# School Policies

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# ADMISSION POLICY

## Philosophy

The mission of Robinson School embraces the principles outlined at its foundation: Academic Excellence, Christian Values, Respect and Dignity for all. Robinson School serves a diverse community of students from different nationalities, cultures, and backgrounds. Robinson School offers a holistic college-preparatory, international education. English is the primary language of instruction, while the community celebrates and enjoys broad use of Spanish, as well as an awareness of other global languages, outside of the classroom. 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 school program.

Our admission policy encourages the maintenance of a diverse, vibrant, and inclusive student body. Applications are open to all prospective families and qualified applicants without regard to gender, religion, race, sexuality, nationality, and any other applicable protected classification. Robinson School does not discriminate based on any characteristic protected by law in any of its policies or procedures, in any of its school-administered programs. All applicants must fulfill all admission requirements as defined in the Robinson School Admissions Packet in order to be considered for admission. Upon receipt of a completed application and all other required documentation, admission to the school will be determined by the Admissions Committee. Please refer to the application materials for more information.

## General Procedure

***Step 1***

Prior to applying, parents are welcome 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 a student's aptitude to fulfill academic requirements and contribute positively to the school programs, conduct and citizenship, the school's ability to meet the needs of the new student, and the space availability at the grade level, among other factors.

To begin the application process, parents or guardians must complete and submit the following documents:

- Application form
- Application fee
- Parents' questionnaire
- Official school progress reports-Official School Transcript
- Recommendation letters

    - Previous school principal
    - Previous year English Teacher
    - Previous year Math Teacher Conduct recommendation by Principal, Dean of Students, or School Administrator responsible for student life/conduct
- Original birth certificate
- Copy of the child's social security card, or other evidence of proof of identity as necessary.
- Formal evaluations – such as psychoeducational evaluations, IEP documentation, etc. as deemed necessary.
- 2x2 photo
- Letter of Good Financial Standing from previous school
- English language proficiency evaluation results or other previously administered standardized assessments, as deemed necessary by the school.

Note: A complete application is required before an Admissions decision can be made.

***Step 2***

Once the complete admissions application file is submitted, the student will be invited to complete a campus visit and interview. Feedback from the interviewer and/or visited teachers will be formally included in the candidate file presented to the Admissions Committee.

***Step 3***

The student will be required to take entrance assessments as part of the admission requirements, which can include mathematics, language arts, and a writing sample. Assessments may be administered at the discretion of the Admissions Committee or students may be required to take an external examination (ex. Learn Aid or SSAT). On-site assessments will be coordinated as part of the campus visit / interview day. The school may also require applicants to submit the results of any previously administered standardized assessments, as deemed necessary to determine an Admissions decision. An English Language proficiency assessment may be required for students, as deemed necessary by the school. Please note – the required entrance assessments are at the expense of the applicant.

***Step 4***

The Admissions Office will review the applicant file and verify that the file is complete. Once complete the applicant file will be reviewed by the Admissions Committee. The Admissions Committee may request additional supporting information. An admissions decision will be made and informed to the Admissions Office.

***Step 5***

Parents will receive an admissions decision by phone call from the Admissions Office. All admission decision calls will be followed by an email notice of the decision to the

parent/guardian email on record.

***Step 6***

After the enrollment process is complete (all enrollment forms signed and submitted, contract signed and returned to the admissions office, and enrollment fees paid) and prior to their start date, students may be asked to complete placement assessments on campus in Math, English, and Spanish.

## 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 with diverse 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 with diverse 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 its Core components, contingent upon the availability of the necessary resources to support the candidates. 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. Please consult the school's website for more information regarding the IB Programs at Robinson School.

All candidates considering a course of study in the IB Diploma Program will meet with the Upper School Division Head, the IBDP Coordinator, and the College Counselor (if needed), to help guide the candidates 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 abilities to access and benefit from the challenging international curriculum and programs offered by the school. Students are required to be in good academic standing and complete an application process (IB Diploma application process is separate from the school application and may be conducted after or concurrent to a school admissions decision) that relies upon interviews, recommendations from teachers, and written

samples of work to assess their abilities and scholarly commitment. Students will be expected to comply with all Robinson IB Diploma Program expectations, as outlined in their course of study agreement to be signed at time of acceptance.

