



School
Policies



2020-2021

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ADMISSION POLICY

Philosophy

The mission of Robinson School embraces the principles outlined at its foundation: Academic Excellence, Christian Values, Dignity and Respect for all. Robinson School serves a diverse community of students from different nationalities, cultures and backgrounds. Robinson School offers a broad college-preparatory, international program. English is the primary language of instruction, while the community celebrates and enjoys broad use of Spanish as the mother tongue outside of the classroom, and academic, co-curricular and extra-curricular activities, and multicultural and community events provide for the development of student abilities and reinforce the school's commitment to developing internationally minded and globally aware citizens and leaders throughout the continuum of the International Baccalaureate Programme.

Our admission policy encourages the maintenance of a diverse and inclusive student body, as well as ensures that students who are admitted to Robinson can benefit from our educational program and be successful, and, thus, meet the challenges of the 21st century. Robinson School is open to all prospective families and qualified applicants of any race, color, and national or ethnic origin and is non-discriminatory in all policies and school administered programs. All applicants must fulfill all admission requirements.

The purpose of our admission policy is to guides parents through the admission process.

General Procedure

Step 1

Prior to applying, parents are welcomed to visit Robinson School and discuss their children's educational needs. This can be done by calling or emailing the Admissions Office to arrange a convenient date and time. The decision to admit a student is based on the fulfillment of the admission requirements, school's ability to meet the needs of the new student, space availability at the grade level, and the student's aptitude to fulfill program requirements.

To begin with the application process, parents will submit the following documents:

- Application form
- Parents' questionnaire
- Official school progress reports-Official School Transcript
- Recommendation letters
- Present original birth certificate
- Copy of the child's social security card
- Formal evaluations
- 2x2 photo
- Letter of Good Standing from previous school

Step 2

The student will also take our entrance examinations as part of the admission requirements. Language Assessments and/or placement examinations may be administered, at the discretion of the Admissions Committee. After receiving the initial documentation with your child's application, we will arrange for a class visit/interview.

Step 3

Once the file is complete, it is sent to the Admissions Committee for the reading and reviewing process. The file is returned to the Admissions Director to inform of the Committee's decision.

Step 4 Parents receive an email or phone call with the decision from the Admissions Committee.

Admissions to the International Baccalaureate Programmes

Robinson School's Academic offerings are designed to be inclusive of all accepted students and progressively tailored to the unique learning needs and goals of each student. All students, regardless of program, are members of an International Baccalaureate community of learners through which the foundational principles, mission, objectives, and commitments of an IB education are interwoven.

Primary Years Programme (PYP)

The PYP is open to all students at Robinson School from Grades PPK-6. The Programme is inclusive by design; students of all interests and academic abilities can benefit from participation.

Middle Years Programme (MYP)

The MYP is open to all students at Robinson School from Grades 7-10. The Programme is inclusive by design; students of all interests and academic abilities can benefit from participation.

Diploma Programme (DP)

Robinson School operates an inclusive admissions policy and encourages all students to attempt the International Baccalaureate Diploma Programme by taking at least one course or participating in the Core components, contingent upon the availability of the necessary resources to support the candidate. Robinson also offers the possibility for students to follow individual, or a selection of IB Diploma Programme courses, as well as online courses, if the full IB Diploma is not suitable.

All candidates will meet with the Upper School Division Head, IBDP Coordinator and/or Counselor, and/or College Counselor (if needed), to help guide the candidate in their choices relative to the course selection.

Acceptance to the full IB Diploma, will be at the discretion of the Upper School Division Head and DP Coordinator based upon the student's ability to access and benefit from the challenging

international curriculum and programs offered by the school. Students are required to be in good academic standing in order complete enrollment.

Admissions to the Pathways Program

Students with diagnosed mild language-based learning disabilities can be candidates for our Special Education program, Pathways. The School will require a copy of all existing evaluations and assessments, including a current Psychoeducational evaluation not older than two years, and may require additional testing to be made during the admissions process. An offer of an admission will only be made following receipt of all necessary documentation. As the Pathways Program at Robinson is designed to serve students with specific learning disabilities, the School exercises the right to withhold an offer of admission to a student if the School cannot provide the education or resources that the student needs, for any reason as deemed by the School.

INCLUSION POLICY

Founded in 1902, Robinson School takes great pride its commitment to providing each student with the most effective learning environment to suit their individual goals and learning needs. The school mission statement –Academic Excellence, Christian Values, Respect and Dignity for all - is strongly supported by the school’s Inclusion policy. At Robinson, we believe that all students can learn, and that each student has a unique learning style. To meet the needs of diverse learners, the school provides access to a network of services (both offered by the school or offered by external resources) to students that may benefit from additional learning support. The school strives to offer these services within the least restrictive environment.

