



Futuro Verde

Centro Educativo Internacional Bilingüe

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Educational Center Futuro Verde School Handbook 2018

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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 languages of instruction: English and Spanish with appreciation for additional languages.
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. Assure your child fulfills uniform requirements daily.
3. Assure your child faithfully follows the cell phone school policy.
4. Encourage your child to meet his/her own responsibilities as a student.
5. Support your child to eat healthily.
6. Fill out and turn in school forms on time.
7. Pay the monthly tuition in due time.
8. Support your child in bringing the supplies required by teachers (notebooks, classroom supplies, etc.).
9. Attend your child's trimestral conference.
10. Communicate any questions or concerns directly to the teacher responsible for the related subject matter.
11. Actively participate in Futuro Verde daily life (events, fundraising, 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. **Administrator and IB Coordinator:** Both of these employees are hired and supervised by the director. They support administrative, coordination and logistical organization.
5. **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, among other duties.
6. **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. In the absence of a full-time business manager, the board of directors treasurer will assume these responsibilities.

7. **Teachers, administrative staff and other employees:** Are hired by the director.
8. **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.
9. **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.

IB WORLD SCHOOL:

Futuro Verde is an accredited IB World School offering the Diploma Program in grades 11 and 12. The IB philosophy is permeated throughout the Futuro Verde curriculum at all grade levels and in all subject areas. It is a specific educational philosophy that shares many similarities to the founding principles of Futuro Verde.

ENVIRONMENTAL EDUCATION:

All of Futuro Verde's students, from preschool to 10th 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, music, library, 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 8th 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 in English in others.
- **Arts:** Visual, plastic, and industrial arts starting as early as the preschool grades.
- **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.

Centro Educativo Futuro Verde admissions policy

General requirements for admission to Futuro Verde:

The following documents are required for admission:

1. Complete online form on school website. www.futuro-verde.org (You can attach docs to the online form if necessary)
2. Student birth certificate or passport (original and copy)
3. Document proving up-to date vaccinations
4. Two Passport size photos (2)
5. Photocopy of parents' ID or passport
6. Student file, if coming from another Institution
7. Present bank receipt for tuition payment

Admissions exams:

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 ensure that all students accepted into Futuro Verde demonstrate adequate language ability in order to progress satisfactorily throughout our bilingual program and enter the IB diploma program with language abilities that will allow them to be fully successful.

Admissions exams process:

1. Family contacts the school seeking admissions.
2. The school secretary coordinates a day for presentation of admission exams with our admissions manager. A school tour can also be coordinated. (There are specific days of each week dedicated to admissions processes).
3. The school secretary communicates the exam to the admissions manager who then coordinates exam logistics (proctors, materials, space, timing, etc.)
4. The family arrives on scheduled date and time for the exam and pays the front office the admissions exam fee.
5. The student completes all admissions exams.
6. The admissions manager reviews exams and determines admission decision in conjunction with other necessary staff, communicating said decision in writing to the family.

7. If the family has already paid their registration fee and the student is not admitted, Futuro Verde will reimburse the full amount of the registration fee. Irrespective of admission exam results, the admission exam fee is non-refundable.

Important notes regarding admission exams:

All admission exam results are confidential and specific scores are NOT shared with families. Admissions decisions are the sole discretion of Futuro Verde and are not appealable by families.

Admission to the IB diploma program:

Centro Educativo Futuro Verde (Futuro Verde) operates from the perspective that all students can benefit from participation in the IB diploma program during 11th and 12th grades. All students entering 11th grade will be required to enroll in all core classes and subject groups to satisfy the requirements of the IB diploma. The admission requirements for entering Futuro Verde also apply for entrance to the IB diploma program.

Additional national requirements:

Students will be required to satisfy additional requirements to be awarded the Costa Rican high school diploma (MEP bachillerato). Namely, students will be required to take classes in Estudios Sociales and Cívica during 11th grade. Students must pass these exams which are administered in November of 11th grade.

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 make 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 Language A or Language B (Language Acquisition). Provided staff availability and/or the school schedule allows for it, Language A and B classes will be scheduled at the same time. Movement between Language A and Language 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 will be provided after evaluation in the following ways: Language B classes, 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 and in some primary grades. Parents should continually consult their child's classroom account in order 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 8:00 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).
5. On a field trip day regular rules related to school food service remain, with only those students whose families pay into food servicing receiving school food, if applicable.

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 at least one activity weekly**

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 the teacher nor the student to contextualize learning ensuring 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 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.

CREW

CREW is what Futuro Verde refers to as its advisory block of time with all groups of students. Students are divided into different crews based on their respective grade levels and assigned a CREW teacher each year. The concept of CREW fulfills the ideals of a Costa Rican 'homeroom' teacher, while also having the additional goal of supporting students in their individual and group goal setting and reflection. We call this special time, shared over the course of two lessons each week, as CREW based on the concept of a crew on a boat or ship and the notion that they are all on board and working collaboratively toward a joint goal. In Futuro Verde, we don't have passengers, everyone is a member of a CREW. This foundational understanding helps support students in their sense of belonging, their development of empathy and in the strengthening of their sense of self and their connectedness to others. CREW requires full engagement by all, so rules related to complete focus and attention (no headphones, no cell phones, no computer, empty hands and clear table) are important elements of CREW time.

CREW time happens a minimum of two times per week, once at the beginning of the week and once at the end of the week. CREW students and teachers actively integrate their school planners into CREW time, making goals and reflecting on them directly in their planners. In the preschool and primary grades, teachers and students work toward class goals. In the middle and high school years, teachers support students in creating individualized, personal goals.

