

Academic Handbook





Contents

Introduction	3
Basic principles	6
Educational postulates	8
Cycles and levels	9
Subjects by cycle and number of hours	10
Study Plan	12
Evaluations	12
Marks, Weighing of Evaluations and Grading.....	12
Lincoln International Academy Grading Scale	13
Physical and Sports activity	13
Uniform	14
Outdoor Education.....	14
Reading Comprehension	14
School rules	14
Class schedules	15
Lunch	15
Headmaster’s Composition	15
Independent work and homework	16
Number of tasks and Works per cycle	17
DAI.....	17
Special Needs.....	17
Reports	18
Text books	18
PSU	19
SIMCE	19
Assemblies.....	19
Debate	20
Social networks.....	20
Golden Book	20
Resources	20
Finally	21



EDUCATE AND TRAIN ACADEMICALLY IN LINCOLN INTERNATIONAL ACADEMY

A MANUAL FOR STUDENTS, TEACHERS AND PARENTS

The purpose of the following manual is to inform our community regarding basic aspects of operation of our school. Its use is suggested to obtain information and clarify the most frequent doubts that may arise. Although it has tried to encompass a great many issues, it is possible that some areas have not been included but will be treated in further revisions. We are available to discuss this manual and other issues if necessary and thus be aligned in our most important work: educate and form our children.

Introduction

Lincoln International Academy is a co-ed, lay, of high academic standard school with a solid training in the English language. It is known to be a demanding institution, focused in the integral development of its students. With over 30 generations of alumni, we are proud to say that Lincoln International Academy is synonymous of quality and excellence in education.

Lincoln International Academy was founded in 1976 by Dr. Robert G. Seaquist and Mrs. Verónica Caroca. It actually has two campuses, one in Lo Barnechea and another in Chicureo. The Barnechea campus located on 1.5 ha. has 850 students at present from Play Group to Twelfth grade. The campus in Chicureo is located on 8 ha. At present it has 1300 students from Play Group to Twelfth grade.

Philosophy and objectives

The future of humanity depends upon the development of its most important resource: the children. They are tomorrow's adults and –good or bad- they will be what they have learned to become. Children begin to learn as soon as they are born and the experiences of the first three or four years are fundamental for their future. However, by the time they reach adulthood, it is common to believe that the greatest part of their education was obtained in school.



In general terms there are six major factors that determine a child's growth and development:

1. Biological inheritance
2. The home
3. Religious beliefs
4. The school
5. The peer society
6. The audio-visual media

Nothing can be done about the first and very little about the second and third. It is with the school's part in the child's growth that we are concerned. Moreover, the school can strongly influence the quality of the peer society and make the student more discriminating in the use of the media.

We believe that each child is a unique and worthy individual and that the teaching-learning process takes place most effectively in an atmosphere of mutual understanding, respect and effort. Working cooperatively, teachers and students at all levels, strive to acquire the tools necessary for solving the problems of today's complex world, helping this way to the development of a successful living.

One of the most important understandings that must be gained concerning the world of today is that we live in a period of changes which happen more and more quickly. Because these changes are often perceived as being a threat to the security of the individual and the society it is important that our students are well prepared to live in an uncertain future; and of it we can with certainty predict only one thing: there will be all kinds of problems to solve

– personal problems, family problems, community problems, national problems, world problems – regarding every aspect of life on earth and probably also with life elsewhere as well.

To acquire the capacity necessary to be successful in solving these challenges, students must learn to think. This involves the raising of questions, the consideration of alternatives, creativity, evaluation and suitability to make judgements; also, the courage to make decisions combined with the moral strength to assume the responsibility for the ensuing consequences. This process is not easily learned. The common tendency to follow prejudice, superstition or popular opinion that, while the students are still Young, must have the opportunity to learn to question, to be critical, to recognize and define problems and be creative in their solution. To encourage this type of learning it must be recognized that a good question has a much greater value than a correct answer; and that an idea that is original with the student has far greater merit than a recitation of timeworn cliches or memorized facts.



