



FAMILY HANDBOOK

2018-2019

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DIRECTOR'S WELCOME

Welcome to Costa Rica International Academy (CRIA). There are countless reasons to be proud to be a member of the CRIA community. We are fortunate to have excellent facilities which include ample spaces to run, play and explore. Our spaces include a swimming pool and covered gymnasium, computer labs, a library and large, comfortable, air-conditioned classrooms. Our dedicated and enthusiastic teachers hail from the United States, Canada, Bolivia, Colombia or Costa Rica and are passionate about helping students to learn and challenge themselves. Our dual accreditation – with both Middle States Association of Schools and Colleges in the United States, and the Costa Rican Ministry of Education – enable students to work towards the goal of attending colleges and universities anywhere in the world.



Our commitment to helping students learn more about Costa Rica and the Spanish language also sets us apart– Spanish, art, music, physical education, Costa Rican studies, and many sports and after school activities are taught in Spanish. On the playground, you may hear English, Spanish, or one of the many other languages represented by students on campus.

CRIA teachers are committed to utilizing our incredible surroundings to enhance learning. Teachers seek ways to provide hands-on, real world experiences to deepen understanding of learning objectives. Students engage in geology lessons by visiting the caves at Palo Verde National Park; experience the physics of waves, water pressure and oceanography by conducting beach studies; learn about sustainable development by visiting the turtle nesting sites at Ostional, just to name a few.

We have high expectations for our students – ethically, academically, artistically, and athletically – and our teachers, coaches and administration work hard to help our students meet those expectations. Small class sizes and caring teachers are a combination which allows us to reach students at their levels, differentiate in the classroom and help students to achieve their goals.

I am looking forward to working together with students, parents and staff to make the CRIA experience one filled with learning, wonder, and fun!

Lois Maré

INTRODUCTION

The policies and procedures contained in this handbook aim to ensure a productive and effective partnership between school personnel, parents and students. The foundation of all of the policies and procedures is the desire to create a safe and respectful learning environment in which all parties understand and fulfill their responsibilities. Such a learning environment not only supports the physical well-being and academic success of students but also supports their continued development as young people of good character and high self-esteem.

The handbook contains a range of information from guiding statements like the school mission to very specific details of procedures to follow in certain circumstances. Setting out the policies and procedures allows for expectations and parameters to be known in advance. However, it is impossible to have a written policy and a well-defined process to deal with absolutely everything that may occur in the course of human interactions in a school during any given school year. Ultimately, it is the CRIA mission, values and the desire for a safe, respectful environment underlying the written document that is of prime importance to guide our interactions with regard to the policies and procedures contained in the following pages. The administration, faculty and staff look forward to working with you throughout the year to provide the best possible education for your child. We are excited to be on this learning journey together!

MISSION

Costa Rica International Academy, a U.S. accredited college preparatory school serving an international community, inspires a passion for learning and provides children with the skills, values, and courage to become responsible leaders in their communities and the world.

VISION

We aspire to be a world-class international school with a culture of high expectations, high performance and accountability.

VALUES

We respect all creeds, religions and points of view. The School does not undertake religious instruction nor blend secular and sectarian education. At the same time, moral values and spiritual issues have a place in the educational process. Values such as fairness, justice, compassion, honesty, and the *Golden Rule* are taught without a religious label. Faculty and staff conduct reflect these values and serve as models for the students.

PHILOSOPHY AND OBJECTIVES

In keeping with the mission, vision and values of the school, we strive to:

1. Provide for the development of intellectual, social, aesthetic and moral values that satisfy the needs of our students;
2. Serve students from the expatriate and local communities;
3. Maintain high academic standards and foster a love of learning;
4. Provide a program that focuses on basic skills in English (literature, writing, speaking, and listening), math, science, history, geography, Spanish, physical education and the arts;
5. Maintain a structured plan for learning, which clearly articulates curriculum content;
6. Evaluate student learning frequently with a variety of assessment tools to ensure that each child is progressing appropriately;
7. Help students prepare for a world of rapid change in which continuing education, creative thought, the ability to use technology, and acquisition of skills are essential;
8. Value and teach cultural understanding and knowledge of the complexities of our world;
9. Teach and model virtues such as honesty, compassion, diligence, kindness, fairness, loyalty, and the “Golden Rule”; and
10. Prepare students for admission to universities in North America, Costa Rica and around the world.

PROFILE OF THE CRIA GRADUATE

Our CRIA students demonstrate a strong academic foundation in the following areas:

- Thinking and communicating mathematically and scientifically
- Knowledge and inquiry processes that allow informed decision-making for the public good as citizens of an interdependent world
- Coherent oral and written expression in both English and Spanish, including listening, and speaking
- Responsible, safe, and effective use of technology for education and personal satisfaction
- Literacy in the areas of print and electronic media
- Organizational skills, study habits and effective time management
- Analytical and critical reading of a wide range of texts

Our CRIA students are able to utilize the following thinking skills:

- Specific elements of critical thinking such as discerning purpose, asking questions, challenging assumptions, and recognizing implications and point of view,
- Problem solving which includes defining a problem, considering solutions, and making right decisions, both independently and as a team member
- Innovative thinking that allows creative ideas to become reality
- Curiosity as demonstrated by a desire to explore, generate questions, & seek answers
- Self-awareness as shown through reflection and understanding about own learning styles, behavior, personality, and perspectives

Our CRIA students are able to actively and meaningfully contribute in various communities by:

- Working both independently and collaboratively
- Actively building community locally nationally, and globally
- Courageously showing empathy and compassion to others
- Demonstrating respect for people of different backgrounds, including ethnicity, learning differences, country of origin, race, nationality, sexual orientation, gender, or beliefs
- Respecting and caring for our planet through active stewardship

Our CRIA students exhibit the following personal qualities:

- Integrity through adherence to moral and ethical principles
- Accountability by accepting responsibility for his or her own actions
- Leadership as shown through self-discipline, communication, organization & initiative
- Adaptability as shown through adjustment to new environments and challenges
- Commitment to wellness as shown through making good choices that enhance emotional and physical health

HISTORY OF COSTA RICA INTERNATIONAL ACADEMY

A quality K-12 school is vital infrastructure for any community that values the education of their children. In the year 2000, it was evident that the Guanacaste province of Costa Rica was destined to be a highly desired location for foreign residents to settle, not only for retirement, but for families from around the world. The current day Costa Rica International Academy (CRIA) was thus formed in that year to provide a quality, US accredited education for expat families. CRIA chose a development path that values US accreditation from those first years. By affiliation with a highly successful independent school in the capital city of San Jose in those initial years of operation, CRIA at its founding was immediately accredited for its quality K-12 program and its commitment to academic excellence. CRIA is currently fully accredited by the Middle States Association of Schools and Colleges as a private, independent K-12 school.

From the year 2000 to the present day, the CRIA school community has grown from a couple of dozen students to 350 in 2018. CRIA's founding vision anticipated a steady growth of new foreign residents, as well as increasing demand from local families. CRIA has indeed enabled Guanacaste to become a top destination for families to emigrate to from around the world.

As the most stable constitutional republic in Latin America, and with a longstanding commitment to sustainable use of resources and protections for private property within competitive markets, Costa Rica continues to attract new foreign residents seeking a *pura vida* lifestyle. The 'Gold Coast' region of Guanacaste, with CRIA as a central magnet for families, is destined to continue its long-term growth path. From 2000 to the 2011 census, Costa Rica has become the number one destination for expats in Latin America relative to its size, with an impressive 9% of the population recognized as foreign residents.

CRIA has grown to approximately 350 students. About one third of the students are in Grades 6-12 and the remainder in Toddler through Grade 5. Typically, one third of our students are from the U.S., one quarter from Costa Rica and the remainder of our students come from Canada, Europe, and Latin America. Average class sizes are 18 for the primary, and 22 for the secondary, with an overall student to teacher ratio of 13:1.

With a solid history of excellence, and a well-earned reputation among American universities admissions officers, CRIA is strategically prepared to grow to 850 students over the next decade as *the* school of choice in Guanacaste, Costa Rica.

ACADEMICS



GRADUATION REQUIREMENTS

| | | |
|------------------------|-------------------|--|
| English | 4 credits | English credits may include English 9, English 10, English 11 and English 12 |
| Social Studies | 3 credits | Social Studies credits may include Early World History 9, U.S. History 10, Modern World History 11, Modern U.S. History, Contemporary World Issues, World Geography, Psychology |
| Mathematics | 3 credits | Math credits may include Algebra I, Alg. II, Geometry, Pre-Calculus, AP or Honors Calculus AB, and AP Statistics |
| Science | 3 credits | Science credits may include Biology, Physics, Chemistry, AP Environmental Science. Two science credits must include a Laboratory class. |
| World Languages | 3 credits | Language credits may include Spanish I, II, III, or IV, AP Spanish Language and Culture, or other Foreign Language course |
| Fine Arts | 2 credits | Fine Arts credits may include Art, Music, PE, Theatre/Drama |
| Core Electives | 6 credits | Elective credits may be chosen from previously listed courses, Computer studies, Health and Nutrition, Speech and Debate and courses from online providers such as K12 and Virtual High School |
| TOTAL | 24 credits | *Transfer credits from other institutions will be at the Director's discretion (See Online Credits Policy, p.13) |

COURSE PLACEMENTS

Spanish

CRIA offers several levels of Spanish courses for students in Grades 3-12 in order to support and challenge Spanish language acquisition and skills at various proficiency levels. The Spanish Department is responsible for assessing students' Spanish proficiencies and placing students into the appropriate Spanish classes. Placements are based on the Home Language Survey, previous schools' transcripts, and a placement test which assesses students' listening, speaking, reading and writing levels. As the education specialists with professional knowledge of the language learning process, as

well as knowledge of our curriculum and course content, **Spanish class/course placement is decided by our Spanish Department faculty.** Students may be recommended for a move to a different level within the first 3 weeks after the student starts classes at CRIA, or after the mid-term exams and end-of-year exams. Should a parent decline the placement that is recommended by the School, they may withdraw their child from the Spanish class and enroll him/her in an online program at the cost of the family. The credit requirement for Spanish will not be waived should a placement be declined.

Mathematics

Beginning in 8th grade, students will be placed in either Math 8 or Algebra 1. Placement depends on the student's final grade in Math 7, teacher recommendation, and/or a placement test. Placement is done in order to support and challenge students at their level of math understanding. Math course placement is decided by our Mathematics Department faculty. Should a parent decline the placement that is recommended by the School, they may withdraw their child from the math class and enroll him/her in an online program at the cost of the family. The credit requirement for math will not be waived should a placement be declined.

Advanced Placement

Advanced Placement (AP) courses are offered primarily to students in Grades 11 and 12 although in special circumstances, AP courses may be available to exceptional Grade 10 students. AP courses all have prerequisite courses with typically an achievement level of 85% or higher, and teacher recommendation. A student's PSAT test results may also help determine AP readiness. AP courses are not a requirement for most universities and are designed for academically driven students.

Since these courses are typically much more rigorous than a standard high school class, they can require additional time outside of class to prepare, such as during holidays and over the summer break. Students seeking admission to highly selective universities will certainly want to seek teacher advice about enrolling in AP courses. AP tests are taken in May and in some cases college credit and grades can be earned for acceptable scores on these exams. **All students who sign up for an AP course are required to take the exam which incur additional costs (approximately \$135).** AP examinations are graded on a 1-5 point scale, with 5 being the highest possible score. Although any student may register to take the AP tests, in general, they are recommended for a student who has completed an AP course offered at CRIA. Most of the exams take three hours although some are only an hour and a half. **Students electing to take an AP exam in an area where CRIA is not offering a class need to register in writing with the Director by March 15.** AP examinations that are taken in high school can enhance a candidate's chances of receiving admissions offers from selective universities both in and outside the United States. Uniforms must be worn to all AP exams. A 1-point boost in

GPA is added for each AP class for all students enrolled in an AP class if and only if the student earns a C, B, or A in the class.

ONLINE CREDITS

In today's technological world, it is possible for students to supplement their CRIA education with a limited number of online credits. High school students (Grades 9-12) may choose to take online courses because CRIA does not offer the course on campus, a student needs a certain course for vocational or college program requirements, or the student is simply interested in the course material.

Online credits can be earned under the following conditions:

- The online provider must be accredited by a recognized accrediting institution
- All online credits must be approved by the Director before the student enrolls in the online course. **The Virtual Course Approval application** is available in the Main Office and must be signed by the Director *before* the course begins
- CRIA will accept between 0.5 and 5.0 online credits over the course of a student's high school career at CRIA
- No more than 2.0 online credits can be earned in the student's senior year (Grade 12)
- Costs associated with online courses are borne by the student's family. CRIA will not pay for or reimburse for online courses
- Physical Education cannot be taken with an online provider
- CRIA does not have a price structure for part-time students. All students are considered full-time students, regardless of how many credits they are taking with CRIA
- CRIA is not responsible to assist with course content and tutoring for students enrolled in online courses
- It is the students' family's responsibility to research university requirements for acceptable courses. Please note that some online providers will not be accepted by some universities or by the NCAA for athletic eligibility. Additionally, most colleges/universities require a full credit of pre-calculus and a full credit of senior English

COURSE CHANGES

The master schedule is created each spring based on faculty expertise, graduation requirements and student interest. For these reasons, after course selections are made, course changes are discouraged. There are very rare and exceptional circumstances, however, which may justify changing classes during the first two weeks of classes during the beginning of each semester. All schedule change requests must start with the Director. Attendance in the student's original class is required until the change has been confirmed by the Director, and the student has received a new schedule. In cases where it becomes apparent during the first 3 weeks (15 school days) that a student has been

misplaced or there are other extenuating circumstances, the teacher may initiate a request for a student to change courses. Consultation with the student, teacher, and Director must occur before the student will be allowed to change their schedule. Students must complete any work missed in their new course. After the initial 'drop period' of the first three weeks of a semester, should a student withdraw from a course, the transcript will indicate a 'Fail' grade for the semester and will not receive credit. Credits and partial credits are given at the semester. Any student who withdraws from a course during the semester will not earn credit for the dropped course.

EARLY YEARS PROGRAM

CRIA works to provide a safe, challenging and engaging program for children in Toddler (2/3 years old) to Kindergarten. We balance social, emotional, physical, linguistic and academic development through a holistic approach to teaching and learning.

Toddler Program

This is a multi-age class for children 2 and 3 years old. Children must turn 2 years old by the 15th of September. CRIA offers both a half-day program and a full-day program. The half-day program runs from 8am to 11:30am and the full-day runs from 8am to 3pm. Full-day students benefit from rest time after lunch. This is a quiet time where children sleep or rest quietly. There are no alternative activities to the rest period. Please do not send children with toys/stuffed animals, etc. to school. A small blanket and pillow should be sent for the rest period. Toileting habits are supported but toilet training of children is not the responsibility of the teachers. Diapers and wipes must be provided from home.

