



**LINCOLN**

Andrés Ferreyra 4073  
B1637aos La Lucila  
Argentina

**T** +54 11 4851 1700  
lincoln.edu.ar

**Nada Collins**  
**Superintendent**

**Dave Nelson**  
**High School Principal**

# HIGH SCHOOL

Handbook

**2025.2026**



**LINCOLN**

High School Handbook  
2025-2026

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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



## 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 fifty countries represented in 2025-2026. Though the percentages change year to year, approximately 25% carry U.S. passports, 30% are from Argentina, and the remaining students from more than 55 other countries.

High School Staff 2025-2026	
<b>High School Leadership Team</b>	David Nelson, HS Principal Silvina López Fernández, Director of National Programs Sarah Fang, HS Assistant Principal and IB Diploma Coordinator Douglas Dworak, HS Counselor, Grades 11-12 Devon Stafford, HS Counselor, Grades 9-10
<b>High School Support Staff</b>	Elizabeth Alonso, HS Office Secretary Carolina Risso, HS Office Secretary Ángeles Sarquis, IB/Counseling Office Secretary Florencia Brandam, National Programs Office Secretary
<b>Library</b>	Chris Fazenbaker, MS/HS Librarian Mercedes Peña, MS/HS Library Assistant
High School Teachers	
<b>Arts</b>	Chris Demas Daniel Clavel Ignacio Garibaldi Fabricio Gatta Sara Jacobs Christopher Winchester
<b>Informational Literacy and Design</b>	Daniel Clavel Verónica García Díaz Matthew Dolmont



<b>Language Acquisition</b>	Matias Cancino Mercedes di Paola
<b>Language and Learning Center</b>	Naomi Barbour Belén Rivero y Hornos Laura Rock
<b>Language and Literature</b>	Naomi Barbour Morgan Bayat Floencia Labombarda Alcides Rodríguez Kendall Sadler María José Schamun Christopher Winchester
<b>Mathematics</b>	Megan Baird Carrie Brinkman Andrew Macpherson
<b>Physical Education</b>	Gabriela Bruno Ignacio Lapenta Santiago Pastorino
<b>Science</b>	Sergio Cetraro Allison Davis Camille Dolmont Scott Harman Ramez Malek
<b>Social Studies</b>	Michael Collins Mercedes di Paola Marina Lavallo Anne Murnaghan Alcides Rodríguez María José Schamun

## Contact Us

Please email the High School Office at [hsoffice@lincoln.edu.ar](mailto:hsoffice@lincoln.edu.ar) with any general queries or feedback. If further assistance is needed, your message will be redirected to the person who can help.

## Staff and Faculty Directory

[Access the full HS Staff Directory through the Family Link on the website](#)

Access your student's classes and contact information for their teachers <[HERE through PowerSchool](#)>.

## Admissions

The Admissions Office is committed to helping families through the selection process, providing all necessary information, listening to their needs and priorities, and answering questions families have, whether they are new to Argentina or just to Lincoln. Lincoln's admissions policies and procedures can be found [at this link on our website](#).

With over 80 years of experience guiding expat families through their transition to life in Argentina, we know how families feel, and our admissions teams are here to help! [Please contact the Admissions Team to start the application process](#).

## Grade Placement

Student placement is determined by the school, based on previous academic records and placement testing, in order to create the most appropriate academic program for each student. Admission to Lincoln High School requires official academic records from accredited institutions.

**From U.S. Systems:** Students coming from other U.S. -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 do not correspond to the U.S.-style credit system, the main criteria for student placement will be according to the academic program already 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.

## 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 to move to grade 10: 6
- Minimum academic credits required at completion of grade 10 to move to grade 11: 12
- Minimum academic credits required at completion of grade 11 to move to grade 12: 18

## Late Arriving Students

**If an applicant has been attending school in the current school year 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 transfer student arrives at Lincoln after one month into the academic semester (September 1st in Semester 1, or March 1st in Semester 2), they are considered a "late arriving student."

- 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) Lincoln cannot assign credit to courses that students were taking at their previous school that do not have an equivalent course at Lincoln. The Lincoln counselor will determine whether or not course contents match and are deemed equivalent.
  - e) Incoming students might need to repeat a grade or a semester because of the differences between Northern and Southern hemisphere academic calendars, or due to the differences between the previous school system and Lincoln's system.
- 2) Applicants attending another school up until the transfer to Lincoln will generally not be enrolled in the current semester's courses after November 1st of the first semester, and April 1st of the second semester. Additionally, no grades or credit for the current semester will be awarded by Lincoln.
- 3) 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 the student's attendance and absences

### **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 official proof of full academic year completion for grade placement. Students from countries without educational agreements with Argentina must complete Lincoln's one-year Equivalency Program, which includes language, history, geography, and citizenship instruction through Spanish classes. Completion is required to obtain an 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.