When a student learns to confront all types of problems in this rational manner, he gains confidence and security that permits him to have a successful personal life no matter what changes he may have to face.

Mission

The school has the mission ***“to form integral and bilingual people, that help to build a better society”***.

Our contemporary society requires whole subjects, capable of relating knowledge and formation of values in a balanced way so as to achieve positive leadership in a world of constant transformation. In this sense, education has a paramount responsibility in front of new generations of youngsters that will have to decide regarding the future of humanity.

The objective of Lincoln International academy is to prepare each student rigorously to participate responsibly and actively in the society becoming an asset to it.

The language of instruction is English, with the exception of the subjects of language and communication: Spanish and Chilean History.

Our school provides the students with cultural, intellectual, sports and recreational, instances where they may develop their abilities to face their future based on a critical and creative thinking.

To achieve this our axioms are based on universal values such as: discipline, diversity, honesty, integrity, joy, leadership, liberty, love, responsibility, rigor, tolerance, trust and vision of the future.

Vision

To be the best school community for our country.



Basic principles

I- Lincoln International Academy is responsible for offering its students a bilingual education within the limits defined as follows:

A- All students are enrolled in courses that lead to a high school diploma and university admission in Chile or abroad.

B- Subject to the laws and norms of the nation and respecting the regulations in force, the study programs adjust to those established by the Chilean Ministry of education in their plans, programs and curriculum, searching to exceed their own standards.

C- The school must be an example of international and diverse coexistence. This is shown in the multinationalism and multiculturalism of its community members in their diverse origins, faith manifestations, lifestyles and needs.

D- The school strives to offer activities that add to its curriculum and help to amplify the knowledge and training of its students.

E- Catholic religion classes are offered as an option.

II- Lincoln International Academy is a student-centered school.

A- Students are the most important. The school exists for their sake and within the limits of a highly academic and bilingual academic program acknowledges their varying interests and rates of progress.

B- The school seeks to satisfy the individual needs and encourages the development of a responsible autonomy in contrast with a heteronomy.

C- The process of teaching-learning is a personal experience with great affective content therefore, each student has the right to a personalized attention on the part of their teachers; thus, the size of the classrooms cannot exceed 25 students. In specific and extraordinary cases and for a limited time range this number can be surpassed by one or two students.

D- The school strives to stimulate the students towards being the best they can possibly be.

E- It is recognized that Lincoln International Academy is not the best school for all students. When, for special reasons, it seems that a student should be better served by another school, such recommendations will be made to the parents. These decisions will always be made in the best interest of the student.



III- Lincoln International Academy tries to make the school a laboratory-workshop- think tank experience.

A- As a guide, the teacher attempts to inspire, motivate and develop both obvious and latent abilities toward intellectual honesty and moral integrity. In all matters, the importance of the students' and teachers' quality work must be encouraged in their effort to expand their frontiers of knowledge and growth.

B- Because of the distinctive nature of the school, education at Lincoln International Academy must be considered to be a privilege.

The students are expected to apply themselves fully and to accept the opportunities of development and growth offered them.

Any student that does not work or persists in behavior that is disruptive of the teaching-learning process, will not be able to continue studies at Lincoln International Academy.

C- The school endeavors to give emphasis and encouragement to independent thought and self-direction towards responsible and tolerant citizenship in face of adversity.

D- The roles of the teachers involve them in student projects, sometimes in the capacity of leaders, sometimes as participants and others as attentive and responsible observers.

IV- Lincoln International Academy looks out for and has the best teachers: strives toward mutual respect and active cooperation between them and the administration and all of the educational community.

A- The objective of Lincoln International Academy in its process of selection of teachers is to find and hire the best teachers. This is done internally and includes interviews with the Principals, Department Heads, Campus Directors, psychological tests, classroom drills, external references and research in archives with national information.