Pre-K Program

Children must turn 4 years old by the 15th of September. This is a full-day program and all students attend from 8am to 3pm. Children in the Pre-K program benefit from rest time after lunch. This is a quiet time where children sleep or rest quietly. There are no alternative activities to the rest period. Please do not send children with toys/stuffed animals, etc. to school. A small blanket and pillow should be sent for the rest period which can fit into a large zip lock bag. In order to support each child's growing independence, they are expected to perform morning responsibilities on their own. In order to do so, they need backpacks large enough for materials and should carry their things into the room. Children must have independent toileting habits before entry into our Pre-K program. We do not accept students needing diapers and children must be able to wash themselves after using the toilet. CRIA's program does not offer supervised tooth brushing. The American Pediatric Dentistry Association supports this policy: "Typically, pediatric dentists will recommend that kids brush their teeth 2-3 times per day—morning, night, and another convenient time throughout the day. This would mean that brushing at school may not be necessary since they can brush their teeth when arriving at home after school."

Kindergarten Program

Children must turn 5 years old by the 15th of September. Children must have independent toileting habits before entry into our Kindergarten program. We do not accept students needing diapers and children must be able to wash themselves after using the toilet. CRIA does not offer a half-day program and all students attend from 8am to 3pm. Children in the Kindergarten program benefit from rest time after lunch. This is a quiet time where children sleep or rest quietly. There are no alternative activities to the rest period. Please do not send children with toys/stuffed animals, etc. to school. A small blanket and pillow should be sent for the rest period which can fit into a large zip lock bag. CRIA's program does not offer supervised tooth brushing. The American Pediatric Dentistry Association supports this policy: "Typically, pediatric dentists will recommend that kids brush their teeth 2-3 times per day—morning, night, and another convenient time throughout the day. "This would mean that brushing at school may not be necessary since they can brush their teeth when arriving at home after school." Field trips are an important part of our program. In order to continue to develop independence in our students, parent chaperones will be limited to 4 parents per field trip. It is not possible to include/invite all parents to attend the field trips due to logistics.

K-12 DISCIPLINE

STUDENT CODE OF CONDUCT

CRIA provides each student the opportunity to develop to the highest possible degree his or her talents, capacities, and interests in a school climate reflecting the high standards of good citizenship expected in countries around the world. Effective learning takes place within a positive program of discipline. CRIA's program will encourage the individual student to develop desirable qualities of self-discipline, will hold the student responsible for his or her actions under the supervision of school authorities, and will protect the student from the individual whose behavior or actions disrupt an effective learning program.

The responsibility for the basic behavior development rightfully belongs with the individual and his or her parents. Parents have an obligation to assist the School in promoting and maintaining positive social and moral standards of conduct both on and off campus. Ultimately students must assume responsibility for their own behavior. They are expected to obey all rules and regulations set forth in the CRIA Student's Rights and Responsibilities.

Student's Rights and Responsibilities

It is Your Right:

To be part of an environment in which you are addressed politely, treated with dignity and respect, and are free from discrimination.

Your Responsibilities Include:

- Avoiding language and behavior which is offensive to others.
- Respecting the rights of others.
- Using acceptable manners, and appropriate social etiquette.

It is Your Right:

To be part of an environment which is free from intimidation, including all forms of physical and verbal abuse.

Your Responsibilities Include:

- Avoid causing or encouraging bullying, teasing, harassing or ganging up on others.
- Showing due consideration for others when moving on or around campus.

It is Your Right:

- To work, learn, and achieve success in an environment which supports your efforts and helps encourage you to successfully reach your goals.
- To be able to express your thoughts and to ask questions.

Your Responsibilities Include:

- Arriving on time to all your classes with all necessary books and supplies, ready to work.
- Being cooperative and displaying a positive attitude.
- Completing all of your assignments and class work within an agreed upon time frame.
- Allowing others to speak and to listen sensitively to what they have to say.
- Accepting and giving opinions which are critical of ideas but never of people.
- Being intellectually honest - No cheating, plagiarism or copying of another student's work.

- Avoiding types of behavior which interfere with or discourage other students from learning effectively.

It is Your Right:

To expect that all property and equipment at CRIA whether personal, shared, or belonging to the school should remain free from damage, abuse, or theft.

Your Responsibilities Include:

- Treating all property with respect and using it in an appropriate manner
- To avoid using or touching property that belongs to other people without their permission
- Compensating owners for property damaged due to your inappropriate use

It is Your Right:

To be able to spend your day at CRIA in a friendly, clean, and safe environment.

Your Responsibilities Include:

- Placing litter in appropriate containers and cleaning up your table after lunch.
- Refraining from bringing dangerous articles to school.
- Helping to keep any non-prescription drugs, alcohol, or tobacco away from the CRIA campus.

It is Your Right:

To be a member of a school that is highly valued by parents and the wider community.

Your Responsibilities Include:

- Obeying all Costa Rican laws.
- Behaving in an appropriate manner when off campus.
- Not smoking or consuming alcoholic drinks off campus during school sponsored activities.
- Complying with the CRIA dress policy and generally behaving in a manner which engenders pride in our school and in the achievements of its students.

It is Your Right:

To have any disputes involving you settled within a reasonable time frame and in a fair and rational manner.

Your Responsibilities Include:

- Allowing all members involved in a dispute to state their case and be listened to.
- An obligation to seek assistance from a teacher or administrator, if you feel that a dispute cannot be resolved amicably.
- Accepting with good grace the final decision of the arbitrating member of staff.

Students should always behave in a manner that reflects honesty, trust, concern for the rights and property of others, and an openness to ideas, feelings, and cultures that may differ from their own. Our community will not tolerate actions that are rude, disrespectful, or dishonest.

Classroom Rules & Procedures

In line with their subject area, each teacher establishes and enforces standards for the students under his /her supervision. These classroom rules are expected to be reasonable and consistent with the general welfare, philosophy, and purposes of the school, and students are expected to follow the classroom rules and procedures. Students who violate classroom rules and procedures will be subject to disciplinary measures from the teacher. Continued violations may result in a parent conference involving the Administration, and additional disciplinary measures. Any student, parent, or staff member with questions concerning in-class rules should contact the appropriate teacher.

Profanity & Vulgarity

Profanity involves using inappropriate language or directing vulgar language or obscene gestures toward another individual or group. The school views this type of action as totally unacceptable and disciplinary action will be taken.

Promotion of Illegal Activity

Costa Rica International Academy cannot be used as the venue for the promotion and/or encouragement of illegal activities. The promotion of such activities by CRIA students will lead to suspension or expulsion from school.

Public Displays of Affection

Public displays of affection should always be in good taste as a sign of respect for one's self as well as others and the host country. Students should not embarrass themselves or others by making public what should be private and personal. Members of the CRIA community represent various ethnic backgrounds and religious beliefs and some may be offended by certain public displays of affection. Additionally, younger students in our T-12 community may also be offended by such displays. **Hand-holding and cheek-kissing for hello and goodbye are the only acceptable public displays of affection on the school campus, school bus, and on school sponsored activities.**

Smoking/Substance Abuse

The use of tobacco or alcoholic beverages by students is forbidden on any part of the school grounds. CRIA is a no-smoking campus. The consequence for the use of tobacco/e-cigarettes/vaporizers or possession or use of alcohol is suspension. (This includes school-sponsored events when off-campus.)

The possession or use of harmful and/or illegal drugs of any kind (stimulants, inhalants, or depressants, including prescription drugs for which you cannot produce a prescription for) on school grounds or at any school sponsored event will result in a suspension or expulsion from school.

Suspension, Expulsion & Behavior Probation

Grounds for suspension may include but are not limited to: stealing, cheating, bullying in any form, lying, disrespect toward students or adults, smoking on school grounds, abuse or destruction of school property, fighting, and other behavior which is deemed to be improper or offensive.

When consequence is a suspension, the student will receive a grade of ZERO on class test or assignments on that/those days, with no right to make-ups. Should a suspension occur for non-cumulative reasons, whether the suspension is temporary or indefinite, the following procedure will be followed:

1. The student and the parents will be notified immediately.
2. The decision to suspend a student on a temporary basis will be made by the Director after taking all reasonable measures to gather the relevant facts, consulting with any involved teacher or staff member, and meeting with the student and parents.
3. Many college applications require the school counselor to indicate whether or not a student has had disciplinary action taken, including suspensions. CRIA will disclose suspensions if asked.

Indefinite Suspension

Serious misconduct, or failure to fulfill the contract terms of behavioral probation within the specified time, is considered grounds for indefinite suspension. In such cases, the student is suspended until the end of the academic year and may not be re-admitted for the following academic year. Tuition and fees will not be refunded. When indefinite suspension is considered, the Disciplinary Board will meet to hear the case and will make a decision together. The Disciplinary Board consists of the Director and four Primary and Secondary teachers.

Expulsion

Grounds for expulsion may include but are not limited to: continued repetition of any of the offenses listed under suspension; vandalism or theft; possession of, use of, or dispensing of any alcoholic beverages or any unauthorized drug on campus grounds; bullying in any form; physical violence and carrying knives, firearms or other weapons; other serious actions. Tuition and fees will not be refunded.

Behavior Probation

In the case of serious and/or chronic misbehavior, a student may be placed on behavioral probation at any time during the school year. Conditions of probation will be set in writing at the discretion of the school administration, in the form of a contract between the student, the parents and the school. The contract may include mandatory counseling, at the parent's expense, as one of the conditions.

Primary School Behavior Policy

These steps must be followed when an unacceptable behavior occurs.

Step 1: An incident report is filled out by the teacher who witnessed the incident, clearly detailing the occurrence. This incident report is sent to the office with the child after the teacher speaks with the child about the incident, choices, what he/she could do next time.

Step 2: While in the office, a behavior reflection form is completed by the child. This form should be attached to the incident report and the classroom teachers sends it home for parents to sign and return. The signed form will be placed in the child's school records.

Step 3: The Director and teacher will discuss the incident with the child. The Director speaks with the child in an effort help the child determine what better choices would be. Role playing is sometimes necessary, depending on the incident.

The Administrative Assistant or Director will contact the parents to notify them of the incident. Depending on the type of incident, the child will either be sent back to class, or will remain in the office to be picked up by their parents.

If a student is to be found intentionally hurting someone else, he/she will be sent home immediately.

First incident:

The child receives a warning and a call is made to the parents. The teacher and the child have a discussion about better choices and conflict-resolution (if the situation involves another student.)

Second incident:

A meeting is set up between the parents, the Director and the classroom teacher to further discuss the incident, locate triggers, formulate a plan for improvement, etc.

Third incident:

In-school suspension

Fourth incident:

Suspension from school for the day. If a child is sent home, he/she may not participate in school dances, activities, sports or school sponsored activities on that day.

After the fourth incident, if the child is sent to the office again, a meeting is called with the teachers and parents and a behavior plan is put into place by the disciplinary team. This plan is followed by all involved and may include consultation of a child psychologist or psychiatrist. If it is found that the plan does not work, adaptations to the plan can be made, or the school may recommend an alternative school placement.

ASSESSMENT AND REPORTING

The aim of assessment at Costa Rica International Academy is to provide a positive, continuous and supportive mechanism that promotes and improves student learning and achievement, guides instruction and practice, and evaluates program as well as instructional effectiveness.

PRINCIPLES OF ASSESSMENT

We, at Costa Rica International Academy, understand that:

- The primary purpose of assessment is to improve and encourage student learning*

Good assessment is based on a vision of the kinds of learning we most value for students and how they might best achieve these. It sets out to measure what matters most.
- Assessment works best when it is used to **inform planning and teaching and is a continuous, on-going process.***

Student learning is best fostered when assessment involves a linked series of activities undertaken over time, so that progress is monitored towards the intended course goals and the achievement of relevant standards.
- Assessment should be based on an understanding of how students learn*

Assessment is most effective when it reflects the fact that learning is a complex process that is multi-dimensional, integrated and revealed in student performance over time.
- Good assessment provides useful information to report credibly to parents on student achievement*

A variety of assessment methods provide teachers with evidence of particular student strengths and weaknesses. Teachers then can report to parents on how far their child has progressed during the year, where they are compared to the relevant standards, and can discuss what the student must do to improve performance.
- Good assessments are directly related to learning outcomes/curriculum standards and are criterion based*

Assessment works best when it is based on clear statements of purpose and goals for the course, the standards which students are expected to achieve, and the criteria against which we measure success. Assessment criteria in particular needs to be understandable and explicit so students know what is expected of them from each assessment they encounter. CRIA utilizes the Virginia Standards of Learning and the Advanced Placement course standards. Any

deviation from these standards must be approved by the Director prior to instruction.

6. ***Good assessment uses a wide range of multiple strategies and tools which include assessment in an authentic/contextual manner***

It is generally the case that a single assessment instrument will not tell us all we need to know about student achievement and how it can be improved. We therefore need to be familiar with a variety of assessment tools, so we can match them closely to the type of information we seek.

7. ***Assessment methods used should be valid, reliable and consistent***

Assessment instruments and processes should directly measure what they are intended to measure. They should include the possibility of moderation between teachers where to enhance objectivity and contribute to a shared understanding of the judgments that are made.

8. ***Assessment engages the learner in the reflection of their learning and allows students to receive feedback to improve understanding***

All assessment methods should allow students to receive timely and meaningful feedback on their learning and performance, so assessment serves as a developmental activity aimed at improving student learning. Assessment should also provide students and staff with opportunities to reflect on both their practice and their learning overall.

PURPOSE OF ASSESSMENT

The primary purpose of assessment is to improve student learning.

