



Futuro Verde

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Educational Center Futuro Verde School Handbook 2017

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Declaration of Futuro Verde Principles

MISSION

We are a bilingual and international center where students are stimulated to become reflective learners acquiring the necessary knowledge to deal with global topics related to social justice, intercultural relationships and environmental protection through both research and critical thinking.

VISION

Our vision is to be a progressive, international and bilingual institution whose engaged, helpful and humanistic community members strive to promote both harmony and peace.

MOTTO

Inspiration. Dedication. Innovation.

Our objectives and commitments

OBJECTIVES

1. Develop an adequate curriculum facilitating a humanistic and democratic educational process that respects diversity and incorporates multiculturalism.
2. Educate all our students, from preschool to high school, in environmental education so as to shape sensible and engaged citizens who look for solutions to the problems that the community, the country and the planet face.
3. Achieve full proficiency in both languages, which will enable students to successfully compete on a personal level, in the workplace and the labor market.
4. Apply innovative didactic methods and techniques based on constructivism that ensure academic excellence and help students develop efficient study habits.
5. Instill in the student population a community-based learning culture in which research and investigations drive knowledge.

COMMITMENTS

1. Ensure a qualified team of both staff members and volunteers that model mutual respect and a love of learning.
2. Rely on effective learning techniques: constructivism, transdisciplinary integration, and instruction tailored to the needs of the child.
3. Develop linguistic competence in the three languages of instruction: English, Spanish, and French.
4. Permeate our institution with a commitment to protect the environment.
5. Ensure FV discourages discrimination based on race, color, religion, gender, sexual orientation, political preference, economic status, or national, ethnic or social background.
6. Raise funds to assure the availability of scholarships and FV's optimum performance as an NGO.
7. Share our resources, offer extracurricular activities and provide both community projects and workshops to other institutions/organizations in order to promote Escuela Futuro Verde Association's mission.

Community Expectations and Parent Responsibilities

For the purpose of implementing this handbook, no student, parent, legal representative, educator, staff member, or head of this institution may claim a lack of knowledge of its contents (according to article 129 of the Political Constitution). It is important to remember that Futuro Verde's philosophy is unique and that it differs in many ways from the philosophies of other institutions, both public and private. When you enroll your child in our institution either as a parent or legal representative, it is understood that you accept our institution's philosophy and commit yourself to upholding it, to following the guidelines of the handbook, such as treating all staff members and students with respect, communicating clearly and respectfully with Futuro Verde team members, showing interest in your child's education and to respecting the law 9028, which forbids smoking on the premises of the institution. Moreover, upon signing the educational contract, each family has the possibility to become a member of the Futuro Verde Association. As a member of the Association, the family promises to keep all private information related to the educational center or any of its members confidential.

PARENT RESPONSIBILITIES

Please read the handbook and take the following recommendations into consideration:

1. Read the calendar and participate in school events and meetings.
2. Encourage your child to meet his/her own responsibilities as a student.
3. Support your child to eat healthy.
4. Fill out and turn in school forms on time.
5. Pay the monthly tuition in due time.
6. Support your child in bringing the supplies required by teachers (notebooks, textbooks, classroom supplies, etc.).
7. Attend your child's trimestral conference.
8. Communicate any questions or concerns directly to the teacher responsible for the related subject matter.
9. Actively participate in Futuro Verde daily life (events, fund-raising, parent workshops and sharing your opinion and offering suggestions in a constructive manner).

Institutional Organization

(See Appendix 6 for the complete version of the Organization Chart)

1. **The Assembly:** Composed by parents who are confirmed Assembly members in accordance with the existing protocol. The members are responsible for electing the Board of Directors. The Assembly also oversees the Board's activities. The Assembly convenes during the school year.
2. **The Board of Directors:** Consists of eight members who are elected for a three-year-term. They fulfill the following duties: supervise the principal, legally represent the institution, ensure both the mission and vision of Asociación Escuela Futuro Verde, and support fundraising initiatives.
3. **Director:** The director is hired by the Board. He/she is the head of all staff members, runs the institution, and acts as a resource to both students and families.
4. **Operations Manager:** Acts under the supervision of the director and is responsible for all procedures and support related to the good functioning of the campus, suppliers, human resources, among other duties.

5. **Business Manager:** He/she is in charge of the institution's financial business, sets up systems to implement the financial plan, monitors the institution's financial health and supervises all auxiliary staff.
6. **Teachers, administrative staff and other employees:** Are hired by the director.
7. **Students and parents:** Embody the institution's mission and are encouraged to participate in school life. Together, we make up a family concerned with the institution's well-being.
8. **Interns and Volunteers:** The institution offers an ongoing intern and volunteer program. Participants often visit from abroad to collaborate and assist in different areas.

Study Program

Futuro Verde's study program is based on the Costa Rican Ministry of Education's programs, as is required according to our accreditation, and on international North American and European standards. Moreover, it is supplemented at all levels by the following programs and philosophies:

DUAL IMMERSION LANGUAGE PROGRAM:

Our program offers students of all grades a balance between instruction in English and Spanish while learning language through content. Comparative Language Study, Classical Languages and French as a third language are other components of our linguistic program.

ENVIRONMENTAL EDUCATION:

All of Futuro Verde's students, from preschool to 11th grade, receive environmental education classes. They learn to respect and care for the environment and participate in both schoolwide and community projects. Furthermore, teachers incorporate environmental topics in different subject matter.

CREATIVITY, ACTIVITY AND COMMUNITY SERVICE:

Creative experiences, physical activity, service and voluntary work form the core pillar of education at Futuro Verde. We offer art, physical education, technology and swimming classes as part of each student's regular weekly schedule to ensure the holistic development of our students.

SOCIAL AND COMMUNAL RESPONSIBILITY:

Our service programs underline FV's commitment to the community and our mutual dependence. We value our role as a member of the Nicoya Peninsula community and we strive to improve the lives of others through our joint initiatives, programs and resources.

It is important to emphasize the following descriptors of the study program:

- **Spanish/English/Additional Language Study (CLS- Comparative Language Study/French/Classical Languages:**
Differentiated and individualized literacy development that focuses on reading, writing, listening and speaking skills. Language classes include readings of international literary works and time set aside to writing. A language teacher is available for additional support during the day to support children with low language levels. Moreover, in some levels, "Language B" classes are available for children who are still in the process of acquiring language. Elementary students have the opportunity to participate in CLS classes -Comparative Language Study- during which they explore the language acquisition process and analyze language on a metalinguistic level. From 7th to 9th grade, students may choose between French or Classical Languages.

- **Social Studies:** The fundamentals of the Costa Rican social studies and civics course in addition to an international focus by means of global studies.
- **Science:** A strong emphasis on applied science, including investigations, experiments and lab work.
- **Mathematics:** A vertically aligned math program with math classes taught in Spanish in some primary grade levels and the possibility of taking the advanced course “MATEM” in both 10th and 11th grades.
- **Arts:** Visual, plastic, and industrial arts starting as early as in the Preschool Department.
- **Physical Education:** Swimming classes as part of the curriculum, participation in sports events, and after-school clubs.
- **Environmental Education:** Environmental Education is aligned with the Earth Charter. Classes include both theory and practice in our garden and the community.
- **Music:** Music is taught to all our students from preschool to eleventh grade as part of our institution's curriculum.

Language Intervention and Language Classes (English/Spanish) in Middle and High School

Futuro Verde is committed to the goal of bilingualism (Spanish/English) for all students. The school recognizes that all students are at their own stage in the process of language acquisition, and often require different approaches to find a path to success. Students will be both formally and informally evaluated by our language acquisition specialists in four areas: reading, writing, listening and speaking skills. The results will be evaluated and discussed by language specialists, after which a plan of action will be drawn up based on current language and educational theories and methodologies. Only Futuro Verde staff can take the decision to (re)test a student. The placement decision cannot be appealed.

Primary students will receive language intervention either in English or in Spanish, with the type and method of intervention depending on their age and language acquisition stage. Available options include: push-in support from a language specialist in the classroom; pull-out support from a language specialist; differentiation or individualized attention in the classroom.

After evaluation, secondary students will be placed either in English A or English B (Language Acquisition). Provided staff availability and/or the school schedule allows for it, English A and B classes will be scheduled at the same time. Movement between English A and English B will only be possible at certain times of the year, with the decision being based on test results only. New students will take a placement test within three days after enrolment and will only be allowed to start taking classes at Futuro Verde after the appropriate language class has been determined. Temporary students will be placed based on their previous academic experience, language proficiency, a family interview and at the discretion of FV staff. For secondary students, language intervention in Spanish will be provided after evaluation in the following ways: Middle and high school students will receive Spanish language support after assessment in the following ways: push-in or pull-out support; differentiation or individualized attention in the classroom.

(See Appendix 1 for the complete version of the language policy)

Important observations regarding swimming and physical education:

Swimming is part of the curriculum. Students must follow the following rules and safety measures at all times:

1. Do not swim unattended, swim with your group and always follow instructions.
2. Do not push or hold down people under water.
3. Come prepared with the required attributes and a plastic bag.

All students are required to participate in both swimming and physical education classes. Students will only be exempt from participating if they present a certificate issued by a doctor specifying that the student is unfit to do physical exercise.