B- Our teachers are evaluated annually as follows:

- Class observation and feedback by Directors, Principals and Department Heads.
- Class recordings and periodic feedback
- Evaluation by their students once a year
- Qualified evaluation by Principals and Department Heads

C- We promote a professional community that generates and shares knowledge internally. The school also organizes external training and helps the teachers in different manners so they can train in post graduate classes.



D- The school will always pay the highest salaries possible.

V- The control of the school policies and decisions rests only and exclusively with the administration.

Educational postulates

1. In collaboration with the family, first and main educational instance of their children and in a joint effort, it is our educational goal to promote beings interested in learning, open to the world, integrated, hardworking, creative, tolerant, self-assured, capable of loving and respecting their peers and others; in a cozy and familiar atmosphere, promoter of excellence and demand, who integrates all of the professional, administrative and auxiliary staff.
2. Provide each student with a solid bilingual education in the fundamental skills: language, Reading, writing, calculus and sciences, from the Pre School education until the High School, so as to insure the correct use of the English language and an excellent and rigorous academic education until his graduation.
3. Develop in the students the love for the arts and for nature.
4. Help the students to develop courteous and tolerant attitudes and of mutual respect towards their fellow men and to those who surround them. Make them acknowledge all honest work that is carried out responsibly.
5. Develop in the student's high ethical values, of work and integrity.
6. Develop metacognition and flexible, creative and original free quality thinking in search of constructive solutions that arise in daily life.
7. Awaken in each student an interest to overcome the systematic and investigative learning especially in the scientific, humanist and cultural environments.
8. Encouraging the student toward a good use of his liberty by accepting the responsibility for the consequences of his own behavior.
9. Create awareness that we live in a world of constant changes.
10. Develop responsibility, civil duties and love for the planet, respecting and searching to know about diverse cultures and lifestyles.
11. Develop in the students love and respect for life.



12. Develop students that have the capacity to participate in a healthy sport competition and strengthen their abilities in this area.
13. Develop love for outdoor life.

Cycles and levels

- **Play Group:** Lower Play Group and Higher Play Group
- **Infant:** Pre-kinder, Kinder, First Grade and Second Grade
- **Elementary School:** Third, Fourth and Fifth grades
- **Middle School:** Sixth, Seventh and Eighth grades
- **High School:** Ninth, Tenth, Eleventh and Twelfth grades



Subjects by cycle and number of hours

Ciclo	Curso	Asignatura	# Unidades	Horas Semanales	Horas Anuales
Infant School	1	Inglés	6	9	324
		LenguajeyComunicación	6	6	216
		Matemática	7	6	216
		Ciencias Naturales	5	5	180
		Ciencias Sociales	4	5	180
	2	Inglés	6	9	324
		LenguajeyComunicación	6	6	216
		Matemática	7	6	216
		Ciencias Naturales	5	5	180
		Ciencias Sociales	5	5	180
Elementary School	3	Inglés	6	9	324
		LenguajeyComunicación	6	6	216
		Matemática	8	6	216
		Ciencias Naturales	5	5	180
		Ciencias Sociales	5	5	180
	4	Inglés	6	9	324
		LenguajeyComunicación	6	6	216
		Matemática	8	6	216
		Ciencias Naturales	5	5	180
		Ciencias Sociales	6	5	180
	5	Inglés	6	9	324
		LenguajeyComunicación	6	6	216
		Matemática	7	6	216
		Ciencias Naturales	4	5	180
		Ciencias Sociales	6	5	180
Middle School	6	Inglés	6	9	324
		LenguajeyComunicación	6	6	216
		Matemática	8	6	216
		Ciencias Naturales	5	5	180
		Ciencias Sociales	7	5	180
	7	Inglés	6	9	324
		Lengua y Literatura	5	7	252
		Matemática	6	8	288
		Ciencias Naturales	5	6	216
		Ciencias Sociales	5	6	216
	8	Inglés	6	9	324
		Lengua y Literatura	5	7	252
		Matemática	5	8	288
		Ciencias Naturales	4	6	216
		Ciencias Sociales	5	6	216