## Academic Programs

All Lincoln students are enrolled 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 National Curriculum	<a href="#"><u>CCSS ELA</u></a> <a href="#"><u>Argentine National Standards</u></a>
Spanish Language Acquisition	Argentine National Curriculum	<a href="#"><u>Argentine National Standards</u></a> <a href="#"><u>ACTFL (6-12th)</u></a>
Social Studies	NCSS- C3 (K-10) Argentine National Curriculum	<a href="#"><u>C3 Framework</u></a> <a href="#"><u>Argentine National Standards</u></a>
Mathematics	CCSS Math (K-10)	<a href="#"><u>CCSS Math</u></a>
Science	NGSS (K-10)	<a href="#"><u>NGSS Science</u></a>
Arts	National Core Arts Standards (K-12)	<a href="#"><u>Visual Arts</u></a> <a href="#"><u>Music (NCAS)</u></a> <a href="#"><u>Theatre</u></a>
Physical Education/Health	Shape Standards Australian National Health Curriculum Alberta Health Curriculum for Growth and Development	<a href="#"><u>Shape Standards</u></a> <a href="#"><u>Curriculum and Standards</u></a>

Technology	ISTE (K-12)	<b><u>ISTE Standards</u></b>
Counseling	ISCA (K-12)	<b><u>ISCA Standards</u></b>
English as an Additional Language (EAL)	WIDA	<b><u>WIDA</u></b>
IB Courses	IBO	<b><u>International Baccalaureate Diploma Programme</u></b>

## U.S.-Accredited Diploma Graduation Requirements

The U.S. accredited 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	6

**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, for which students receive a quarter grade. There are also some courses offered for one semester only, for which students earn a semester grade.

### Credits are awarded as follows:

One semester = .5 credit

One quarter = .25 credit

- Students must attend Lincoln for the entire senior year to graduate with a Lincoln diploma. (Seniors may join Lincoln in the second semester of the school year only if their transferring school will issue their high school diploma. In these cases, the student will be invited to participate in Lincoln's graduation ceremony and, if available, they can receive the diploma from their transferring school at the ceremony.

- **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: Intensification Process**

Students who fail a course may recover credit by completing an assessment determined by the teacher and approved by the high school leadership team. This may be cumulative or focused on unmet standards. If passed, the student earns credit, noted as P (pass) for “\*Course Title Recuperation” and the original failing grade remains in the transcript. This option supports Lincoln diploma requirements and does not impact external exams such as the IB.

### **Argentine High School Diploma**

All Lincoln students must complete the requirements for the Argentine Diploma. The Argentine Diploma is not based on academic credits. Instead, a passing grade must be earned in every high school class. 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.

### **International Baccalaureate Diploma**

In addition to the U.S. and Argentine diplomas earned by all Lincoln graduates, students in grades 11–12 may choose to pursue the IB Diploma—a rigorous, internationally recognized program often required for university admission in some countries. IB courses are offered at Lincoln as part of the full IB Diploma, or can be taken towards earning individual IB course credit. About 85% of students in grades 11–12 opt into the IB diploma program, and every student takes at least one IB course.

Lincoln believes all students can succeed in IB courses with commitment, organization, and attention to deadlines. Family involvement is key to student success. Parents are expected to stay informed, communicate with teachers, support academic routines at home, and avoid scheduling vacations outside the Lincoln calendar. Details regarding the International Baccalaureate Program can be found on the [IBO website](#).

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 and HL)

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.

## Example of a Potential Lincoln Academic Program Pathway

	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 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 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

Lincoln High School defines assessment as the process of gathering, evaluating, reporting, and utilizing learning feedback. Students demonstrate 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

## Grade equivalencies

While Lincoln uses the above 1-7 descriptors to determine semester grades, it may be helpful for those coming from the A-F grading system and the 1-10 grading system to see their grade equivalents.