The school is committed to offering the most appropriate accommodations for students with learning differences. Students at Robinson School that have a documented learning difference which requires special accommodations, receive them according to Robinson School guidelines for reasonable accommodations. Available to all students, the School also provides educational therapy services as needed. The educational therapy program endeavors to work individually or in small groups with students referred by teachers and/or professionals to these services. Educational therapists work within areas such as: mathematics, reading, visual processing skills, perceptual and motor skills, attention and concentration, visual, auditory, and working memory. Moreover, the therapists work closely with teachers developing strategies and possible accommodations to be implemented in the classroom to increase the effectiveness of therapy and ensure the student’s progress and academic performance.

As part of the School’s commitment to the socio-emotional well-being of all students, there is a school psychologist on staff that strives to help students, parents, teachers, and members of the school community understand and resolve problems that children and adolescents face. The psychologist collaborates with teachers, parents, school administrators, and other professionals to find the best solution for each child and situation by using different strategies to address the psychological factors that have an impact on learning and behavior within the school context.

Robinson School has access to testing and screening tools such as the Woodcock-Johnson Achievement Test, the Wechsler Intelligence Scale for Children (WISC IV), and the Bender-Gestalt, among others. However, the school does not administer the testing and screening tools to learners, it refers them to licensed professionals in the community for assessing their development and needs. The school maintains an open-door policy in welcoming professionals in the field of clinical psychology, speech and language therapy, occupational therapy, physical therapy and math and reading specialist, whom are allowed to offer their services on campus to students. The school provides a space and time during the school day for the services to be provided. Parents are responsible for the arrangements and the cost of the services. Professionals are required to submit copy of their professional license, insurance and complete a contact information form before being authorized to provide the services.

The School welcomes meetings with mental health professionals providing services to students that are enrolled in Robinson, facilitating communication between the professionals, teachers and administrators through the coordination of meetings, completion of questionnaires and observation visits.

To address the needs of our learners in the IB program, the school has implemented guidelines to ensure those needs are addressed. A team consisting of the Division Head, the School Psychologist, Educational Therapist, and the Special Education Specialist meet and revise each case along with their professional evaluations and educational recommendations. Members of the team have an initial meeting with parents and student where those evaluations and recommendations are discussed, and reasonable accommodations are determined. The team's determination and instructions regarding the educational needs and the strategies to meet them are shared for implementation with the teaching team. Periodic feedback and follow-up, monitored by the Division Head, Special Education Specialist, and the School Psychologist, is provided to ensure the learner is meeting the established educational goals.

The school ensures that the learner's needs are met by documenting an initial meeting with the teaching team to discuss the student's particular needs, and establish a plan to meet them. The school also develops and maintains an accommodation document for those students in an inclusive setting, and sets up and document periodic follow-up contacts with the teaching team to monitor the student's progress. This information, along with other relevant information such as the student's psychometric, psychoeducational, and neuropsychological evaluations, is maintained confidential and kept in the student's file. Files are managed by Division Heads, the School Psychologist, Admissions Director, and Special Education Specialist. The students' files remain in the Admissions Office and/or the Special Education Office of the School. Under special circumstances, teachers may have access to educational information in the file under the supervision of the Division Head and/or the Special Education Supervisor. When a student is transitioning from one program to another, the Division Heads of the respective levels meet and provide each other with a status report for the learner in an inclusive setting.

In its pursuit to provide an education of excellence for diverse learners, Robinson School established a program for students that need to be serviced within a more systematic and skill based educational program. The Pathways Program, as it is known, receives students that have failed to respond to the accommodations and adaptations provided in a general education setting due to a diagnosed, specific learning disability that requires specialized teaching. Enrollment is for students who have been diagnosed with a specific learning disability and aims to provide services within the least restrictive environment. By offering skill based instruction within an adapted curriculum, the program aims to develop strong reading and writing skills in students with a language based learning disability, teach compensatory strategies and give each student an awareness of his/her particular learning style so as to be able to advocate for themselves beyond their Robinson School years. In response to the complexity of this neurological disorder, a student's program is highly individualized to promote success

throughout the curriculum. Depending on the identified needs, students have opportunities to participate fully in the Pathways Program or a combined program in which they take courses both in Pathways and as part of the general education program, while respecting that inclusion will always be contingent to the unique learning challenges of each individual.

Robinson School highly values and acknowledges the importance of the wide range of support services it makes available for students. Therefore, provisions for inclusion and special needs are sustained by providing teaching personnel with professional opportunities, mostly through special education courses and workshops provided by specialists in the field of Special Education. As part of the School's commitment to maintaining an inclusive, respectful learning environment, Robinson School complies with all applicable laws and requirements.

LANGUAGE POLICY

Philosophy

Language is a vital tool that empowers us to acquire knowledge and communicate in many fashions for many purposes to different audiences in our global society. It promotes international understanding, cultural identity, and personal growth. Language learning is essential in all areas of the curriculum; it provides for the construction of meaning and creative expression. We believe in the importance of using every learning experience as a vehicle to teach language and see all teachers as language teachers, both in written and oral language. We aim to nurture an appreciation of the richness and diversity of other languages by fostering the acquisition of more than one language.