Ciclo	Curso	Asignatura	# Unidades	Horas Semanales	Horas Anuales
High School	9	Biología	4	4	144
		Inglés	6	8	288
		Física	4	4	144
		Lengua y Literatura	4	7	252
		Matemática	4	7	252
		Química	4	4	144
		Ciencias Sociales	5	4	144
	10	Biología	4	4	144
		Inglés	6	8	288
		Física	4	4	144
		Lengua y Literatura	4	7	252
		Matemática	4	7	252
		Química	4	4	144
		Ciencias Sociales	4	4	144
	11	Biología	4	4	144
		Inglés	6	6	216
		Física	4	4	144
		Lengua y Literatura	4	7	252
		Matemática	4	7	252
		Química	4	4	144
		Ciencias Sociales	4	4	144
	12	Biología	3	4	144
		Inglés	3	6	216
		Física	3	4	144
		Lengua y Literatura	3	7	252
		Matemática	3	7	252
		Química	3	4	144
		Ciencias Sociales	3	4	144



Study Plan

Our study plan combines the national demands and requirements as stated by the Ministry of Education (www.mineduc.cl) in the Curricular Bases approved the year 2012 and its Learning Objectives (OA) and Transversal Learning Objectives (OAT) and our Bilingual Pedagogic Model of Three Pillars: Comprehension, Written Production and Oral Production, Contents, Skills/Abilities and Character Formation.

This study plan is structured in five (5) Scientific Humanistic subjects proposed by the national curriculum (core subjects): English (Own Plan), Language, Natural Sciences (in High School Natural Sciences is divided into Chemistry, Biology and Physics), Social Sciences and Mathematics and three (3) Technical Artistic subjects: Art, Music and technology.

Each subject has an annual character and are divided in units that have an average duration of 6 weeks which vary between 4 and 8 annual units depending on the subject and grade level.

Evaluations

Lincoln International Academy understands the evaluation as a process with and for the very necessary, constant learning that is made in many ways and instances that provide valuable information that must be defined, analyzed and feedbacked. In order to evaluate the learning processes the teachers have some of the following tools: Unit tests, partial tests, quizzes, spelling, observations, works and homework, class interrogations, oral presentations, etc. All of our evaluation process searches to measure how much and how the student has learned (Comprehension) and how he is capable of transmitting this (Oral and Written Production) and how the teacher has led and gone along with the teaching-learning process.

Marks, Weighing of Evaluations and Grading

Lincoln International Academy uses the national lineal grading system and the following weights to evaluate and analyze:

-All evaluative processes must be quantifiable, measurable, analyzable and informed. Lincoln International Academy occupies a linear scale system that requires a 60% achievement (4.0) with a minimum grade of 2.0 and a maximum of 7.0.

-Each evaluation receives a weighting according to its difficulty.

-Written Production: The correct use of grammar and spelling is required. Each subject will deduct points for wrong spelling and bad drafting.

-Only one group work is permitted by subject per semester.