Communication

One of Futuro Verde's fundamental principles is to communicate clearly and openly with both staff and community members. Regardless of the nature of the matter, clear and direct communication with the person involved are of vital importance.

1. One of Futuro Verde's tenets is to maintain digital communication. If a family wishes to receive messages in print, this should be requested at the school office.
2. All teachers use the FV agenda (purchased and brought along by each individual student) to communicate back and forth with parents.
3. Google Classrooms will be used as a platform in all secondary grade levels. Parents should continually consult their child's web page to remain informed about their child's learning and progress.

Calendar and General Schedule

SCHOOL CALENDAR Futuro Verde's school calendar runs from February to December.

GENERAL CLASS SCHEDULE: Classes start at 7:30 am and end at 3:00 pm, Monday through Friday.

Field Trips and Related Fundraising

Field trips should be carefully planned for in advance to maximize the educational experience. They should complement what students are learning about in class. The following requirements should be taken into consideration:

1. During each field trip there should be an adult present for every 5 students.
2. Once a field trip has been approved by the administration, both the teacher and the parents are responsible for raising the necessary funds. Collected funds should not leave the institution and will not be returned to a student in the case of transfer to another institution or any other circumstance preventing the student from participating the day of the field trip.
3. Students will not be allowed to take a field trip without previous written consent by the parent or guardian.
4. Students of the involved group, the responsible teacher, and accompanying adults attend the field trip. It is not appropriate to include students from other grade levels or to accept official accompanying adults in the company of their own children (unless the children are students of the same group).

Buddy Groups

The opportunity to work together with students of different age groups is beneficial to everyone involved. Buddy groups help students develop positive social relationships while growing and learning together. Older students develop empathy and understanding when they connect with younger buddies. They are presented with the opportunity to take a leadership position as they support and teach the younger students.

Our younger students benefit tremendously from a meaningful relationship with an older student. **It is the institution's expectation that buddy groups share one activity on a weekly basis.**

Constructivism in Futuro Verde

In Futuro Verde constructivism provides the basis for learning. In other words, students are actively involved in constructing their own knowledge instead of passively receiving information. The teacher functions as a facilitator or guide during the learning process. Therefore, the use of both textbooks and worksheets will be limited throughout the institution, given the fact that they tend to favor a more literal transcription of the text and do not stimulate neither the teacher nor the student to contextualize learning and thus assure unity, fluency and relevancy.

Mindfulness

The inclusion of a mindfulness practice is an intrinsic part of the educational experience at Futuro Verde. By ways of a comprehensive system of core practice during the day, all students focus their attention by applying strategies to raise awareness of self and their surroundings. Moreover, a core practice is included in our peace practices to improve our mindfulness skills and participate both actively and directly in group activities. Scientific research indicates that a practice of self regulatory skills help youngsters to:

- improve attention span, concentration and academic performance
- reduce stress and anxiety
- cope better with conflicts with classmates
- control emotions and reactions
- develop empathy towards others
- be optimistic

Futuro Verde reminds families of the importance of supporting active participation in our core mindfulness practices to ensure your child's academic success.

Peace Practices

At Futuro Verde, time is set aside for the intentional development of community spirit and values during Peace Practices. With regular community meetings, our students enjoy time together, share novelties and celebrate achievements. We also work on internalizing our Futuro Verde learner profile descriptors. The learner profile revolves around students who strive to be: inquirers, knowledgeable, thinkers, communicators, principled, open-minded, caring, risk-takers, balanced and reflective. Peace Practices logistics include a weekly meeting with our preschoolers, 1st and 2nd graders, another meeting with our 3rd, 4th, 5th and 6th graders, and another one with all of our middle and high school students.

Month	Descriptor of the FV learner profile
February	Risk-takers
March	Inquirers
April	Knowledgeable
May	Thinkers
June	Communicators
July	Principled
August	Open-Minded
September	Caring
October/ November	Balanced
December	Reflective

General Peace Practices routine
1. Morning greeting
2. Core practice
3. Songs
4. Stretches
5. Activity: learner profile
6. "quote of the day", "joke of the day", "news of the day", "announcement of the day", share learning, "shout out"
7. Announcement of winners of FV 'values'

We thank and give credit to the International Baccalaureate for being the source of our learner profile descriptors as we seek to align our practices during the application process of becoming an IB diploma school. We are, however, currently NOT an IB world school.

****Peace Practices routines can be modified at any time to accommodate for community problem resolution or special presentations by Futuro Verde staff members or community partners. Active participation in Peace Practices is mandatory for all teachers and recommended for administrative and auxiliary staff, parents and community members.**

*****The responsibility to guide weekly peace practices is shared according to a schedule delivered separately to teaching staff.**

Food and Nutrition

Students may only consume food prepared by the school restaurant when they have paid for food services by means of a monthly payment or after purchasing a single snack or lunch at the school office before 9:00 am the same day. Students who bring their own meals to school should follow Futuro Verde's food policy by avoiding foods that contain a high amount of saturated fats and/or sugar or any type of artificial coloring. Futuro Verde lunchroom services reflect our food policy and therefore promote a healthy diet, healthy meals and an open mindedness towards new and different flavors, ingredients and dishes. All Futuro Verde students are expected to adhere to all aspects of our food policy.

(See appendix 2 for the complete version of the Food and Nutrition Policy)

Birthday Celebrations

If parents wish to bring food to celebrate their child's birthday, they should coordinate in advance with their teacher and respect the institution's food policy. It is not allowed to hand out toys, gifts, or invitations at school. Invitations for birthday parties held off the school's premises are only permitted if ALL class members are invited to the party.

School Supplies

It is the obligation of each family to purchase the personal materials that appear on your child's school supplies list.

Organic Waste and Waste Disposal

All staff members and families should make an effort to align their personal habits with the school's sustainability practices. Organic waste should be duly and timely collected at the institution during food consumption and consequently disposed of at the school compost area. Both students and teachers will sort and reuse recycled materials. Likewise, it is of utmost importance that families attempt to implement sustainability practices at home.

Use of Multimedia Room and Library

Our multimedia room and school library are open to students, teachers, staff members and parents. It is important checked out materials are taken care of and replaced if they are lost or damaged. The school's computers and electronic devices, such as Kindles, are meant for use by our students, teachers, staff, and parents, and should be duly taken care of at all times. The multimedia room should only be used after explicit authorization of a staff member.

Use of Cellular Phones, Other Electronics and Games and Toys from Home

The use of cell phones, tablets, game, audio and other devices is not permitted at school for students in preschool to sixth grade. Middle and high school students are only allowed to use electronics during recess. Teachers may allow for the use of electronics in class under the condition that it supports a learning goal established by the teacher. At times when the use of technology is permitted for middle and high school students, only music, web sites, etc. declared appropriate for an educational institution (by the teacher or administrator) will be allowed. In secondary classrooms teachers will have a box in which students should deposit their cell phones when entering the room. They will only be permitted to take it back if the teacher allows for it or at the end of the class. Leaving cell phones in the box is not an

option but rather an obligation for each student. Neither the institution nor the administrative or teaching staff will be held accountable for the loss of students' electronics. Personal items are the sole responsibility of students.

If a student uses a cellular phone either when it is not allowed or in order to bully someone, the teacher has every right to revoke the student's right to carry it with him/her, after which the cell phone will be kept in the office where it will be returned to the student after the last bell rang at the end of the day. The second time the student loses the right to carry the phone, it will only be returned at the end of the day to the student's parent or guardian. A student who has repeatedly broken the rules of cellphone usage may lose the right to carry his/her phone during the school day for the rest of the year. In Futuro Verde carrying a cellular phone is a privilege, not a right.

If students have personal toys, they are not allowed to bring them to school without the explicit permission of their teacher for an academic or learning purpose. Games, however, are allowed and can be brought to school to be used at recess time. Any child who brings a game from home must always share the game with all students interested. If a game brought from home becomes a distraction for the game owner, other students, or the instructional environment the student will be required to put the game away, the game may be removed by the teacher or school staff and/or the student may lose the privilege of bringing games from home.

Visitors

Many people visit our institution. Only trained administrative staff and students will be in charge of giving tours to visitors interested in our institution. Here are some reminders regarding all visitors:

1. All visitors must first register at the school office.
2. Students are not allowed to invite friends or family members to attend classes without prior consent of the administration.

Student Departure from School Grounds

As Futuro Verde school administration and staff are responsible for students from the hours of 7:30 to 3:00, no student will be permitted to leave the premises for any reason without being picked up by a parent or authorized adult and only for reasons that are justifiable under the school's attendance policy. This includes the restriction that students remain on campus at all times during class, snack, lunch and recess times. Any infraction of this policy will result in disciplinary measures.

Transportation- Busses, arrival and release schedules

Transportation by bus is arranged directly between families and bus drivers. The administration can provide contact information for bus services. It is the family's responsibility to communicate directly with the bus driver when they wish to modify the arrangement. If the student travels by bus, he or she should only get on or off the bus after following instructions from both the driver and the teaching staff.

Families who drop off and pick up their children by car should drive carefully and heed the speed limit of 10km/h. Furthermore, all vehicles must respect the entrance and exit signs. We wish to remind you to back up with caution since there are children in the vicinity and we wish to prevent both minor and major accidents. In case of emergency, such as an earthquake, a fire, or a bee attack, do NOT use the parking lot to approach the school given the fact that it is an evacuation point. Rather, calmly walk up to the school to pick up your children.