General CREW routine	Estimated time
Group mindfulness	2 minute
Group activities connected to a group goal	15 minutes
Review of prior week's goal	5 minutes
Creation of a new goal	5 minutes
Shout outs! and valores	3 minutes

Month	General CREW focus
February / March	Thinking Skills
April / May	Communication Skills
June / July	Social Skills
August / September	Self-management Skills
October / November	Research Skills
December	Reflection

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 are 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.**

Library

The Futuro Verde Library is a place of vital importance in supporting the achievement of both teaching and learning objectives. It promotes the development of learning skills in students. It sparks interest in reading and acquiring knowledge. It is divided into two areas: the area for preschool and primary and another area for secondary students. In both areas, students can comfortably enjoy reading according to their age levels. It boasts a variety of books in English, Spanish, Italian, German, etc. of different categories, which allow the user to have access to sufficient sources of information, thus ensuring a valid investigation process. Moreover, it has a magnificent literature catalog with important literary works by renowned authors.

The use of the library plays an integral part in the educational, social and emotional development of students, since it allows them to enter new worlds and acquire more knowledge in all areas of life by reading our literary, documentary, historical, and scientific books, among others. The Futuro Verde School Library is open to the entire Futuro Verde community. However, many are unformed of the correct usage of the library with many books being mishandled, as well as the infrastructure.

The general objective of this course is to teach each student how to use the library correctly, for their own benefit and to their enjoyment, and to take care of the books and its infrastructure. Students are permitted to check books out to read at home, however, if they lose or damage books they will need to replace the book or pay its equivalent cost. If a student damages a book, they will not be able to check out a new book until they have fulfilled requirements with said damaged book.

Specific objectives

- Instill and encourage the pleasure of reading, learning and using the library.
- Use the information in order to acquire knowledge and entertain oneself.
- Acquire and apply the ability to evaluate and use information regardless of its format or means of dissemination.
- Understand how to use books correctly.
- Develop imagination, expression and creativity.
- Acquire behavioral habits that are to be respected in a library.
- Learn to search, organize and apply the available information.
- Encourage a healthy leisure activity.
- Follow the corresponding process for taking out books.
- Recognize books as a main source of information.
- Understand the functions of the reference cards.
- Learn to use information sources by topic or classification.
- Correctly cite the sources referenced.
- Initiate the habit of individual loan every month.
- Carry out a research project following the guidelines given by the teacher.

Throughout the school year, it is expected that the student respect the basic rules detailed in the the Futuro Verde Handbook. Our youngsters are also expected to show a positive attitude of respect and love both for their multicultural surroundings and distant multicultural environment. In addition, expected that the student takes initiative, shows motivation and interest in studying the Spanish language and literature, participating actively in the activities. Also, it is important to help our students be autonomous and responsible when making assignments, projects, etc.

Food and Nutrition

Students may only consume food prepared by the school cafeteria 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 of that 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 supply 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 that 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 and for the purposes determined for said space. Students can use their respective library spaces during lunch and recess times exclusively for the purpose of study and only under the direct guidance of a supervising adult.

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, websites, 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 bell rings 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. Additionally, all visiting students will be responsible for paying any and all associated fees related to their visit.

Student Departure from School Grounds

As Futuro Verde school administration and staff are responsible for students from the hours of 8:00 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 (please see full attendance policy for details regarding justified absences). Any and all absences, to include full or partial day absences, must be processed through the main office with the head secretary. This includes the restriction that students remain on campus at all times during class, snack, lunch and recess times.

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, please park along the road and 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 myriad of expectations set by the school administration and staff of good conduct at all times. While good conduct may be rewarded with the issuance of “FV Valores” tickets, violations of the code may lead to a corrective action and/or additional restorative justice-based 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 director when an occasion requires the official uniform):

Official Futuro Verde Uniform
Uniform shirt (green for prek-10 and navy blue polo for IB students)
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)
Physical Education Uniform
Official Physical Education Uniform (athletic shirt and shorts)
Athletic footwear
Swimming Classes
One-piece bathing suit (or with a shirt on top if wearing a bikini) and/or Swim shorts
Goggles
Non-official Futuro Verde uniform (for daily wear)
Preschool to 6th: Beige pants, skirt or shorts (skirts and shorts cannot be shorter than the student’s hand length above their knee)
Middle and High school: Pants, skirt or shorts (in any color but skirts and shorts cannot be shorter than the student’s hand length above their knee)
IB students: Beige pants, skirt or shorts (skirts and shorts cannot be shorter than the student’s hand length above their knee)
Uniform shirt (green for prek-10, navy blue for IB)
Footwear: sandals, tennis shoes, shoes of any color

Note: *Students must wear a Futuro Verde uniform every day of the week.* One of the prizes available to students at all grade levels as a part of our valores program is a “uniform free day”. If a student earns and uses a “uniform free day”, their clothes 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:

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 4: Specific Behavior Infractions

It is possible to take away points (equivalent after conversion to 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. (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 on 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 school'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 on campus. This includes knives, blades, guns, etc. Toys that look like weapons are also not allowed. (30-45 puntos)

Article 5: 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 make decisions which contribute a positive impact as community members. 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).

Restorative justice- Restorative justice practices in school are often described "...as a proactive means of promoting a positive, healthy, and orderly school environment, where everyone involved learns and practices self-discipline, empathy, and accountability."(Davis, Fanie E., "Edutopia") In Futuro Verde we are committed to a philosophy of restorative justice in order to assure individual and group growth and evolution through moments of struggle and strife.

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 made 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 from internal and external services. The goal of a corrective action form is to support our philosophy of restorative justice, specifically the aspect of that philosophy related to accountability.

(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 sale of either alcohol or drugs
4. Possession, use, or sale 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 to have misbehaved in any of the aforementioned cases and provided that: a) other means such as a corrective action and restorative justice have not been effective with the student b) the nature of the misconduct puts the continuation of the student at the school a risk. There will be no refund of tuition or other fees paid 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 regarding the details of the suspension.