Effective assessments allow students to:

- Have criteria known and understood in advance
- Understand and learn from errors and misunderstandings
- Reinforce reflection of own learning and growth and partake in peer and self-assessment
- Gain motivation and confidence
- Take ownership of learning and personal development / become independent learners
- Build capacity to use assessment in their own learning / identify areas of strengths and areas for improvement
- Challenge themselves to synthesize and apply learning to new situations/problems
- Demonstrate competencies in the desired outcomes / highlight strengths

Effective assessments enable teachers to:

- Determine degrees of prior knowledge before connecting new learning
- Ascertain degrees of understanding at various stages of the learning process
- Identify and support learning differences and learning styles
- Plan the next stages in the learning process
- Monitor and modify our curriculum, our teaching and our assessment practices

Effective assessments provide parents with:

- The opportunity to be partners in the learning process
- Accurate information on their children's progress
- Accurate information on their children's strengths, and areas in need of support
- Information to assist their children in planning for the future, both immediate and longer term

Effective assessments provide curriculum leaders with:

- Data necessary for effective curriculum evaluation and revision

Effective assessments provide other schools with:

- Data necessary for admissions and grade/year placement decisions
- The opportunity to place students effectively within a learning continuum

EVIDENCE OF LEARNING COLLECTED IN FOUR WAYS:

| External Assessments* | Common Assessments |
|--|---|
| <p>Grades K-2: Each year, students write the Measures of Academic Progress (MAP) tests in September and again in May for Reading and Mathematics.</p> <p>Grades 3-8: Each year, students write the Measure of Academic Progress (MAP) in September and May for Reading, Language Usage and Mathematics.</p> <p>Grade 9-11: Each year, students write the PSAT test</p> <p>Grades 11-12: Students applying to universities sit for the SAT or ACT in Oct. or April/May.</p> <p>Grades 10-12: Qualified students write a variety of AP exams in May</p> <p>*These tests are not used as part of a student's evaluation (report card) but rather as a way for the CRIA to make program improvements.</p> | <p>Tasks designed by a group of teachers, given to all students across a grade level or course.</p> <p>Examples: Reading A-Z benchmark assessments, grade level writing prompts, common exams, rubrics</p> |

| Unit Assessments | On-going Assessments |
|---|---|
| <p>Teacher-designed tasks; given after a 'chunk' of learning has taken place, to assess achievement of unit standards. Examples: products, performances, tests, projects</p> <p>At least 2 Level 1 unit assessments are used per quarter.</p> <p>Semester Exams are given during the last week of each semester. All students will be provided with a Study Guide for each course for which there is a semester exam. No further assessments will be conducted the week prior to exams.</p> | <p>Teacher-designed strategies for collecting evidence of standards related to learning processes, affective standards.</p> <p>Examples: observation of students working, homework*, running records. *Homework is assessed on completion/effort and is practice of content or skills learned in class or is used to prepare students for further discussions in class.</p> <p>Guidelines for time spent on homework at each grade level can be found on page 22 of this Family Handbook.</p> |

GRADING PRACTICES

| High School | Middle School | Primary School |
|--|--|--|
| All High-School Level Courses Level 1: 50% Level 2: 35% Level 3: 15% Semester Grade: 80% course work from above + 20% semester exam | All MS Level Courses Level 1: 45% Level 2: 35% Level 3: 20% Semester Grade: 90% course work from above + 10% semester exam *Note that Algebra 1 is a HS course | 3rd, 4th & 5th Grade Level 1: 35% Level 2: 30% Level 3: 35% |

Level 1 Assessments:

unit tests, major essays/projects/papers, laboratories. There is a minimum of 2 Level 1 and a maximum of 5 Level 1 assessments per quarter.

Level 2 Assessments:

minor quizzes, mini-projects/essays/papers

Level 3 Assessments:

work processes such as homework, participation, organization

REPORTING PRACTICES

| <p>Primary School Grades Pre-K - 2</p> | <p>Two full Report Cards per year at the end of each semester; 2 Progress Reports at end of Quarters 1 and 3. *A student who is not in attendance at least half of the quarter, will not receive a formal report card or progress report.</p> | <table border="1"> <thead> <tr> <th><u>Letter</u></th> <th><u>Description of Understanding</u></th> </tr> </thead> <tbody> <tr> <td>4</td> <td>Consistently & Independently</td> </tr> <tr> <td>3</td> <td>Consistently Demonstrates</td> </tr> <tr> <td>2</td> <td>Developing</td> </tr> <tr> <td>1</td> <td>Limited</td> </tr> </tbody> </table> | <u>Letter</u> | <u>Description of Understanding</u> | 4 | Consistently & Independently | 3 | Consistently Demonstrates | 2 | Developing | 1 | Limited | | | | | | | | |
|--|---|--|---------------|-------------------------------------|-------------------|------------------------------|-----|---------------------------|---|------------|---------|---------|-----|---------|---|-----|---------|---|-----|--------|
| <u>Letter</u> | <u>Description of Understanding</u> | | | | | | | | | | | | | | | | | | | |
| 4 | Consistently & Independently | | | | | | | | | | | | | | | | | | | |
| 3 | Consistently Demonstrates | | | | | | | | | | | | | | | | | | | |
| 2 | Developing | | | | | | | | | | | | | | | | | | | |
| 1 | Limited | | | | | | | | | | | | | | | | | | | |
| <p>Primary School Grades 3 - 5</p> | <p>Two full Report Cards per year at the end of each semester; 2 Progress Reports at end of Quarters 1 and 3.; continual access to Quickschools. *A student who is not in attendance at least half of the quarter, will not receive a formal report card or progress report.</p> | <table border="1"> <thead> <tr> <th><u>Letter</u></th> <th><u>Percentage</u></th> </tr> </thead> <tbody> <tr> <td>A</td> <td>90 – 100</td> </tr> <tr> <td>B</td> <td>80 – 89</td> </tr> <tr> <td>C</td> <td>70 – 79</td> </tr> <tr> <td>D</td> <td>60 – 69</td> </tr> <tr> <td>F</td> <td>0 – 59</td> </tr> </tbody> </table> | <u>Letter</u> | <u>Percentage</u> | A | 90 – 100 | B | 80 – 89 | C | 70 – 79 | D | 60 – 69 | F | 0 – 59 | | | | | | |
| <u>Letter</u> | <u>Percentage</u> | | | | | | | | | | | | | | | | | | | |
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| B | 80 – 89 | | | | | | | | | | | | | | | | | | | |
| C | 70 – 79 | | | | | | | | | | | | | | | | | | | |
| D | 60 – 69 | | | | | | | | | | | | | | | | | | | |
| F | 0 – 59 | | | | | | | | | | | | | | | | | | | |
| <p>Secondary School Grades 6-12</p> | <p>Two full Report Cards per year at the end of each semester; Continual access to Quickschools. A student who is not in attendance at least half of the quarter, will not receive a formal report card and may be in danger of losing credits (see Attendance Policy).</p> | <table border="1"> <thead> <tr> <th><u>Letter</u></th> <th><u>Grade Pt</u></th> <th><u>Percentage</u></th> </tr> </thead> <tbody> <tr> <td>A</td> <td>4.0</td> <td>90 – 100</td> </tr> <tr> <td>B</td> <td>3.0</td> <td>80 – 89</td> </tr> <tr> <td>C</td> <td>2.0</td> <td>70 – 79</td> </tr> <tr> <td>D</td> <td>1.0</td> <td>60 – 69</td> </tr> <tr> <td>F</td> <td>0.0</td> <td>0 – 59</td> </tr> </tbody> </table> <p>An additional 1 point is added to GPA for an Advanced Placement course (AP) if a C or better is earned. 0.5 points is added for Honors classes.</p> | <u>Letter</u> | <u>Grade Pt</u> | <u>Percentage</u> | A | 4.0 | 90 – 100 | B | 3.0 | 80 – 89 | C | 2.0 | 70 – 79 | D | 1.0 | 60 – 69 | F | 0.0 | 0 – 59 |
| <u>Letter</u> | <u>Grade Pt</u> | <u>Percentage</u> | | | | | | | | | | | | | | | | | | |
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| C | 2.0 | 70 – 79 | | | | | | | | | | | | | | | | | | |
| D | 1.0 | 60 – 69 | | | | | | | | | | | | | | | | | | |
| F | 0.0 | 0 – 59 | | | | | | | | | | | | | | | | | | |

PARENT/TEACHER CONFERENCES

Once in October and again in March, Parent/Teacher Conferences are held for Toddler to Grade 12. Meetings with individual teachers can be scheduled to discuss student performance and progress. Individual meetings at any time with a teacher can also be arranged by appointment.

EXAMINATION PROCEDURES

Secondary students participate in a culminating assessment right before the end of the first and second semesters.

Exam/Grading Guidelines:

- Semester exams are given in all academic subjects (math, science, English, Spanish and Social Sciences) in Grades 6-12.
- Semester / Final exams cannot be given early.
- The only excuse for missing a semester exam, presentation or project due date is a doctor's medical excuse for a serious illness, and the Director must be informed at the earliest possible time. A make-up session for that exam will then be set. Students who miss an exam for any other reason will receive a score of zero for the exam.
- Students are not required to be at school during the exam period if they do not have a scheduled exam. Students may leave campus after the completion of their exam(s) for the day.
- Exams are typically scheduled from 8:00-10:00am and 10:30am-12:30pm and students are dismissed after their exam(s) for the day.

FAILED COURSES – High School Credits

If a course is failed, it may be required to repeat for credit at CRIA. The transcript will reflect both grades with the most recent grade being used for the student's GPA. When deemed necessary by the administration for a student to retake a course online via an accredited school other than CRIA, the course would satisfy the credit requirement. However, the failed grade would remain on the transcript.

ACADEMIC PROBATION

Quarter and semester grades determine whether or not a student falls into Academic Probation. The College Counselor and the Director will review all grades at mid-semester. If a student receives two "F's" in any subject; one "F" and two "D's" in any subjects; or a G.P.A. less than 2.0 on all graded subjects, he/she will be placed on academic probation for the following two reporting periods. A meeting will be arranged with the student, his/her parents, College Counselor, and Learning Support Teacher (where appropriate). Behaviors and/or actions that teachers recommend which would contribute to academic success will be discussed at the meeting. Students performing at a level that places them on academic probation will likely be recommended to have tutoring in the subject(s).

In addition, the school may recommend for a student to receive an educational evaluation in order to better understand that student's learning needs. A student must perform at or above the minimum standards of D's or higher for two successive reporting periods in order to be removed from Academic Probation. A student who remains on academic probation for 3 quarters within a school year is not able to sustain academic success, therefore, he/she will be assisted in finding an alternative academic environment more suitable to his/ her needs. Such discussions will begin, for example, if a student remains on academic probation for three successive reporting periods following the quarter in which he/she fell into Academic Probation, or if a student repeatedly falls on academic probation even if the probationary periods are not consecutive.

CRIA will provide help and guidance for students on Academic Probation. CRIA recognizes that students must choose to behave in ways that will promote their own success, and at times CRIA may not be the right fit for all students.

HOMWORK

Educational research confirms that homework that is relevant, meaningful, connected to classroom learning and that receives timely feedback has a positive impact on student learning, habits of mind, and attitudes toward learning. Homework may include studying for an assessment, reviewing or practicing concepts learned in class, working to complete a project / essay / assignment, preparing for an upcoming topic by doing research or reading, etc.

Students should take care to record all due dates and details in their CRIA Planner or other time management tool to ensure that homework is completed on time. Planning for short and long-term homework assignments is necessary. Students should arrange a homework area that is free from distraction and should expect to spend the below amount of time on homework each night. Advanced courses, such as those at the AP level, may require additional time. Students should consider the homework requirements of individual courses at registration time.

Primary Grades 1 – 5: You can expect your students to have between 10 minutes to 45 minutes of homework each evening on average. Homework will not be assigned over a weekend. A general guide is as follows:

| | |
|--------------|---------------|
| Kindergarten | None |
| Grade 1 | 5-10 minutes |
| Grade 2 | 10-15 minutes |
| Grade 3 | 20-25 minutes |
| Grade 4 | 30-35 minutes |
| Grade 5 | 40-45 minutes |

Please keep in mind that these guidelines do not include additional reading expectations which vary by teacher.

Grades 6 – 8: You can expect students to have between 45 – 65 minutes of homework per night on average. Homework may be assigned over the weekend for completion for Monday's classes.

Grades 9 – 12: You can expect students to have between 1 – 2 hours of homework per night on average. Homework may be assigned over the weekend for completion for Monday's classes. Note that AP courses have a heavy time demand.

If a student misses work because of illness, the student will have one day per day missed in order to make up work. Teachers will not take in late work except by prior arrangement.

An "incomplete" ("I") will be given at the end of a marking period only in exceptional circumstances, such as extended illness. Students who miss classes because of suspension will not be eligible for an "incomplete."

In the event that an "incomplete" becomes necessary, the due date for the catch-up work should be sent before the "I" is given. This date should fall, at the latest, within the first week of the subsequent marking period.

No "incompletes" will be given at the end of the spring term. If a student fails to submit catch-up material by the set date, the "I" for that quarter will be converted to an "F".

All students are expected to comply with each individual teacher's syllabus and expectations/guidelines.

All students in Grades 1-12 are provided with a Student Planner where they are expected to record homework assignments. In addition, homework is posted on Google Classroom (Grades 1-12) by 4pm of the day that the homework is assigned. If a student was absent, they should refer to GC.

ACADEMIC HONESTY

Costa Rica International Academy (CRIA) offers a quality education that not only ensures a strong pursuit of knowledge, but also cultivates the values of fairness, justice, compassion and honesty. To help advance the development of such values, an Academic Honesty Policy has been established for all students at CRIA. This policy exists to promote, uphold and reinforce values that are central to the tradition of excellence, and applies to all classes and activities associated with CRIA.

The purpose of this Academic Honesty Policy is to:

- Develop responsible and ethical behavior
- Reinforce self-respect, respect for peers and respect for the work of others
- Protect the integrity of the academic achievement level of all students
- Promote a high level of learning and an understanding of the inter-connectedness of human knowledge
- Guide parents and students in the traditions of academic honesty valued by the school
- To prepare students for academic honesty expectations in post-secondary education.

PROMOTING ACADEMIC HONESTY

At Costa Rica International Academy, we believe that honesty is a virtue and that all members of the school community have an obligation to treat the work and ideas of others with integrity. Towards this end, the school commits itself to educating its community on what academic honesty is, how to be academically honest, and how to take responsibility for the representation of their own and others' ideas.

Practices Related to Developing Student Understanding of Academic Honesty

- In classes, students are taught how to correctly cite the work of others and are given clear guidelines for submitting work.
- Teachers work with students to develop shared understandings about cheating, plagiarism, and other instances of academic misconduct.
- Teachers educate students carefully about matters of academic honesty, including engaging students in activities that clarify what constitutes plagiarism and how to avoid it and about the difference between authorized collaboration and illegitimate collusion.

Examples of Academic Misconduct

Academic misconduct, or cheating, includes, but is not limited to, the following examples:

- **Plagiarism**– knowingly submitting ideas or selections of passages of any length with the intent to represent this work as one’s own by failing to acknowledge or seek permission from the original author. This includes copying or cutting and pasting directly from a web page or another person’s work in whole or in part and submitting it as your own. A superficial change of wording or structure or conclusion is not sufficient to turn aside the charge of plagiarism.
- **Collusion**– one student permitting another student to copy or submit his or her work and failing to report this to the teacher. A superficial change of wording or structure or conclusion is not sufficient to turn aside the charge of collusion.
- **Examination and Test Dishonesty**- using cheat sheets or other prohibited items during a class test or examination; looking at another student’s paper during a class assessment; providing another student, whether at CRIA or elsewhere, with questions or answers from an examination or test which he or she has taken and the other student has not (school-based; Advanced Placement examinations; PSAT; SAT; ACT; etc.).
- **Theft** – stealing notes, notebooks, reports, assignments or other work from other students to use as one’s own or to share with any other user.
- **Too Much Assistance** – receiving too much assistance from sources such as websites, individuals (tutors, classmates, parents) or other services that offer answers or parts of answers to assignments.