-Second opportunities are not permitted in case of a failing result

Lincoln International Academy Grading Scale

Porcentaje	Calificación	Criterio	Porcentaje	Calificación	Criterio
100	7.0	Muy Bueno (MB)	57-59	3.9	Insuficiente (I)
98-99	6.9	Muy Bueno (MB)	53-56	3.8	Insuficiente (I)
97	6.8	Muy Bueno (MB)	50-52	3.7	Insuficiente (I)
96	6.7	Muy Bueno (MB)	47-49	3.6	Insuficiente (I)
94-95	6.6	Muy Bueno (MB)	44-46	3.5	Insuficiente (I)
93	6.5	Muy Bueno (MB)	41-43	3.4	Insuficiente (I)
92	6.4	Bueno (B)	38-40	3.3	Insuficiente (I)
90-91	6.3	Bueno (B)	35-37	3.2	Insuficiente (I)
89	6.2	Bueno (B)	32-34	3.1	Insuficiente (I)
88	6.1	Bueno (B)	29-31	3	Insuficiente (I)
86-87	6.0	Bueno (B)	26-28	2.9	Insuficiente (I)
85	5.9	Bueno (B)	23-25	2.8	Insuficiente (I)
84	5.8	Bueno (B)	20-22	2.7	Insuficiente (I)
82-83	5.7	Bueno (B)	17-19	2.6	Insuficiente (I)
81	5.6	Bueno (B)	14-16	2.5	Insuficiente (I)
80	5.5	Bueno (B)	11-13	2.4	Insuficiente (I)
78-79	5.4	Bueno (B)	8-10	2.3	Insuficiente (I)
77	5.3	Bueno (B)	5-7	2.2	Insuficiente (I)
76	5.2	Bueno (B)	2-4	2.1	Insuficiente (I)
74-75	5.1	Bueno (B)	0-1	2	Insuficiente (I)
73	5.0	Bueno (B)			
72	4.9	Suficiente (S)			
70-71	4.8	Suficiente (S)			
69	4.7	Suficiente (S)			
68	4.6	Suficiente (S)			
66-67	4.5	Suficiente (S)			
65	4.4	Suficiente (S)			
64	4.3	Suficiente (S)			
62-63	4.2	Suficiente (S)			
61	4.1	Suficiente (S)			
60	4.0	Suficiente (S)			

Physical and Sports activity

For Lincoln International Academy, physical activity and sports are very important because they provide values and principles to our students, these help them to develop good habits and provide them with a healthy and constructive distraction. They also generate team work, discipline and a healthy competition with oneself and for the school team.

All of the students since Play Group have weekly Physical Education classes and since First Grade the practices begin for some sports. These are: Soccer, Volleyball, Hockey and Athletics.

Since Second Grade, the children begin to compete at an interschool level and since Fifth Grade they can join some of the sports selections corresponding to each discipline.



Uniform

The use of the full school uniforms is compulsory. In such special occasions in which it is permitted not to use it, students and teachers must use appropriate clothing for a school.

Outdoor Education

One of Lincoln International Academy's objectives is to develop love for nature and for life outdoors. With this purpose in mind and together with Latitud 90, the school develops an outdoor study program from Second to Eleventh Grade. The field trips are gradual and are done in Fourth, Sixth and Eighth and in Tenth and Eleventh Grade (Class trip). In addition to these outings, the trip to the United States of America was especially

created by the school for the high school section; it follows the life of Abraham Lincoln, "Lincoln's Route".

Reading Comprehension

The capacity to be able to understand what you read is one of the major abilities to develop in an individual's school life. For Lincoln International academy it is paramount to develop this capacity in its students, considering that the national standards have become far from acceptable. This is why to facilitate this work for our students and their parents, from Kinder until Tenth Grade, we apply the international Cars/Stars reading comprehension system. Using one textbook weekly per level, and with the help of their teachers and parents, the students acquire this ability.

School rules

Lincoln International Academy's School Rules for parents and students, is the instrument that regulates the relations of our school community. It is in our website (www.lintac.cl) and should be known and consulted by all of the community members.



Class schedules

Monday through Thursday:

Lower Play Group – Kinder: 7:50-13:00

1st-6th: 7:50-15:50

7th-12th: 7:50-16:30

Friday:

Lower Play Group – Kinder: 7:50-12:30

1st – 12th: 7:50-12:45

Lunch

The health and well-being of our students is of great importance for Lincoln International Academy and our children's diet and how they feed themselves is fundamental while they are in school over 8 hours daily playing, studying and working. Because of this every student since first through twelfth grade lunch in school from Monday through Thursday. On Fridays, only those students that remain for sports practices, workshops or other issues required and authorized by the school, stay for lunch. The lunch service is provided by Aramark (www.aramark.com) leading enterprise in the national market and of worldwide level. This service is obligatory.