Pre-school, Elementary, Middle and Upper School Language Profile

Language	Percentage of Students
English	14%
Spanish	79%
Portuguese	<1%
Mandarin	2%
French	2%
Italian	<1%

Although Spanish is the mother tongue for a high percentage of our student population, Robinson School offers its Academic Program with English as the primary language of instruction. The School recognizes English as a language of international communication that facilitates multicultural exchange in a global world.

Language of Instruction

English as Language A

All students at Robinson School receive an enriched language instruction in which English is the primary language. Students are taught usage of English through classroom instruction in all components of language. The components are interrelated, and mastery of each leads to the development of others. Incorporating the components of language into all disciplines is imperative to the success of the students' language development. The mastery of the essential

language skills - reading, writing, listening, speaking, and viewing is a vital part of students' overall language development and is present in the teaching of all subjects.

Spanish as Language A

In addition to English for first-language Spanish-speakers (or Spanish as a second language learners who excel), Spanish instruction is offered in a dedicated period of study each day as a Language A course in all grade levels and programs. Spanish A instruction aims at helping students maintain fluency in their mother tongue, support development of literary skills and celebrate their Spanish culture. From a social perspective, our students are at ease in engaging in both languages. These languages are interrelated and support and extend the IB units of inquiry. "Children who come to school with a solid foundation in their mother tongue develop stronger literacy abilities in the school language". Cummins (2001)

Spanish as Language B/ Language Acquisition

In Preschool and Kinder, all students participate in Language A Spanish. Beginning in 1st Grade, the School begins to differentiate Spanish A and B offerings based on proficiency. Throughout the remainder of the PYP Program, Spanish B is offered as Spanish as a Second Language for students with a Mother tongue other than Spanish or for students unable to demonstrate a level of proficiency for Language A Spanish. Where possible and as the need arises, the School offers both an introductory (emergent) and advanced (capable) level SSL course in each grade level.

In MYP, from 7th to 10th grade, students unable to demonstrate a level of proficiency as Language A in Spanish take the course, Spanish Language Acquisition. This course is offered in four phases (emergent and capable levels) and students are placed based on level of proficiency demonstrated during the School's Language Assessment process. Upon successfully completing Phase 4, students are usually directed to continue study as part of Spanish A - Language and Literature.

In the Diploma Program, students are offered Spanish as language A (DP Language and Literature) and B (DP Spanish B).

Students In 11th and 12th not participating in DP Spanish courses and not at a level of proficiency necessary for Language A are offered Spanish B - Language Acquisition (levels 1 to 4). Placement is based on level of proficiency demonstrated during the School's Language Assessment process.

French as Language B/Language Acquisition

In 7th through 10th grade, French Language Acquisition is introduced as an additional language to support students along the Language Acquisition requirements in the MYP. Languages are arranged in four phases to address differing levels of ability and proficiency. Our goal is to encourage students to gain competence in an additional language with the long-term goal of multilingualism, to develop the student's communication skills necessary for further language learning and to develop an awareness and understanding of the perspectives of people from other cultures. Most Robinson MYP students complete the language requirements by

participating in Spanish A – Language and Literature and French Language Acquisition. MYP Students who do not participate in Spanish A, may elect French Language Acquisition, in addition to Spanish B – Language Acquisition, to fulfill requirements. Students participating in the Pathways Program (see Inclusion Policy) may elect to take French Language Acquisition, based on recommendations from the Pathways Program Supervisor and as best suited to their individual academic programs and needs.

In 11 and 12th grades, French Language Acquisition is offered as an elective for students who want to continue to develop their competency skills in the target language.

Mother Tongue Support

The school provides structured language support programs for students aimed at developing proficiency in English and/or Spanish. Students are given a language proficiency assessment to create an educational plan that provides support to ELL and SSL students to meet language standards as well as content standards. The duration of the educational plan is determined by the student’s language needs and abilities and the plan may be adjusted throughout the school year accordingly.

Robinson provides opportunities to celebrate and support students whose mother tongue is one other than English and/or Spanish:

- Celebrating multicultural heritage through school activities such as: reading or media selections representing mother tongue or connecting units of inquiry to their cultures for a more enriching experience.
- Incorporating the celebration of International Language Day (Inaugural Celebration 2021-2022 school year)
- Expanding our library collection to include books and other resources in their mother tongue.
- Inviting parents and family members as guest speakers to share with students their culture, language and traditions.
- Offering more opportunities for language classes in our After School Program “Beyond the Bell”.
- Elective offerings in Upper School in additional world languages, as available.
- Providing professional development for teachers to foster a multicultural/multilingual community.