CONSEQUENCES

If a student is found guilty of academic misconduct, the following steps will be taken:

- He or she will receive a mark of zero for the assignment or test in question.
- Eligibility for awards will be under review.
- The respective teacher will inform parents of the infraction and the report will be added to the student’s file.
- Each of the student’s teachers will be informed of the infraction and will be asked to report any similar incidents to the administration.
- Repeat offenders will face more serious consequences, with the possibility of suspension.

HONOR COUNCIL

The primary purpose of the Honor Council is to promote and support successful study habits in the high school student body. The secondary responsibility of the Honor Council is to hear incidences of academic dishonesty and to recommend disciplinary action to the Director in severe cases.

The members of the Honor Council will be approved by the Director and will consist of the Student

Government President and The National Honor Society President. The overall makeup of the council will be: Three Seniors, two Juniors, one Sophomore, and one Freshman. There will also be a Faculty Advisor on the council.

The Honor Council will operate under the following pledge:

“Costa Rica International Academy students do their own work on all tests, quizzes, individual projects, and homework assignments. Therefore, as a member of the CRIA Community, on my honor, I pledge never to participate in or tolerate academic dishonesty in any form.”

SPECIAL SERVICES

CRIA provides special services for students in the form of:

- Social/emotional guidance counseling
- College counseling
- Learning support instruction for students with mild learning differences and English Language Learners in the Primary School

College Counseling

Our College Counselor offers guidance and advice for the college admission process. However, the majority of the work to complete the college applications process lies with the student and his/her family. Any expenses incurred for required notarization and mailing for official documentation lies with the student’s family. Students applying to universities in Europe may incur fees of approximately \$400 for these notarizations.

English Language Learners – see the Appendix A for the Language Policy

Learning Support – see Appendix B for the Learning Support Policy

STANDARDIZED TESTING

Kindergarten through Grade 12 students are involved in the school's standardized testing program. Kindergarten to 8th graders will take Measures of Academic Progress (MAP) tests twice per year, once in the fall and again in the spring. Reports are generated and sent home within three weeks of the close of the testing period. MAP testing may occur in January/February for internal purposes only (no reports home at this time).

Ninth, tenth and eleventh graders take the Preliminary Scholastic Aptitude Tests (PSAT), a practice version of the SAT which is the most widely accepted college entrance exam. The PSAT also serves as the qualifying test for the National Merit Scholarship.

SAT is used by most American Universities and Colleges as an entrance requirement and as a predictor of academic success in university. Scores on each part of the SAT range from 200-800, and are reported separately for the writing, mathematics, and critical reading sections.

SAT Subject Tests are one-hour tests in specific subject areas. Along with the SAT, many universities require three SAT Subject Tests. These tests are required by many universities and colleges as an indication of subject mastery (placement purpose) rather than an entrance requirement. These tests are administered at the same time and location as the SAT. A student may elect to take one, two or three SAT Subject Tests on a single date, but the SAT and SAT Subject Tests may not be taken together.

ACT (American College Test) is also widely accepted by most U.S. and Canadian colleges and universities. Students should check carefully the catalog of each prospective college/university to determine the exams required. The ACT gives sub-scores from 36 in English, mathematics, natural science and a composite score. The tests are approximately 4 hours. Students should seek advice from the counselor about which tests to take and when to take them.

Costa Rican Bachillerato Diploma exams are offered at CRIA in May and June, according to the MEP examination schedule. Students wishing to take the exams are required to inform our Administrative Assistant by the end of the first semester (mid-December). Required exams include Costa Rican Social Studies, Civics, English or French, Spanish, Science (choose biology, chemistry, or physics), and mathematics. All exams, with the exception of the French and English exams, are in Spanish. CRIA offers Costa Rica Social Studies & Civics as part of our day program in Grades 10 and 11 in preparation for the exams. If a student chooses not to take this course, the student and his/her parents will be required to sign a waiver. It is also highly recommended that students hire a private tutor for these exams to make the transition from content learned in English (sciences and math) to the testing language of Spanish.

INTERNET SAFETY AND COMPUTER ACCEPTABLE USE

1. The computer network at CRIA is provided to students and staff for educational and research purposes.
2. CRIA is not responsible for any delays, non-delivery of e-mail, or any loss of data as a result of using the Internet.
3. The use of the Internet is a privilege. Any user identified as a security risk or having a history of problems with the use of computer systems will have his/her computer access severely limited.
4. The School has no responsibility for the accuracy or quality of information obtained through the Internet. The Internet is unregulated, and all of the information found on the Internet has not been verified for accuracy. Each user must exercise critical thinking skills when using Internet resources as source material for schoolwork. The School system will not be held responsible for the accuracy or quality of the information obtained from the Internet.
5. Users should realize that email and social media is not private. Students are cautioned not to include anything in a computer message that they would not want made public.
6. Each user is expected to abide by the generally accepted rules of network etiquette. These include being polite, using appropriate language (no profanity, obscenity or vulgarity), and not disrupting network use by other users.
7. Students should not reveal any personal information (description, telephone numbers, address, etc.) about themselves or other students over the Internet. They should not contact anyone they have met using Internet resources, without the knowledge and permission of their parents.
8. Loading software and/or files onto a school computer or network by a student without the permission of the school network supervisor is prohibited.
9. Students should not access sites or send material over the network that contains obscene, abusive, threatening, or illegal material. Users should not deliberately use the computer to annoy or harass others with language, images or threats.
10. A filter is in place to eliminate objectionable sites. If a student discovers inappropriate material during a routine search that was not recognized by the filter, he/she should notify the teacher immediately.
11. The Director authorizes all web pages that represent the school. Students may design and publish web pages through the school network as part of classroom instructional activities. These pages may be published through the school Intranet or on password-protected pages on the Internet.
12. Students may not check their e-mail when it interferes with instructional time.
13. Vandalism of computer hardware will result in disciplinary action. Vandalism is defined as any malicious attempt to harm or destroy the school's equipment or

materials, data, and/or the computer/Internet network. Vandalism includes, but is not limited to, removing a mouse ball and/ or mouse, placing foreign objects such as paperclips, paper, or gum in hardware, and removing or altering placement of keyboard keys.

14. Vandalism of computer software will also result in disciplinary action. Software vandalism includes, but is not limited to, deliberate production or introduction of computer viruses, modifying passwords, tampering with the Internet filtering software, using passwords and logins assigned to other students or staff, accessing and/or modifying information to which the computer user has not been given appropriate authorization.
15. Student vandals will be required to compensate the school for any expenses or costs incurred relating to or arising out of such vandalism.
16. If the student identifies or perceives a security problem (for example, accessing files that should not be available), the student should immediately notify the Director, his/her designee or other appropriate staff. The student must not demonstrate the problem to other students.
17. Food and beverages are not allowed in the Computer Lab.
18. If a computer in one of the labs is found to be inoperable or is in need of maintenance, the student should inform the teacher and the teacher will contact the school secretary who will call IT support for assistance. Students should not attempt to fix computer issues.
19. Students are not allowed inside the Computer Lab without the supervision of a teacher.

CELL PHONES/ELECTRONICS

Cell phones are NOT permitted any time during school hours for Primary students. The below policy applies to secondary students only.

Cell phones/electronic devices may serve as an outstanding instructional tool and learning resource if used appropriately. We encourage our staff members and our students to use electronics and other 21st century devices to supplement instruction and learning. In order to preserve the teaching and learning environment, this document is to clarify the cell phone/electronic devices policy for CRIA. In order to preserve a constructive learning environment, the policy on cell phones and is:

- Cell phones/electronic devices may only be used for educational purposes in the classroom setting. If a student wishes to use their device for non-educational purposes, they may do so before the first period class, between classes, snack, lunch, and after school.

- Cell phones/electronic devices must be turned OFF and put away before you enter any classroom, office, library, and locker room. Students may power their phones at the request of the classroom teacher.
- Once inside any of the aforementioned locations, students must store their cell phones/electronic device in a location (i.e.-book bag) that is not visible to the teacher or other students, even though they are OFF. Phones are NOT to be stored in desks. Students may use the device with teacher approval.
- If a cell phone/ electronic device rings, vibrates, or is used for any reason without teacher permission, or is visible anytime during class time or if you are caught using it on campus during class time, a staff member may confiscate the device.
- Refusal to surrender your phone when asked is considered in violation of the CRIA Code of Conduct. This violation may result in disciplinary consequences, including suspension. Parents will be contacted.
- Students may not record (audio or video) any person without their expressed consent. This violation may result in disciplinary consequences, including suspension. Parents will be contacted.

First Offense ~ the device will be held by the classroom teacher until the end of the school day and a lunch or after school detention will be issued. Students may pick up their phone at the end of the school day.

Second Offense ~ the device will remain in the main office until the end of the following school day. Students may pick up their phone at the end of the school day.

Third Offense ~ the device will remain in the main office for one week. The Administrator will issue an in-school suspension. Phone may only be picked up by a parent.

The staff of Costa Rica International Academy requests your FULL co-operation with our policy. You can contact your child via their cell phone during snack and lunch. In the event of an immediate emergency, please call the main school line at 2654-5042.

TEST CALENDARS

Teachers schedule tests collaboratively. Although difficult to schedule, every attempt will be made to limit the number of tests or major assignments to two per day. When a student is scheduled for 3 or more tests/major projects in a day, the student should report that conflict to the teachers immediately and tests will be rescheduled.

TEXTBOOKS

The school makes every attempt to provide textbooks in good condition. When a textbook is issued, students must write their complete names in ink on the inside cover. Students are responsible for this book and are expected to keep it in good condition. If students lose a textbook, students must show a receipt from the Business Manager for the replacement cost of the textbook before another textbook is issued.

If a book is turned in damaged, but still usable, students have to pay a percentage of the cost of a new book, since the book will now have to be replaced sooner than expected. The Division Coordinator will decide what percentage students will pay based on the condition of the book.

Students will not receive a report card at the end of the year until all books are returned in good condition and any lost or damaged books are paid for.

LIBRARY BOOKS

Students in Toddler through Grade 5 have a weekly library lesson and the opportunity to check-out a library book. All library books are required to be returned to the school within the last two weeks of each semester. Should a book be lost or damaged, the book must be replaced with a similar type of book (a chapter book is replaced by a chapter book, a picture book replaced by a picture book) or payment to replace the book must be received. Failure to reimburse the school for lost or damaged books will result in Report Cards being held until payment is made.

UNIFORMS – SCHOOL DRESS CODE POLICY

School Uniform

The school uniform is required. We find that in many respects it encourages a sense of equality and fraternity in a school having such a variety of cultures. **All students must wear the CRIA polo shirt and navy-blue bottoms only purchased from the school store.** Students may choose to wear the tan or red polo shirt although they must possess at least one red polo. Special days may require red polo shirts. Students who participate in sports during lunch should wear a T-shirt for that activity, and then put the uniform shirt back on for class. T-shirts should be the same as those approved for P.E. classes. House System t-shirts are required for each student and will be required for certain days. Boys and girls should have neat hairstyles. Students not in compliance with the Uniform Policy will be given a lunchtime detention. Three detentions in one semester will result in the student being sent home for the appropriate uniform. Students may NOT alter the length of the shorts or skirts.

Students must wear sneakers, athletic shoes, or sandals with a back strap. Flip flops are prohibited for safety reasons. **Students may wear the CRIA sweatshirt only.** Students will not be permitted to wear other sweaters/hoodies or shirts over their CRIA uniform. Hats or other headgear are not permitted in classrooms. Any T-shirts worn under the polo shirt should be short-sleeved, solid color in white or blue or official school T-shirts. Students not in compliance with the Uniform Policy will be given a lunchtime detention. Three detentions in one semester will result in the student being sent home for the appropriate uniform or will remain in the office until the appropriate uniform is brought to school.

PE Uniform

In addition, all CRIA students are required to have a Physical Education (PE) uniform that consists of red shorts and a tan T-shirt with the school logo on its front. Running or tennis shoes are required. All uniforms must be purchased by the family at the school store. Primary students must wear their polo and blue bottoms on swimming days.

Field Trips

While on field trips that involve water (beach, boat, etc.), all secondary students are required to wear shorts (board shorts or others). No bikini bottoms are allowed. When indicated, students may be requested to wear clothing other than the school uniform while on field trips. In these cases, clothing should be modest. No spaghetti strapped tops or mid-riff bearing shirts are allowed. Clothing may not display logos that are inappropriate for a T-12 academic setting.

Swimming Pool Attire

For swimming classes, female students must wear a one piece, a tankini, or a rash guard. A swim cap and goggles are also mandatory for all students involved in the swim classes whether during school or as part of the After School Activities program.

Parent Attire

Appropriate dress is required of all parents while on the school campus. Parents may not enter campus without a shirt/shorts/dress and shoes.

WITHDRAWAL PROCEDURES

Before a student can be formally withdrawn from CRIA, and before official transcripts and records of work completed during the student's stay at the school can be issued, the following procedure must be followed:

- Parents should fill out a Withdrawal Notification Form (available in the Main Office) at least one week prior to withdrawal.
- The Homeroom teacher will give the withdrawing student a Student Check-Out Form the day before the last day of attendance. The homeroom teacher supervises the student in obtaining the required signatures.
- The completed Student Check-Out Form should be returned to Rebeca by noon on the day of withdrawal. All items on the form must be signed before school records can be collected.
- If the withdrawal is at the end of the school year, report cards will be distributed by Rebeca after all signatures are obtained on the Student Check-out Form.
- Because student records must be recorded on transcripts and credits reviewed, official records may be picked up two working days after the last school day or arrangements should be made to have them mailed to the next school.

COMMUNITY SERVICE

All students in Grades 9-12 are required to participate in a minimum of 10 hours of community service each year. Required hours for graduation will be staggered as follows: Classes of 2021 & 2022 – 40 hours; Class of 2019 – 30 hours. Students must complete the community service requirements prior to March of their senior year.

The end-of-year CRIA Report Card and Transcript will reflect the successful or unsuccessful completion of required community service hours.

What qualifies as community service?

- Community service hours must be completed at a non-profit organization.
- Volunteering at a for-profit business will not count towards community service hours
- A student may volunteer for a single organization or at a variety of organizations.
- Paid experiences do not qualify.
- Working without pay at your job or for a family business does not qualify.
- Students cannot earn hours for donating items or money...only their time.
- Students cannot earn hours for teaching friends a skill, or for dog-sitting, house-sitting, etc.
- The community service requirement will be prorated for students transferring into CRIA high school (5 hours per semester of attendance).

- Hours must be completed outside of class time and may not be part of a credit course.
- Time spent in meetings for National Honor Society and/or Student Government Association do not qualify for CS hours. However, if NHS or SGA students are participating in organized events outside of school hours, those hours will count towards CS hours.
- There is a maximum number of hours to be earned on Community Service trips (for example, Nicaragua Mission Trip) and must be **pre-approved**. A week-long CS trip will be awarded no more than 22 hours.
- Up to 5 hours may be completed over the summer holidays, counting towards the next academic year's requirements (i.e. – 5 hours in the summer of 2018 can count towards the 10 required hours for 2018-19).