Code of Conduct

Article 1: Evaluation of student conduct takes into consideration full compliance with duties and obligations specifically related to the values of the school and community setting. These duties and obligations include adherence to the matrix of good conduct at all times. While good conduct may be rewarded with the issuance of “FV Valores/Values” papers, violations of the code may lead to a corrective action and/or additional consequences.

Article 2:

Dress code- The official Futuro Verde uniform is slightly different for **daily wear** and **official events** (you will receive a prior notification by the principal when an occasion requires the official uniform):

<u>Official</u> Futuro Verde Uniform	
Women	Men
Uniform shirt	Uniform shirt
Black or brown closed-toe, closed-heel shoes	Black or brown closed-toe, closed-heel shoes
Beige pants, skirt or shorts (skirts and shorts cannot be shorter than the student’s hand length above their knee)	Beige pants or shorts (skirts and shorts cannot be shorter than the student’s hand length above their knee)
Physical Education Uniform	
Women	Men
Official Physical Education Uniform (athletic shirt and shorts)	Official Physical Education Uniform (athletic shirt and shorts)
Athletic footwear	Athletic footwear
Swimming Classes	
One-piece bathing suit (or with a shirt on top if wearing a bikini)	Swim shorts
Goggles	Goggles
<u>Non-official</u> Futuro Verde uniform (for daily wear)	
Women	Men
<u>Preschool to 6th:</u> Beige pants, skirt or shorts (skirts and shorts cannot be shorter than the student’s hand length above their knee)	<u>Preschool to 6th:</u> Beige pants or shorts (shorts cannot be shorter than the student’s hand length above their knee)
<u>Middle and High school:</u> Pants, skirt or shorts (in any color but skirts and shorts cannot be shorter than the student’s hand length above their knee)	<u>Middle and High school:</u> Pants or shorts (in any color but skirts and shorts cannot be shorter than the student’s hand length above their knee)
<u>Uniform shirt</u>	<u>Uniform shirt</u>
<u>Footwear:</u> sandals, tennis shoes, shoes of any color	<u>Footwear:</u> sandals, tennis shoes, shoes of any color

Note: On Fridays students may attend in casual wear. However, their clothes and footwear still need to meet the following requirements: skirts and shorts cannot be shorter than the student's hand length above their knee, no transparent clothing, cleavage, or spaghetti straps, no inappropriate prints, etc.

Article 3:

It is not permitted to wear: shirts that are not uniform shirts (except on Fridays), spaghetti straps, shirts with prints referring to alcohol, cigarettes, drugs, pornography or political parties, shorts or skirts shorter than the student's hand length above their knee, shirts with a low neckline or transparent clothes.

Article 4:

Academic honesty prevails when principled learners, acting with integrity and respect towards others, produce authentic work which includes appropriate references of all sources and respects intellectual property. All stakeholders, including administration, teachers, students and families, have responsibilities and play a role to ensure students produce authentic work.

All students, teachers, and parents are required to read and follow the complete version of the Centro Educativo Futuro Verde Academic Honesty Policy.

(See Appendix 3 for the complete version of the academic honesty policy)

Article 5: Specific Behavior Infractions

It is possible to take away points (between 5-45 points, depending on the severity of the misconduct) from the student's behavior grade on his/her report card when the institution's code of conduct has been violated. Possible violations include, but are not limited to:

1. **Lack of Academic Honesty:** plagiarism of someone else's effort or ideas without giving credit to the person in question will not be tolerated at Futuro Verde. (15-45 puntos)
2. **Alcohol and drugs:** both the consumption and possession of alcohol or drugs at the institution, school-related events, and field trips are prohibited. Exceptions may apply during fund-raising or similar events where alcohol is sold in order to collect money. (30-45 puntos)
3. **Violation of dress code:** if a student attends school in an incomplete uniform or inappropriate attire, he/she will have to change into appropriate clothing. Recurrent violations will lead to corrective actions. (5-10 puntos)
4. **Interpersonal conflicts:** fighting, shouting, bullying or abuse will not be permitted at Futuro Verde. (10-45 puntos)
5. **Inappropriate public display of affection:** any affectionate act besides holding hands, a quick kiss on the cheek, or a short hug is not permitted. This includes, but is not restricted to, sitting in someone's lap, kissing on the lips, and prolonged hugs. (10-25 puntos)
6. **Bullying:** bullying includes any physical, verbal, and/or emotional act during which one person has the power over another or makes another person feel undervalued. This includes face-to face situations, indirect actions, over the phone or on the internet. (15-45 puntos)
7. **Theft/Property damage:** destruction of the institution's property or the belongings of an adult or student will not be tolerated. (10-30 puntos)
8. **Weapons:** any object designed to be a weapon or that may serve as a weapon is not permitted in the institution. This includes knives, blades, guns, etc. Toys that look like weapons are also not allowed. (30-45 puntos)

Article 6: Disciplinary policy

Students have the right to a high quality education in a safe and healthy environment surrounded by supportive adults. As a result, a disciplinary system is set up for when a student does not succeed at meeting expectations. At Futuro Verde, discipline goes beyond a simple set of rules and consequences, it is a learning process through which students learn how to take decisions with a positive impact as a community member. This process requires the active participation of families, students, teachers and the administration.

Conflict resolution- The process of conflict resolution is achieved by engaging in a conversation with a mediator. The process includes: focus on an immediate behavioral change, define the problem, review the emotions the problem evokes, make a list of the possible solutions, propose an acceptable solution, implement it, evaluate the efficiency of the solution, and all parties involved keep the information confidential (including the mediator).

Futuro Verde uses two tools to support students in developing values: peaceful problem-solving and corrective action. The difference in use and intention is explained below:

1. **Conflict Resolution:** this form is to support a student who took a bad decision or experienced a conflict with someone else in understanding the problem and coming to a peaceful agreement with the aim of avoiding future problems. The conflict resolution form is NOT A CORRECTIVE ACTION but, rather, a guided opportunity to learn and grow as a person interacting with others. The conflict resolution process may include practical consequences for the student involved. It should be viewed by teachers, students and parents as both an efficient and peaceful way of helping the student develop better social and behavioral skills and not as a punishment or reprimand. At Futuro Verde we seek to educate reflective, honest, principled students who show empathy and treat classmates and teachers alike with respect and dignity.
 - **It is extremely important that parents support our conflict resolution program by cooperating with the institution as follows:** listen to teacher concerns, share strategies that work well at home with your child, support the development of the values promoted at Futuro Verde, accept when your child has made a mistake and offer your full support to the institution so as to help your child overcome his mistakes and flaws.

(See appendix 4 for an example of the conflict resolution form)

2. **Corrective Action (boleta):** this form is aimed at documenting more serious violations of the behavioral code or repeated incidents or altercations of a lighter nature that have not been resolved through conflict resolution. It is intended to 1) help the student understand the gravity of his/her actions, 2) notify the parents of the student's problem and 3) document the violation in the student's file for the purpose of deducting points from his/her behavioral grade and identifying greater needs for support, from the institution, the parents or both internal and external services.

(See appendix 5 for an example of the corrective action form)

If the process of conflict resolution does not resolve the situation in a specific case, possible alternatives may be temporary removal of the student from the classroom, having recess times restricted (in the case of difficulties during recess), or counseling with a teacher, a counselor or the principal.

The following misdemeanors could result in the student being suspended or expelled:

1. Threaten, attempt to hurt, or hurt another person
2. Possession of a firearm

3. Possession, use, or sales of either alcohol or drugs
4. Possession, use, or sales of any type of weapon or dangerous object
5. Theft
6. Property damage or attempt thereof
7. Obscene acts (including acts motivated by racism or prejudice) or participation in repeated vulgar actions or language
8. Complicit in harassing another person and therefore causing that person emotional stress
9. Academic dishonesty

Futuro Verde can expel a student when the student is found out to have misbehaved in any of the aforementioned cases and provided that: a) other means such as a corrective action have not been effective with the student b) the nature of the misconduct puts the continuation of the student at the institution at risk. There will be no refund in the case of an expulsion. If the student is suspended, he/she is barred from the institution until receiving clearance from a teacher. A meeting will be convened with the parents in order to reach an agreement.

Searches and Privacy Expectations

Futuro Verde Educational Center reserves the right to inspect and search the premises for stolen materials, illegal substances or any other object or substance. Any refusal to cooperate with a search or ongoing investigation will result in disciplinary actions.

Attendance and Tardies

A formal assessment policy component exists at Futuro Verde regarding attendance and its impact on learning. Students are expected to attend school and to only miss school for specific, justifiable reasons, to include, but not limited to: illness, family emergencies, personal appointments or natural disasters. Students and parents have a maximum of 3 days after a justified absence to provide the evidence of justifiable absence to be signed by Futuro Verde qualified staff members. Futuro Verde will not allow for justifiable absences that fall out of this range. If a student has multiple unjustifiable absences, a meeting will be called with parents in order to assure that the situation does not continue. This same expectation applies for late arrival or early dismissal from school, of which such actions will only be permitted under the previously mentioned justifiable purposes.