Headmaster's Composition

This is an annual research work in English that the students do from fourth to eleventh grade. It starts in fourth grade with the construction of four paragraphs.

In fourth and in fifth grade they work with descriptive writing and in 6th with persuasive writing. In seventh and eighth the writing proposes problem solving and between ninth and eleventh grade it is an argumentative work of a maximum of 1500 words. The school Rector chooses the best work of each level and it receives a prize by the end of the year. With its investigation and editing techniques, the Headmaster's Composition is one of the most valuable tools for our students as they enter college.



Independent work and homework

Independent work and homework are very important for Lincoln International academy since they help the students to deepen and consolidate knowledge and skills and also develop habits that will be very useful in their professional and college life in the future. To be able to achieve these tasks, it is important that every student, since his first school years, have an appropriate space at home, comfortable, illuminated, that will allow him to concentrate and therefore develop a method for work and study. The levels, hours and number of weekly tasks that each student should do, as follows:

Approximate hours for Independent Work per cycle:

The following hours are the minimum required of the students:

These hours exclude any academic reinforcement instance, extraprogramatic activities, specific treatment that the student should need or absence because of extraordinary reasons.

The study hours consider studying for tests and other evaluations, works, oral expression, complementary reading, research projects, among others.

Play group: Work according to demands by age.

Pre-Kinder & Kinder: 1:30 hours weekly (distributed in different days).

1st.-2nd. grade: 2 weekly hours (distributed in different days).

3rd.-5th. grade: 3 weekly hours (distributed in different days).

6th-8th grade: 6 weekly hours (distributed in different days).

High School: 10 weekly hours (distributed in different days).



Number of tasks and Works per cycle

Play group: 1 to 3 oral expressions per year

Pre-Kinder (Infant): 4 to 5 home works per year. 1 Pre Reading each 15 days.

Kinder (Infant): 3 to 4 oral expressions per year. 1 Letter Book weekly. 1 daily reading.

1st-2nd grade (Infant): 4 to 8 home works per month. 1 to 2 home Works per week

3rd-5th grade (Elementary): 4 to 12 homeworks per month. 1 to 3 homeworks per week.

6th-8th (Middle): 8 to 12 homeworks per month. 2 to 3 homeworks per week.

High School: 12 to 20 homeworks per month. 3 to 5 homeworks per week.

A minimum of 15 minutes daily for reading and math exercises is recommended from 1st grade on.

DAI

Within the educational and school environment in which it is inserted, it seeks to support the management of the administration and teachers, and also the students with transitory special needs who require it. The department counts with psychologists and psychopedagogues. The role of DAI is not therapeutic.

Special Needs

Among its Basic Principles, Lincoln International Academy sets itself to educate its students in and for diversity. Historically, the school has always had students with Permanent Special Educational Needs (NEE). Taking this as a foundational base, some years ago the program for Especial Educational Needs was formed, which receives within its three segments, Regular, Transit, Specialized, students with Permanent Special Educational Needs. The main objective is to give our NEE students a real option, just and inclusive so they can develop their potentials. For such purposes the school has Differential Educators, Therapists and Curricular Adaptations when required.



Reports

Lincoln International Academy delivers reports to its students and their parents, four times during the school year: in the PTM's (Parent-Teacher Meetings) in May and October and by the end of the first semester in July and the end of the school year in December.

Are given out:

Play Group: Qualitative Report of Academic Progress and Personality Report

Pre-Kinder and Kinder: Qualitative Report of Academic Progress and Personality Report

1st. & 2nd.: Grades Report, Qualitative Report of Academic Progress and Personality Report.

3rd-12: Grades Report and Personality Report.

The Qualitative Report of Academic Progress permits to visualize in greater detail the development of abilities and skills of our smaller children and this way can help them to reach the achievements desired.

The Grades Report is a "portrait" of the grades that the student has at that time of the year and permits to analyze and take remedial actions if necessary.