Students must complete a Community Service Verification Form for each organization he/she volunteers at. A supervisor's signature is required on each form. **The parent of a student may not sign as the supervisor unless he/she is a CRIA faculty member.** Verification forms are located with the student's Homeroom teacher and with Counseling Office. Forms must be submitted within one month of the date of service and are to be kept in each individual student's Community Service folder which is kept with the student's homeroom teacher.

ATTENDANCE



ATTENDANCE PHILOSOPHY

The process of education includes a combination of instruction, classroom participation, learning experiences, and study in order to achieve the maximum educational benefit for each student. Regular class attendance increases the student's probability for successful performance and fosters the development of punctuality, self-discipline, and responsibility. CRIA is committed to working with parents to ensure consistent attendance

for all students. Our students are an integral part of the CRIA learning community. Being at school and on time for school is important for the individual student and the class as a whole.

Attendance is taken at 8:00 a.m. each morning. When your child is absent from school for any reason please call 2654-5042 or 8866-8920 or email r.zuniga@criacademy.com by 8:00 a.m. on the day of the absence. This will allow the school to ensure all students are safe. To protect the health of others, if your child is ill for the day they are not allowed to attend after school activities. **CRIA will not accept phone calls or emails excusing a student from school from anyone other than the child's parent or guardian.**

A doctor's note is required following an absence of 2 or more consecutive days due to a major illness, communicable disease or injury.

Arrival and Dismissal

Students should arrive at school between 7:45 a.m. and 7:55 a.m. Classes begin at 8:00 a.m. and conclude at 3:00 p.m. Classrooms open at 7:50 am. If a Primary school student arrives at school prior to 7:50 am, they must be accompanied and actively supervised by an adult until 7:50 am when the child is sent to the classroom. Secondary students may wait in the Cafetorium or Rancho until classrooms open.

After School

- Parents of Primary students may collect their child in the designated hallway at 3:00 pm. If a student has not been picked up by a parent by 3:15, the Primary student is brought to the main office to wait.
- Primary students participating in activities immediately following school should wait to be collected by the ASA teacher. Secondary students may proceed to the designated location.
- No students should be on campus after 4:15 pm without adult supervision.

Late Arrival

Students arriving late to first period sign in at the office and receive a pass for admission to class. If a student arrives after first period, the parent must contact the school to verify the absence. Students who do not sign in at the office and go straight to class will be subject to the consequence for skipping class.

Early Dismissal

When it is necessary to pick up your child during the school day you will need to provide a signed note or call personally to allow your child to obtain a pass from the Main Office. The pass will need to be presented to the gate security personnel for exit from the campus.

Late Entrance Policy

Late entrance policy is applicable for **students new to CRIA only**. Should a new student miss ten or fewer days at the beginning of any semester, any coursework missed must be made up. Should the student miss 11-15 school days at the beginning of any given semester, the student has the option to make up any coursework missed, in order to receive credit for that semester. **Should the student miss more than 15 school days at the beginning of any semester, no credit will be awarded for that semester.** Should a previously enrolled student be absent at the beginning of a semester, the days missed **will count** towards to total of 9 allowable days per semester.

Absences & Course Credit

Because of the importance of attendance, the school expects students not to miss more than nine (9) classes per semester in any given course. Students who exceed nine absences **for any reason** in a specific class will receive NO CREDIT for that semester course. While the grade for the course will be displayed on the student's transcript, the corresponding credit will indicate 0. **Students who miss more than 9 days/classes per semester will risk losing course credit for that semester. This includes all absences due to illness, visa runs, family visits, travel, etc. The only exception is for absences related to a school sponsored event such as sports matches, Model United Nations conferences, pre-approved athletic event, or prolonged illness such as dengue fever, emergency surgery recovery, etc.**

Special absences from school, when taken to accommodate a family's vacation plans, are regarded as contrary to the best interest and welfare of students and the school. Because such absences are pre-planned, the Main Office and individual teachers need to be notified a week in advance, when possible. The responsibility of contacting the teachers, getting assignments, doing the work and submitting it to the teacher rests with the student.

Parents and guardians are urged to arrange doctor and dental appointments, college visits, family trips, etc. after school, on weekends, during the summer, or during school holidays in order to minimize the loss of school time. CRIA has scheduled long weekends into the master calendar every month for these very purposes.

Parents must notify the school of an absence with a phone call to the Main Office at 2654-5042 or 8566-8920.

Absences for religious reasons for up to two days in the school year may be excused if written permission is gained from the Director at least two weeks in advance. Only

published religious holidays that are not already included in the CRIA calendar may be considered.

The Administrative Assistant will contact the student's parents by email and telephone when a child has accrued 5 absences, and then again should the child reach 8 absences.

90% ATTENDANCE POLICY

1. A student cannot exceed nine absences **per class**, per semester.
 - a. Students who are absent will be permitted to make up work missed and receive credit for all work submitted (absences within the allowed 9 per semester). Secondary students are responsible to contact the teacher via email and/or access the coursework via Google Classroom. Parents of Primary students can contact the teacher directly via email.
 - b. In the case of illness, an extra class period is allowed for each day of the absence due to illness in order to allow time to finish the work.
 - c. The responsibility of contacting the teachers, getting assignments, doing the work, and submitting it to the teacher rests with the student.
 - d. Any missed tests/quizzes will be made up at the time given by the teacher.
 - e. Whenever possible, it is in the student's best interest to obtain work in advance.
2. If an absence is determined to be unauthorized (skipping), parents will be notified. Students will receive no credit for assignments due or assessments missed during the unauthorized absence. In addition, students will be assigned a detention to make up double the missed class time.
3. All other absences will be included in the attendance record. Illness, family trips, early departure for vacation, late return from vacations, etc. all count towards the total. For example, if a child were to miss 5 classes due to illness and 5 classes due to a family trip, that student would lose credit for the course for the semester, because it is understood that attendance in school must be a priority and family trips must be scheduled during one of the many holiday breaks that occur within the calendar throughout the year.
4. A physician's note is required for any absence of two (2) or more consecutive days due to illness.

5. If a pattern of concern develops, such as repeated absences when there are quizzes or tests, the Counselor/Director may require additional verification to authorize subsequent absences. If it is a question of academic integrity, the student may not be allowed to make up a missed assessment.
6. On the 5th absence, the Main Office will send an e-mail to the parent/guardian and student indicating the severity of the situation and explaining the consequences for missing more than five blocks in any one class.
7. After the 8th absence, a meeting will be required with the parent/guardian, the student and the Administration (Counselor, Director).
8. Once a student exceeds NINE absences (on the 10th absence), the student will receive NO CREDIT for the course, and this will be shown on the student's High School transcript. While the grade will still appear, no credit will be issued.
9. Primary teachers will not provide worksheets and lesson plans and grade work for students who are absent for more than 5 consecutive days. Teachers will provide a general overview of content missed and it will be the family's responsibility to work with their child during the absence on the topics provided.

PARTIAL DAY ATTENDANCE GUIDELINES

Students are not to leave the campus during school hours without written release from the Administration and parental permission. A student who becomes ill at school must see Rebeca and check out through the Main Office. For students who need to leave early for an appointment, a written note or phone call from home must be given to the office. Leaving school without permission will be considered skipping and no credit will be given for missed work. Students would receive a detention or suspension from school for such an act.

If a student begins the day ill, and later feels better and decides to come to school, the student must check in at the Main Office before proceeding to class. The student would not be allowed to participate in field trips or extra- curricular after school activities on that day unless he/ she had attended more than half the school day.

Cancelled Days and Make-up Days

The school calendar is planned each year with 180 contact days with students, inclusive of early dismissal days. Occasionally, the school administration will cancel a school day, either partially or in full, in the interest of safety. From time to time, wild fires, controlled burns and flooding may occur. Please follow the procedures as communicated by the school in these circumstances. Up to three cancelled days out of 180 school days may be experienced within a school year without any make-up requirements. Any cancelled days beyond three shall be added to the school calendar either on Saturdays or at the end of the school year in June.

TARDINESS

Students are expected to be in class and to Homeroom on time. A student is tardy when he/she is not physically in the classroom at the time the class is scheduled to begin. Teachers keep accurate attendance records for each class. When a student arrives more than 20 minutes late to class, the tardy will be changed to an ABSENCE.

- If a student arrives late to class with an authorized note from school faculty or staff, then they are not considered tardy.
- Students arriving late to class any time after the start of the class without a note are marked tardy and will be sent to the Main Office to get a pink tardy slip.
- Students with more than 3 tardies to any class in a given quarter will be required to make up that missed time with the teacher. The time will be arranged by the teacher.
- Students who continue to struggle to get to class on time will be referred to the Main office for further disciplinary measures.

Morning Lateness

Students arriving late for the first period of the day should report to the Main Office to sign in and receive a pass admitting them to class. After the third morning tardy in a quarter, the student and parent will receive a warning notice. Additional tardies to school in the morning will result in a detention after-school or at lunch.

COMMUNICATIONS



A child's school life is greatly enriched by a family that is well informed and active in school activities. We welcome your involvement and encourage close ties between parents and teachers. We recognize that effective partnerships are characterized by a shared commitment to collaboration, open lines of communication and a common vision of the goals to be achieved.

To support effective partnerships, CRIA communicates with families in a variety of ways.

Back to School Event

An opportunity to develop new learning relationships and partnerships for the upcoming school year.

- CRIA school website (www.criacademy.com)
- Quickschools - Online grade program for Grades 3 and up
- Google Classrooms – Grades 5-12 course websites; homework posted here in addition to given in class (students expected to write homework in school planner)

Teacher/Student/Parent Conferences: Fall and Spring

Family Handbook

Emails/Phone

Primary School: 2 Report Cards at end of each semester; 2 Progress Reports at end of Q1 and Q3; continual access to Quickschools for students in Grade 3 and up

Secondary School: 2 Semester Report Cards per year; continual access to grades on Quickschools

Student Planner (student assignment notebook)

Primary Grades Weekly Newsletter (each Friday)

CHANNELS OF COMMUNICATION

Addressing Concerns

We want to embrace a positive culture of communication, one that is open, transparent and respectful.

- **If concerns regarding your child arise, your first contact is the teacher directly involved.** In most cases, concerns are easily resolved through direct contact with the teacher. Please do not escalate an issue to the Division Coordinator or Director without first speaking with the teacher concerned.
- If you are not sure who to speak with, or there are extenuating circumstances, contact the Division Coordinator for guidance.
- If the concern continues, contact the Director.

The school will communicate with parents through the use of email, Primary School classroom newsletters, *From the Director's Desk* (our bi-monthly school newsletter),

scheduled conferences between school personnel and parents, mid-semester progress reports/semester report cards, and the Quickschools website.

Proper communication among students, parents, teachers, administration is vital to the health of any school. To assist in achieving this objective, the following general procedures are recommended for all concerned parties:

1. When the problem concerns your son or daughter and their work in school, the best person to see is the classroom/subject teacher. An appointment to see a teacher may be made by emailing the teacher directly. Problems of a personal nature or questions about a student's program, his/her overall potential and general progress may also be discussed with the teachers.
2. Problems that cannot be resolved through a conference with the personnel mentioned above and questions of a more general nature concerning the operations of the school may be discussed with the Coordinators or if the issue has to do with the school's curriculum, the Curriculum and Learning Director should be contacted.
3. Problems that have not been resolved after conferences with the teacher and Coordinator may be taken to the Director who will discuss any questions related to the general operation of the school or school policies. An appointment may be made by calling the Main Office.
4. The Director is the executive officer of the Board and is responsible for the organization, operation, and administration of the total school program. Therefore, he/she is the normal channel of communication between the Board and the public. Questions about school policy should be directed to the Director.
5. Requests for changes in school policy and appeals regarding decisions made by the Director may be addressed to the Board. All communications to the Board should be in writing and should be addressed to the CRIA Board of Directors and delivered to the School Director. The School Director then forwards the communication the the Board of Directors.

HEALTH & SAFETY



Accident Insurance

All students enrolled at CRIA are insured against accident and injury 24 hours per day, year-round. At present, the policy covers medical expenses incurred from an accident with a 5% deductible. The current maximum coverage is USD 1000.00. Claim forms, as well as more information, are available in the Business Office, for reimbursement of expenses incurred for medical treatment.

Emergencies

In the event of injury to a student, the School will render first aid as necessary and will notify the parent immediately. Should the student be seriously injured, requiring immediate transport to a hospital or clinic, the School will arrange for such transport by

car or by ambulance and notify the parent immediately so they may proceed to the hospital. A student is never sent alone; he/she is always accompanied by a teacher, or an administrator according to availability. Should a student sustain a head injury of any significance, the parent will be notified via phone. If the parent cannot be reached via phone, an email will be sent.

Dangerous Items at School

Items that could lead to the disruption of a class are not allowed in the school. This would include any form of weapon, weapon look-alike, or explosive device such as a firecracker. Possession of any type of weapon, weapon look-alike, or explosive device, on their person or in their backpack/ bag, may lead to students being suspended or expelled.

Student Drivers

Students who wish to drive onto school property must hold a valid Costa Rican driver's license which requires the driver to be a minimum 18 years of age. Should parents/guardians give a student permission to drive without a valid Costa Rican driver's license, they will not be permitted entry onto the school campus with the vehicle.

Parking

There is ample parking space in the two parking lots on campus. Parking is not permitted beside the pool/covered gym area. The school cannot be held responsible for damage or losses incurred while parking on campus. The land outside the school gate is not CRIA property. Parking here may lead to the towing of your vehicle.

Busses

Only students who have paid for the use of the bus may ride the bus. This is a legal regulation and exceptions cannot be made. Students registered for the bus are held accountable to the bus rules and regulations. Should behavior on the bus violate the rules, a student may be suspended from the bus

Harassment & Bullying

Costa Rica International Academy is committed to making our school a safe and caring environment for all students. We will treat each other with respect and refuse to tolerate bullying of any kind.

Definition: Bullying is unfair and one-sided. It happens when someone keeps hurting, frightening, threatening, or leaving someone out on purpose.

Bullying behaviors include the following:

- Hurting someone physically by hitting, kicking, tripping, or pushing
- Stealing or damaging another person's things
- Ganging up on someone
- Teasing someone in a hurtful way
- Using put-downs, such as insulting someone's race or making fun of someone for being a boy or a girl
- Touching or showing private body parts
- Spreading rumors or untruths about someone
- Leaving someone out on purpose, or trying to get other kids not to play with someone
- Cyberbullying is bullying that includes the sending of harassing communications, direct threats, or other harmful texts, sounds, or images on the Internet, social media, or other technologies using a telephone, computer, or any wireless communication device. Cyberbullying also includes breaking into another person's electronic account and assuming that person's identity in order to damage that person's reputation.

Students at CRIA will do the following things to prevent bullying:

- Treat each other respectfully
- Refuse to bully others
- Refuse to let others be bullied
- Refuse to watch, laugh, or join in when someone is being bullied
- Try to include everyone in play, especially those who are often left out
- Report bullying to an adult.