## Admissions to the Pathways Program

Students with a primary diagnosis of a specific learning difference can be candidates for our Special Education program, Pathways. Parents are required to submit all existing and current evaluations and assessments, including a current Psychoeducational evaluation not older than two years. Additional assessment may be required during the admissions process. An admission decision will only be made following receipt of all necessary documentation. As the Pathways Program at Robinson offers an adapted curriculum designed to serve students with specific learning differences, the School retains 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 determined by the School. If it is determined that evaluations and/or other critical information related to the applicant have been withheld, the School reserves the right to terminate a student's placement in the Pathways Program and/or withdraw acceptance from the School at any time.

# INCLUSION POLICY

Founded in 1902, Robinson School takes great pride in its commitment to providing each student with the most effective learning environment that embraces the diversity of each individual and that is suited to their specific goals and learning needs.

## Statement on Inclusivity

Robinson School is a community of educators, learners, and families who work together to create an effective, inclusive learning environment that embraces the diversity of each individual and that is suited to their specific needs and learning goals. In this pursuit, all members within our community must treat one another with respect and dignity, work to know and understand one another, honor all voices, and celebrate the contributions of each person. We believe that inclusivity is essential for building a rich and vibrant community that ensures all Robinson students and community members develop the understanding, acceptance, and respect for one another necessary to achieve a harmonious and peaceful interconnected world.

## Non-Discrimination Statement

Robinson School does not discriminate on the basis of race, gender, gender identity, gender expression, sexual orientation, disability, national or ethnic origin, or any other protected characteristic.

In accordance with its mission, Robinson School strives to foster an environment of inclusivity to all students within its school community. The school's inclusion policy is grounded in the school mission statement –Academic Excellence, Christian Values, Respect and Dignity for all. 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 may facilitate 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 accommodation for students with specific learning differences. Students at Robinson School that have a documented specific learning difference which requires special accommodations, receive them according to Robinson School guidelines for reasonable accommodations and the Title III of the American with Disabilities Act (ADA). Available to all students with an identified need, the school also provides educational therapy services as needed. These services are offered by Robinson Ed Therapists on a short-term basis with referral determined by an internal child study process. 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 to support the student's progress and academic performance. The School Psychologist receives and reviews student profiles, evaluations, and other relevant documentation, in order to identify the possible accommodations or aspects of a student's individual learning plans that the school may be able to provide in accordance with applicable law. The school will make the final determination regarding reasonable accommodations that may be provided and makes no guarantee that all accommodations recommended by a student's evaluation will be provided. Each request is evaluated on a case-by-case basis, taking into account factors such as the nature of the learning disability or difference, available resources, and its reasonability. This information is shared confidentially to each student's teachers for implementation within the teaching and learning process. It is the responsibility of the parent/guardian to ensure that the school has up-to-date evaluations on file throughout the course of their child's enrollment at Robinson. Services, accommodations and/or other supports (ex. accommodations to the SAT or other assessment tools) may not be available to a student without current evaluations on file with the school.

As part of the school's commitment to the socio-emotional well-being of all students, the school deploys a Wellness Team, composed of a school psychologist, clinical psychologist, Deans of Students, and Chaplain, that strives to help students, parents, teachers, and members of the school community understand and resolve problems. The Wellness Team 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 factors that have an impact on learning and behavior within the school context. The Wellness Team leads the school's implementation of Navigate360's socio-emotional curriculum and Positive Behavior Interventions and Supports system (PBIS).

Robinson School conducts a child study for any student when needed to determine the temporary supports that may be offered to the student on campus. A student requiring long term support must seek the appropriate outside services from a licensed professional who will provide ongoing input of progress to the school/child study team.

The school may invite input from outside professionals in the field of clinical psychology, speech and language therapy, occupational therapy, physical therapy, and math and reading specialists who work in support of Robinson students outside of school. The school recommends all outside services be provided to students outside of school hours. When possible, the school may provide a temporary 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.

Any recommendations, accommodations, or other educational needs resulting from the child study will be communicated confidentially to the child's teacher. The child study team and division head will monitor the ongoing implementation of the child study plan and maintain communication between school-home.

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 difference that requires specialized teaching. Enrollment is for students who have been diagnosed with a specific learning difference. It 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 difference. It also teaches compensatory strategies and gives 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 certain conditions, 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.

