participated in conduct that endangers the health, safety or property of others either at school or while engaged in school sponsored activities. The decision to expel is made by the Superintendent and the Representante Legal only after receiving a formal report and recommendation from the section Principal and Director and after consulting with the student's parents, the School-Life Committee, and the Board of Governors. Before a decision to expel is carried out, the parents will be given the choice of voluntarily withdrawing their child. In all cases, the School will guarantee continuity in the student's education.

Student Life Council (or CIC - Consejo Institucional de Convivencia)

The CIC is a permanent organization which shares responsibility with school authorities for implementing the AIC. The CIC consists of three students, three teachers, and at least one

administrator. There are regular bimonthly meetings, but any member may request an unscheduled meeting. The CIC meetings are presided over by an administrator, and minutes are taken.

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 nonschool (outside) counselor. Two days 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 five sessions of outside counseling. Two days 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:

1. 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.
2. Minimum Safe Attire

- a. Staff and student attire must permit the student to participate in learning without posing a risk to health or safety.
 - i. Community members must wear clothing including both a shirt with pants or skirt, or the equivalent (e.g. dresses, leggings, or shorts) and shoes.
 - ii. Shirts and dresses must have fabric in the front and on the sides (under the arms).
 - iii. Clothing must cover undergarments (waistbands and straps excluded).
 - iv. 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.
 - v. 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.
 - vi. Specialized courses may require specialized attire, such as sports uniforms or safety gear.
- b. Restriction
 - i. 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.
 1. Specifically:
 - a. Clothing is to depict safe behaviors and refrain from:
 - i. The advertisement of alcohol, tobacco, marijuana or other controlled substances.
 - ii. The depiction of pornography, nudity or sexual acts.
 - iii. Hate speech targeting groups based on race, ethnicity, gender, sexual orientation, gender identity, religious affiliation or any other protected classification.
 - iv. Posing a threat to the health or safety of any other student or staff.
 - b. Enforcement must accommodate clothing worn by students' expression of sincerely held religious beliefs (e.g. head scarves) and worn by students with disabilities (e.g. protective helmets).

3. Parent & Student Responsibility

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.

4. 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.

5. When we have questions?

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.

1. Teachers or staff discussing a dress violation with a student should present options for obtaining appropriate clothing (e.g. school clothing closet).
2. 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).

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.

Evacuation Procedures

Emergency evacuation drills are scheduled at intervals throughout the school year. Each classroom has an evacuation plan posted near the exit door. Upon the appropriate signal, students evacuate the building according to the posted plan, under the supervision of their classroom teacher, and assemble in the evacuation area according to Advisory classes. Attendance is taken and confirmed with the Superintendent.

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.

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 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.

Calculators

A limited number of calculators are available to students on a loan basis for the academic year and are available from Math teachers. A deposit is required and will be refunded upon the return of the calculator in good condition.

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 at the main gate. 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.

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 (angeles.sarquis@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.

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.

Weekly 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.

Email: 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 email. 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 email address. Teachers, Counselors and Administration are expected to communicate with individual parents via email 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 email 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 Schoology: doit@lincoln.edu.ar

Social Media: Lincoln's Communication Department posts regularly on Twitter, Facebook, LinkedIn, and Instagram. The accounts and hashtags to follow include: #AELCondors and #AELincoln.