Teachers and staff at CRIA will do the following things to prevent bullying and help children feel safe at school:

- Closely supervise students in all areas of the school and playground.
- Watch for signs of bullying and stop it when it happens.
- Respond quickly and sensitively to bullying reports using the Four-A-Response process (**A**ffirm Feelings, **A**sk Questions, **A**ssess Safety, and **A**ct by coaching child on what to do in the future).
- If warranted, fill-out Bullying Incident Report and submit to Director.

Consequences for Violation of the Anti-Bullying Policy

Depending on the severity and nature of the incident, CRIA will take one or more of the following steps when bullying occurs:

Intervention, Warning, and Redirection

The victim and/or witness to the incident will make a report to the school Director. The Director will examine the report and will investigate the validity of the claim. The Director will ensure that the immediate behavior stops and will reinforce to the student that bullying will not be tolerated. During this meeting with the student, the Director will redirect the student to come up with a plan to prevent similar behaviors in the future. The Director will ensure that proper documentation is made. This will be the only warning that a student receives about bullying behavior.

Notification of Parents

School staff will notify the parents of involved students. The parents might be asked to meet with the Director or other members of the school staff, including the student's teacher.

Resolution with the Target of the Bullying

The student may be required to write a letter of apology to the student who was bullied. Depending upon the nature of the incident, the students involved may meet to help resolve the problem and ensure it does not happen again.

Referral to Professional School Support Staff

The student may meet with the school Director and/or Visiting Counselor to help prevent future violations.

Consequences

The student may serve one or more days of detention during recess or lose school privileges.

Suspension

In cases of severe or repeated bullying, the student may be suspended under school policies.

Leaving School Grounds

Students cannot leave the school grounds during school hours without the school's permission. When a student leaves with a parent/ guardian, the parent/ guardian must meet the student in the Main Office, and the student must sign out with the Main Office Administrative Assistant. If someone other than a parent is picking up the student, the student will need his/her parent's permission for this. When the student returns, he/she

must sign back in. If a student is leaving school due to illness, he/she must have reported to the Main Office.

Senior Privilege

Seniors may depart campus for lunch with prior written permission from the Director. All parents of students who are departing campus for lunch must give written permission to the Director in advance. They must report to the Main Office for a campus release slip. Should students abuse this privilege by returning late, this privilege will be revoked.

Seniors who are on-track with credits for graduation, they may sign out of campus IF the written permission is granted by the student's parent AND the Director, and only if the student will not be returning to campus for a class or activity after they depart for the day. Should a student be found to be abusing this privilege, it will be revoked.

Seniors may purchase their own uniform bottoms from outside providers only if they meet the following criteria: navy blue, not stretchy fabric, 5-inch inseam minimum for shorts, and for skirts no higher than 5 inches from the back of the knee. Uniform compliance and detention rules apply.

Lockers

Lockers will be made available to Secondary School students. Students must make sure they use the lockers wisely, keeping them locked at all times and not telling anyone else their lock combination. In general, students are discouraged from bringing or wearing valuables to school. If a student does have valuables at school, he/she must exercise care in locking them away safely. Unfortunately, the school cannot take responsibility for valuables that are lost or stolen.

Book lockers are issued to all students for classroom needs and supplies. Locks must be supplied by the student's family. An extra key or the combination to the lock must be provided to the Homeroom teacher prior to putting a lock on the locker. Books, backpacks, and bags should not be left in the halls.

Students may decorate the inside of lockers with items that can be easily removed, but not the outside. At the end of the year, these decorations must be removed.

Students are advised to use their lockers before school, at the breaks, at the beginning and end of lunch, and after school. This will help them to get to class on time. Having to access a locker is not an acceptable excuse for being tardy to class or homeroom.

Lost and Found

Lost and found objects are generally located in the Main Office. Valuable items such as jewelry, phones, laptops, calculators, etc. are occasionally turned into the Main Office. If you find something, please turn it in. If you have lost something, check with the

Administrative Assistant in the Main office. All personal items should be labeled with the student name so that they can be claimed/returned.

Illness

Please do not send your child to school if your child has any of the following symptoms:

- Fever- Temperature of 100°F/ 38°C or higher. Child must be fever free for 24 hours before returning to class
- Vomiting, sickness or strong stomach ache
- Diarrhea
- Acute cold, sore throat, or strong cough
- Thick mucus in nose/eyes or inflamed eyes
- Head lice
- Suspicion of contagious infection (chicken pox, scarlet fever, skin rash, impetigo, etc.)

It is often difficult to make a decision about whether or not your child is sick enough to stay at home. Many illnesses are easily spread, both in school and in the family. Keep in mind that hand washing is the single most important thing that you can do and teach your child to do so to help prevent the spread of infections. In addition, it is also helpful to teach children to cough and sneeze into the elbow to help minimize the spread of germs to other surfaces. Since the elbow is less likely than your hands to come into contact with other objects, fewer areas become contaminated. If your child is unwell (but does not have any of the symptoms or illnesses mentioned above) we ask that you do not send him/her to school until he/she is fit again. In assessing whether or not your child is well enough to be in school, please ask yourself if she is well enough to attend PE and play outside, as they will be expected to take part in these activities if they come to school. Please understand that it will not be possible to make special arrangements for children to be withdrawn from activities or to be supervised in the classroom during playtime. In certain cases, for example following absence of more than two days, a doctor's note will be required before returning to school. Students who vomit, have a temperature, have diarrhea or a rash at school will be sent home.

Lice

Students with head lice will be sent home and parents will need to treat their child's hair. Students who were sent home for lice may not return to the classroom until they have been checked by office personnel and given a clean bill of head health before they can return to class.

While we regret any inconvenience that this may cause since keeping sick children at home may mean lost work days/ school days, for parents, teachers, and children; however, it also means less illnesses for everyone. In the case of serious childhood

disease or highly contagious disease, please bring a certificate of harmlessness from your attending physician before returning to school.

Medication

If a student needs to take medicine during school hours, the preparation must be left with the Administrative Assistant in the Main Office. The container must be clearly labeled with your name. Students who require emergency/ occasional medicines for headaches, asthma, etc., should leave a supply in the Main Office. All medication must be left in the Main Office. A written explanation from a parent/guardian should also be submitted for non-prescribed medicine. Parents should discuss with the Administrative Assistant the use of long-term medication and emergency medication for certain conditions such as asthma.

Parents are requested to go to the Main Office to discuss the necessary information regarding the dispensing of prescribed medication. Also, parents will be asked to sign a medical release form in the Administrative Office at that time. No prescribed medication will be given to children without written permission of the parent.

Allergies

Should a student have an allergy that prevents them from participating in an activity (i.e. – allergic to chlorine so cannot participate in swimming), a doctor's note is required to be presented. Until the note of non-participation is produced from a doctor, the student will be required to participate in all activities. We are unable to provide alternative classes for a student in these instances, so the child will be expected to sit on the sidelines and watch the activity without participating.

Off-Limit Areas

In general, students are to remain in the areas designated for their age-group use. Students are also not permitted to be loitering in unsupervised / non-public areas.

Rollerblades & Skateboards

Rollerblades and skateboards are not allowed on the CRIA campus unless part of an organized school activity. Shoes with wheels are not permitted.

Toys

Toys from home should remain at home or in a students' backpack during school hours. On occasion, a student may bring something from home as part of a 'Show-and-Tell' activity. Pokeman cards or other trading/gambling activities are not permitted on campus.

Safety Guidelines

A goal of CRIA is to provide a supportive and safe environment to promote learning. Students' personal safety is of prime importance in the daily use of the campus facilities.

General Safety Rules Include:

- no running in the buildings or in congested outside walking areas.
- no climbing to areas not intended for students.
- using appropriate safety equipment in laboratory-type classes.
- using physical fitness equipment under the supervision of a staff member.
- using designated crosswalks

Safety Drills

Fire drills, earthquake drills and other safety drills will be held throughout the instructional year to practice responses in the case of fire or other security emergencies. At the sound of an alarm, students will evacuate the buildings to designated positions. Students are to line up in their homeroom groups.

Drills must be completed quickly and quietly. Everyone must evacuate the building during a drill, and everyone must wait for the signal that all is clear before returning to the building.

Searches

The school has the right to conduct unannounced searches of persons, possessions, and locked areas, if there is reasonable belief that a student has something that is not allowed on campus, or something that does not belong to him/her. A student may also be asked to show what is contained in pockets, purses, wallets, backpacks, bags, containers, or other personal property, if there is reasonable suspicion of the possession of objects that are disruptive to the school, or do not belong to them.

Any items deemed to be illegal, illicit and disruptive or a general nuisance may be seized by staff/faculty and/or administration. And, any article considered to contain such items, e.g. backpack, purse, jacket, may be confiscated and held by any member of staff/faculty and/or administration for further investigation. Storage, return or destruction of such items and articles will be at the discretion of the school.

Vandalism & Theft

Students have the right to a safe and secure environment. Students are expected to be honorable and to demonstrate respect for other people's property and for the school's facilities and property. Any form of theft or vandalism is unacceptable. Depending on the circumstances of the case, the likely consequence is suspension or expulsion.

Any theft or vandalism incident should be reported immediately to the appropriate teacher, Coordinator, or Administrator. Students are reminded that they are responsible for any valuable or personal property that they bring to school. Students should lock any personal belongings in their locker to prevent loss or theft. Keeping valuable or personal property in a backpack or bag does not guarantee their safety.

Visitors

Adult visitors to the campus may exchange a picture ID for a Visitor's badge at the Front Gate. The photo ID will be returned when the visitor exits the campus.

Student visitors may attend classes with a current CRIA student so long as a request form is completed and submitted to the office 48 hours in advance of the requested visit. A visitor may attend school for one day only and with one current CRIA student. Once the request has been approved, the visiting student must uphold all expectations as outlined in our student handbook, wear appropriate school attire and wear a clearly visible Visitor Pass issued at one of the campus gates.

Completing the required Visitor Request Form entails the following:

- The current student will obtain a visitor form from the Main Office and will complete the top part of the form providing information about the proposed visitor and date of visit.
- The student will then take this form around to all of his/her teachers for the date of the visit and have them approve the visit by signing the form.
- Once the form has been signed by all teachers, the student will bring the form back to the office to be approved and signed by the Director.

STUDENT LIFE



Costa Rica International Academy extends the opportunity to participate in its activities program to those students who agree to represent the school in a positive manner both on and off campus. Participants of an activity are expected to conduct themselves at all times in such a way as to reflect credit on themselves, CRIA, and the school community.

All CRIA sponsored activities are subject to this code. Such activities include all competitive sports teams, all drama and musical activities, all After School Activities, all school-sponsored trips, Student Government Association, National Honor Society, M.U.N., class officers and any other activity.

Behavior not in compliance with the CRIA Student Code of Conduct or any behavior not in the best interest of the school/activity that occurs outside the parameters of the actual activity may constitute grounds for suspension or dismissal from the team or club, depending on the gravity of the offense.

After-School Activities

An overview of all known activities will be presented electronically at the beginning of each semester, so that students can map out the semester for participation. As activities and athletic schedules will sometimes be in conflict, each student will need to make choices on how much he/she will be able to do. Advisors, coaches, sponsors, and parents should be consulted for this decision.

Some ASAs will incur a fee, while others are free of charge. In the case of fees-based activities, the full fee for the semester must be collected by the Activity Sponsor prior to the activity. Some sponsors may allow one free session to allow for a student to decide if they wish to commit to the activity for the entire semester. CRIA hopes to instill a sense of commitment in our students.

House System

The overall purpose of the House system is to connect grades and teachers together to provide them opportunities to build community, and to develop leadership, cooperation, problem-solving and critical thinking skills.

The house system provides an interactive, real world context for students to work together. It will challenge students to unite and collaborate in teams with students not only at the same grade level, but with older or younger students as well. It will provide younger students with role models to look up to in the older students and will give older students the opportunity to mentor younger students.

Students in Grades 1 - 12 and teachers are members of one of four houses: Sharks (blue), Jaguars (green), Scorpions (yellow) and Toucans (red). All members of the same family are members of the same house. Each student is required to purchase their House t-shirt from the school and to wear them on designated days.

Students who participate in House Events throughout the year can earn points for their Houses as well as be recognized individually for accumulating House points. House bonding days occur at the beginning of each semester where the whole school joins together in House activities. Other Houses activities will be held throughout the year and may include, but are not limited to, quiz shows, beach clean-ups, treasure hunts, a design challenge, singing competition, Science Fair, photography contest, Mathletics, spelling bee, attendance, and various sporting competitions throughout the year, or fundraising for a community service project.

Primary School Class Parties

Class parties may be held for the celebrations of Halloween, Christmas, Valentine's Day and the end of year. Teachers may plan activities on these special days and may ask for contributions of food items from families for these special celebration days.

Birthdays may be celebrated at lunchtime with cake or cupcakes provided by the child's family. Instructional time cannot be used to celebrate individual student birthdays.

Athletic Eligibility

Misconduct during sports: Any misbehavior, disrespect, or irresponsibility shown during practices or games will lead to suspension from the game and/or team for a specified time period.

A student who is suspended from classes for misbehavior may not participate in practices or games during the period of suspension.

A student must be present in class on the day of a scheduled game in order to participate in the game. Additionally, if the game falls on a weekend day, the student must be present at school the day before the game in order to participate. For example, if a game is held on a Saturday, the student must be in class during the day on Friday.

Valedictorian Policy

- The valedictorian must be an attendee of CRIA for a minimum of 3 years to be eligible (Grades 10 -12 consecutively).
- The valedictorian must have 24 credits; the same as needed for graduation.
- The valedictorian must have a minimum of a 3.0 GPA.
- GPA includes grades from 10th grade to the end of the third quarter of 12th grade.
- We will weight the Advanced Placement courses and dual enrollment university level courses as customary for a standard GPA calculation (+1 point added for C's and above. No extra weighting for D's).

- We will NOT weight any honors classes from online schools. Those final averages will stand alone.
- This valedictorian award is based on academics, but the valedictorian should also represent good character. Therefore, any suspensions on the student's record in the Junior and Senior year will eliminate a student from valedictorian candidacy.
- In the case of a tie of GPA based on the above criteria, the title of valedictorian will be shared.
- In the case where a graduating class has more than fifteen students, there will be a valedictorian and a salutatorian.
- The salutatorian will be the student with the second highest GPA, based upon the same criteria as the valedictorian.

Honor Roll

Honor Roll certificates are awarded each year at the End of Year Assembly. In order to qualify for the Honor Roll, the below qualifications must be met:

1. Student must have been a full-time student since Quarter 1
2. Student must have an overall average of 90% or higher
3. Student must be in Grade 3 or above
4. Student must not have any grade of C or below throughout the year

Conduct on School Trips/Activities

Students are held responsible for their conduct while attending or participating in school sponsored trips/activities beyond the regular school day. During this time, students are subject to all regulations of the school and will be governed accordingly.