Students who have justified or unjustified absences must accept that they have missed valuable learning opportunities. Teachers will not change the course of their year-long and unit planning due to student absence and do not have to readjust any formative or summative assessment because a student was absent for an unjustified reason. If a justification is approved by the teacher and/or school administration, opportunity to take formal assessments may be provided.

Futuro Verde has an international population and we support our international students in the creation and maintenance of a cultural connection with their home country or countries of cultural significance for the family. Authorization to miss school due to international family travel is approved under the sole discretion of the homeroom teacher and the school director, taking into account various factors, among others: the length of the trip, the student's academic level and the responsibility the student shows in completing any work assigned during their absence. However, it is important to note, that we request that families do not take additional days to those already scheduled by the school for vacation throughout the school year.

Students and parents must understand that daily, regular attendance is important for their child's learning and the choice to allow their child to miss instruction may cause them to fall behind in learning or have their grade affected due to lack of production of in-class work during regular class activities, from which teachers grade and utilize those grades to determine each student's final summative grade. If a student is absent for a justified reason, the student, or the parent/guardian in the case of very young children, must take the initiative to reach out to teachers in order to do any make-up work that may be required.

(See Appendix 7 for the complete version of the Assessment Policy)

Additional Expectations for 11th graders

During the first two trimesters the 11th grade students will study the full content of the Costa Rican Ministry of Education's Study Program regarding each subject. The final trimester will be entirely dedicated to reviewing and reinforcing topics on a daily basis that will be assessed in the Bachillerato examinations. Therefore, assessment in the first two trimesters will be equivalent to assessment in the other secondary grade levels, provided that teachers may include modifications when deemed necessary.

Assessment during the third trimester will be of the formative kind only. It will provide the students, parents and teachers with the necessary input to determine the individual progress and needs of each student on his/her path to taking successful Bachillerato exams. As a consequence, teachers will be able to assign quizzes, extra work, examinations, etc., the results of which will not be represented in the final report card but, nonetheless, should be completed and included in a portfolio as evidence of their individual progress. The portfolio will be evaluated by means of a rubric.

Moreover, punctual attendance to each class in the eleventh graders' special schedule for the last trimester is mandatory due to the fact that students will compromise their opportunity to take the Bachillerato examinations when they have been absent for more than 80% of the all school days. This restriction is a logical consequence of the fact that when students are absent that often, neither teachers nor students can ascertain that all requirements have been met to take the aforementioned examinations successfully.

Health

Futuro Verde looks out for the well-being of all students. Parents are able to help by keeping the following recommendations in mind:

1. Keep contact information in PODIO up-to-date so that we are able to contact you swiftly in case of an emergency or illness.
2. In the case of an emergency we will administer first aid in the office and, if necessary, transport the student directly to the clinic in Cóbano when we are unable to reach the parents.
3. Parents will need to authorize the receptionist explicitly to administer fever reducers or pain relievers.
4. Any student with a fever, a contagious illness, or who is vomiting should not attend school until symptoms have subsided for over 24 hours.
5. It is important you regularly inspect your child's head for lice at home. We will also carry out inspections at school. If lice or nits are detected on your child's head, he or she will be sent home immediately. Upon his or her return, your child's head will need to be inspected again in the office to be able to return to class. Merely having applied a treatment to your child's scalp does not suffice. If the student presents him/herself with either nits or

lice, he/she will be sent home and it will be the parent's responsibility to pick up their child as early as possible. This measure prevents lice spreading to other students's heads.

6. If your child needs to take prescribed medication, please communicate directly with the homeroom teacher by writing in the student's planner.

Scholarship Program

SSP (SLIDING SCALE PROGRAM) This program was developed to provide currently enrolled students with the possibility to continue their studies in our institution. The related form should be duly filled out and the required documents, proving the need for participation, attached. The SSP guarantees our institution a considerable income while upholding friendship bonds and a positive atmosphere in our classrooms. The program should be renewed each year unless stated otherwise.

Scholarships: The Futuro Verde Scholarship Program is designed for students with a strong academic potential, excellent behavior and of limited resources. The available spaces are determined upon completion of the Enrollment Period.

The Institution reserves the right to modify or annul the conditions regarding any financial support program (SSP; SCHOLARSHIPS) whenever the stated conditions are not met, be it by the student or the parents.

Assessment Philosophy

INTEGRATED ASSESSMENT:

Our assessment system is both process and product-based. Teachers assure that students have multiple opportunities to demonstrate their learning during each unit. Every trimester, the student's grade depends on a combination of projects, rubrics with a scale from 1 to 4, teacher observations, portfolios, and a written exam, among others.

What follows is a breakdown of the components that make up the total grade:

Preschool Department	Primary	Secondary	Diploma Program
Rubric with a scale from 1 to 4 based on the skills and developmental areas linked to each age group.	70% daily work 20% projects 10% formal evaluation	60% daily class work, including project-based work 15% project product 15% formal evaluation 10% homework	Based on each DP subject's specific assessment criteria.

It is important to underline the following details concerning assessment:

1. Teachers must communicate exam topics and will include subject matter discussed in class up to the actual date of the exam. There is no minimum or maximum required amount of days between the exam notice and the day of the actual exam stipulated in Futuro Verde, this remains at the teacher's discretion. Even though teachers

may dedicate class time to reviewing exam content, they are under no obligation to hold off on introducing new content during the period between the exam notice and date.

2. During vacation periods students will not receive extensive assignments or homework. Nonetheless, it is allowed to assign reading tasks given the fact that developing reading habits is a good thing. This does not include the responsibility a student may have to work during vacation time for failing to complete an assignment or project that was assigned before the vacation.
3. Upon completion of exams, teachers have 8 working days to correct and return them to the students.
4. No students will be exempt from taking exams in Futuro Verde.
5. Both final and trimestral grades are communicated to the parents in an individual report card which includes the student's assessment in all subject areas as well as his or her progress towards the socio-emotional descriptors.

(See Appendix 7 for the complete version of the Assessment Policy)

Special Education

Each classroom teacher will be watchful of any student who displays special needs. When Futuro Verde staff, in cooperation with the Special Education Teacher, identify a special need, the Support Committee, comprising both teachers and administrative staff, will convene to determine a course of action.

The child's teacher will meet with the parents to organize assessments/examinations and create an Individualized Educational Plan (IEP), if necessary. The academic program may be modified by the teachers and the Support Committee members.

If parents or legal guardians are aware that their child has special needs, it is their responsibility to communicate directly with the teacher(s). Parents/legal guardians are required to sign a document stating that they understand the situation and are responsible for organizing a medical consult or support from home. When Futuro Verde recommends a student to be evaluated by an expert (an educational psychologist, neurologist, etc.), it is the family's responsibility to follow up on the recommendation.

Pass/Fail

In Futuro Verde's levels I and II there is a minimum grade of 70 to pass all 3 periods and as a final average. In both level III and in diversified education years, the minimum grade to pass all subjects in all grades is 70. When a student fails to obtain the minimum grade, he/she will be given the chance to participate in two sessions of extraordinary examinations. If the students fails the extraordinary examinations, he/she will have to repeat the academic year.

When a teacher is under the impression that a student is not making sufficient progress to be able to pass to the next grade level at the end of the academic year, the teacher will meet with the team and attempt to support the student in order to avoid a fail. A student's possible failure should be discussed during the trimestral conferences so that a plan to support the student can be elaborated in collaboration with the parents.

Report Cards and Parent Teacher Conferences

Each trimester, the homeroom teacher will meet with the parents to discuss their child's report card, progress and behavior. This is also considered an excellent time to answer questions or discuss any concerns the parents might have. A copy of the report will be sent home and a signed copy will be saved in the student's file.

Appendices

- Appendix 1: Designation of Language Intervention and Language Classes (Spanish/English) in Middle and High School**
 - Appendix 2: Food and Nutrition**
 - Appendix 3: Academic Honesty**
 - Appendix 4: Conflict Resolution and Support Documents**
 - Appendix 5: Corrective Action Form**
 - Appendix 6: Organizational Chart**
 - Appendix 7: Assessment Policy**
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Appendix 1: Designation of Language Intervention and Language Classes (Spanish/English) in Middle and High School

Futuro Verde is committed to the goal of bilingualism (Spanish/English) for all students. The school recognizes that all students are at their own stage in the process of language acquisition, and often require different approaches to find a path to success. Students will be both formally and informally evaluated by our language acquisition specialists in four areas: reading, writing, listening and speaking skills. The results will be evaluated and discussed by language specialists, after which a plan of action will be drawn up based on current language and educational theories and methodologies. Only Futuro Verde staff can take the decision to (re)test a student. The placement decision cannot be appealed.

Primary students will receive language intervention either in English or in Spanish, with the type and method of intervention depending on their age and language acquisition stage. Available options include: push-in support from a language specialist in the classroom; pull-out support from a language specialist; differentiation or individualized attention in the classroom.

After evaluation, secondary students will be placed either in English A or English B (Language Acquisition). Provided staff availability and/or the school schedule allows for it, English A and B classes will be scheduled at the same time. Movement between English A and English B will only be possible at certain times of the year, with the decision being based on test results only. New students will take a placement test within three days after enrolment and will only be allowed to start taking classes at Futuro Verde after the appropriate language class has been determined. Temporary students will be placed based on their previous academic experience, language proficiency, a family interview and at the discretion of FV staff. For secondary students, language intervention in Spanish will be provided after evaluation in the following ways: Middle and high school students will receive Spanish language support after assessment in the following ways: push-in or pull-out support; differentiation or individualized attention in the classroom.