Other Language Needs

Robinson School recognizes that individual students will vary in their proficiency and needs as language learners. For this reason, Robinson offers a Special Education program known as the Pathways Program (see Inclusion Policy) targeting students with diagnosed language-based learning differences. The School also maintains a network of language services to support the well-being and academic growth of all students. Services are on a referral basis, as needed, and may include: Reading Specialist, Speech and Language Therapy, Orton Gillingham reading

Instruction. Services may be delivered both during or outside the school day by external, private providers.

Reading Specialist - works as a pull-out specialist to reinforce phonemic awareness, fluency and reading comprehension.

Speech and language therapy - is provided by a certified professional to students that present a developmental delay in speech and language.

Orton Gillingham – certified, external instructors work with students after school providing them multisensory reading instruction.

Special Education - Recognizing the importance of language in all learning experiences, the school offers a special education program (English and Spanish) to students with a diagnosed language-based learning disability. The Pathways Program in elementary school implements the Tutorials Program to support language development, in addition to specialized instruction as part of a student's class schedule (For additional information, refer to the Inclusion Policy)

English Language Lab – offered to students with demonstrated need in middle school during the course of the school day. May be offered as a 1:1 ELL support or in a small group setting. Language Lab addresses individual needs based on each learner's assessment. The Language Lab instructor guides and monitors the learner's progress against established areas such as: reading comprehension, fluency, decoding, etc. Language Lab meets periodically 2-3 times per week, or as a student's schedule allows. Students in Upper School receive 1:1 ELL support as needed. Please note: this offering may vary year to year in consideration of the needs of the students and resources available to provide the service. The School retains the right to modify this service at any time.

Spanish Language Lab – offered to Spanish Language Acquisition students in middle school as an additional means to reinforce language development and multilingualism during the course of the school day. Spanish Language Lab is monitored by Spanish instructors and students use primarily thislanguage.com to target specific language needs and additional practice opportunities. Please note: this offering may vary year to year in consideration of the needs of the students and resources available to provide the service. The School retains the right to modify this service at any time.

ASSESSMENT POLICY

Philosophy

Assessments are the collection of information and analysis of information that drives instruction and student learning. At Robinson School we believe that ongoing assessment of what students know, can do and what they need to learn, will provide us the necessary data to lead our pedagogical practices. Through the administration and analysis of a variety of assessment methods, teachers can communicate areas of strength and growth for students in the learning process. By recognizing students' diversity in learning, we can reflect, adapt, and refine our instructional practices to meet their needs and help students and teachers achieve the expectations set forth by our program. In that sense, Robinson School's Assessment Policy directly relates to its Mission:

Robinson School provides excellence in education by motivating students to think critically, respect all cultures, and understand the dignity of the individual.

Purpose of Assessments

The purpose of assessments is to inform teaching practice. Our School believes that effective assessments allow students to share their learning and understanding. Students base their learning on real life experiences that can lead to further inquiries. Learners build confidence in their own work by participating in reflections and self-assessment activities that enhance their knowledge. Effective assessments may also take the form of individual evaluations that allow teachers to assess student learning.

Effective assessments allow teachers to collaboratively review and reflect upon their students' performance and progress, to develop instruction, and guide future inquiries.

Through a program of meaningful, effective assessment, teachers:

- Develop the criteria needed to plan teaching strategies that take into consideration learning styles and multicultural backgrounds.
- Better understand student learning and progress.
- Invite parents to take an active role in students' academic growth by supporting learning outside the classroom and celebrating students' accomplishments.
- Provide a balanced approach between knowledge, higher order thinking, creativity, and reflection.
- Represent the various approaches to learning and learning styles.

The purpose of assessment is to:

- Reveal students' prior knowledge.

- Provide feedback throughout the learning process.
- Identify what students know and understand.
- Help students reflect on their learning process.
- Differentiate and improve instruction.
- Strengthen our learning and teaching practices.
- Guide the development of the five essential elements of learning in the IB framework.
 - knowledge acquisition
 - conceptual understanding
 - mastery of skills
 - development of attitudes
 - the decision to take action.
- Help students develop self-assessment skills and to become independent learners.

Different Forms of Assessment

Robinson School’s Assessment Policy promotes the use of different means of assessments in all three forms: diagnostic, formative and summative, as effective tools of gaining information to enhance teaching practices, provide frequent feedback to students and give direction to learning. Critical and creative thinking, self-awareness, curiosity for learning are important educational aspects that are important components of our assessment policy. In addition, Robinson employs standardized assessments to evaluate the continuity of the academic curriculum across grade levels and subject areas.

1. **Diagnostic Assessment** (Pre-Assessments) is used to provide teachers with valuable information about students’ prior knowledge, strengths, and weaknesses at the beginning of the year (or at the starting point of an academic endeavor). It helps identify the course to follow when beginning a new learning activity and will provide data to compare growth at the end of the grade level. This information will also help the teacher to recommend a course of action to enrich or reinforce a student’s learning experience.
2. **A formative assessment** aims to provide regular and ongoing feedback throughout the learning process. It allows students and teachers to reflect on what they are learning and build a bridge to further learning.