Dances

Dances are usually sponsored by divisions/grade levels or other student groups. The CRIA Code of Conduct is in effect for the duration of the dance.

Field Trip Permission

Before a student can participate in a field trip, he/she must have a parent permission form on file with the Main Office.

Food Service

Hot lunches, drinks, and snacks are available each day in the school cafeteria. Students establish debit accounts with the supplier for purchases. Students may also choose to bring a bagged lunch from home. For safety reasons, we cannot allow glass bottles or

other breakable containers on campus. Microwaves are provided in the cafeteria for students to heat up lunches. CRIA does not supply a method of refrigeration for student lunches.

Lunchtime/Snack Rules:

Cafeteria food, utensils, plates, etc. should stay in the cafeteria. In general, food should be consumed in the cafeteria or Secondary Rancho. Food may be taken from the cafeteria to a teacher's room if a teacher has called a meeting or specifically asked students to attend a lunch time gathering. All items belonging to the cafeteria must be returned promptly after the meeting. Food should not be consumed in the hallways.

Other rules apply:

- Respect should be shown to cafeteria personnel at all times.
- Soft drinks are not allowed.
- Students should queue in line waiting their turn.
- Students are not allowed to sit on the tables.
- Music is not permitted in cafeteria.
- Students are responsible for cleaning up after themselves.
- Students are welcome to use the field for recreational purposes if PE classes are not using it. Tackle football is not allowed as injuries might occur.
- Students may not leave the campus without permission from the Director.
Students may use the gym if it is free and is supervised by a teacher. Food and drinks are not allowed in the gym. All equipment must be put away at the end of the period.

Fundraising

Sales of various types may be held throughout the year by clubs, classes, or other groups. All fund raising must benefit the school and/or school related projects. All fund raising must be approved by the Director. Students may not sell items on the CRIA campus for personal gain (arts and crafts, bakery items, etc.). Students may not fundraise on the CRIA campus for the purposes of subsidizing the personal cost of an optional trip (MUN, Community Service, etc.).

National Honor Society

Costa Rica International Academy joined the National Honor Society in 2006. Established in 1921, the society's aim to create enthusiasm for scholarship, to stimulate a desire to render service, to promote leadership, develop character and to encourage citizenship.

National Honor Society membership is an honor bestowed upon a select group by the Faculty Council. The selection for membership is based on outstanding scholarship, character, leadership, and service. Once selected, members have the responsibility to continue to demonstrate these qualities.

The NHS Chapter annually determine projects, which the group will undertake. In addition to the required group projects, each member will choose and complete an individual or small group project in keeping with a special personal interest. The NHS is an active service organization, contributing to the welfare of our school and community. Members are expected to be active in supporting the stated ideals of scholarship, character, and leadership. All members will take part in service projects throughout the year.

As laid down in the society's constitutions, a Faculty Council was set up at CRIA to determine the selection procedures for membership. Complete details regarding eligibility and selection can be found on the CRIA High School website and interested students are encouraged to contact the NHS Faculty Advisor.

Student Government Association (SGA)

The Student Government Association is an integral part of both the Primary and Secondary Schools at CRIA. From the planning of the school social activities calendar to consultations with the school administration on student concerns, procedures, and policies, both SGAs are actively involved in the school. SGA serves as a forum for student opinions and suggestions, working with the faculty, administration and student body to enhance daily life in school through promoting student involvement and morale. The students should feel free to bring concerns and ideas to the SGA knowing that they will be respected and well represented.

Parent Association

The Parent Association is an organization that acts as a liaison between the parents and the school administration and, on occasion, within the community to support and improve the school, its mission, its teachers and students. The Parent Association believes that there is a direct relationship between parent participation and student performance at school.

The Parent Association works to establish effective communication between parents and the school administration. We also work with the school administration to support the academic and extracurricular activities on behalf of the students at CRIA.

Other events and activities sponsored by the Parent Association include the Halloween Haunt, the Holiday Gala, the Party at the Playa, the Staff Appreciation Party and various special awards for students in the areas of academics, sports, leadership, service, and

spirit. The Parent Association invites interested parents to attend our meetings and to join our organization as a class representative or alternate.

Parent Involvement

Parent involvement is welcome at CRIA and there will be many opportunities for parents to be involved in the life of the school. Parents may be invited to accompany class field trips (more so in the Early Years program) and there are always opportunities to volunteer with various programs such as the library and the swimming program. We do want to develop independence within our students and therefore do not allow parents to observe students in the classroom, or during lunch or recess time. Should your assistance be required, the classroom teacher will contact you to request your attendance at an event or field trip.

Pictures/School Photos

School pictures are taken yearly during the fall for the school yearbook. Parents have the option of purchasing the photos taken during school. Later in the year, the photographer will do “retakes” for those students who were not in school on the day the photos were taken or need their pictures retaken for technical or aesthetic reasons.

Recycling & Water

CRIA is committed to an environmentally sustainable future. All visitors to the CRIA campus should adhere to the recycling procedures and use the recycling bins in a proper manner. All students should carry re-usable water bottles so that they may drink water throughout the day without having to purchase plastic water bottles.

DISCLAIMERS AND LIMITATIONS

CRIA reserves the right to change the policies and procedures contained in this handbook, as needed throughout the school year. Any changes will be circulated throughout the CRIA School Community.

While care and effort have been invested into developing the policies and procedures contained in this handbook to address situations likely to occur in a School, situations may occur that fall outside the processes described. In such cases, the Administration reserves the right to respond in a manner deemed appropriate.

REFERENCES

Thanks is extended to the following schools which contributed to the formulation of this handbook: American School of Dubai, Episcopal School of Dallas, Shanghai American School, The American School of Doha, American Community School of Abu Dhabi, American School of Warsaw, and International School of Kuala Lumpur.

CRIA Language Policy

1. Language Philosophy

Costa Rica International Academy, a U.S. accredited college preparatory school serving an international community, inspires a passion for learning and provides children with the skills, values, and courage to become responsible leaders in their communities and the world. Intensive language learning is fundamental to this mission. Language learning promotes a dynamic framework with which to understand other cultures and perspectives. CRIA students are expected to attain a confident level of oral and written proficiency in both English and Spanish. The ability to communicate in more than one language facilitates an individual's movement beyond the first language and home culture, increases awareness of the world, and ultimately enables one to participate more fully as an international citizen. The learning process involves learning language(s), learning about language(s), and learning through language(s). Students learn about language and through language to foster knowledge, understanding, sensitivity, and appreciation of cultures, values, and traditions.

2. Language Programs

A. Dual Language Program (Toddler – Grade 2)

Students in our Toddler through Grade 2 program spend approximately half of the learning time in Spanish and half in English. The long-term goals of the dual language program are: bilingualism; biliteracy; high academic achievement; cultural competency. CRIA utilizes a single teacher model in the Toddler-Grade 1 classes where fully bilingual teachers are the main classroom teacher. In 2nd grade, we employ a two-teacher model. Each teacher is a homeroom teacher for their 2nd grade classroom and students move between the two teachers. Our Spanish lead teacher instructs both groups in Spanish language arts and science, while our English lead teacher instructs both groups in English language arts and social studies. Each homeroom teacher teaches math to their home group in English. Both 2nd grade homeroom teachers teach math in English to their home group. All students in the dual language program learn the following subjects in Spanish: art, physical education, music, and Costa Rican social studies.

Our teachers instruct students using the common underlying proficiency (CUP) model in which various aspects of a bilingual's proficiency in the child's language 1 and language 2 are seen as common or interdependent across languages. In other words, when applied to bilingual education contexts, the common underlying proficiency refers to the cognitive/academic knowledge and abilities that underlie academic performance in both languages.

B. English Language Learners (ELL) Students

As an international school, CRIA hosts an increasing number of multilingual students. For those Primary students for whom English is a second language, there are specific school, teacher, and parent protocols for identifying, monitoring, and supporting their growth in order to assist students in reaching high English proficiency levels. CRIA does not accept students into the secondary program who are unable to function in the mainstream classroom without ELL support services.

CRIA is a member of the WIDA International Schools consortium, and as such, uses the WIDA standards as a tool for both classroom planning and also communication with families.

Identification of ELLs

There are two parts to the identification process. First, as part of the yearly intake procedure, all Primary families from Prek-5th grade turn in a home language survey for each enrolled student. The survey consists of 7 questions about the child's exposure to, and use of English. Answers to these surveys assist us in identifying those students who will initially qualify as an English Language Learner (ELL).

Next, all students initially identified as ELL will take the four-part, online MODEL test. This test is designed to assess students in four language domains (listening, speaking, reading, and writing), and provides individual as well as composite scores for each student. The composite score from this test will determine if the child will continue to qualify as an ELL student (See Graduation from ELL program, below). The ELL support staff will ensure that a complete ELL list by class, with parent contacts and other pertinent information is assembled as soon as possible, for use during the year.

Services for ELLs

ELL support staff and the Director will use the MODEL scores to determine the cut off for additional services, based on availability each semester. Students with a certain MODEL composite score at 3.5 receive some type of additional support or program, beyond general classroom accommodations. The ELL support staff will create an ELL support plan for each ELL student, in order for all parties, parents, teachers, and support staff, to understand their role in offering services/support to ELLs.

ELL services are offered in a variety of formats. First and foremost, all teachers offer in-class differentiation for ELL students. Teachers are provided with an ELL Support Plan for every ELL student to guide their instruction, and also consult with ELL Support Staff for additional ideas and assistance. Students are expected to learn grade level content. However, teachers offer students reasonable, alternative means to demonstrate their understanding of academic assignments or subjects.

Students with low proficiency as demonstrated by the MODEL test composite scores will also receive some form of support from the ELL support staff. Such support will be in the form of “push-in” services (ELL teacher working with the student or a group of students in the general education classroom) or “pull-out” services (ELL teacher works with the student or a group of students in a setting separate from the general education classroom). Any type of such support will be determined and offered on a case by case basis.

Monitoring of ELLs

In order to monitor the ongoing growth of students’ English proficiency, there will be regular, ongoing supervision, both by classroom instructors as well as ELL support staff.

MODEL test: The MODEL test will be given twice a year, at the start of each semester. These results will be shared with both parents and teachers, and kept in each ELL’s file.

ELL Report Cards: Homeroom teachers submit ELL report cards for their ELL students to both parents and the ELL Support staff. These reports are based on WIDA’s Can Do descriptors by grade level groupings.

Reporting periods: ELL support staff work with individual teachers, checking in frequently during the four reporting periods as to the progress and grades of students.

Communicating with Parents of ELLs

Parents will receive information regarding their child’s services (ELL Support Plan) as well as the results of the MODEL test, twice a year. Parents will also receive the ELL report card twice a year.

ELL support staff hold open, published office hours in order for parents to visit and ask any questions about their child’s progress.

Graduation from ELL Program

As students’ proficiency improves, they will no longer qualify for services or be considered ELL. As students’ MODEL test results reach a score of 5 or higher, they will be removed from the ELL roster and will no longer receive ELL services.

C. Spanish Language Program

In 3rd- 11th grades, all students at CRIA study the Spanish language (outside the dual language program of T-2), which reflects both our student population and the language of our host country. Students receive daily instruction in Spanish that is targeted to a range of Spanish proficiency levels.

Spanish Language placement

The Spanish Department is responsible for assessing students' Spanish proficiencies and placing students into the appropriate Spanish classes. Placements are based on the Home Language Survey, previous schools' transcripts, and a placement test which assesses students' listening, speaking, reading and writing levels. As the education specialists with professional knowledge of the language learning process, as well as knowledge of our curriculum and course content, **class/course placement is decided by our Spanish Department faculty.**

Spanish Language course structure

Several grade levels are scheduled for Spanish simultaneously, allowing CRIA to offer 3-4 levels of Spanish to our 3rd-12th grade students with varying levels of Spanish proficiency. We offer Spanish 1(beginner) – Spanish 4 (highly proficient) as well as AP Spanish Language and Culture for students in Grades 10 - 12.

All Spanish language courses address the domains of listening, speaking, reading and writing. Spanish 4 utilizes the MEP (Costa Rican Ministry of Education) standards and prepares students for AP Spanish Language and Culture and/or the Spanish exam of the Costa Rican Bachillerato diploma.

Appendix B: Learning Support Policy

CRIA Learning Support Policy

Program Overview for Primary, Middle and High School

The Learning Support (LS) teacher works in collaboration with the Guidance Counselor and the English Language Learners (ELL) teacher to support students in the areas of academics, behavior and social and emotional development. LS services range from observations and consultation with staff and parents to a range of group and limited individualized instruction for students with various mild learning needs.

Our Learning Support Delivery model is based on a two-tiered system. Students are placed on one of the two levels of support ranging from *Monitor* (no direct services), to *LS-1* (time-limited intervention services).

Monitor

Students on Monitor status do not receive learning support but are reviewed periodically by the Learning Support teacher. The student does not currently meet the criteria for LS1 support but there is data that suggests they may have an educational need that is not clearly evident at this time. In addition, the student is a concern to their parent(s) and/or teacher(s). Should educators who know the student well suspect that a learning difficulty may present as the student moves through the grade levels may refer students on Monitor status for an educational assessment (not conducted by CRIA staff). The results of the assessment may qualify a student for LS1 services as the presenting issues become clearer.

Learning Support Level-1 (LS1)

This level of support is offered to a student who is working on the same instructional objectives and the same curriculum content as his/her grade level peers but requires adaptations to the way the material is presented and/or to the way in which they demonstrate what they have learned. Adaptations may include accommodations such as:

- Change in amount and pace of the curriculum
- Methods of presentation
- Time-limited intervention
- Differentiated assessments

The student typically works in the regular classroom with their peers but may require time-limited support in specific areas by a learning support teacher and/or the student's teacher(s) may require consultation with a learning support professional in order to adapt the curriculum and/or instructional practices to the needs of the student. The student with Level-1 learning support is assigned to the Learning Support teacher who acts as the case manager. Students will receive support as outlined in a Learning Support Plan 1 (LSP1) developed and implemented by the learning support teacher in consultation with the concerned teacher(s), parent(s) and any specialists, as required. The LSP is the CRIA equivalent of an Individual Educational Plan (IEP). At times, based on student needs, LS teacher may work on a consultation basis with the teacher(s) and parents, without the goals being outlined in an LSP.

Limitations

CRIA is unable to accommodate students who require significant modifications to the content of the curriculum and/or instructional practices under the direction of a special education teacher, or who may require a specialized program due to the following circumstances/special needs:

- Needs individual attention and extensive support for academic, behavioral, or physical challenges
- Requires direct instruction and/or specialized instruction
- Is not always able to follow regular/typical curriculum
- Needs modifications of learning standards and/or materials
- Needs direct individualized or small group instruction outside of the mainstream classroom parameters
- Needs instruction in areas not typically covered in the regular program (E.g. Social skills training, interpersonal skills, life skills, behavior modification therapies, specialized Gifted & Talented)
- May require the services of specialists outside of school (OT, PT, etc.)
- May require specialized materials, program and/or equipment.