Searches and Privacy Expectations

Futuro Verde 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 daily and to only miss school for specific, justifiable reasons, to include, but not limited to:

1. illness (virus, bacterial infection or other active symptoms of illness to include, but not limited to, diarrhea, vomiting or fever)
2. scheduled medical appointments
3. family emergencies
4. personal appointments (for processing paperwork, etc.)
5. natural disasters
6. lice
7. transportation emergencies

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. If a student is marked absent by the 8:00 am start time, the school secretary will call all the families of the absent students prior to 10:00 am to assure that each student marked absent is safe and accounted for. Futuro Verde will not allow for justifiable absences that fall out of the identified 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 the obligation 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 missed due to justified absence 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)

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 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 of any kind, each and every time they are deemed necessary.
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. 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' heads.
6. If your child needs to take a prescribed medication, please communicate directly with the homeroom teacher by writing in the student's planner or requesting a personal meeting with school administration.

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.

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 yearly.

There is a set schedule each year when applications are received and reviewed for the SSP and Scholarship program at Futuro Verde. 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

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 ongoing, direct communication with families via our school planner, Google Classroom portal, e-mail contact, phone calls, mid-trimester reports and trimester parent teacher and/or student-led conferences with all details pertinent to assessment including, but not limited to: learning goals, exam topics, project descriptions, social and emotional development, grading rubrics, individual student progress reports, intervention group, updates of learning, and personal teacher observations 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	IB Diploma Program
4-point rubric scale toward skills and abilities for each age level and area of development	70% daily, in-class work *This grade to adequately reflect proficiency of skills and concepts, as well as participation. Examples include exit tickets, informal quizzes, summary paragraph. 20% projects 10% formal evaluation	60% daily, in-class work, to include project process. *This grade to adequately reflect proficiency of skills and concepts, as well as participation. Examples include exit tickets, informal quizzes, summary paragraph. 15% project product 15% formal evaluation 10% homework	FV: graded toward scale of 100 each year IB: graded to a scale of 7 upon completion of internal and external assessment *Based on the grading criteria/mark schemes specific to each individual diploma program course. Class-specific details can be found in course descriptions.

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

- In class grading may include, but is not limited to: portfolio work and development, notebook completion and quality and/or quantity of notes and documentation associated to learning objectives and process.
- Teachers will maintain ongoing 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. Mid-trimester grades are reported via a more brief document that highlights the student’s current grade in the trimester for each subject and comments responding to particular strengths and or areas of need.

The grading scale used at Futuro Verde is the following:

- 70-100% Passing scores
- 0-69% 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

All teachers are encouraged to contribute to the social-emotional section of a student's report card.

Teachers will ask students to assess their own social-emotional indicators before the end of each trimester, with these being included in the report card allowing for open discussion at parent/teacher/student conferences.

(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) and or administration. 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.

If Futuro Verde staff members identify minor intervention or support needs in students, they will be referred to the CARE and/or Support teams. Futuro Verde's CARE team involves most Futuro Verde staff members and assures that all students, irrespective of the gravity of their need for support, receive the attention and support needed. For more challenging needs, CARE team referrals will be passed on to the school Support team. The Support team is in charge of assuring that special education plans, health accommodations and mental health supports are in place for all students in need.

Pass/Fail

In Futuro Verde's primary grades there is a minimum grade of 70 to pass all 3 trimesters and as a final average. In both middle and high school years, the minimum grade to pass all subjects at all grade levels 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 failing grade. A student's possible failure should be discussed during the trimestral conferences, during mid-trimester reporting periods, as a part of the school CARE team process and so that a plan to support the student can be elaborated in collaboration with the parents.

Mid-Term Reports, Report Cards, Parent Teacher Conferences and Academic Probation

Tracking student growth and progress from both formative and summative assessment as well as in class work and participation is important in order to assure that each student is working at his/her optimal potential. Communicating student progress and development half-way through each trimester allows students, parents and teachers to stay on the same page regarding student learning, current academic goals progress and achievements up to a set point in time in the trimester. There is a formal process for mid-trimester reporting for secondary students and a more informal process for primary students. Additionally, 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. The first and third trimester are dedicated to parent-teacher conferences and the second trimester is set aside for student-led conferences.

If a student is found, at any point of the process, to be struggling in a specific class or classes, they will be placed on academic probation. Academic probation is a process that consists of the following: meeting with the student, teachers

and parents to identify the areas of struggle and need, the development of a specific support plan for in and out of school intervention, and the regular review, with set deadlines, of said plan. Students on academic probation run the risk of losing their scholarships and/or privileges related to school-sponsored activities (sports teams, arts festival, etc.) if they do not achieve their goals adequately when on academic probation.

Appendices

Appendix 1:	Centro Educativo Futuro Verde Language Policy
Appendix 2:	Food and Nutrition
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Appendix 6:	Organizational Chart
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Appendix 1: Centro Educativo Futuro Verde Language Policy

Language philosophy of Centro Educativo Futuro Verde (Futuro Verde):

Futuro Verde is committed to the goal of multilingualism for all students. As a pre-school through secondary school, fully committed to developing bilingual language ability in Spanish and English for all students, and following the recommendations of researchers renowned in the area of language acquisition (K. Escamilla, F. Genesee, T. Collier, et al) we are committed to bilingual 50-50 instruction with all students at all grade levels. Nonetheless, the school recognizes that all students are at unique stages in the process of language acquisition, and often require different teaching and learning approaches to find a path to success. We believe that students should be provided the opportunity to acquire language through content. At Futuro Verde we achieve this by assuring that all of our staff are highly trained in the strategies, techniques and classroom structures that best support language learning through content. We also support all students regardless of their level of language proficiency by staffing a language support specialist who coordinates language supports, staff training and intervention programming for all students at lower levels of language proficiency. Additionally, our language support specialist, always a polyglot as the job description requires, provides instruction in our Language B Spanish and English classes for all secondary students who are not yet fully proficient in either of our languages of instruction. Futuro Verde is a school deeply committed to an additive approach to language acquisition, believing that our students, irrespective of their language of instruction or age at entrance into our program, have linguistic strengths in their native language and/or additional languages which add positive metalinguistic and metacognitive learning to our school environment and enrich and strengthen our school community.