## Rights and Responsibilities

Inclusion, like learning, is a process in which every member of our school community commits to constantly learn, act, reflect, and grow.

| Community Rights | Community Responsibilities |
|---|---|
| Students **learn and grow within an inclusive environment**. | School Leadership:<br>❖ Creates a safe, nurturing environment based on understanding, trust, and mutual respect.<br>❖ Prompt the school community to embrace international mindedness.<br><br>Teachers and School:<br>❖ Provide opportunities for students to explore aspects of diversity as part of the teaching and learning process, as well as connected programs.<br>❖ Ensure the inquiry process/curriculum includes representations of diverse |

| | |
|---|---|
| | backgrounds, cultures, and communities, both local and global.<br>❖ Reinforce the school's commitment to diversity, equity, inclusion, belonging, respect and justice in all areas of the school.<br>❖ Provide opportunities for students to engage, question, communicate, express, and reflect on areas of diversity.<br><br>Students:<br>❖ Demonstrate inclusivity through their actions as caring, welcoming, and compassionate citizens of their school and community.<br>❖ Welcome new students and peers openly<br>❖ Are respectful<br>❖ Show empathy and are expressive of their feelings and needs with others<br>❖ Take responsibility for their own actions<br>❖ Model appropriate behaviors and challenge insensitive behaviors where they observe them occurring |
| Students learn in an **environment without barriers.** | School Leadership:<br>❖ Works continually to create a school environment in which programs are accessible to all students<br>❖ Ensures appropriate supports to accessibility are in place to achieve school and program mission<br><br>Teachers:<br>❖ Continually prepare themselves (life long learning) to understand and meet the needs of diverse students during the teacher and learning process.<br>❖ Design and implement teaching and learning practices that reach each student and their individual needs continually throughout the year.<br>❖ Ensure students adopt a growth mindset, by learning from their mistakes, growing from them, and developing the skills and mindset to overcome obstacles<br>❖ Recognize, celebrate and continually give feedback to students on their individual successes and opportunities for growth |

| | |
|---|---|
| | The Division Head / Learning Support Team:<br>❖ Work in collaboration to engage the community with relevant professional and personal learning opportunities that foster inclusivity<br>❖ Ensures the curriculum at all levels and in all subjects, incorporates inclusivity.<br>❖ Involve parents and legal guardians in the students' academic journey in an inclusive way<br>❖ Supports students, families, teacher and staff with transitions into and between school programs<br>❖ Train staff in inclusive school procedures and practices<br><br>Families:<br>❖ Communicate accurate and timely information about the child's needs and history to the school<br>❖ Are active in the home-school partnership and collaborate to support the child's academic development<br>❖ Follow through on commitments, agreements, and contracts with the school<br>❖ Are committed to supporting and learning school practices in the areas of diversity, equity, inclusion, belonging and justice.<br>❖ Partner with the school to support the process of inclusion |
| Every member of the school community is **celebrated for their individual and cultural identities**. | School Leadership:<br>❖ Ensures that international-mindedness and Inclusivity practices are embedded into the fabric of the school through mission statements and policies<br>❖ Ensures the school's practices in these areas are inclusive of broad stakeholder input and perspective<br>❖ Creates a community that promotes inclusion and respect<br>❖ Celebrates events and activities that promote interpersonal and intercultural understanding, respect and appreciation<br><br>Teachers and School Leadership: |

| | |
|---|---|
| | ❖ Encourage students to think critically and explore multiple, varied perspectives<br>❖ Ensure the inquiry process/curriculum includes representations of diverse backgrounds, cultures, and communities, both local and global.<br>❖ Model appropriate behaviors and challenge insensitive or disrespectful behavior, language, or other actions where they are observed<br>❖ Have zero tolerance for bullying<br>❖ Offer kindness and respect to all members of the community<br>❖ Model and value international-mindedness and the desire to learn and understand from others (both alike and of different backgrounds)<br>❖ Are able to respond to sensitive topics in keeping with the mission of the school<br><br>Students:<br>❖ Share personal stories, traditions, cultures, backgrounds and needs<br>❖ Value themselves, peers, and teachers for who they are |
| Students develop as **communicators who share their views** | School Leadership and Teachers:<br>❖ Invite participation in school decision-making by all members of the community<br>❖ Encourage respectful, safe dialogue<br>❖ Encourage thinking and reflective practices<br><br>Students:<br>❖ Listen actively and without judgement<br>❖ Embrace opportunities to learn from perspectives different from their own<br>❖ Communicate clearly and with respect |

# 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 form. The school understands and remains committed to the professional development and growth of staff in these areas and the ongoing reflection and adaptation of this policy to serve the needs of our students and community.