Formative assessment and teaching go hand in hand and work purposefully together. As a result, learners’ enthusiasm for learning grows as they develop their capacity for self-assessment, become more reflective and engage in meaningful learning.

3. **A summative assessment** provides information on what students have learned. It allows teachers to determine effectiveness of instruction. It relates directly to the central ideas, key and related concepts, global contexts, and prompts students towards service as action. Summative assessments are administered at the end of a unit and provides account for more than one skill.

4. **Standardized assessment-** In addition to summative assessments, standardized exams are used in our school to evaluate the continuity of the curriculum across grade levels.

Assessment Strategies and Tools

At Robinson these may include, but are not limited to:

- Observations of students' understanding, thinking, and performance.
- Student reflections and process journals
- Student actions that reflect understanding of the PYP and MYP units.
- Student self-assessment.
- Role-playing/Performance tasks
- Process focus assessments
- Open-ended tasks
- Comic strips
- Note-taking
- Graphic organizers
- Oral presentations
- Book reports
- Audio recordings
- Rubrics
- Checklists
- Anecdotal records
- Students Portfolios
- Tests and Quizzes
- Landmark Graphic Organizers and templates
- Standardized and/or College Entrance Assessments

Assessments in the IB-PYP

The main objective of assessment in the PYP is to provide students with feedback through the learning process to refine skills and clarify concepts. It informs teaching practice by identifying what students know, understand, can do, and feel, at different stages.

The teacher is mindful about the learning outcome needed to be reported prior to selecting the assessment by reflecting on the following:

- What is the reason for assessment?
- What is being assessed?
- What are the criteria for success?
- Which method will be used?

During formative assessments, students received feedback through the process to improve learning while in summative approaches, students demonstrate the skills evaluated that help

develop critical thinking and self-assessment skills. A student portfolio collects samples of student work through the primary academic years. This tool provides evidence of a student's individual growth where a combination of student's practice samples, the assessment tool and the preselected criteria, guide the teacher and the student in the selection of samples of work that includes self-assessment evidence and reflection as part of the summative process.

As a culminating assessment activity in the PYP, the Exhibition is performed during the second semester towards the end of 6th grade. The students work in collaborative groups towards their project around a chosen transdisciplinary theme to demonstrate engagement within the five elements of the Programme. Through their project, students identify, investigate, and offer solutions to real-life problems. A PYP Exhibition Night allows students to share with the school community and display the developments made of the learner attributes throughout the process.

Assessment in the IB-MYP

The single most important aim of assessment in the International Baccalaureate Middle Years Programme is to **support and encourage student learning**. This means that teachers constantly gather and analyze information on student performance and provide feedback to students to help them improve their performance. It also means that students must be involved in the evaluation of their own progress using self-assessment and reflection. In doing so, they should develop wider critical thinking and self-assessment skills.

The MYP assessment system used in Grades 7-10 at Robinson is called a **criterion-related model**, and it is vital that both students and parents understand the methods of assessment and play an active role in the process.

Assessing students against criteria is very helpful because the student knows, before attempting the work, what needs to be done to achieve a high level outcome. It also helps teachers to clarify and express their expectations about assignments in a way that students can understand. The strength of this model is that students are assessed for what they can do, rather than being ranked against each other. Students receive feedback on their performance based on the criteria level descriptors.

At Robinson, formative assessments are used to assess the progress of a student in the development of skills. For this type of assessment, feedback is provided, guiding the student along so he/she can achieve his/her highest potential. Apart from the feedback provided by teachers, some formative assessments will be assessing the same criterion - that will be assessed via the summative assessment at the end of the unit. They will therefore be assessed against the criterion provided as part of the IB MYP rubric for each subject and grade level. Students will receive a marking on their level of achievement. This score is eventually reflected on in the report card. The summative assessment process in the MYP is as follows:

- An assessment is given, which contains a task sheet and assessment criteria with the task-specific clarification designed for the specific assessment.

- The teacher grades the assignment and students receive feedback based on the assessment criteria.
- Reflection time is allocated to students to think about ways to improve their performance after any formative or summative assessments.
- The criterion grade (for both formative and summative assessments) is then converted into the Robinson School converted grade using the table found in the Student/Parent Handbook.
- This process is repeated throughout the semester so that all criteria in every subject are evaluated at least twice during the year.
- Each teacher analyzes the students' achievement levels over the semester and uses their professional judgement to award **one** level of achievement that represents the students' performance level at that time. This is done for each criterion.
- The criterion levels in each subject are then added together (8/8 maximum points each criterion) to give a **criterion level total** for that subject (total maximum points 32/32). This total is then converted to an OLA (overall level of achievement) out of **7** using the IB grade boundary tables.
- Parents and students are encouraged to attend Parent-Teacher-Student conferences to discuss the student's progress twice per semester. The School provides an ongoing update of student progress through the Learning Management System, available to students and parents throughout the year.
- The end of semester report includes results in individual criteria (taken from summative assessments only), an **OLA** (overall level of achievement) for each subject, a narrative describing a student's individual strengths and weakness with suggestions for skills improvement and the Robinson School converted grade that is calculated considering formative (10% weight) and summative (90% weight) assessment converted grades during the whole semester and then the whole year.