### Lincoln High School 1-7 Grade Conversion to US and Argentine Grades

<b>Lincoln Grade</b> Lincoln 1-7 Achievement descriptions used on Lincoln high school transcripts.	<b>US Equivalent</b> Included annually in Lincoln's HS Profile shared with US universities.  A-F grades are not used on Lincoln transcripts, but are provided as a reference for those who are familiar with this system.	<b>Argentine Equivalent</b>  Lincoln semester grades are converted to their Argentine equivalent and sent to the Provincia de Buenos Aires for the <i>bachillerato</i> .
7	A+	10
6	A	9
5	B	8
4	C	8
3	D	7
2	F	6
1	F	5

## International Baccalaureate Grades

IB Predicted Grades	IB Transcript Grades
<p>The “predicted grade” is the Lincoln teacher’s prediction of the final IB mark the student will earn from the IB after IB assessments are completed.</p> <p>IB predicted grades differ from Lincoln grades in their scope. They are based on data/evidence of a student’s performance on IB-like assessments since the beginning of Year 1 in the IB program. They also take into account the potential for improvement by the end of the program, based on evidence of patterns and trends in student performance.</p> <p>IB predicted grades are used by some universities for admission, and are formally shared with Lincoln students, families, and universities that request them in October of Year 2. The IB itself collects predictions in April of Year 2. These grades are not reported on the Lincoln transcript.</p>	<p>The IB organization will release official IB results in July after the student graduates.</p> <p>These are the scores that determine whether IB diploma candidates have earned the IB diploma. IB diploma awardees will receive a diploma and a transcript certifying their IB results from the IB. Course certificate candidates will receive a transcript certifying their IB results.</p> <p>A copy of the IB results are kept on file by Lincoln, but “official” versions of the IB transcripts must be <u>requested from the IB itself</u> after a student graduates from Lincoln.</p> <p>Whether a university accepts IB scores for “credit” or advanced standing, or to waive prerequisites is up to individual universities (information is usually available on the university’s website).</p>
<ul style="list-style-type: none"> <li>• All IB Group 1-6 subjects will have a 1-7 grade for the course.</li> <li>• The Theory of Knowledge course and IB Extended Essays courses will have an A-E grade.</li> <li>• Students who are full IB diploma students will receive a “Satisfactory” (“S”) or “Unsatisfactory” (“U”) for progress in their CAS program as a predicted grade, and simply a Pass or Fail grade from the IB.</li> <li>• IB examiners base their grades on the <u>attached IB grade descriptors</u>. Lincoln teachers use these same descriptors to inform their assessment of a student’s IB predicted grades.</li> <li>• Diploma candidates can read further <u>details from the IB about diploma calculation here</u>.</li> </ul>	

## 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. Lincoln High School’s assessment practices 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 teachers collaborate to avoid students having 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.

**Incomplete work**

When a student has not submitted sufficient evidence of learning during the semester due to excused absences, a grade of "Incomplete" is issued. Students have up to ten calendar days to submit any outstanding assignments for assessment, unless approved by the high school leadership team. After this time, no further work will be accepted, and a grade for the course will be issued based on the learning evidence. This grade may be "Incomplete," a 1 - 7 grade, or a "Pass/Fail" grade, depending on the amount of work completed during the semester overall.

**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.

For grade 12 students in Semester 2, the final semester assessment will be waived if the student completes the related IB external assessments for the course.

**Assessment Periods School Year 2025-2026**

- First Semester Final Assessments: 12 - 19 December 2025
- Second Semester Final Assessments: 5 - 12 June 2026
- IBDP Mock Exams: 11-17 March 2026
- IBDP Exams: 28 April - 20 May 2026

**Assessments in the IB Diploma Program**

Assessment in the IB Diploma Program 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 externally awarded in July by the IBO.

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."

**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 as regular unit or test 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.

## **Reporting**

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

### **Interim Grade Report**

- Interim reports are issued at the end of the first and third quarters only for students who are receiving a 3 or below. The interim report is to alert students and families that additional progress must be made.

### **Mid-Semester Progress Report**

- Progress Reports provide a record of student academic achievement at the midpoint of each semester. Progress reports are only one of many means of communication about student achievement and represent our goal of strong partnerships among families, teachers, and support staff. Progress reports do not constitute a summative assessment, but rather a view of students' current progress.
- Progress reports include 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 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.

### **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 shared with 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 a student's Lincoln transcript.

### **Additional Assessments**

In order to collect school-wide data about student aptitudes and learning, Lincoln students take standardized tests in grades 9-12.

#### **Grade 9**

At the beginning and end of ninth grade, students take the Measures of Academic Progress (MAP) test developed by Northwest Evaluation Association (NWEA), which measures students' skills in reading, language, and mathematics.