Appendix 2: Food and nutrition

Futuro Verde Lunchroom:

At Futuro Verde we provide lunchroom services to the students who wish to purchase their snack and/or lunch at the educational center. Food services are also available to staff, parents who wish to have lunch on campus, volunteers and the community during special occasions.

Futuro Verde is committed to sustainable and healthy nutrition. We include vegetarian meals on a regular basis and continually strive to increase the amount of plant-based ingredients in our meals. With educational labels we inform consumers about whether the food we serve contains animal products, triggers certain allergies or comes from local producers.



Nutritional Education

As an educational institution, it is our responsibility to promote healthy eating habits and nutritional practices. Therefore, Futuro Verde places great importance in its nutritional policy. In particular, we are committed to promoting and developing the following nutritional education practices and programs:

Healthy diet- Students who are paying for Futuro Verde's food services will be served both a healthy snack and lunch. Kitchen staff will support each student in consuming a healthy portion and will not allow students to eliminate fruits and vegetables from their meal because these food groups offer us the most varied and richest nutrients.

Eating habits- Kitchen staff, teachers and other staff members will help students develop healthy eating habits such as good table manners and the willingness to try out new foods.

Nutrition classes- As part of the curriculum, all students are taught nutrition classes by their teachers in collaboration with food experts. The focus of these classes lies on: nutritional value, easy and healthy recipes, and the connection between sustainability and nutritional choices.

Connection with the school store- Teachers and expert collaborators will dedicate class time to integrate nutritional objectives when preparing and selling items both in the regular school 'soda' (store) and the group 'sodas', which are meant to raise funds.

Sustainable kitchen and lunchroom- All organic matter produced by the kitchen will be sustainably reused in our school compost project. Moreover, Futuro Verde assures kitchen practices that are consistent with our sustainability philosophy. All institutional events will be held in accordance with our sustainability philosophy and promoted with the following announcement:

**Committed to our designation as a green school with 5-star certification and fully committed to our sustainability goals, we are proud to announce that we will be holding a sustainable event- with no disposable utensils, with recycling and compost options on-site and with food products that fulfill our school nutrition policy.*

Futuro Verde School Store

The school store or so-called "Soda" finds its roots in Costa Rican culture. According to tradition, our Soda sells food and beverages complimentary to our food services. The idea behind the soda is to offer healthy snacks to both students and staff.

On most days, the soda is run by a FV employee who operates under the supervision of the 10th grade students, who are in charge of running the school Soda as part of their "Collaborative Studies: Sustainable Innovation" class. On special occasions, different groups run the soda to sell items they brought from home to raise funds for their field trips. Together with the Futuro Verde Administration, the Board of Directors has taken measures to guarantee the quality of the snacks that are on offer in the Soda.

More specifically, the template you will find here below will be used by teachers to notify parents of soda sales. The document explains our institution's food policy as well as providing a list of both permitted and non-permitted food items. The decision of what is allowed is based on the following: quantity of sugar, presence of additives, presence of trans fats, quantity of salt, among others.

When the group Soda sales are linked to a Futuro Verde nutrition class, students will prepare for the Soda during the nutrition class and return home with a specific plan about what their families will be contributing based on the agreements made in class.



Dear ____ grade parents,

I would like to let you know that on ____ (date) ____ our class will be in charge of the school Soda (store). A reminder that we are fundraising toward our field trip to _____. In order to maximize our profits, the students and I have decided that the food sold will be donated by families. This will assure us a 100% profit on sales. It is important to remember that our nutrition policy at Futuro Verde indicates that we should only sell healthy food products. Below you will find a list of approved foods, reminding you that MEP regulations and FV policy do not allow us to sell foods that contain: **trans fats, food coloring, preservatives, high fructose corn syrup (HFCS), microwavable popcorn, among other items.**

We appreciate your help donating any of the following healthy food products from the list below for our sales:

- ☐ Cut up fruit or vegetables (with or without lemon, salt or chile powder)
- ☐ Smoothies without sugar
- ☐ Natural "apretados"
- ☐ Popcorn (not microwavable)
- ☐ Healthy, homemade breads or cakes
- ☐ Homemade fruit or tea drinks
- ☐ Arroz con leche
- ☐ Natural yogurt
- ☐ Baked empanadas

Thank you, in advance, for your support and please contact me if you have any questions or needs.

Sincerely:

____ (teacher name) _____

Our family could contribute the following...

1. _____
2. _____

Student name: _____

Parent/Guardian Signature: _____

NOTE: The students and I will have a meeting to make final decisions on what will be sold and who will contribute which item. I will send a confirmation note with you at that time.

Appendix 3: Academic Honesty Policy for Centro Educativo Futuro Verde

Purpose:

Centro Educativo Futuro Verde strives to be an institution that encourages students to be, "... reflective learners who through processes of inquiry and critical thinking develop the knowledge needed to address global issues related to social justice, intercultural relations, and the environment." (Futuro Verde mission statement). Through a process of inquiry, research, analysis, and critical thinking, students develop their knowledge, consolidating their understanding with one or more of: a final group discussion, oral presentation, visual display or piece of writing. Academic honesty occurs where principled learners, acting with integrity, honesty and respect for others, produce authentic work which properly acknowledges their sources and the intellectual property of others. All stakeholders, including the administration, teachers, students and parents have responsibilities and roles to play in a student's successful production of authentic work.

Expectations and responsibilities:

Students understand that -

- It is their responsibility to independently produce their own authentic work - a product of their own original ideas expressed in their own words.
- If a student uses the words, ideas or intellectual property of others, the source will be properly cited using the format and directions given by the teacher.
- They are expected to make the effort to prevent their work from being copied by other students. Copying and/or allowing your work to be copied by someone else are not academically honest acts.
- Work cannot be duplicated. No assignment, or part of an assignment, that has already been submitted can be handed in to complete the requirements of a new assignment. Each submission should be new and original.
- Data or information in a piece of submitted work may not be falsified.
- It is their responsibility to understand and follow the Academic Honesty Policy.
- If they are unclear whether or not their actions would violate the Academic Honesty Policy, it is their responsibility to check with their teacher or school administration.

As a guide, examples of academic dishonesty include:

- Plagiarism - submitting the ideas, work, or exact wording of someone else as if they were your own.
- Collusion - supporting the academic dishonesty of others. For example, by letting them copy your work or doing some, or all, of their assignment for them.
- Letting parents, siblings or friends do any part of your homework/project.
- Failing to contribute fully to a group project, but allowing your name to go on the finished result.
- Falsification - manipulating data or scientific findings to 'fit' your hypothesis or argument.
- Duplication of work - submitting some, or all, of a piece of work that you have previously handed in for a new assignment.
- Exam cheating - copying from others, but also: taking notes, books, electronic devices or any other material that could benefit you into an exam.

Teachers understand that -

- It is their responsibility to understand and follow the Academic Honesty Policy.
- They are required to lead by example. For example, by acknowledging the source of their teaching materials or by demonstrating their own use of paraphrasing etc.
- It is their responsibility to help students understand what constitutes academic honesty, authentic work, and intellectual property.

- Student success will come as a result of a teacher's support. Teachers will incorporate into their teaching coaching on the study skills involved in research and academic writing (paraphrasing, citing, the use of synonyms etc.) as well as guidelines for effective group work.
- Part of their responsibility is to detect plagiarism or other instances of academic dishonesty.

School administration understands that -

- They are required to lead by example.
- They need to be fully aware of what constitutes academic honesty, authentic work and intellectual property.
- It is their responsibility to write and periodically update the Academic Honesty Policy.
- Student success will come as a result of supporting the teachers and students. Professional development sessions will include content on academic honesty and what constitutes academic malpractice, as well as how to use available tools such as the MLA formatting guide.

Parents understand that -

- They are expected to support students in fulfilling the expectations of, and their responsibilities under the Academic Honesty Policy by reinforcing the policy.
- The best way to reinforce the policy is to model integrity and academic honesty, for example by limiting homework and project help to assisting and helping, rather than doing.
- They are welcome to ask teachers or administration for assistance regarding their understanding of the Academic Honesty Policy

Education and support: - Futuro Verde believes that students should be given every chance to succeed, which includes being given a safe environment to try without fear of failing. To this end it is vital that students, staff and parents receive the necessary support to ensure student success.

Students -

- Utilize these tools to be academically honest:
 - Paraphrase. Include the ideas and information from your source, but rephrase it in your own words - provide the reference of original source. Remember! Paraphrasing is not just changing a few words. That would still be plagiarism
 - Quote. Include the original words from your source and cite the original source.
 - Cite. Any quotation, photo, map, graph or illustration that you copy must be cited.
 - Use the MLA formatting guide in the student planner to learn how to cite your references properly.
 - Use a plagiarism checker. Copy and paste your work into a plagiarism checker. For example: <http://www.plagscan.com/seesources/analyse.php> or <http://smallseotools.com/plagiarism-checker/>
 - Not sure? Ask your teacher!
 - Refuse if others ask to copy your work or have you do it for them.
- Teachers will explain what academic honesty means in specific terms, in an age-appropriate manner giving clear examples.
- Teachers will provide instruction and coaching with age-appropriate expectations regarding: students' responsibility for their own work; guidelines for individual and group work; appropriate expectations for references, citations, quotations and paraphrasing; good exam practice; and the appropriate and responsible use of technological resources.