Assessment in the IB-DP

As part of the IB continuum, the Diploma Programme continues to support and encourage student learning. Therefore, Robinson School will continue to implement a range of formative and summative assessments throughout the two-year program. The Diploma Programme introduces two new types of assessments: internal and external.

- **Internal Assessments**

Internal assessments are mandatory assessments completed within the two years of the IB Diploma Programme that take place on a semester basis. These assessments are graded by the subject teacher using the criteria published by IB. These are intended to prepare the student for the end of program examinations.

The internal assessment scores are submitted to IB for moderation to ensure all internal assessment scores worldwide are consistent. Examples of this type of assessment include,

but are not limited to, oral presentations, science lab reports, math portfolios, and other major projects. Internal assessments can serve as both classroom assignments which contribute to the students' school grades as well as assignments that contribute to the students' IB score for that subject.

- **External Assessments**

External IB assessments are mandatory assessments that are completed during the final year of the Diploma programme that are not scored by the subject teacher. These assessments are IB exams that are administered during the May testing session and essays that are sent directly to IB examiners for evaluation. It is very important to note that students must be present to IB examinations on the assigned test date. All external assessments are conducted in a manner that abides by the Handbook of Procedures for the Diploma programme.

Reporting and Documentation

The reports and documentation of students' educational progress goes beyond the traditional information provided by grades. It is designed to communicate students' learning and growth within the framework of the school's mission and the IB PYP, MYP and DP Programmes. To further illustrate the specific guidelines of IB, parents can access specific evaluation procedures in *A Short Guide to Assessment at Robinson School*, depending on the program.

The following procedures are in place for all Robinson School students to keep parents informed on their progress throughout the school year:

- Parent information meetings, Welcome Back Night.
- Coordinating parent teacher meetings as needed
- Monthly Newsletters
- Emails to parents
- Student-teacher-parent communication platform
- Tutorial binders (students' receiving services in Pathways)
- Parent Teacher Student Conferences
- Grade Reports and narratives
- IB Learner Profile attributes anecdotal report (twice a year - end of each Semester in PYP).

This academic policy is revised on a yearly basis by members of the faculty and administration.

ACADEMIC INTEGRITY POLICY

Statement of Purpose

Robinson School fosters and promotes academic excellence within the Christian tradition to empower our students to lead purposeful lives of integrity, honor, and justice for all. All of the individuals who participate and contribute to this learning environment share the common goal of achieving excellence through hard work and perseverance. Students acknowledge that resolve and resilience are imperative to achieving an objective. Robinson School students are expected to produce authentic work for all their classes, represent themselves truthfully and claim only that which is their own.

Defining Concepts

1. Academic Honesty

It is the action of submitting an original work that expresses the student's ideas while using information responsibly and ethically.

Example:

1st Scenario: Student does all his/her assignments expressing his/her own ideas and synthesizing information, reflecting their own interpretations of the material discussed in class.

2. Intellectual Property

The World Intellectual Property Organization defines it as "creations of the mind, such as inventions; literary and artistic works, designs; and symbols, names and images used in commerce" (par. 1). A student's original work is considered intellectual property.

Examples: paintings, poems, song, documentary, etc.

1st Scenario: A student creates a painting for an art class.

3. Authentic work

It is defined as a work that reflects the student's original ideas, through his/her particular writing style and acknowledges in a proper way others' thought by citing.

Examples:

1st Scenario: A research paper with a clear thesis statement, correctly cited and that expresses the student's ideas and thoughts.

2nd Scenario: A writing sample in Elementary School clearly demonstrates a student's original thoughts, ideas and writing style. Student includes citation or acknowledgements appropriate for the grade level.

4. Plagiarism

The student uses someone else's ideas and thoughts and presents them as his/her own.

Examples:

1st Scenario: Student inserts thoughts from different people but doesn't follow the in-text citation rules and doesn't include a bibliography.

2nd Scenario: An Elementary student does not appropriate paraphrase information from a textbook in a writing sample or include grade level appropriate citations/acknowledgements.

5. Duplication of work

It's defined as the instances where a student submits a work, he/she had done for a previous class as a new work for another class.

Examples:

1st Scenario: Students use the same science fair project in different grades.

6. Copying on an assessment

It's defined to include situation in which a student represents non-original work as their own. For example, the act of looking at someone else's assessment to copy the answers or copying and pasting responses from the web.