Language profile at Futuro Verde:

Futuro Verde is a diverse, international school with families joining us from around the world. Just as they are ethnically and culturally diverse, there also exists enriching linguistic diversity in our student population. Currently, we have students who speak ten different home languages: French, Spanish, English, Dutch, Hebrew, Italian, Mandarin, Portuguese, German, Swiss-German. As a school we offer teaching and learning opportunities in Spanish and English as a part of our 50-50 two-way immersion bilingual model. We also provide additional language enrichment to all students preschool through 9th grade in the form of a class focused on metalinguistic transfer, Comparative Language Study, as well as classes in Classical Languages and French. Our formal languages of classroom instruction are Spanish and English. However, whereas we promote, encourage and require student use of the target language of instruction during academic instructional time, students are allowed and encouraged to use their mother tongue at any other time of their day in Futuro Verde. Official school communications at Futuro Verde are always sent bilingually - in Spanish and in English. Futuro Verde's language specialist is always present at individual and group meetings in order to provide simultaneous translation in either English, Spanish, French or Dutch.

Practices Relating to Language Teaching and Learning:

Futuro Verde is fortunate to have a Head of School with a specialized degree in Bilingual programming. We also have multiple staff members with advanced language learning credentials. With this knowledge base we have planned a whole-school curricular structure that methodically has divided content classes by language throughout, so that all students have the opportunity to receive instruction in all subject matter in both Spanish and English throughout the course of their educational journey at our school. Our preschool and primary teachers are adept at differentiation for distinct language proficiency levels and assure an inquiry-based and conceptually focused classroom that promotes collaboration and engagement from all students. At the secondary level and in the diploma years, our staff also assure optimum differentiation for all language proficiency levels and take special care to insure that they are adequately collaborating with the school language specialist in order to provide appropriate lesson and unit specific scaffolding so that students advance linguistically while also staying on track with grade level content in their second language. In reference to our staff's approach to normal language acquisition processes, such as challenges with spelling or pronunciation, among others, staff are trained to, for example, grade for content not language, in order to approach with understanding typical or proficiency based language learner errors and to also teach with both content and language objectives so as to best support an optimal language learning environment. As mentioned prior, teachers maintain instruction and interaction in the target language of instruction at all times, but encourage students to use their native language metalinguistically and metacognitively so that they can better access and process the content they receive in their new language. It is important to note that at Futuro Verde, and following guidance from DualU out of the Illinois Institute, we follow a language production philosophy of acceptance-modeling and rejection-disregard in order to promote the target language. Under this philosophy, students in their initial years receive acceptance in language production outside the language of instruction and modeling of the target language. After the initial years, or as the student demonstrates adequate proficiency, staff reject non-target language production and disregard student language use outside the target language in classroom settings in order to best promote full bilingual development in our languages of instruction.

Connection of Futuro Verde's Language Policy to our Admissions and Assessment Policies:**Language and Admissions-**

Futuro Verde's language policy is strongly connected to our admissions policy as a bilingual school. 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 and enter the IB diploma program with language abilities that will allow them to be fully successful.

Language and Assessment-

All Futuro Verde students are tested annually to determine their English and Spanish reading levels using the DRA and EDL, respectively. These test results, in conjunction with oral language testing using the SOLOM, are used to determine from 7th grade on whether or not a student will take Language A or Language B class. Currently, Futuro Verde student profiles demand separate language B courses at specific grade levels when the majority of our students who are, as yet, not-proficient in their second language are native-Spanish speakers from our local community or immigrant students who are native-English speaking. For language instruction, secondary students will be placed in either Language A or Language B (language acquisition). Where possible, according to scheduling or staffing flexibility, Language B classes will be scheduled at the same time as Language A classes. Movement between Language A and Language B will only be possible at certain times of year, with the decision being based on language proficiency test results. New arrivals to the school will undergo admissions testing within three days of matriculation and will only be able to start school once the

appropriate language class has been determined. For the few secondary students who need language B support, but enrollment does not allow for a separate Language B class or the student's linguistic need is of a milder nature, language support will be provided if determined after evaluation by: push in support in the classroom; pull out support from a language specialist outside the classroom; differentiation or individualized attention in the classroom setting.

For primary students the school will support all students who require language support in either English or Spanish, with the approach differing dependent on their age and stage of language acquisition. Options available include, but are not limited to: push in support in the classroom; pull out support from a language specialist outside the classroom; differentiation or individualized attention in the classroom setting.

Language and Special Needs-

Futuro Verde follows an inclusive education model. Our admissions policy does not discriminate against students with special needs and our language policy follows the same principles and thinking. Futuro Verde is fortunate to have the ongoing collaboration of Dr. Fred Genesee, professor emeritus at McGill University and renowned expert in the area of language development and disorders. Under Dr. Genesee's tutelage we are committed to assuring that all students are provided equal opportunity to access high quality bilingual programming and that modifications and adaptations are made by our support team, as needed, for students who present learning needs related to language. Futuro Verde is committed to educating all students and providing them with the opportunities to succeed and thrive.

Assessment of Language Learners and Record Keeping

All Futuro Verde teachers produce a yearly summary for each student, which is filed in their permanent school CUMM file. The yearly summary reminds the reader of the student's linguistic background, any special needs they may have and gives an end of the year summary of their functioning level (with the most current assessment data included as appropriate) in all academic subject areas. Teachers also add personal comments for each student, highlighting their areas of strength and those in need of continued support. This yearly summary is in addition to the school report card and is primarily used as a learning summary and communication and tracking tool for student progress from year to year. Teachers will also note any interventions provided to the student during the academic year, their effectiveness and recommendations for interventions in the year to come. Furthermore, throughout the year, the school support team (comprised of the Special Education teacher, School Counselor/Psychologist, Head of School, IB Coordinator and representative teachers) meets twice monthly to review the individual progress and differentiation provided to students with special learning or language needs and works collaboratively to adjust schedules or intervention programs as needed.