#### **Grades 10 and 11**

In October of grades 10 and 11, students take the Preliminary Scholastic Assessment Test (PSAT) / National Merit Scholarship Qualifying Test (NMSQT). The PSAT/NMSQT is a shortened version of the SAT measuring critical reading, writing and mathematical skills.

#### **Grade 12**

Grade 12 students who register for IB examinations will take them in May of their final high school year. Information about IB exam registration is sent to grade 12 students and families in September of grade 12.

All seniors sit the national standardized test called APRENDER. The goal for these exams is to produce diagnostic evidence for analysis, reflection and decision-making aimed at guaranteeing the right to quality education throughout the country. Lincoln, like every other school in Argentina, is required to participate.

### **College Entrance Testing Available on Campus**

Lincoln works with the College Board (SAT) and the American College Testing Program (ACT) to provide 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. Students must register directly with [collegeboard.org](https://collegeboard.org) for the SAT, or [act.org](https://act.org) for the ACT.

## High School Courses

### Course Guide / Course Selection

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 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. All students in grade 12 must take a minimum of five Lincoln courses.

### Procedure for 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 school days of the semester. Requests made after this time must be made to the Principal and approved through the Student Support Team.

Students must begin by meeting with their counselor, and then 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. Requests for course changes will only be considered if there is sound reason related to the appropriateness of a student's academic program.

### Course Repeats

A course may be repeated if a grade of 2 or lower, or an "F" for a pass/fail course is earned. The student will then enter the recuperation process for the course in order to earn credit.

### 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.. A semester-long course is worth 0.5 credit. For incoming new high school students, a maximum of eight transfer credits may be awarded per year of prior study.

### Online Courses

Online courses are offered as credit opportunities in specific situations, such as a scheduling conflict, or an enrichment course is approved. 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 when a required Lincoln course is unable to be provided.
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.

### **Lincoln Learner Awards**

Lincoln Learner Awards are presented by each academic department at the High School Awards Ceremony to students who have embodied the Attributes of a Lincoln Learner, while demonstrating a genuine interest and high degree of achievement in a subject.

### **Special Awards**

#### **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, from any grade level, who have made significant service contributions. The recipients are recognized for their responsibility and leadership in a service learning project that addresses an authentic need in the community. The student or students are role models for service and have a passion for fostering relationships in their community. This award prioritizes sustainable service based on reflection and humility, and promotes greater understanding and genuine dialogue among the communities involved. The award reflects the student's overall contribution to the Service Learning Program throughout their time at Lincoln.



**Jason Ponte United States Ambassador's Award**

This award is presented to the student who has demonstrated exceptional leadership and dedication to fostering international understanding, thereby strengthening the bonds between the people of the United States and those of other nations. Named in honor of Jason Ponte, recipient of the Lincoln Ambassador's Award in 2002, this accolade recognizes individuals who, like Jason, have made significant contributions to our community and exemplify the spirit of this award. This award is presented by the US ambassador or designated official from the US Embassy at graduation.

**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 scholarships are presented in honor of Ms. Iris Lestani and one in honor of Jim Gill and Claudia Cansler Zaunbrecher, who made outstanding contributions to the Lincoln community. The awards are presented to two graduating students who plan to attend a college or university where they can share their cultural diversity and learning experiences gained at Lincoln School. The award winners embody the qualities of honesty, integrity, and service, and believe in achieving positive changes to society. The award winners have demonstrated proficient academic achievement, consistent enthusiasm, and wholehearted school spirit by way of participation in student activities, clubs, or school government.

**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 following homework policy provides guidelines on types of homework assigned, sets expectations for how much time students should spend on homework, and ensures a consistent approach across the high school. 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 can be defined as tasks assigned to students by teachers that are intended to be completed outside of class, whether at home, in study hall, or during office hours. 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 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

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.

Additionally, required homework at Lincoln is not assigned over holidays, with the exception of reading, and ongoing IB assessments (CAS projects, Extended Essays, Internal Assessments).

## Learning Support

Students with documented academic differences are supported by our Academic Support program who work with students, parents and teachers to provide inclusive access accommodations to support student success, following the student's Individualized Learning Plan (ILP). Academic Support teachers collaborate with classroom teachers to ensure the ILP is implemented.

### Language Support

Our multilingual learners are valued at Lincoln. Students identified as EAL Learners, with English as an Additional Language (EAL), are assessed with the WIDA model to determine 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 (EAP) as an elective class, and the EAP teacher collaborates with the student's subject area teachers. In grades 9 and 10, they may be part of a co-taught English 9/10 class, where the EAP teacher 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.