Parents -

- Futuro Verde, through a variety of forums, will provide parents with support on how to understand the scope of academic honesty and how to enforce the policy at home. For example, parents will be given information on how to effectively support their students with homework and projects.

Teachers -

- Futuro Verde will provide teachers with formal and informal training regarding academic honesty, effective study skills and the school's expectations regarding avoiding plagiarism.
- Teachers should feel confident in asking administration for assistance on how to interpret the academic honesty policy and provide the necessary support to students.

Age-appropriate scenarios and examples (some of the following come from "Academic honesty in the IB educational context" 2014) :

Primary years -

- Students are working together in small groups but the teacher notices that one student is not participating. The teacher talks privately with the student to encourage them to take part by asking questions and reminding them that they have great ideas to put forward as well. The teacher also reminds the class as a whole about the agreements for group work and that every student should have a chance to contribute, to show the work of the whole team.
- A student is presenting his project in the form of a PowerPoint. During the research phase he has used books, blogs, videos and other websites. To make the presentation more exciting he has included a lot of pictures and even a video clip. He just found them on Google images, they're easy to find and don't really seem to belong to anyone. He is confused about whether or not he has to show where they came from. Teacher reminds all students about the importance of giving proper credit for any work that is not your own, including maps, diagrams, photos etc. Teacher demonstrates how to properly reference these images and video.
- A young student is worried about their art project. "I can't draw!" they complain to their parents. The student begs their parents and siblings to help them by drawing in the outlines so they can color in the rest. The parent is aware of the school's Academic Honesty Policy and gently refuses to draw anything, reminding their child that it's really important them to show their own creativity and ideas. The parent does suggest that the student comes up with some other ideas that they might find easier to draw, and they brainstorm different ideas together.

Secondary years -

- While doing a series of experiments in preparation for the science fair, a student finds that his results were not as expected. He decides to copy the results of a friend, who conducted the same experiment, which help him confirm his hypothesis. Just before the science fair, the teacher runs a session to remind all students of the importance of reporting data accurately. They remind the students that the progress of science depends on the honesty of researchers and legitimate reporting of their findings.
- To complete a group project, students decide to divide up the work and do two Powerpoint slides each. One student, who is not yet proficient in their second language, copies and pastes the information into their slide without including a citation. The teacher recognizes that language learners often recognize relevant information before they can create their own authentic piece of work, and offers one-on-one assistance in paraphrasing and the use of synonyms. The teacher also reminds the student that when they cannot paraphrase effectively, the use of a direct quotation might be appropriate.
- A 10th grade student is planning to give an oral presentation in front of his classmates. During the research phase he read a lot of books, websites and journal articles. Seeing it is not a written assignment he is confused as to whether or not he has to reference these sources, and if so, how? The teacher tells the student that even in an oral presentation you have to provide references. The teacher gives some suggestions as to how the student could do this. For example, "As the author (name) wrote ..." and, "According to article written by (name), found in (title) ..."

Procedures for an investigation:

It is important for students to feel that they are in a safe learning environment, rather than a punitive one. Futuro Verde also recognizes that in most instances students may contravene the honesty policy, not for malicious reasons or with an intention to cheat, but out of ignorance and a lack of understanding as to the importance of academic honesty or how to produce their own authentic work. Addressing cases of academic dishonesty should include learning moments and a solution based approach, reinforced by potential penalties and possible further action.

Should a teacher suspect an instance of academic dishonesty during the research process, *before* the assignment is submitted, possible solutions include: private reminder about the importance of academic honesty; coaching on paraphrasing; instruction on how to make direct quotations etc. Intervention and resolution at this stage will not affect the student's grade for that assignment or their conduct grade.

If a teacher detects a case of academic honesty *after* a piece of work is submitted, the teacher should provide written feedback highlighting the instance(s) of academic dishonesty as well as use it as a learning moment to highlight the importance of academic honesty and advice on how to submit authentic work. Where possible students may be given the chance to resubmit the work. Even after resubmission the total grade cannot exceed 90-95%.

In instances where a student has demonstrated repeated infringements of the Academic Honesty Policy a conference will be held. The attendees are at the discretion of the school director, but the conference may include: director, student, teacher, parent/guardian, librarian/media specialist, school counsellor.

Consequences:

As a result of committing academic dishonesty, consequences are determined on a case by case basis.

- The maximum grade available where infringement of the Academic Honesty Policy is detected is 90-95%
- As stated in the Centro Educativo Futuro Verde Normativa Interna Institucional the plagiarism of other people's work, without giving proper credit to that person, will result in a lowering of a student's grade toward the social-emotional grading scale in their trimester and year long grade reports.
- Infringement of the Academic Honesty policy may also result in suspension and ultimately expulsion from the school.

Process for determination of consequences in case of academic dishonesty:

Students whom FV staff have determined have broken the academic honesty policy may receive consequences beyond problem-solving measures. Problem-solving measures are NOT appealable by students or parents, as they are measures put in place that are not punitive but which help the student learn deeply about the problem that occurred and how to prevent the same problem, or similar, in the future. If a staff member determines that a student has participated in academic dishonesty, they will communicate the dishonesty and determination of consequences to the student and family within three working days of the dishonest act. The student in question and their parents/guardians can then access the evidence of dishonesty.

Appendix 4: Conflict Resolution and Support Form

Behavior Reflection/Reflexión de actitud

Different first page header/footer	ros de mi actitud:	Description of my behavior/ Descripción de mi actitud:	What student right was violated? / ¿Cuál derecho estudiantil se violó?
<div>How was I feeling/ ¿Cómo me sentía?</div>			
<div>How do others feel because of my choices? / ¿Cómo hice sentir a los demás?</div>			
<div>How will I make it right and what will I do differently next time? / ¿Cómo voy a remediar la situación y qué haré diferente la próxima vez?</div>			
<div>Student Signature/ Firma del estudiante</div>			
<div>Teacher Signature Firma del profesor(a)</div>			
<div>Date/ Fecha</div>			<div>Parent Signature / Firma del padre</div>