All Futuro Verde Teachers are Language Teachers and Respect our Students' Varied Mother Tongues

Futuro Verde policies and practices see all different student mother tongues as an opportunity to additively approach language learning. The mother tongue is seen as a resource and a strength. Students in the early stages of language acquisition can utilize their mother tongue to demonstrate content proficiency, in both spoken and written work. Translation, if we have competency in the mother tongue, may also be provided during formal assessment in order to properly assess content and not improperly negatively impact a child in content mastery based on language proficiency. Inclusion of all families in the education of their children is very important and, therefore, Futuro Verde staff encourage families of students with non-instructional language mother tongues to continue to use their native language in the home, developing important literacy and oracy skills that will enrich the child, help sustain their connection to their family and culture and will aid in bridging learning from their mother tongue to their additional languages. In the instance that parent communication happens between the child and the family, for example, during student-led conferences, children of distinct mother tongue to our two languages of official instruction will be encouraged to use their native language to communicate with their family (Mother's Day cards, student-led conferences, etc.).

Futuro Verde is located in Costa Rica and we place great importance on the promotion of our host country language of Spanish. For this reason, our school is a 50-50 bilingual Spanish/English school with a school-wide program model, meaning all Futuro Verde students irrespective of native language, participate fully in our bilingual program. Furthermore, all Futuro Verde diploma program students will participate fully in the IB diploma program, whilst also fulfilling national content standards in order to receive, with passing scores, both the IB and the Ministerio de Educación Pública (MEP) diplomas.

In support of all Futuro Verde teachers being effective language teachers we provide ongoing and regular whole-staff trainings on best practice. We also offer individual coaching, support in lesson-plan preparation and lesson modeling and support as needed.

Socio-cultural Context at Futuro Verde

Futuro Verde is a unique school with a unique socio-cultural context. Our diverse community is so overwhelmingly multilingual and multicultural that it is a norm to be a person currently acquiring a language and therefore social pressures that favor one language over the other do not tend to exist at our school. A large percentage of our students already boast bilingual or multilingual ability. Specifically, 65% of our students are bi or multilingual (not necessarily in our languages of instruction). We have a very empathetic and caring school context and language learners at all levels of proficiency are supported, encouraged and understood.

Language policy developed after consultation by: Head of school, Diploma Program Coordinator (designate), Language Specialist.

Policy to be available to all in staff and family handbooks.

Appendix 2: Food and nutrition

Futuro Verde Cafeteria:

At Futuro Verde we provide cafeteria services to students who wish to purchase their snack and/or lunch at school. 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 on 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 different grade levels in order to sell items they brought from home to raise funds for their field trips. On other occasions special sodas are organized in order to fundraise for a specific initiative important to individuals or groups at school.

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:

- o Cut up fruit or vegetables (with or without lemon, salt or chile powder)
- o Smoothies without sugar
- o Natural "apretados"
- o Popcorn (not microwavable)
- o Healthy, homemade breads or cakes
- o Homemade fruit or tea drinks
- o Arroz con leche
- o Natural yogurt
- o 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: Centro Educativo Futuro Verde - Academic Honesty Policy

Purpose:

Centro Educativo Futuro Verde (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, whether it be assessed internally or externally.

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, but are not limited to:

- 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: stealing exams, passing information, impersonating another student, 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. Download this at <https://goo.gl/bebp4l> or <http://andyspinks.com/download/mla-citation-guide-pdf/>
 - 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, correct use of MLA style guide, 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.
- Teachers are encouraged to refer to:
 - International Baccalaureate Organization. [Effective citing and referencing](#). 2014
 - International Baccalaureate Organization. [Academic honesty in the IB educational context](#). 2014
 - International Baccalaureate Organization. [Diploma Programme: Academic honesty](#). 2009, updated 2011

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, not only focuses on prevention of academic dishonesty, but 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. For example, collaborative learning and group work can lead to confusion. Students should be reminded that any written work presented must be their own. 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 dishonesty *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 advise on how to submit authentic work. Where possible students may be given the chance to re-submit 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 with *intent*, 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 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:

All Futuro Verde students will be monitored in their research processes and work production via a calibrated process of monitoring and detection of possible academic dishonesty. This calibrated process involves the following: requirement of the development of a detailed rubric by all teachers for all projects and assignments to include aspects of the rubric

that address academic honesty, requirement for all staff to insert student work into a school-approved plagiarism detection program and appropriate follow-up on the report produced from the plagiarism detection process. While recognizing that some words will come from other sources, in particular jargon and technical terms, all instances where the program indicates similarity of blocks of text will be investigated by the teacher, by comparing the piece of work with the suspect sources. The teacher will then consider if the student requires further guidance and support in how to paraphrase or cite appropriately. Any and all students whom, via our process of monitoring, have been found to have committed academic dishonesty will be referred to our school-wide assessment committee whom will determine processes related to sanctions and/or correction.

Students whom Futuro Verde staff have determined have broken the academic honesty policy may receive consequences beyond problem-solving measures. When problem-solving measures are deemed as an appropriate response any related consequences 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 that is beyond the scope of problem-solving, 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.

Appeals related to punitive consequences of academic dishonesty:

- Students or parents who wish to appeal in the case of academic dishonesty can only appeal the decision to hold the child accountable for the academic dishonesty. No appeal is allowed in regard to the severity of consequences at any time.
- No appeal will be allowed if the student is found to have plagiarized material which has been proven by revision through “Turn it in” or any other plagiarism checker.
- No appeal will be allowed if the student in question has not followed the deadlines and/or stated processes and procedures in the school handbook, student planner, or related policy documents.
- Appeals will only be accepted if new evidence is presented which demonstrates information pertinent to the original decision made by the school or its governing body.
- The appeal from the student and/or parent must be received within 3 days of the student receiving the consequence. School staff will then have a maximum of 8 days to respond. The school director will make the final determination in conjunction with the assessment committee and his/her decision is not appealable.