### 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.

All students can access additional support through the Writing Lab during Office Hours, and lunch or after school by appointment. Teachers may also recommend it for help with specific assignments or skills.

### 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 twice a week after school to provide 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.

### Student Guidelines for Period Five

- 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 required.***
- 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 by lunch on the day of Period Five may be exempted from attendance by demonstrating to their classroom teacher that they have completed the work. Their classroom teacher will then remove the students name from the Period Five list.
- 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, whichever 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**

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.

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.

## **Advisory**

High School Advisory occurs twice a week, for the purpose of advising students on academic, social or future-planning. The activities 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. Students may also participate in individual advising conversation or group discussion. Advisory sometimes includes team-building exercises intended to build stronger peer relationships and teach students the value of collaboration, constructive feedback, and healthy peer interactions.

## 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 Guidelines

### 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.

Lincoln's Academic Integrity Guidelines, including concepts, definitions, and consequences, can be found [at this link](#).

### 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.

## 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](#).

### 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).

- Students can borrow a device for the day if needed by visiting the library and requesting a temporary device loan. The device must be returned at the end of the school day. Students may borrow a school computer a maximum of four times per semester.

## Cloud Services

Lincoln is a Google School and uses Google Apps for communication and data storage.

The Schoology LMS ([ael.schoology.com](http://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 Calendars

The Lincoln school year calendars noting first and last days of each semester, and all school holidays can be found on the [Lincoln website](#). High School Schedules

Bell Schedule 2025-26				
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	Period 2 9:05 – 10:05	Period 2 9:30 – 10:55	Period 2 9:30 – 10:55
Break 10:55 – 11:10	Break 10:55 – 11:10	HS Flex 10:10 – 10:45	Break 10:55 – 11:10	Break 10:55 – 11:10
Advisory 11:15 - 11:45	Office Hours 11:15 - 11:45	Break 10:45 – 11:05	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

Consistent attendance is a cornerstone of academic success and personal growth. At our school, we believe that being present each day fosters engagement, builds a sense of community, and provides students with the full opportunity to learn and participate. We are committed to supporting students in developing responsible attendance habits, recognizing that regular attendance not only enhances academic achievement but also helps students develop discipline and accountability—valuable skills that extend beyond the classroom. Attendance is recorded in each class, as well as when students enter and leave campus.

## Student ID Cards

All students are required to “tap in” with their ID card each day at the yellow card reader located at the high school campus entrance to record their arrival to and departure from campus. If they do not have their ID card, they must report to the main campus entrance to have one of the school security guards manually enter their entrance and dismissal into the attendance system.

## Reporting Absences

Should a student be absent for health or family-related events, a written note or email ([hsoffice@lincoln.edu.ar](mailto:hsoffice@lincoln.edu.ar)) must be received from the parent, preferably before 8:00 am on the day of the absence. A Planned Absences For Non-School Activities Form, available in the HS Office, must be completed in advance.

### Attendance Policy: Maximum Absences

According to the regulations of the Province of Buenos Aires, and in order to receive High School credit for a year long course, students are allowed a maximum of 28 days of absences during the entire school year. All absences, including absences due to medical reasons, count toward the total of 28 days. If absent for medical reasons, the parent should send a copy of the medical note to the HS office.

School-organized trips are classified as school days, rather than absences.

Students who exceed the 28 day limit on absences will be subject to a class-by-class attendance audit. The impact on academic credit will be as follows:

- A. US-accredited Diploma - Academic credit will not be earned in an individual course when there are more than 10 absences in a semester for that course. Families may submit a request for reconsideration to the High School Principal to petition for recuperation
- B. Argentine-accredited Diploma - 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 20 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 28 days, a family meeting is required with a member of the high school leadership team to discuss the reasons and ways to improve attendance.

**Unexcused Absences**

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 also considered unexcused unless extenuating circumstances occur.

In the case of unexcused absences, the following procedures may ensue:

- The HS 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.

**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 check 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.

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

**Arriving Late and Leaving Early in the School Day**

- A. Tardies are counted as partial absences: 1/8 (arriving by 9:00 a.m.), 1/4 (arriving by 10:00), 1/2 (arriving by noon), and 3/4 (from 12:00 to 2:30 p.m.).



- B. For early dismissal 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.).

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

**Tenth unexcused tardy:**

- The HS Office will notify the student and parents by email.

**Fifteenth unexcused tardy:**

- 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 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**

More than 20 tardies will result in more serious consequences, as determined by the High School Principal.