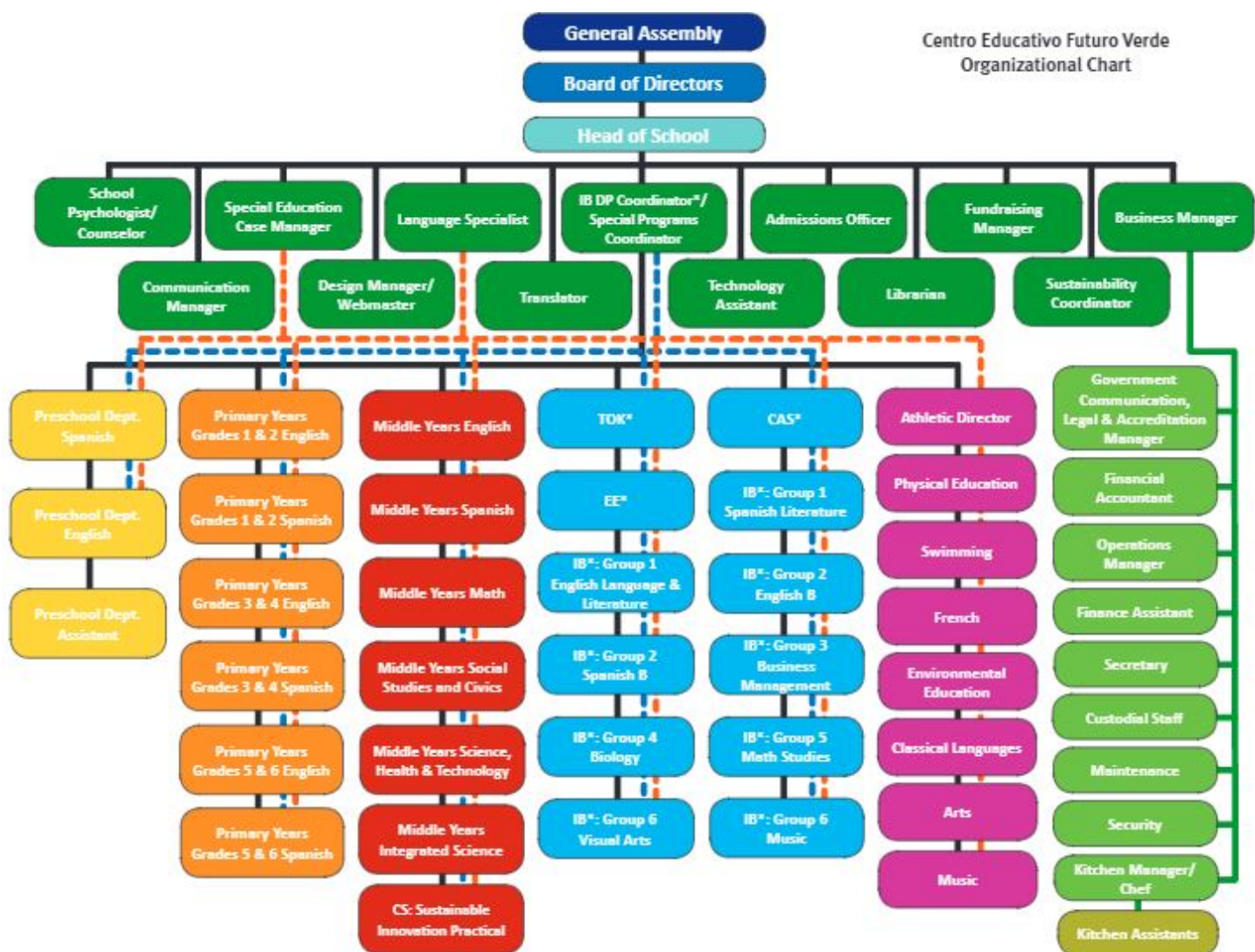


Appendix 5: Corrective Action Form

Behavior Report

Student name	Grade	Native Language
Date of Incident	Time of Incident	Location of Incident
Problem-Solving (Teacher)	Problem-Solving	Boleta (send to office)
<input type="checkbox"/> Technology use during no-technology times <input type="checkbox"/> Not in assigned area <input type="checkbox"/> Talking during instruction <input type="checkbox"/> Not following recess rules <input type="checkbox"/> Not following classroom rules <input type="checkbox"/> Non-cooperative behavior <input type="checkbox"/> Inappropriate language not-directed at others <input type="checkbox"/> Inappropriate gestures <input type="checkbox"/> Rough play that is unsafe <input type="checkbox"/> Interrupts class <input type="checkbox"/> Not following instructions <input type="checkbox"/> Not arriving prepared to class <input type="checkbox"/> Dress code violation <input type="checkbox"/> Exclusion Behavior <input type="checkbox"/> Other: _____	<input type="checkbox"/> Chronic level I behaviors (3 x) <input type="checkbox"/> Disrespect <input type="checkbox"/> Not arriving to class on time <input type="checkbox"/> Insulting/Arguing <input type="checkbox"/> Not following instructions <input type="checkbox"/> Refusing to complete work <input type="checkbox"/> Academic Dishonesty <input type="checkbox"/> Unsafe play that leads to others getting hurt <input type="checkbox"/> Continuous interruptions in class <input type="checkbox"/> Targeted exclusion behavior <input type="checkbox"/> Other: _____	<input type="checkbox"/> Chronic Level II behavior <input type="checkbox"/> On-going disrespectful behavior <input type="checkbox"/> Inappropriate language directed at others/serious threats <input type="checkbox"/> Racist/Sexual Comments <input type="checkbox"/> Drug possession or possession of articles associated with drugs <input type="checkbox"/> Fighting <input type="checkbox"/> Repeated (2x) Targeted exclusion behavior <input type="checkbox"/> Bullying/Threatening <input type="checkbox"/> Stealing <input type="checkbox"/> Damaging or breaking school property <input type="checkbox"/> Physically aggressive behavior <input type="checkbox"/> Other: _____
Actions for Level I behaviors:	Actions for Level II behaviors:	Actions for Level III behaviors:
<input type="checkbox"/> Verbal reminder <input type="checkbox"/> Removal from the activity <input type="checkbox"/> Behavior Reflection	<input type="checkbox"/> Actions from the Level I list <input type="checkbox"/> Letter home to family <input type="checkbox"/> Phone call home <input type="checkbox"/> Counseling <input type="checkbox"/> Conference with guide teacher <input type="checkbox"/> Behavior contract	<input type="checkbox"/> Actions from Level 1 or 2 List <input type="checkbox"/> Corrective Action Referral (Boleta) <input type="checkbox"/> Contact family <input type="checkbox"/> Meeting between family and administrative team <input type="checkbox"/> Suspension from school
Comments from the reporting teacher:		
Possible motive for misbehavior:		
Administrative action:		
Teacher signature: _____ Date: _____ Administrator signature: _____ Date: _____ Parent/Guardian signature: _____ Date: _____		

Appendix 6: Organizational Chart



Centro Educativo Futuro Verde - Assessment policy

Philosophy :

The vision of Futuro Verde is to “..be a bilingual, international school where students are encouraged to be reflective learners who – through processes of inquiry and critical thinking – develop the knowledge needed to address global issues related to social justice, intercultural relations, and the environment.” The use of on-going data in learning and an analysis of that data can help students, parents, teachers and administrators better understand what is needed to reach learning goals. Teachers assure that students have multiple opportunities to demonstrate their learning. All assessment at Futuro Verde is committed to the following principles of assessment:

Principles:

- All students can learn
- Assessments should be varied in their format and methodology
- Assessments should be both process and product-based
- Assessment should involve both students and teachers actively
- Assessment should offer multiple, ongoing opportunities for students to demonstrate their learning
- Assessment should be transparent, with clear criterion shared with students
- Assessment results should support students, families and teachers in better understanding how to support the student toward future success in current areas of struggle
- Assessment should include self-reflective processes as well as guided feedback and should be followed up by action planning in order to address areas of need
- Assessment should take into consideration the special needs of all students and should follow all recommendations pertinent to the school's special needs policy and support committee

Purposes of assessment:

Assessments have the primary focus of indicating learning- either the learning a child has already accomplished or the learning they need to experience in the future. Effective assessment should provide students with feedback that is comprehensible, meaningful and allows them to better understand their progress. Ideally, assessment systems that are integrated and effective provide students with control over their learning and personal growth, allowing them to have full transparency regarding their strengths and areas in need of support. For this reason, assessment is an essential element of any well-organized school structure which seeks to develop, support and nurture its students toward effective learning, provide feedback to teachers and administrators related to the school's teaching and learning methodologies and effectiveness and provide parents with the data necessary to understand how to best support their child.

Types of assessment we use - explained:

- **Admissions:** Our admissions policy requires admissions exams from 4th grade on for all students wanting to enter as new students into our program. These students are given a reading test in Spanish, a reading test in English, an oral English exam and an oral Spanish exam as well as a grade level math exam. Our admissions team seeks to assure that all students accepted into Futuro Verde demonstrate adequate language ability in

order to progress satisfactorily throughout our bilingual program with language abilities that will allow them to be fully successful. (see full admissions policy for further details)

- **Formative Assessment:** Formative assessments give teachers valuable information to gauge student progress during the learning process and to inform future planning, differentiation and teaching. The assessments also provide feedback to the student, giving them opportunity to improve their learning. Formative assessments come in many different forms depending on the student's age and the teacher's needs, and can be formal or informal. The assessment results can be used for a student's formal progress report, or in an informal manner.
- **Summative Assessment:** Summative assessments are normally given at the end of a unit or concept to evaluate whether or not a student has mastered the content at a specific point of time. A wide variety of assessment methods exist, including, presentations, projects, and tests with rubrics, amongst other marking schemes, being used.
- **MEP Bachillerato Exams:** In order to be awarded the Costa Rican MEP diploma, students will be required to sit exams in Spanish, English, Math, Biology, Composition and Spelling, Social Studies and Civics during November of 11th grade. These exams are set by the Ministry of Education and are graded externally.

Processes for standardization of assessment:

In order to ensure internal consistency of assessment, Futuro Verde is committed to a process of ongoing teacher collaboration, calibration and standardization of assessment. With the leadership and support of the assessment committee, rubrics are developed across different disciplines within the same skill area (for example, writing within Spanish Language Arts and English Language Arts). The assessment instruments are then applied, with teachers working together to calibrate the grading of said assessments. Standardization is limited by the fact that the school does not utilize standardized testing. As Futuro Verde is a small school, there is only one teacher per subject in charge of said subject. If our school enrollment increases, the current processes and protocols to assure calibration between staff would be implemented and adapted in order to assure teacher calibration within a given subject as well.

Grading policy and instruments:

Communicating student performance and learning is very important at Futuro Verde. As an international school in Costa Rica, we are keenly aware that our students and families come to us from school systems that utilize a distinct range of grading policies and instruments. As a progressive school, much of our assessment is based on the processes of learning, which we know can be a new and distinct philosophy to that of new Futuro Verde students and families. For that reason, Futuro Verde staff engage in on-going, direct communication with families via our school planner, Google Classroom portal, e-mail contact, phone calls and trimester parent teacher and/or student-led conferences with all information referent to assessment including, but not limited to: learning goals, exam topics, project descriptions, grading rubrics, individual student progress reports, intervention group updates of learning and personal teacher observations of student learning individual to each child.

Integrated Assessment: Futuro Verde is committed to an assessment system that is focused on both the process and the product. Teachers assure that students are given multiple opportunities to demonstrate understanding and learning. Teachers determine final grades for each trimester and academic year by combining grading done on daily class work and participation, projects, rubric-based evaluations, teacher observations, portfolio development, written exams (when appropriate), among other assessment tools.

The calculation of a student's final grade is determined in the following way, varied by academic level:

Preschool	Primary	Middle Years	Diploma Program
4-point rubric scale toward skills and abilities for each age level and area of development	70% daily, in-class work 20% projects 10% formal evaluation	60% daily, in-class work, to include project process 15% project product 15% formal evaluation 10% homework	Based on the grading criteria specific to each individual diploma program course.