The Personality Report analyzes 7-character traits that, according to studies of Seligman and Petersen of the University of Pennsylvania, USA, are apt for developing and can serve as predictors of success, understood as a full and healthy life, physically and emotionally.

Text books

Lincoln International Academy will use the following textbooks during the year 2017:

- Santillana-Richmond texts and its Pathway program in First through Sixth grade.
- Santillana and its programs Bicentenario and Aprender a Aprender from Seventh to Twelfth Grades.
- Text from the Cars/Stars Reading Comprehension Program from Kinder to 6th grades.
- Pearson Text for Social Studies in 7th grade.
- Text Reading Street for its program of English for Kinder through Sixth grade.
- Complementary Reading texts for English and Spanish from First through Twelfth grade.
- PSU Santillana and SM in Eleventh and Twelfth Grade.



PSU

As the Lincoln International Academy student finishes Twelfth Grade, he will have dedicated over 1000 pedagogic hours to the specific preparation of the college entrance tests. Nevertheless, it is important to note that the factor that most affects the results of the PSU is the persistent and dedicated work and the systematic study throughout the

student's school life. There is a direct relation between the High School grades average (NEM) and the PSU results.

Lincoln International Academy feels that, although the PSU results are important for the students and for the school, they do not define the student nor its generation, nor the school's work. Lincoln International Academy proposes for Chile a system of college selection that portrays the student and his school life in all its complexity and scope.

Our study plan combines the national demands and requirements as raised by the Ministry of Education (www.mineduc.cl) in the Curriculum Bases approved in the year 2012 and its Learning Objectives (OA) and Transversal Learning Objectives (OAT) and our Bilingual Three Pillar Pedagogic Model: Comprehension, Written and Oral Production, Contents, Skills/Abilities and Personality Formation.

SIMCE

We consider the SIMCE test as an indicator, among many, to bear in mind regarding the teaching-learning process that our students and teachers undergo. Even though we acknowledge the importance it has for the public opinion and for us as members of a community, we do not share the methods used in its application nor in their delivery of results.

Assemblies

Each cycle meets weekly during one hour with its Principal, Campus Director and Rector in the Assemblies. During these, relevant issues are brought forth, experiences are shared, student presentations are made, etc.



Debate

The school offers a bilingual workshop of debate and critical thinking, for its students from fifth to twelfth grade.

Social networks

Lincoln International Academy acknowledges the great utility and efficiency that certain social networks have but cannot remain indifferent in face of the risk that some of this pose.

It is just recently that the psychological effects that these networks have are being studied in our students and adolescents, and we recommend our Parents to be aware of the dangers and effects that the access to one of these media can have over our students.

As well, we ask our Parents to use the social networks, especially Facebook with the class groups created in different platforms, with responsibility, respect, care and restraint. Let us not forget that we are models for our children.

Golden Book

The Golden Book (agenda) is the official communication channel between the Parents and the school.

Resources

The school provides its students and teachers with a number of physical and intellectual resources so they can accomplish their objectives successfully.

Within these resources it is worth to mention: notebooks, desk and art materials, comfortable class rooms, guides, furniture, computers and laptops, smart screens in every level, libraries, science and computer labs, art and music rooms, musical instruments, patios, sports fields, sports implement, audiovisual material, etc...

It is the whole community's duty to use these resources adequately, to care and respect them and ensure their proper use and dissemination.



Finally

We have worked with dedication on how to integrate and involve all the members of our community. Inspired by our goal of forming integral people that contribute to the construction of a better community, we conclude that there is a prayer of our hymn that faithfully reflects what identifies us and moves us as an educational community: "Do in every circumstance what undoubtedly is our best ". The idea "Undoubtedly our best" was defined as our guiding principle, the north that will guide our actions and decisions as an educational community. We invite you to live this concept day by day and to advance together in the consolidation of the educational project of our School. We are available to discuss this manual and other topics, if necessary, and in this way be aligned in the most important task we have: educating and training our children