## **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 a medical note before scheduling the make-up.

### **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 on the day noted on the school-sponsored absence form. 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.

**Physical Education Class - Non Participation**

Students unable to participate in PE class for medical reasons 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.

**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 6<sup>th</sup> 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 if total absences, including the days after departure, exceed 28.

**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.

**Early Dismissal During The School Day**

In all cases where parents are requesting their high school student be able to leave campus before 3:30 p.m., 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](mailto:hsoffice@lincoln.edu.ar) ).

High school students are not allowed to leave campus prior to 3:30 p.m., unless:

- 1) Escorted by their parent or another adult officially designated by the parent, who must provide identification to campus security, or,
- 2) The HS Office has received the signed Early Dismissal Form by parents or guardians, and the HS Office has received an email on that day indicating the request and details of dismissal.

Students must also sign out at the Andres Ferreyra gate when they depart 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 an after school scheduled activity are required to 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: Athletics and Activities (A&As)

Lincoln offers numerous clubs, activities, and athletic teams each year, with new ones added, depending on student and adult staff interest. Clubs and organizations in the high school at Lincoln meet either during lunch or after school. The Athletics and Activities department maintains a website to communicate all necessary information on the A&A program, which can be found [at this link](#).

Examples of Clubs and Activity Groups:

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

Volleyball  
Soccer  
Basketball  
Cross-country  
Track & Field

### Girls

Volleyball  
Soccer  
Basketball  
Cross-country  
Track & Field

### Coed

Swimming  
Tennis

## 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.



## Activities & Athletics Participation

Lincoln is committed to the belief that all students should have the opportunity to participate in Activities and Athletics (A&A). Participation in these programs is an important part of student growth and connection.

If a student is experiencing academic or behavioral challenges, it is the goal of **coaches, sponsors, and teachers to collaborate** to support the students' learning. In some cases, a student may be required to spend part of their A&A time in a teacher's classroom to catch up on assignments, demonstrate progress, or receive additional support. When a student is assigned to Period Five, they may not participate in the activity on that day.

The goal is not to exclude students from A&A, but to **use it as a tool for engagement, accountability, and development.**

### Academic Probation

Academic progress is reviewed at both the Semester and Midterm grading periods (excluding new students and first-semester freshmen).

Students are considered in good academic standing if they earn a 4 or higher in all of their courses.

Students are placed on Academic Probation if they meet any of the following:

- A grade of 2 or below, a fail, or an incomplete in any course
- Three or more 3s in their courses during a reporting period

Students on academic probation will be guided by a support plan involving teachers, counselors, and families to monitor progress and promote improvement. This may involve restrictions in participation of extracurricular programs.

Students on [Social Probation](#), as part of the progressive discipline model, will be unable to participate in certain school events and activities for a length of time determined by the Principal and Assistant Principal based on the misconduct.

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### SAAC Participation Guidelines

Participation in **SAAC (South American Activities Conference)** events is a **selective opportunity** that reflects a student's commitment to excellence both inside and outside the classroom. Students who represent Lincoln in these events are expected to demonstrate high levels of:

- Skill in their activity (athletic, artistic, or leadership)
- Academic responsibility
- Consistent positive behavior
- School engagement

Guidelines for SAAC eligibility include:

- **One international SAAC event per academic semester**
- No more than **eight absences** (excused or unexcused) in that semester (excluding school-sponsored trips).
- Students must be in good academic and behavioral standing at the time of the event

**Petition Process:**

Students who wish to be considered for a second event in the same semester or who have exceeded the absence threshold may submit a petition to the A&A Director and High School Principal. Petitions will be reviewed in partnership on a case-by-case basis.

## **School Life and Student Leadership**

### **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](#).

### **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.
- In line with Lincoln tradition, the 11th grade class fundraises and funds the Prom for both the 11-12th grades
- 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.

## **Acuerdo institucional de convivencia / School life agreement**

The AIC, which stands for Acuerdo Institucional de Convivencia (School Life Agreement) is a document created by school representatives with the aim of establishing norms shared by all school community members. The SLA summarizes the commitments undertaken by students, parents, teachers, staff and administrators to form and maintain a good educational community. The SLA comprises all the commitments undertaken by all members belonging to Asociación Escuelas

Lincoln educational community. The aim is to achieve a satisfactory fulfillment of all the tasks assigned to each member within the framework of the School philosophy and the School mission.