Academic Honesty Policy was developed by: Lural Ramirez, Head of School; Stuart Millar, Diploma Program Coordinator (designate); Meylin Vargas (Spanish teacher)

Academic Honesty Policy will be included in the school handbook with an abbreviated version in the student planner.

References and recommended further reading:

- International Baccalaureate Organization. [Academic honesty in the IB educational context](#). 2014
- International Baccalaureate Organization. [Diploma Programme: Academic honesty](#). 2009, updated 2011
- International Baccalaureate Organization. [Effective citing and referencing](#). 2014
- International Baccalaureate Organization. [General regulations: Diploma Programme](#), 2014
- Centro Educativo Futuro Verde Normativa Interna Institucional
- Sarala Birla Academy, Policy on Academic Honesty
- Academic Honesty Policy for DeSoto High School
- QSI International School of Shekou: Academic Honesty Policy

Declaration: student

I confirm that I have read, understand and agree to abide by the Futuro Verde Academic Honesty Policy.

Student's name:

Signature: Date:

Declaration: parent

I confirm that I have read, understand and agree to abide by the Futuro Verde Academic Honesty Policy.

Student's name:

Parent's name:

Signature: Date:

Appendix 4: Conflict Resolution and Support Form

Behavior Reflection/Reflexión de actitud

<p>Different first page header/footer</p>	<p>ros de mi actitud:</p>	<p>Description of my behavior/ Descripción de mi actitud:</p>	<p>What student right was violated? / ¿Cuál derecho estudiantil se violó?</p>	
<div style="border: 1px solid black; border-radius: 10px; height: 40px; width: 100%;"></div>	→	<div style="border: 1px solid black; border-radius: 10px; width: 100%; height: 100%;"></div>	→	<div style="border: 1px solid black; border-radius: 10px; height: 40px; width: 100%;"></div>
<p>How was I feeling/ ¿Cómo me sentía?</p> <div style="border: 1px solid black; border-radius: 10px; height: 40px; width: 100%;"></div>	→		→	<p>How do others feel because of my choices? / ¿Cómo hice sentir a los demás?</p> <div style="border: 1px solid black; border-radius: 10px; height: 40px; width: 100%;"></div>
<p>_____</p> <p>Student Signature/ Firma del estudiante</p>		<p>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?</p> <div style="border: 1px solid black; border-radius: 10px; width: 100%; height: 100%;"></div>		<p>_____</p> <p>Parent Signature / Firma del padre</p>
<p>_____</p> <p>Teacher Signature Firma del profesor(a)</p>				
<p>_____</p> <p>Date/ Fecha</p>				