It is important to make the following important clarifications regarding Futuro Verde's grading policy:

- Teachers will maintain on-going communication with students and families regarding learning objectives and goals and will provide general topics for learning and/or assessment during a given trimester. Teachers may provide review time in class prior to assessment, but are not required to do so. Furthermore, teachers can introduce new material to be assessed at any given time prior to the assessing of students.
- Teachers will not exclusively assign homework or projects to be done during vacation periods. However, they may assign reading or short review to be done over the break as these are positive activities to promote lifelong learning. If a student has procrastinated on a previously assigned project or homework in such a manner that they then must complete said work over a vacation period, that is the exclusive and sole responsibility and consequence of said student.
- Teachers will have 8 working days after the a deadline or exam for the grading and devolution of the exam, project or grade.
- Futuro Verde does not allow for any student to be exempt from exams.

Trimester and year-end grades are reported via an individual student report card which includes grading toward all subject areas of study for each student and which also grade students toward their progression in our school Social-Emotional Indicators.

The grading scale used at Futuro Verde is the following:

70-100% Passing scores
0-70% Non-passing scores

These percentage scores are used to score all academic and enrichment subject matter.

For the purpose of promotion to the next grade level, students must pass all individual subjects in order to be promoted to the next grade. If a student is conditionally failing a maximum of four individual subject areas, they will be provided with the opportunity to take a maximum of two extraordinary exams per subject area in order to pass each individual class in which they have received a conditional fail.

Social-Emotional Indicators at Futuro Verde are graded using the following scale:

Siempre / All of the time	4
Con frecuencia / Most of the time	3
A veces / Some of the time	2
Aún no / Not yet	1

List of social-emotional indicators at Futuro Verde-

- Listens attentively
- Avoids interrupting
- Communicates clearly
- Uses a language register appropriate to the context
- Risks going out of his/her comfort zone
- Demonstrates respect and disposition to learn from differing perspectives
- Has a positive attitude
- Shows his/her best effort
- Shows interest in learning
- Works well independently
- Takes care of materials and works neatly
- Uses his/her time effectively
- Follows instructions immediately
- Respects others' personal space
- Demonstrates self-control
- Is responsible for his/her actions and consequences
- Is capable of recognizing his/her strengths and weaknesses

Attendance:

A formal policy component exists at Futuro Verde regarding attendance and its impact on learning. Students are expected to attend school and to only miss school for specific, justifiable reasons, to include, but not limited to: illness, family emergencies, personal appointments or natural disasters. Students and parents have a maximum of 3 days after a justified absence to provide the evidence of justifiable absence to be signed by Futuro Verde qualified staff members. Futuro Verde will not allow for justifiable absences that fall out of this range. If a student has multiple unjustifiable absences, a meeting will be called with parents in order to assure that the situation does not continue. This same expectation applies for late arrival or early dismissal from school, of which such actions will only be permitted under the previously mentioned justifiable purposes.

Students who have justified or unjustified absences must accept that they have missed valuable learning opportunities. Teachers will not change the course of their year-long and unit planning due to student absence and do not have to readjust any formative or summative assessment because a student was absent for an unjustified reason. If a justification is approved by the teacher and/or school administration, opportunity to take formal assessments may be provided. Students and parents must understand that daily, regular attendance is important for their child's learning and the choice to allow their child to miss instruction may cause them to fall behind in learning or have their grade affected due to lack of production of in-class work during regular class activities, from which teachers grade and utilize those grades to determine each student's final summative grade. If a student is absent for a justified reason, the student, or the parent/guardian in the case of very young children, must take the initiative to reach out to teachers in order to do any make-up work that may be required.

Submission of Work. Re-dos and Late Work:

Futuro Verde staff are committed to our stated principle that, “Assessment should offer multiple opportunities for students to demonstrate their learning”. Firm in that commitment, teachers provide students with multiple opportunities to show understanding of concepts, skills and abilities important to each grade level and subject area. This may be reflected in any of the following ways, among others:

- **Opportunity to re-do/improve a “final” project or submitted piece of work** for the opportunity for an improved final grade and to demonstrate further learning toward set objectives.
- Acknowledgement that Futuro Verde is focused on students’ achieving content objectives, while also developing adequate habits of responsibility and self-management, Futuro Verde has a **policy of late submission that encourages and rewards the submission of work before or by the teacher scheduled due date and provides appropriate consequences for students who do not demonstrate the personal responsibility and self-management** to fulfill deadlines and stated requirements. Specifically, Futuro Verde diploma program teachers use the following rubric regarding submissions that come in after the scheduled due date:

Submission Timeliness	Grading Percentages
Work submitted before or by the deadline*	100% maximum grade, to include all aspects of project rubric
Work submitted after the deadline*	Content graded at a maximum 90% of total possible score, with a 10% total score reduction for late submission

- In order to prepare students for the more rigorous requirements associated with Futuro Verde’s diploma program, students in the middle years and primary program will also be taught the skills and self-management abilities necessary to successfully manage deadlines responsibly and independently. *Part of this preparation will be a commitment by Futuro Verde teachers to provide “soft” deadlines for work submitted so that students become accustomed to a pattern of continuous learning and personal responsibility for ongoing learning gains.* **Students who demonstrate habitual tardiness related to work deadlines will be referred to the support committee for individual intervention and remediation.**

* Claims by a student of a justified absence related to a submission of work coming after the scheduled deadline will be reviewed by the teacher in charge of the work submitted and final decision on whether or not an absence will justify late submission is the sole discretion of the teacher with final support provided by the head of school. The final decision made by the head of school is not appealable by the student, his/her family or any other authorized representative.

Homework:

Futuro Verde has a unique student population, with many of our students travelling one hour each way to reach our school each day. Therefore, our homework policy reflects the limited time our students have outside of school for extra school work in conjunction with our belief in a balanced life and the needs for our students to explore other interests in their hours outside of school.

At Futuro Verde homework is assigned to students throughout the entire school year for the distinct purpose of reinforcing or extending student learning. Emphasis on connecting student learning to their home lives and using homework as an opportunity for students to meaningfully share their learning process with their families is strongly encouraged. The quantity and intensity of homework varies by grade level and may or may not be used as a part of a student grade. Homework is always reviewed in some way by teachers, be it because it is used for further classroom

learning or because a teacher may use it to monitor student progress or to track a student's development in self-management specific to their organization and effective management of time and task.

Responsibilities:

Student responsibilities:

- Come to school each day and actively participate in all class and school activities
- Maintain a positive rapport and open communication with all teachers and with your family
- Successfully complete all assessment and class work for all classes
- Maintain a minimum of 70 for all classes
- Work to attain characteristics consistent with the Futuro Verde Learner Profile
- Turn all work in on time and having done your best work
- Strive to demonstrate responsibility, good study skills and effective time management
- Take full responsibility for your learning! Participate, monitor your progress, ask for help and be self-reflective about your strengths and areas of growth
- Consistently adhere to all components of the Academic Honesty policy

Teacher responsibilities:

- Effectively plan and communicate assessment components in your classroom
- Engage students in reflective processes regarding their learning and individual goals
- Inform parents regularly and promptly in the instance that any student is struggling
- Communicate effectively with your colleagues, the IB coordinator (designate) and the school administrator in order to keep order and coordination at optimal levels
- Assure accurate record-keeping of all students data
- Encourage students to meet scheduled deadlines and/or to re-submit work to demonstrate further learning
- Be responsive to student results on formative assessments and modify instruction as needed
- Assure a dynamic learning environment, with strategies that effectively transmit content, motivate students and inspire learning and participation by all
- Utilize curricular resources, like the OCC*, to support high-quality teaching and learning strategies

Parent responsibilities:

- Assure that your child attends school daily, limiting absences to only those considered justifiable by Futuro Verde standards (illness, family emergencies, personal appointments or natural disasters).
- Assure that your child arrives to school each day on time and attends classes until the regular dismissal hour for all students
- Regularly monitor your child's progress
- Communicate daily with your child's homeroom teacher and/or subject specific teachers
- Stay informed on your child's current class load and pending or upcoming assignments or assessments
- Have regular, on-going and open conversations with your child to assure that you are keeping up with their progress in all subjects
- Contact your child's teacher if you have any concerns, questions or would like any matters addressed
- Attend all parent meetings related to general school functioning
- Assure that your child is maintaining a balanced life- with plenty of time dedicated to exercise, extra-curricular activities and downtime with family and friends

Policy developed by the Futuro Verde evaluation committee: Head of School, IB DPC (designate), Biology teacher, Estudios Sociales teacher, Spanish teacher, 5th/6th grade teacher, 3rd/4th grade teacher

Refer to:

Diploma programme assessment principles and practice (2004, updated 2010)

**Centro Educativo Futuro Verde is a candidate school* for the Diploma Programme. This school is pursuing authorization as an IB World School. These are schools that share a common philosophy- a commitment to high quality, challenging, international education that Centro Educativo Futuro Verde believes is important for our students.*

Only schools authorized by the IB Organization can offer any of its four academic programmes: the Primary Years Programme (PYP), the Middle Years Programme (MYP), the Diploma Programme or the Career-related Programme (CP). Candidate status gives no guarantee that authorization will be granted.

For further information about the IB and its programmes, visit <http://www.ibo.org>