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;
  - 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**

### **Student Expectations**

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 do not possess, use, or sell illegal drugs or alcohol.
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. Below is a list of four levels with examples of misconduct included in each level, based on frequency or severity:

### **Level 1**

- Inappropriate behavior as determined by generally accepted norms or school expectations
- Vulgar / inappropriate/ offensive language or gesture that is offensive to others
- Rude behavior towards other students
- Being in an area that is not directly related to student learning without permission
- Leaving class without permission or cutting class with an unexcused absence
- Refusal to follow directions of a Lincoln faculty or staff member
- Lying to a faculty or staff member
- Minor dress code violation
- Repeated use or possession of a cell phone in class without teacher permission
- Chronic tardiness
- This list of level 1 misconduct is not exhaustive and may include additional examples as deemed appropriate by the Principal and Assistant Principal

### **Level 2**

- Continuous inappropriate behavior as determined by generally accepted norms or school expectations
- Leaving Campus without permission
- Unauthorized use/viewing of a faculty/staff/administrative computer
- Graffiti or destruction of property
- Major dress code violation
- Disrespectful behavior or language to school personnel
- Ongoing use or possession of a cell phone in class without teacher permission
- Ordering or receiving food or drink from outside delivery services without approval
- This list of level 2 misconduct is not exhaustive and may include additional examples as deemed appropriate by the Principal and Assistant Principal

### **Level 3**

- Making deliberate, malicious, or false accusations against another person
- Involved in a physical altercation or asserts physically aggressive behavior
- Smoking or use or possession of smoking paraphernalia, vaping devices, electronic cigarettes, tobacco, or vaping juices (See "Substance Abuse" below for consequences)
- Unauthorized non-educational use of the the school's internet facilities or use of electronic devices, such as:
  - Downloading or displaying inappropriate materials
  - Social media abuse
  - Downloading software without permission
  - Attempt to install unauthorized software without consulting the DoIT office
- Forged note or other official document

- Two or more people occupying the same bathroom stall
- Bringing guests on campus without permission
- Gambling
- This list of level 3 misconduct is not exhaustive and may include additional examples as deemed appropriate by the Principal and members of the Student Study Team (SST)

### **Level 4 - Most serious misconduct or repeated misconduct**

- Vandalism/ intentionally causing damage to school property
- Repeated, unwanted, and aggressive behavior towards another student that may be physical, verbal, social, or online (cyberbullying), with the intent to hurt, intimidate, or humiliate another person.
- Causing physical harm to another student
- Racist, homophobic, sexist, or discriminatory comments or behavior
- Possession of a weapon or possession of any object with the intent to do harm
- Climbing over exterior fences or gates of the campus
- Actions related to substance abuse, as outlined in the section below, "Substance Abuse"
- Inappropriate use of electronic devices: including, but not limited to, harassment, threats, intimidation, unauthorized use of social media, or cyber-bullying.
- This list of level 4 misconduct, the most serious level of misconduct, is not exhaustive and may include additional examples as deemed appropriate by the Principal and members of the Student Study Team (SST)

### **Disciplinary Procedures**

Failure to comply with the expectations of positive discipline may lead to the implementation of the following disciplinary procedures:

1. **Conference and Account of Event:** 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 write a description of the event, explaining what happened, why they think it happened, and what historical context surround what happened.
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. A counselor will be made available to support with the students' processing and problem solving.
3. **Logical / "Natural" Consequences:** Based on the infraction, the Assistant Principal and/or Principal will determine the appropriate and most logical, or "natural" consequences, including but not limited to those listed in the table below.
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.

**Logical / "Natural" Consequences**

- Notification of parent/guardian
- Written Report on file
- Loss of access to specific areas of the school, such as cafeteria, gym, theater, field, etc.
- Loss of field trip privileges
- After school time
- Volunteer service opportunity
- Assisting in the Elementary School or Middle School
- Withdrawal of privileges
- Referral to a peer group mediation
- Repair or restitution of property or damages
- Working with a specific project within the school
- Social Probation
- Detention, in-school reflection, loss of "free" periods such as lunch or after school activities
- **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 their academic work and will not be denied the opportunity to complete assignments and take tests.
- **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 Representative 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.
- This list of logical consequences is not exhaustive and may include additional consequences as deemed appropriate by the Principal or Assistant Principal.