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 lead 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 Hispanic culture. From a social perspective, our students are at ease in engaging in both languages. These languages are interrelated; they 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 Acquisition 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 7$^{th}$ to 10$^{th}$ 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 11$^{th}$ and 12$^{th}$ 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 7$^{th}$ through 10$^{th}$ 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, DP French Language B and French language and culture electives are offered as an elective for students who want to continue to develop their competency skills in the target language.

## Primary/First Language Support

The school provides structured language support programs that are aimed at developing proficiency in English and/or Spanish. Students are given a language proficiency assessment that is used to create an educational plan that provides support to ELL and SSL students to meet language and 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. To better create the language profile for the students, parents complete a Language Questionnaire during the admission process, through which the school can gain an understanding of what the student's first language is, what languages are spoken at home, and the languages the student expresses him/herself in. Robinson provides opportunities to celebrate and support students whose mother tongue is 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 a primary diagnosis of a language-based specific 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 and may come at an additional cost. Services may be delivered both during or outside the school day by external, private providers. The School retains the right to modify any of these services at any time.

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

*Language Support Services* – certified, external instructors work with students after school providing them multisensory reading instruction.

*Special Education Tutorials Program* – 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 difference. 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* – may be offered to students with demonstrated need in middle school during the course of the school day and often included in a student schedule as additional periods of English language arts instruction. 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 program at any time.

*Spanish Language Lab* – may be offered to 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 targets 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 program at any time.

# ASSESSMENT POLICY

## Philosophy

Robinson understands the tremendous value of assessments for the collection of information and its analysis which drives instruction, student learning and development, and continuous school and program improvement. 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 the students' areas of strength and growth throughout 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

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 skills 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, and curiosity for learning are important educational aspects that are essential components of our assessment policy. In addition, a determine solely by Robinson, it may employ some or all of the following standardized assessments, as deemed appropriate, 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 student growth 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 focused 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 practices 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 receive feedback throughout the process to improve learning while in summative assessments, students demonstrate and apply the skills developed through the formative process. A student portfolio collects samples of student work through the primary academic years. This tool provides evidence of a student's individual growth. The portfolio includes, but is not limited to, a curated sample of the student's work, such as reflections, formatives, summatives, and others.

As a culminating assessment activity in the PYP, the Exhibition is performed during the second semester towards the end of 6$^{th}$ 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 allows students to share their work and

reflection with the school community.

## 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 for 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 changed 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 weaknesses 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 and comply with all other applicable requirements. All external assessments are conducted in a manner that abides by the Handbook of Procedures for the Diploma programme.

## Assessments in the College Prep & Pathways Program

As an institution with the underlying aim of preparing students for learning in higher education and throughout their lives, Robinson implements a range of Summative, Formative, and In-class assessments that monitor and provide ongoing feedback to students regarding their academic progress. These three principal assessment categories carry weights that may vary by program and/or grade level. Assessments may be skills-based or content-based, depending on the curricular learning objectives being developed in each unit. Throughout the year, teachers develop and administer assessments that allow students to showcase their understanding and apply skills to authentic, real-world contexts and problems.

## 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
- 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 recognition

This academic policy is revised on a yearly basis by members of the faculty and administration and may be subject to change.

# ACADEMIC INTEGRITY POLICY

## Statement of Purpose

Academic Integrity is an essential component of Robinson's commitment to its mission of academic excellence. Every community member, who with the utmost trust and honesty, participates and contributes to this learning environment shares the common goal of achieving excellence through hard work and perseverance. Students acknowledge that resolve and resilience are imperative in producing authentic work for all their classes and commit to representing themselves truthfully in all their efforts. Our school's philosophy on academic integrity is aligned to the International Baccalaureate's philosophy, thus our students are expected to be *principled* and *reflective*.