Examples:

1st Scenario: Student didn't study well for the test and looks at the paper of the student sitting next to him/her to copy the answers.

7. Collusion

When a student hands in an assignment that was not done by him/her in its totality because another student helped complete the assignment. In a collusion, both students (the one copying and the one that gives the answers) are considered to be engaged in an academic malpractice.

Examples:

1st Scenario: A group of students decide to do an assignment together even though it wasn't a collaborative assignment and they hand in separate papers with the exact same answers.

8. Collaboration

The International Baccalaureate Organization (IB) defines it "as working together on a common aim with shared information, which is an open and cooperative behavior that does not result in 'allowing one's work to be copied or submitted for assessment by another'" ("Academic Honesty" 2).

Example:

1st Scenario: Teacher assigns a collaborative work and the group assigns each member a part of the work, they share information and work on their different tasks to complete the assignment.

9. Misconduct during an International Baccalaureate examination

The IB defines it as unacceptable practices that “include taking unauthorized material into an examination room, disruptive behavior and communicating with others during the examination” (“Academic Honesty in the Diploma Programme” 2).

10. Disclosing or receiving information about an International Baccalaureate examination

It is considered a breach of IB regulations to communicate with IB students or others outside the school community about the content of an IB examination 24 hours before or after said examination.

11. Abusing the privilege of Internet access

It is considered an unacceptable practice to violate any of the rules established by the Robinson School Internet Use Policy. See Robinson Student/Parent Handbook for complete information.

12. Accessing, deleting, modifying, transferring, or receiving digital files without authorization of teachers.

Tampering with, altering, or any other unauthorized changes or manipulations of software and programs on school computers in the computer labs and libraries is also unacceptable.

Responsibilities

A. School Administration

Division Heads, Academic Dean and Dean of Student will support and promote academic honesty among students, parents and teachers by modeling the correct use of information and providing ongoing education on the correct use of information. They will follow the process outlined in the Student/Parent Handbook.

B. Teacher

Teachers will model academic honesty practices and educate students regarding the academic honesty policy at the beginning of the school year and continue throughout. Teachers will collaborate with the school librarians to teach students to do the tasks related to research and proper citation. Teachers will enforce the policy in situations of academic malpractice by following the procedures stated in the Student/Parent Handbook.

C. Student

Students are expected to produce authentic work in all their classes, ask for help when in doubt and follow the guidelines covering responsible use of information shared in the Student/Parent Handbook, discussed as part of classroom instruction, Research Class, IB

Research Seminar and/or other workshops offered by the librarian in collaboration with teachers and administration.

D. Parents

Parents are expected to remain as active observers of students in their work for school, to reinforce the school's Academic Honesty policy, and support the student by promoting good academic practices.

Procedures to Follow in Cases of Suspected Malpractice

In an effort of guiding our students to comply with good practices of academic honesty, the school will proceed with the following steps:

1. The teacher will determine whether an act may constitute a violation of this policy and warrant an academic honesty referral.
2. The teacher will collect the evidence and report the incident to the Division Head and the Dean of Students.
3. The Division Head and the Dean of Students will investigate the situation and the evidence provided by the teacher.
4. As part of the investigation, the Division Head and/or the Dean of Students will conduct a meeting with the student, present the evidence, and discuss the student's actions. The School will inform the Parent/Guardian about the proceedings and, depending on the nature of the infraction, include Parent/Guardian in any formal meetings, as necessary.
5. The Division Head, Dean of Students, and other members of the Academic Team will determine any appropriate consequences in keeping with guidelines described in the Student/Parent Handbook.
6. The outcome and consequences will be notified to both student and parent/guardian by the Division Head or the Dean of Students in writing. The written report will be filled in the student's records.
7. In the case of misconduct during an IB examination, the IB coordinator will communicate it directly to the IB. A committee determined by the IB will review the reports and evidence provided for the case. The IB final award committee will issue a determination and consequences for the student.

Robinson Students take the following Academic Integrity pledge: I understand and acknowledge my expectations of honor, education, responsibility and will follow this Robinson School Academic Honesty Policy.

LIBRARY SERVICES POLICY

The Upper School Library & Learning Commons promotes reading, equal access to resources, and helps students develop the skills needed to process information, acquire and share new knowledge, thus becoming lifelong learners, thinkers, open minded and responsible users of information.

In order to provide excellent services, we have established the following policies: Commitment Agreement, Reference, Use of Resources, Use of the Upper Level Learning Commons, Coordination of workshops & individual assistance and Visitors' Privacy.