**Logical Consequences of Levels 1, 2, and 3**

- **The first time a student is involved in any misconduct of Level 1**, they will meet in a discussions sessions with the Assistant Principal or Principal to address the causes of the misbehavior, reflect in writing about the context and effects of the behavior, and agree upon reparations to repair the relationships with those involved.
- **The second time a student is involved in any misconduct of Level 1 or the first time a student is involved in any misconduct of Level 2 and/or Level 3**, they will meet with the Assistant Principal and/or Principal in order to address the causes of the misbehavior, reflect in writing about the context and effects of the behavior, receive logical consequences aligned with the misbehavior, and follow through with reparations to repair the relationships with those involved.
- If a student is involved in any misconduct of **Level 1, 2, and/or 3 more than three times**, they will meet with the Assistant Principal and/or Principal in order to address the causes of the misbehavior, reflect in writing about the context and effects of the behavior, receive more severe logical consequences aligned with the misbehavior, and a meeting will be called with the parents or guardians to design a more extensive action plan with school and family involvement.

**Logical Consequences of Level 4**

- **The first time** a student is involved in any misconduct of Level 4, they will meet in a discussion sessions with the Principal, Assistant Principal, and counselor. Following an investigation by the High School Leadership Team logical consequences aligned with Level 4 misconduct will be determined and a meeting will be called with the parents or guardians.
- All actions of misconduct related to Substance Abuse, will follow the consequences and steps outlined below.

**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:

- 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).
- 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.
- A third incident** will result in recommendation for withdrawal from Lincoln.
- 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.
- 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.

## **Social Probation**

Social probation is based on the school's positive discipline system, which emphasizes natural consequences. As a natural consequence of misconduct at a level 3 or higher, or with multiple infractions at levels 1 or 2, a student may be placed on social probation. Students on Social Probation will be unable to participate in certain school events and activities for a length of time determined by the Principal and Assistant Principal based on the misconduct.

Support strategies and social expectations will be outlined in collaboration with students, teachers, and administration.

## **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.

## **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. 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.
  - 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 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 their parents or guardians. Parents or guardians are responsible for ensuring student compliance with the school dress code.

## **Child Safety**

Schools play a fundamental institutional role in society as protectors of children and adolescents this is why Asociación Escuelas Lincoln (AEL) has adopted a Safeguarding policy to guide all of our community composed of teaching and non teaching staff, students, families suppliers and contractors in matters related to the health, safety and care of children in attendance at our school. This policy is based on Argentine law and on the United Nations Convention on the Rights of the Child of which Argentina is a signatory.

The school will implement and regularly review procedures, including hiring, security and training practices, to ensure the safety of the children in its care.

### **Evacuation Procedures**

Emergency evacuation drills are held periodically throughout the year. Each classroom has an evacuation plan posted near the exit. When signaled, students evacuate with their teacher and assemble by Advisory class in the designated area. Attendance is taken and confirmed with the Superintendent.

## School Procedures

### 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 access the Lincoln website <[Here](#)>. 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.

### Health Form Requirement

Families must turn in the Health Form Package during the first month of classes at Lincoln. This applies to all Lincoln students, new incoming students and students that are already enrolled. Students will have one month after the first day of the school year to turn in their Health Form Package, after this period if **students have not turned in the corresponding Health Forms they will not be able to participate in physical activity at school (Physical education classes or certain After School Activities).**

The date on the Health Forms must be from JUNE of the current school year onward, any Health Form completed before the month of JUNE will not be valid for the new school year.

The Health Form Package includes:

1. Wellness Center Family Form for the current school year, that is completed and signed by parents or guardians
2. Medical Health Certificate that is signed by a doctor licensed in Argentina
3. Dental Health Certificate that is signed by a dentist.
4. Submit a copy of the certificate of all vaccinations received up to the present.



The Health Form Package turned in during the first month of school will be valid throughout the entire school year and can be sent physically or electronically to the Lincoln Wellness Center.

### 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 free of charge by the school, distributed by the teacher, and must be returned at the end of the year; lost or damaged books must be paid for by the student who received them

### Calculators

All High School students at Lincoln are required to have a graphing calculator for mathematics class. Descriptions and recommendations for calculators are [on this web page](#).

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 the school's lost and found location. 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 kept in the High School main office for the day and then 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.sarguis@lincoln.edu.ar](mailto:angeles.sarguis@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 Parenting Workshops, 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, including sessions for students on staying safe in risky situations and in daily life
- Professional development of teachers and staff on-school safeguarding best practices



**LINCOLN**  
**HIGH SCHOOL**

**Asociación Escuelas Lincoln**

Andrés Ferreyra 4073 | B1637AOS La Lucila | Vte. López | Argentina

Tel. +54 11 4851 1700

[www.lincoln.edu.ar](http://www.lincoln.edu.ar)