*Principled* – Students who act with integrity, sense of fairness and justice, respecting other people's rights. These students take responsibility for their actions and their consequences.

*Reflective* – Students who work towards understanding their strengths and weaknesses to support their own learning.

The following policy applies to students in 4th through 12th grade.

## Goal of this Policy

1. Build an academic environment that promotes academic integrity practices.
2. Guide students in understanding why it is important to adhere to academic integrity practices in and outside of school.
3. Provide students with the tools and guidance to produce authentic work that reflects good academic integrity practices.
4. Develop in students an understanding of the potential severity of academic malpractices and how our school proceeds in these cases.

## Defining Concepts

**Academic Integrity**

Academic integrity is defined by the International Baccalaureate Organization as the "guiding principle in education and a choice to act in a responsible way whereby others can have trust in us as individuals," thus it is the ethical foundation for decision-making and practices in the creation of authentic academic work (3).

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

**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."

*Example: A student creates a painting in art class.*

## Academic Integrity Good Practices

**Authentic Work**

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

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

*Example # 2: Student writes a composition in Social Studies that reflects his/her original interpretation / analysis of what was learned in the class.*

**Collaboration**

Collaboration implies that students work together in brainstorming, making decisions on the project and working together to create the product for a particular project. The final product reflects each student's contribution and the team's mastery of skills and content. Students can also collaborate with classmates by studying together and each individual student preparing their own authentic work.

*Example # 1: Teacher assigns group work, and the group members assign each member a part of the work, they share information and work on their different tasks and make decisions as a team to complete the assignment.*

*Example # 2: Students make a group study to work on their guide questions on the assigned reading. They discuss the questions, and they write their own answers to the questions reflecting their individual voices, interpretation and analysis.*

**Academic Integrity Malpractices (Misconduct)**

*The International Baccalaureate Organization defines it as an intentional or unintentional behavior "that has the potential to result in the student, or anyone else, gaining an unfair advantage in one or more components of assessments" (3).*

*Example # 1: Using unauthorized materials to complete an assessment in the classroom.*

**Academic Integrity Malpractices**

***Plagiarism***

The student copies from external sources or classmates (International Baccalaureate Organization 31).

*Example # 1: Student inserts content written by different people but doesn't follow the in-text citation rules and doesn't include a bibliography.*

**Types of plagiarisms**

**Duplication of work**
When a student submits a work, he/she submits it in another class as a new work.
*Example # 1: Students use the same science fair project in different grades.*
*Example # 2: Student uses the same artwork in Art and Design class because the art piece complies with the instructions of the Design class project.*

**Copying on an Assessment**
Students represent non-original work as theirs by copying from a classmate or using unauthorized materials to copy the answers.
*Example # 1: 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.*

**Facilitated Plagiarism**
*IB defines it as the student copying content facilitated by a classmate, or submitting a work obtained from essay mills or submitting a work that has been edited by a third party (31).*
*Example # 1: Student gives permission to a classmate to copy their work and submit it as his / hers. Both students are in the wrong in this situation and both are held accountable for the malpractice.*
*Example # 2: Student uses AI-generative tools without teacher's permission to generate content for an assessment and submits a copy/paste of what the AI tool generated.*

**Collusion**
*It occurs when the group of students working together on an assessment submits the same answers written the same way (common write-up) instead of each student writing their own authentic words, reflecting their individual thoughts and conclusions.*
*Example # 1: A group of students decide to do an assignment together even though it wasn't a collaborative one, and they hand in separate papers with the exact same answers.*

**Misconduct during an International Baccalaureate examination**
The International Baccalaureate Organization states that "any act that potentially threatens the integrity of IB examinations and assessments that happens before, during or after the completion of the assessment or examination, paper-based or on-screen" (3).

**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.

**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 Student/Parent Handbook for complete information.

**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 in school computers in the computer labs and libraries is also unacceptable.

## Responsibilities

### School Administration

Division Heads, Academic Dean, Dean of Students and all support staff will support and promote academic integrity 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 academic integrity policy.