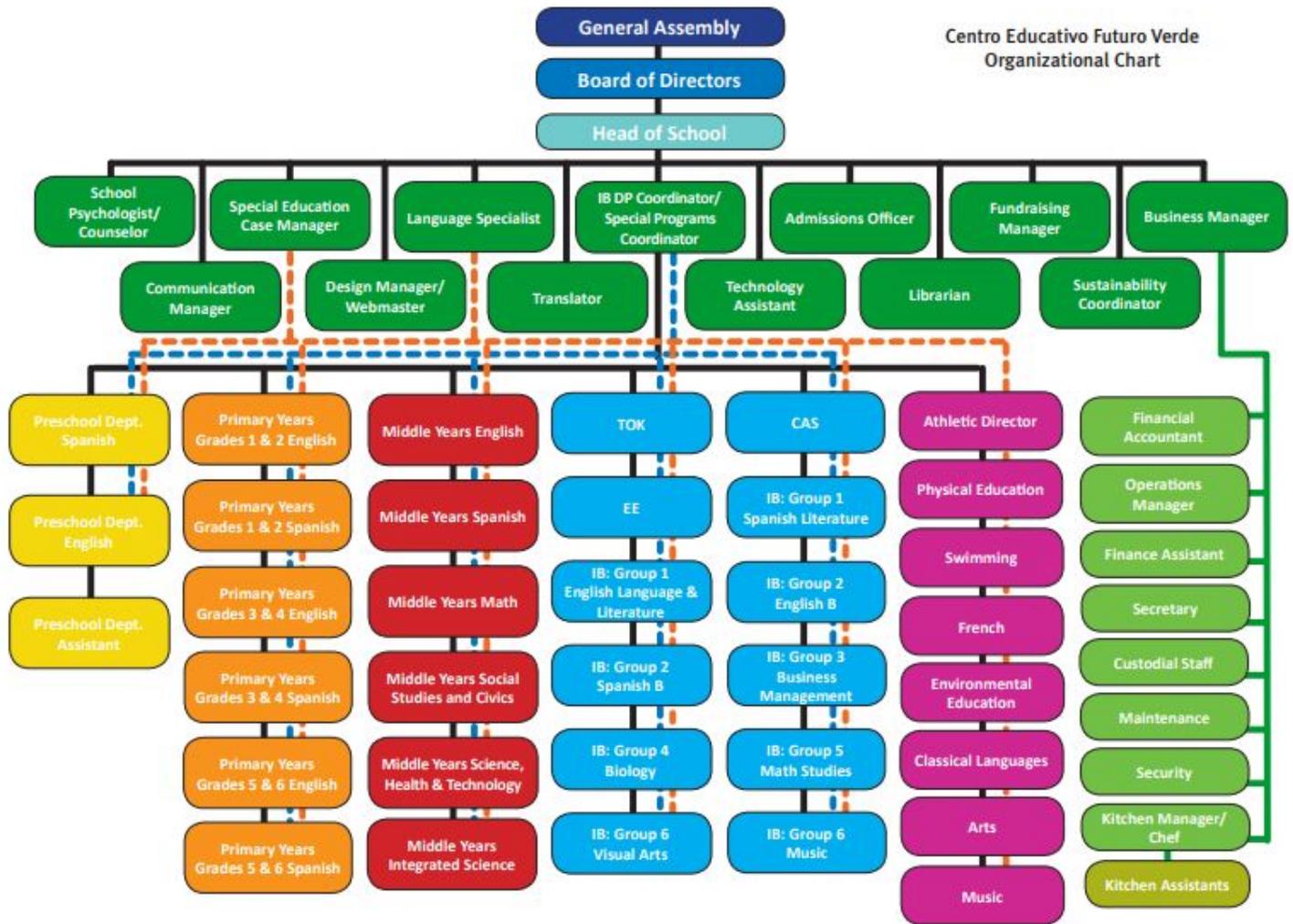
Appendix 5: Corrective Action Form

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
Organizational Chart



Appendix 7: Centro Educativo Futuro Verde - Assessment policy

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 and enter the IB diploma 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, and can be conveyed in a narrative form.

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 containing criteria with level descriptors, amongst other marking schemes, being used. Summative assessment can also be addressed during mid-trimester progress reports.

IB Internal Assessment (IA): Internal assessments (IA) are taken by students during 11th and 12th grades. The assessments, in the form of lab work, orals, research projects, and others, are graded by the teacher according to criteria, markbands and level descriptors distributed by IB through the subject-specific course guides. These internal assessment scores are submitted to IB for moderation to ensure that internal assessment scores across all IB diploma schools are consistent. The scores will be used as part of the student's final IB grade, as well as part of their school report card.

IB External Assessment (EA): External assessments (EA) are mandatory assessments that are set by IB and graded externally by IB examiners. These exams may include short answers, essays, case studies etc. and are administered during November of 12th grade. Students must take the external assessment on the published test date. IB exams do not have alternate test dates.

MEP Bachillerato Exams: As part of the requirements to be awarded the Costa Rican MEP diploma, students will be required to sit exams in Social Studies and Civics during November of 11th grade. These exams are set by the Ministry of Education and are graded externally. As a part of the calendaring of all assessment for IB students, Futuro Verde's IB coordinator will assure integration and consideration of national exam dates and requirements in the creation of the two year calendar.

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 for the full two years. 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.

The processes for standardization of assessment in Futuro Verde include the following important criteria, considerations for individual teachers and teacher teams, and structures to assure standardization of assessment as a school.

- Calibration of expectations in each subject regarding learning objectives, standards and skills to be assessed
- Calibration of expectations regarding students in the process of acquiring fluent language of instruction proficiency as well as students who have special needs

- Calibration of complexity of leveled questioning during assessment sessions to reflect the IB commitment to assessment objectives (AO1, etc.)
- Calibration of exam conditions, to include: duration, resources available, allowable support provided, acceptable modifications and adaptations for special needs
- Calibration of calendaring of exams and other assessments to include the following considerations: support of student ATLs related to self-management skills, scaffolded due dates for extended projects, whole staff communication of assessment plans to include dates of application of exams and/or due dates for large projects

The processes for standardization of frequency of formative and summative assessment, grading, recording and reporting assessment in Futuro Verde includes the following important calibrated agreements.

- Calibration of frequency of formative and summative assessment is addressed via the school handbook guidelines for each given grade level, which clearly divide the 100% available in each class between different assessment components over a set period of time.
- Calibration of grading to include staff professional development and workshops to deeply discuss and come to common agreement on the quality of a piece of work that would warrant a given rubric grade as well as additional calibration regarding grading that would reflect less tangible characteristics related to ATLs.
- Calibration of recording and reporting assessment to include common and shared documents, document templates for said purposes, agreements among staff regarding timelines for grading and grade reporting, as well as common and shared documents and templates to report grades to all stakeholders (students, families, colleagues and school administration).

Special Educational Needs Within our Assessment Policy:

Futuro Verde is committed to ensuring all students can access learning and are provided assessment protocols and procedures that adequately support their needs and assure their skills and abilities are demonstrated via an assessment tool and process that best allows them to demonstrate their mastery. Specific cases of more substantial special needs would be case managed by the school support team, headed by the school psychologist and/or special education teacher, and would include documentation to include an individual support plan and assessment protocol for each student, detailing their modifications and accommodations during assessment. For a detailed list of possible modifications or accommodations, please refer to the school's full Special Needs policy.

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 ongoing, direct communication with families via our school planner, Google Classroom portal, e-mail contact, phone calls, mid-trimester reports and trimester parent teacher and/or student-led conferences with all details pertinent to assessment including, but not limited to: learning goals, exam topics, project descriptions, social and emotional development, grading rubrics, individual student progress reports, intervention group, updates of learning, and personal teacher observations 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 ensure 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	IB Diploma Program
4-point rubric scale toward skills and abilities for each age level and area of development	70% daily, in-class work *This grade to adequately reflect proficiency of skills and concepts, as well as participation. Examples include exit tickets, informal quizzes, summary paragraph. 20% projects 10% formal evaluation	60% daily, in-class work, to include project process. *This grade to adequately reflect proficiency of skills and concepts, as well as participation. Examples include exit tickets, informal quizzes, summary paragraph. 15% project product 15% formal evaluation 10% homework	FV: graded toward scale of 100 each year IB: graded to a scale of 7 upon completion of internal and external assessment *Based on the grading criteria/mark schemes specific to each individual diploma program course. Class-specific details can be found in course descriptions.

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

1. In class grading may include, but is not limited to: portfolio work and development, notebook completion and quality and/or quantity of notes and documentation associated to learning objectives and process.
2. Teachers will maintain ongoing 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.
3. Teachers will not assign homework or projects to be done exclusively 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.
4. Teachers will have 8 working days after the deadline or exam for the grading and devolution of the exam, project or grade.
5. 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. Mid-trimester grades are reported via a more brief document that highlights the student's current grade in the trimester for each subject and comments responding to particular strengths and or areas of need.