Under certain circumstances a student already enrolled in the school may be counselled to seek an alternative school, particularly where CRIA may be unable to continue to provide an appropriate program; where the school is unable to provide additional program requirements; or where disruption occurs to the normal learning of other children. A decision not to re-enroll such a student would be based upon professional

psychological assessment (if appropriate), the classroom teacher's advice, parental consultation, the carefully considered recommendation of the Learning Support teacher, and with the final approval of the Director.

Additional Services and External Assessments

Educational evaluations are not available at CRIA. Where necessary, parents may be asked to obtain external educational assessments in order to identify, understand, and serve student needs more effectively.

External assessment refers to assessments conducted by personnel external to the school. Such assessment will be recommended by the LS teacher and/or School Principal/Director and the costs will be borne by the parents. Recommendation for assessment by a specialist external to the school shall only be made once the school has completed a within school assessment of the student's needs and the LS teacher determines that further assessment is necessary. Note that educational assessments are not conducted at CRIA by CRIA faculty.

LS teacher recommendations for external assessment might include one or more of the following types of assessment:

Psycho-Educational Assessment: is conducted by an educational/school/clinical psychologist and involves the administration of norm-referenced tests of ability and achievement.

Speech and Language: is conducted by a Speech and Language Pathologist (SLP) and involves the assessment of communication including language, articulation, pragmatics, fluency and voice.

Occupational Therapy: is conducted by an Occupational Therapist (OT) and involves the assessment of fine and gross motor skills used in self-care and in school work and leisure activities.

Psychiatric Assessment: is conducted by a psychiatrist, one who is preferably trained to work with children and adolescents and involves the assessment of emotional and mental health.

Parents are responsible for following through on the recommendation for assessment, both internal and external and providing the school with the relevant reports and recommendations from the specialist/s. Continued enrollment at CRIA is dependent on the parents' agreement and fulfillment of these recommendations by the school.

Admissions Procedure

The goal of the school and the LS department is to support student needs. With this in mind, students flagged at admissions are informally or formally assessed to ensure the school can meet their needs. Parent interviews, trial days and diagnostic screenings and assessments are some of the other ways in helping us determine the level of support required and the possibility of meeting those needs. Parents may be requested to provide further diagnostic information to help clarify presenting needs. Parents are required to provide all information, records and reports pertaining to previously diagnosed special learning needs at the time of application to CRIA, or if the child is currently an enrolled student at CRIA, at the time that the reports are made available to parents. Should a parent choose not to disclose assessments, or withholds knowledge of special learning needs as required on the Special Learning Needs form (required for the enrollment process), a student's enrollment at CRIA can be terminated.

Accommodations and Modifications Procedures

Primary, middle and high school students on Learning Support Level 1 are eligible for receiving accommodations at various stages of their learning in order to access the curriculum and addressing academic needs as per the LSP.

What are accommodations?

Accommodations are changes to the **way** a student is expected to learn or how he/she is assessed. Goals for learning are not altered when accommodations are put in place. LS1 students are eligible to receive accommodations in their learning, assignments and assessments. Accommodations reflect, "*leveling of the playing field*" to ensure that students with learning needs can achieve the same goals as their peers with effective support along the way.

Procedure for accommodations for Primary, Middle and High School students

Once a student is placed on Learning Support, the LS teacher, in consultation with the concerned teacher(s) and parents, designs a Learning Support Plan (LSP). The accommodations required to support student learning are written into the LSP and agreed upon by all. A copy of the LSP is made available to the concerned teacher(s) and parents. One copy is also placed in the student's file. Regular follow up between the LS teacher and the child's classroom teachers ensure the effectiveness of the strategies and the impact on student learning and progress. The student's progress is reviewed bi-annually as part of the learning support cycle. The LSP goals will be updated by the end of each academic year.

Should accommodations have an impact on how assignments are graded?

School assignments and tests completed with accommodations should be graded in the same way as those completed without accommodations. Accommodations are meant to provide equal and ready access to the task at hand and are not meant to provide an undue advantage to the user.

Some examples of accommodations

1. Instructional methods and materials – copies of lesson notes, use visual aids along with verbal instructions, provide concrete materials to learn about math, use a calculator, etc. as indicated in the LSP.
2. Assignments and assessments – use a word processor, different quiet area/room to do a test, time extensions, break longer assignments into parts, etc.
3. Learning environment – area away from distraction, different room to complete tests, change grouping to suit needs, etc.
4. Special communication systems – text-to-speech software to help students read, use of a laptop/typewriter, etc. (provided by the student's family).
5. Time demands and scheduling – time extensions, organizers to help keep up with deadlines and assignments, etc.
6. Extended time on assignments.
7. Extended time on exams (a maximum of 50% more time, decided on an individual basis)

What are modifications?

Modifications are changes to **what** a student is expected to learn. These are primarily adaptations to the curriculum or course content, which may alter grade level expectation. Modifications help to reduce the overall cognitive demands of the task and enable students to produce greater quality of work within limited/altered curriculum goals. **CRIA does not offer modifications to our learning standards as a college preparatory school.**

Modifications could reflect one or more of the following:

- A reduction in content or concepts to be taught/learned
- Altered assignments (e.g. reduction in the concepts addressed)
- Alternate assessments in conjunction with modified rubrics

- Alternate programs (excused from one course to supplement with another)

Summary of Services and Availability at CRIA

| Level of Support | Available at CRIA | Description of Needs |
|--------------------------------|--------------------------|--|
| Monitor | YES | No formal assessments support a need for formal services; LS teacher monitors progress with student and student's teacher(s) |
| Learning Support Level 1 (LS1) | YES | Student is able to work on grade-level content with limited accommodations within the classroom such as: methods of presentation; differentiated assessments; change of setting for assessments; additional time for assessments/projects, etc.; Primary students will have time-limited small-group and individual work with LS teacher. Due to increased academic requirements in Secondary, small-group and individual support will be limited. |
| Learning Support Level 2 (LS2) | NO | Student requires significant modifications to the content of the curriculum and/or instructional practices under the direction of a special education teacher. Modifications are required to ensure that students can access the curriculum. |

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Adapted from *Response to Intervention*, Yokohama International School

Bring Your Own Device (BYOD) Policy Secondary Students

What is the BYOD program?

A BYOD (Bring Your Own Device) program, requiring secondary students to bring their own Internet connected devices to school began August 2016. Due to the success of the pilot program, the BYOD program has now become a permanent program at CRIA for all students in the secondary school, **Grades 6-12**.

Why does my child need to have their own personal internet connected device at school?

We encourage our staff members and our students to use electronics and other 21st century devices to supplement instruction and learning. Students are already familiar and comfortable using their own technology, so they can focus on learning with them. Additionally, it's a very cost-effective solution for all stakeholders. CRIA utilizes Google Classrooms and other online resources for instructional and administrative purposes. Numerous courses also utilize electronic versions of textbooks and/or other instructional materials.

What are the Hardware and Software Considerations?

1. What types of computing devices may my child bring to school?

Students may use devices that fall into the following categories: (1) laptops. This is the required device for classwork; (2) Tablets, e-Readers and smartphones may be used at the discretion of the teacher but will not be considered as a replacement for a laptop.

2. What are the hardware requirements for the laptops that can be used at CRIA?

If you are planning to buy a new laptop (Mac/Windows) or bringing an existing laptop from home, then please ensure that the technology is not older than 2 years and the wi-fi must be AC ready. All Windows platform laptops should not have older than Windows 7 operating system. All Apple Mac platform laptops should not have older than Mac OS 10.9. If you are unsure about the hardware requirements, please do not hesitate to contact Rebeca for further clarification and assistance.

3. How can my child's computing device connect to the Internet?

Costa Rica International Academy provides a wireless network which students may connect to while using their devices on the campus. Each device needs to meet the minimum hardware and software requirement.

4. Are there suggested accessories?

Providing a padded bag or protective sleeve is suggested. This will provide more protection for the day to day use of these computing devices. A headset with microphone will be useful when accessing a website with audio and/or video. Please be aware that carrying textbooks in the same bag as a tablet or laptop could damage the device and is advised against.

5. Will there be "charging stations" so my child's electronic device can be recharged?

We anticipate that not every class will be using an electronic device in a lesson every day. Considering today's electronic device battery technology, the device's battery charge should be sufficient for lessons requiring use of the device throughout the day. "Charging stations" will not be provided. Electric outlets at school may be used during the lunch/breaks unless labeled otherwise or when otherwise instructed by CRIA Staff. Students are responsible for maintaining their devices with sufficient charge to complete their tasks and before class starts.

6. Are there any specifications for the type of laptop my child may bring to school?

Buying a computer is a personal choice. Ultimately, each person will need to choose the device that works best for his/her child. Many lessons will be based on World Wide Web access. However, the majority of courses do require access to a laptop. Please refer to question 2 for further clarification.

7. Can my child use an iPad or Android tablet?

Tablets are not a compulsory requirement; however, some teachers on occasions may allow the use of Tablets or Smartphones according to needs. Students must seek prior approval from the relevant teacher. Tablets or Smartphones, however, are not an acceptable substitution for a laptop.

What software will be needed on my child's computer?

CRIA uses Google Apps for Education to store and share student work. This is a web-based file storage system providing many productivity tools including a word processor, spreadsheet program, and a presentation program. There may be some subject specific requirements.

Will the school provide Microsoft Office to the students?

The school will not provide Microsoft Office to students. Most office related tasks can be completed on Google Documents and free Open Source software such as Libre Office is available for download from the Internet for complicated tasks.

Whose Responsibility Is It?

1. Who pays for the technology brought to school?

These devices will be purchased by and remain the property of the family.

2. Who is responsible for any repairs or updating to personal computing devices?

Students and/or their families are responsible for their personal computing devices at all times. CRIA's IT support staff does not have the mandate to repair or update personal computing devices.

3. Who is responsible for damage, loss, or theft of devices your child brings to school?

Families must stress the responsibilities their children have when bringing their own computing devices to school. Any devices students bring to school are their sole responsibility. CRIA provides lockers for students and students are required to have a lock for their locker. CRIA takes no responsibility or assumption of financial responsibility for damaged, lost or stolen personal computing devices.

4. Will the family need to have Internet access at home?

Yes.

5. What if my child forgets his/her laptop at home?

We will provide limited loan laptops for the students to use during the day to avoid loss of any teaching and learning. CRIA will keep 2 spare laptops for this purpose and will be shared out on a first-come-basis. Continued loan will not be supported.

Miscellaneous Information

1. Will my child need to have a signed Acceptable Use Policy on file?

Yes. In order for CRIA to supervise student use of the computer network and the Internet, the Acceptable Use Policy must be read, and the Student Technology Acceptable Use Policy Guideline Agreement form must be signed by all students who want to have access to educational resources.

Parents/guardians of students under age 18 are also required to read and sign the agreement. Students 18 or older may sign the document themselves.

Signing the document indicates that the student and parent/guardian have read and understand the expectations of CRIA.

2. When can my child use the electronic device at school?

Students may use their electronic devices in class as instructed by the teacher. It is expected that a teacher will need students to bring electronic devices every day. Every attempt will be made to remind students that they need their device on a certain day.

Students may use their electronic devices during independent/online study hall, lunch, break period, and when in the Library.

3. Who can have access to my child's computer?

In order for any device covered under this policy to be used on CRIA's network, its network MAC address must be provided beforehand. You or your child may grant access to CRIA staff to determine the device's network MAC address for you. Parents and Students will be responsible for all use originating from MAC addresses provided. Finally, any Teacher or authorized CRIA staff member may demand access to a device if suspected of violating the Acceptable Use Policy. Parents will be notified when any such access has been performed under CRIA authorization.

Will my child be expected to use his/her computing device both at school and at home?

1. Just as with traditional assignments, some assignments may need to be completed at home. If there is a computing device malfunction or an interruption of Internet connectivity at home, a student may use computers at school before or after the school day or during independent/online study hall.

2. Will students be able to print documents from their personal computing devices?

Students do not have access to a printer at CRIA. Students should have the ability to print at home or at a business center. Limited copies may be printed with Rebeca in the Main Office for C100 per page.

3. Where will my child's work be stored?

Students will have access to their "Personal" Google Drive no matter where they are working.

The table below defines where student's electronic devices may be used at CRIA.

| Location | Laptop, tablet | Mobile Phone | MP3 Player | eReader |
|---------------------------|---|---|---|---|
| Classrooms | As directed by teacher |
| Online/Study Halls | Yes, for educational purposes only |
| Lunch/break | Yes | Yes | Yes | Yes |
| Library | As directed by librarian, for educational purposes only | As directed by librarian, for educational purposes only | As directed by librarian, for educational purposes only | As directed by librarian, for educational purposes only |

All electronic devices:

- Classroom staff have the ultimate control of when and what type of electronic devices are used in the classroom.
- As with reading a printed book, students reading from eReaders should be permitted as you would with a printed book.
- The hallways during passing time should be electronic device free.

CELL PHONE POLICY

Cell phones may serve as an outstanding instructional tool and learning resource if used appropriately by secondary students. We encourage our staff members and our students to use electronics and other 21st century devices to supplement instruction and learning. In order to preserve the teaching and learning environment, this document is to clarify the cell phone policy for CRIA. In order to preserve a constructive learning environment, the policy on cell phones is:

- Cell phones are not permitted during the school day for Primary students (through Grade 5)
- Cell phones/electronic devices may only be used for educational purposes in the classroom setting for secondary students. If a student wishes to use their device for non-educational purposes, they may do so before the first period class, snack, lunch, and after school.
- Cell phones must be turned OFF and put away before you enter any classroom, office, library, and locker room. Students may power their phones at the request of the classroom teacher.
- Once inside any of the aforementioned locations, students must store their cell phones in a location (i.e.-book bag) that is not visible to the teacher or other students, even though they are OFF. Phones are NOT to be stored in desks. Students may use the device with teacher approval.
- If a cell phone rings, vibrates, or is used for any reason without teacher permission, or is visible anytime during class time or if you are caught using it on campus during class time, a staff member may confiscate the device.
- Refusal to surrender your phone when asked is considered in violation of the CRIA Code of Conduct. This violation may result in disciplinary consequences, including suspension. Parents will be contacted.

First Offense ~ the device will be held by the classroom teacher until the end of the school day and a lunch or after school detention will be issued. Students may pick up their phone at the end of the school day.

Second Offense ~ the device will remain in the main office until the end of the following school day. Students may pick up their phone at the end of the school day.

Third Offense ~ the device will remain in the main office for one week. The Administrator will issue an in-school suspension. Phone may only be picked up by a parent.

The staff of Costa Rica International Academy requests your FULL co-operation with our policy. You can contact your child via their cell phone during snack and lunch. In the event of an immediate emergency, please call the main school line at +506-2654-5042.