### Teacher

Teachers will model academic integrity practices and educate students regarding the academic integrity policy, and class expectation (refer to course syllabus) at the beginning of the school year and continue the conversation throughout. Teachers will establish in writing the academic integrity expectations for each assessment. Teachers will collaborate with the school librarians to teach and continually reinforce in students the necessary skills related to research and proper citation. Teachers will enforce the policy in situations of academic malpractice (misconduct) by following the procedures stated in the academic integrity policy.

### 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 and technology discussed in the school policies document, discussed as part of classroom and individual assessments expectation, and workshops offered by the librarian in collaboration with teachers and administration.

### Parents

Parents are expected to remain active observers of students in their academic work, to reinforce the school's Academic Integrity Policy, and support the student by promoting good academic practice.

## Procedures to Follow in Cases of Suspected Violations

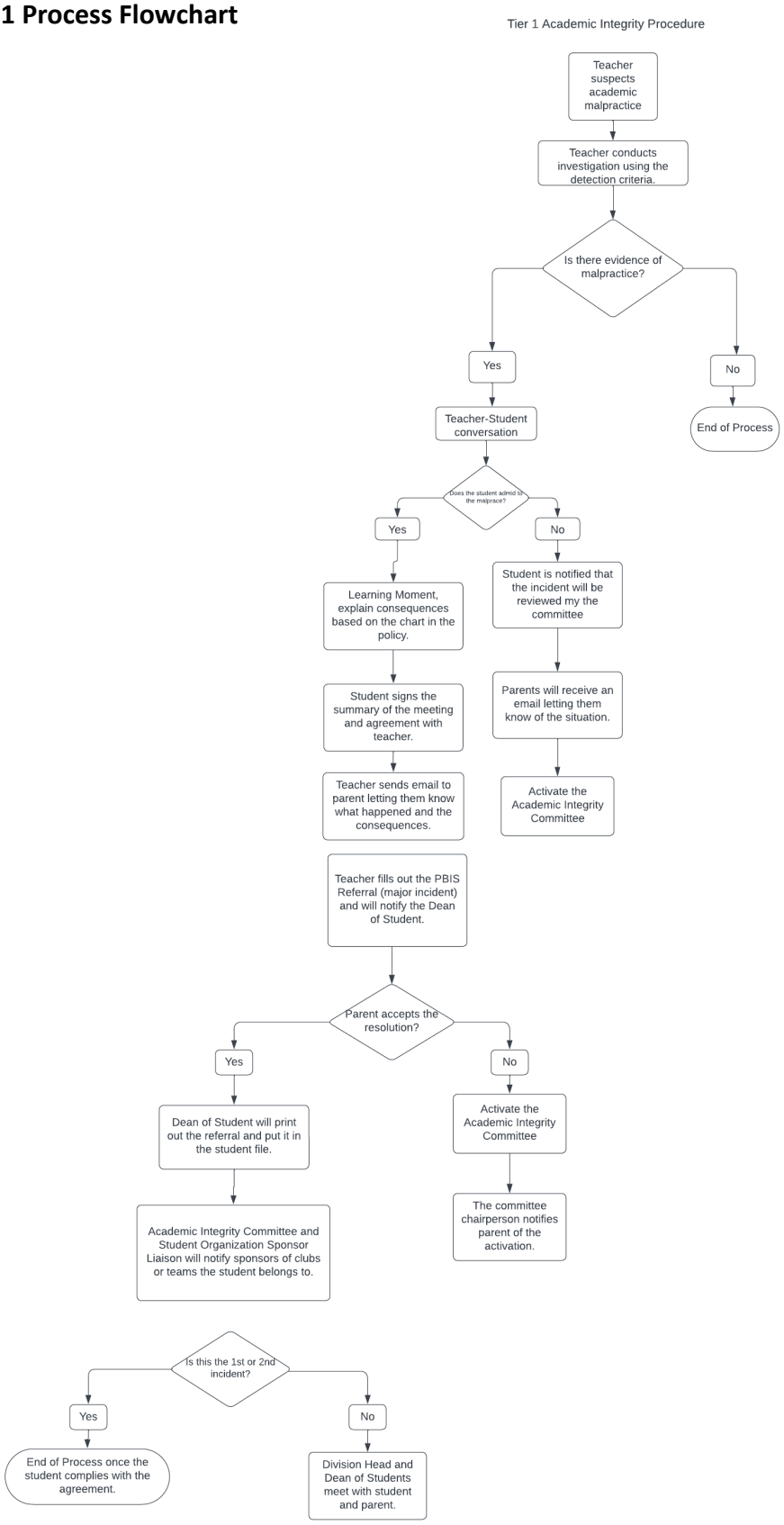
Cases of suspected malpractice will be addressed in two tiers. Tier 1 is when the teacher addresses the situation in the classroom and Tier 2 is when the Academic Integrity Committee is activated to address the situation. This process aims to help students understand and reflect on the gravity of academic integrity malpractices, learn how to avoid them and understand and accept that all actions cause a ripple of effect that results in the consequences established by the school. When malpractice is suspected, each case will go through the same process, but the consequences are different, based on their grade level.