The grading scale used at Futuro Verde is the following:

70-100% Passing scores
 0-69% 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

All teachers are encouraged to contribute to the social-emotional section of a student's report card.

Teachers will ask students to assess their own social-emotional indicators before the end of each trimester, with these being included in the report card allowing for open discussion at parent/teacher/student conferences.

Award of the IB Diploma (*taken from Handbook of procedures for the Diploma Programme 2017, section A1.2 "Award of the IB diploma")

The IB diploma is awarded based on performance across all parts of the Diploma Programme. A total of six subjects must be studied, with a combination of standard and higher levels (SL and HL). Students must also complete the "core", which is made up of creativity, activity, service (CAS), theory of knowledge (TOK) and extended essay (EE).

Each subject is graded 1–7, with 7 being the highest grade. These grades are also used as points (that is, 7 points for a grade 7, and so on) in determining if the diploma can be awarded. TOK and the EE are graded A–E, with A being the highest grade. These two grades are then combined in the diploma points matrix to contribute between 0 and 3 points to the total. CAS is not assessed but must be completed in order to pass the diploma. See section A7.7.

The overall maximum points from subject grades and TOK/EE is therefore 45 $((6 \times 7) + 3)$. The minimum threshold for award of the diploma is 24 points, below which the diploma is not Awarded.

The additional requirements are the following.

- CAS requirements have been met.
- There is no “N” awarded for TOK, the EE or for a contributing subject.
- There is no grade E awarded for TOK and/or the EE.
- There is no grade 1 awarded in a subject/level.
- There are no more than two grade 2s awarded (HL or SL).
- There are no more than three grade 3s or below awarded (HL or SL).
- The candidate has gained 12 points or more on HL subjects (for candidates who register for four HL subjects, the three highest grades count).
- The candidate has gained 9 points or more on SL subjects (candidates who register for two SL subjects must gain at least 5 points at SL).
- The candidate has not received a penalty for academic misconduct from the Final Award Committee.

In addition, students who have completed these conditions through multiple languages may be eligible for a bilingual diploma (see section A7.6.2)

A maximum of three examination sessions is allowed in which to satisfy the requirements for the award of the IB diploma. The examination sessions need not be consecutive.

Further details of how the diploma is awarded are contained in the General regulations: Diploma Programme.

Summary

- Students must study six subjects, plus TOK, EE and CAS. They must accumulate no
- fewer than 24 points from assessment in these subjects in addition to grade stipulations.
- They must meet all of the additional requirements listed above.
- They must do so within a maximum of three examination sessions.
- Candidates who successfully meet these conditions will be awarded the diploma.
- Candidates who take the diploma in multiple languages may be eligible for a bilingual
- diploma.

Futuro Verde Policy Regarding National and IB Requirements and MEP Bachillerato Exam Equivalency:

Futuro Verde is committed to supporting its students in successfully completing both the full IB diploma and the national MEP diploma requirements. All students in 11th grade will take and receive a passing score in the nationally required 5 lessons of Social Studies and the nationally required 2 lessons of civics. Per the national law supporting collaboration between our Ministry of Education (MEP) and IB, students will only need to take a full IB load within the 6 subject groups (or permissible equivalency) and have a passing national diploma exam score in Social Studies and Civics. If they are taking all other IB exams in all subject matter required by MEP (math, science, English, Spanish) and receive a minimum of 2 on their IB exams, that will be considered sufficient for equivalency and they will be awarded credit for those subjects toward their MEP requirements.

Attendance:

A formal assessment policy component exists at Futuro Verde regarding attendance and its impact on learning. Students are expected to attend school daily and to only miss school for specific, justifiable reasons, to include, but not limited to:

1. illness (virus, bacterial infection or other active symptoms of illness to include, but not limited to, diarrhea, vomiting or fever)
2. scheduled medical appointments
3. family emergencies
4. personal appointments (for processing paperwork, etc.)
5. natural disasters
6. lice
7. transportation emergencies

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. If a student is marked absent by the 8:00 am start time, the school secretary will call all the families of the absent students prior to 10:00 am to assure that each student marked absent is safe and accounted for. Futuro Verde will not allow for justifiable absences that fall out of the identified 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 the obligation 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 missed due to justified absence 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.

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:

- **Rubrics that divide work into set sections, parts or stages:** all FV teachers are committed to created and sharing with students detailed rubrics, with scaffolded due dates in which the full project is divided into subtopics and/or parts and the teacher clearly explains the expected demonstration of learning for each part of the rubric.
- **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 secondary 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 via our school counselor, CARE team or support team.***

* Claims made 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
- Consistently adhere to all requirements for citations using the MLA guidelines

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 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
- Stay abreast of deadlines and important dates regarding the IB calendar and IAs and EAs
- Assure a dynamic learning environment, with strategies that effectively transmit content, motivate students and inspire learning and participation by all
- Utilize curricular resources, like *MyIB*, 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 ensure 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 IB and 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

IB Diploma Program Coordinator responsibilities:

- Monitor student progress, meeting with the student (and parent as needed or required) formally when concerns arise
- Ensure that students are aware of and prepared for IB assessments
- Schedule training for new IB teachers
- Provide pedagogical leadership, in coordination with other school leaders, in order to continually support teacher development
- Train those who will serve as Extended Essay supervisors or CAS supervisors

- Monitor the Extended Essay and CAS process
- Distribute all assessment materials to teachers
- Distribute external assessment timetable to all teachers
- Arrange meetings with teachers to plan and reflect on assessment strategies
- Maintain a 2 year calendar of all IA and EA submission dates
- Ensure all IA and EA are sent or uploaded to IB by the deadline
- Arrange exam space for all external assessments
- Register students for exams

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)