Commitment Agreement

In order to have the best learning experience at the Upper Level Library & Learning Commons for all, we agree to the following:

1. Students and teachers will sign in every time they come to the Learning Commons and mark on the services they will use.
2. Parents and students must have signed the learning commons policy electronically in order for students to borrow books.
3. Food and beverages will be consumed at the courtyard, before coming inside.
4. Students will not alter the programs on the computers.
5. Students will use a moderate tone of voice in order not to interrupt others' concentration.
6. After reading a book, students and teachers will leave it in the return book assigned area.
7. Students that want to use the Active Learning Room need to reserve the space at least a class period before. Otherwise, the area can be used for individual studying.
8. After a group study session, students will put the equipment, tables and chairs back in their original place.
9. Students that need to print a document will email the document to the librarian or give her a pen drive. Student will pay for the copies: \$0.25 for each black and white copy and \$0.50 for every copy in color.
10. Follow the school policy on the use of the Internet and smartphones.
11. Follow the school policy on dress code.
12. Students can visit the Learning Commons freely before homeroom, snack, lunch and after school. If a student needs to visit the Learning Commons during class, he/she must either bring a Library Pass from the teacher or the teacher will send an email authorizing the students to come (in the email the students' names must be included with the purpose of the visit).

Reference Services:

1. Assistance in the search for answers to specific reference questions.
2. Assistance in the development of research strategies.
3. Instruct visitors on the use of resources.

4. Refer the visitor to an academic institution that has the resource he/she needs if we do not have it.
5. Prepare guides to help students in their search and have it accessible at the Virtual Learning Commons.
6. Assist students in their search for a resource they are looking for.

Use of Resources

Students' use of printed resources: Check-Out & Renewal of books:

1. Students may check-out books from 7:00 am to 3:20 pm.
2. In order for students to borrow a book, they first have to sign the policy electronically.
3. All printed resources may be borrowed for use outside the Learning Commons. Students may borrow up to 3 books at a time. The books must be returned on the due date.
4. If the student needs more time, and the book is not on a Waiting List, he/she must come to the Learning Commons to renew it for another two (2) weeks.
5. When a student needs a book from our other Library, they must request an Interlibrary Loan through their Librarian. They will pick-up and return the book to their assigned Librarian, who will return the book to its original place. The loan period will be the one assigned by the library for his/her level.
6. "Materials-in-Reserve" may be borrowed after 2:00 pm only and must be returned by 7:30 am the following day.

Overdue, Damaged & Lost Books:

- a. Students with overdue books will receive a reminder via email and will not be allowed to check-out any books until they return the books.
- b. If by the end of each semester (week of finals) the student has not returned library book(s), parents will be Invoiced so that they can pay the total amount of the book(s). This amount should be paid at the Business Office under the Library Account.
- c. Sometimes true accidents do happen. If a book is damaged, please be responsible and return what is left to the Librarian. The Librarian will determine if it needs to be replaced, or if it can be repaired. When the book needs to be replaced, the parent will be notified of the total amount needed to replace the book. This amount should be paid at the Business Office under the Library Account.
- d. When a book is lost, the librarian will notify the parents first with the total cost of the book and the due date to pay for it. After communication with the student's parents has been confirmed, the business office will be notified of the total amount due. Once the book has been paid, the students will be able to check out books again and the Library will use the money to replace the book as soon as possible. However, if a student loses two books during a school year, the privilege of taking a library book home will be revoked. The Library will use the money to replace the book as soon as possible.

Audiovisual & Digital Resources:

- a. Audiovisual materials may be borrowed for use in the Learning Commons only.
- b. Our Digital Collection will be used as the licenses protecting each resource dictate.

Use of the Robinson School Learning Commons

Students' use of the Learning Commons:

1. The Learning Commons is a space for collaboration, pleasure reading and individual research/study. Students will use the space appropriately and will keep it clean and in order.
2. Any student that disrupts the peaceful atmosphere will be given two warnings and, should the situation be repeated a third time, the librarian will request the student to move to the courtyard outside the library and assign Detention to the student following the School's established procedure.

Use of the Active Learning Room:

1. Students will reserve the Area with the Librarian at least one class period before the time they wish to use it.
2. If a group that had not reserved the Area arrives wishing to use it, and the Area is already being used, they will need to reserve the Area with the Librarian and come at the appointed time.

Use of Computer & Printer

1. Students can request the use of one of the computers available at the library to work on assignments and conduct research.
2. When they need to print a document, they need to email the document or give the librarian a pen drive so she can print it for him/her. Students pay \$0.25 for black and white printing and \$0.50 for color printing.

Library Online Services

1. Students and teachers have access to our online resources through the library section in Canvas.
2. Online reference services are offered through Teams chat and email.

Visitors' Privacy

The Upper Level Learning Commons is committed in the protection of visitors' privacy. Our policy follows the ethical code established by the *Sociedad de Bibliotecarios de Puerto Rico* and the *American Library Association*, which dictate that their confidentiality must be protected. No information will be given about a visitor unless a situation arises that needs attention.

The information collected in the attendance registry is used strictly for statistic report generating purposes.

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School Policies are reviewed on an annual basis; however, the School reserves the right to make additions or changes more frequently, at any time and for any reason throughout the year at the discretion of Robinson School.