**Tier 1 Procedure**

When the teacher detects a malpractice incident, he/she will investigate and speak with the student about the assessment and the malpractice situation. The teacher will guide students to reflect on what he/she did so the student can identify things that can be done to avoid any malpractice. The teacher will provide feedback and explain what the student needs to do to correct the situation and outline consequences. Please refer to table below for description of consequences and actions.

The situation is documented in PBIS as a major incident referral and the Dean of Students will file the incident in the student's record. The teacher will write an email informing parents of the situation.

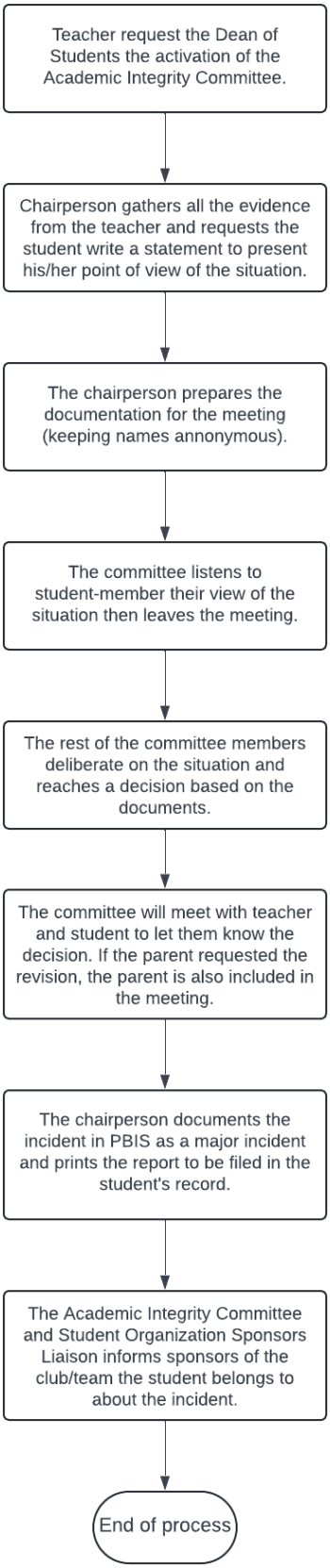
## Tier 1 Process Flowchart




## Tier 2 Procedure

The Academic Integrity Committee is activated when the student denies doing the malpractice or when a parent requests review of a situation. This committee investigates and evaluates the situation and evidence, keeping all parties involved anonymous to guarantee fairness and objectivity in the proceedings. Typically, the committee has two school days to reach a decision, once the review process is concluded. The Dean of Students will meet with the teacher and student to discuss the committee's determination. In the case where it is determined a malpractice has been committed, the Dean of Students will fill out the PBIS referral as a major incident, print the report to file it in the student's record, and will send an email to parents informing them of the situation. In cases where the parent requests the review, the Dean of Students will include the parent in the meeting with student and teacher.

**Tier 2 Process Flowchart**




## Academic Integrity: The Use of Artificial Intelligence (AI) and other Generative Tools

As stipulated in the Parent-Student Handbook, all Robinson School students are expected to submit original work, represent themselves truthfully, and claim only that work which is their own. Generative AI tools, like ChapGPT, may potentially serve as a resource for students in a K-12 setting. However, to maintain our culture of respect and integrity, AI tools should not be used in the completion and/or submission of coursework, tasks and/or assessments without the express authorization of the teacher or instructor for the course. When approved for use, these resources should be used only in the manner expressly authorized by the teacher and it is important that students understand they are responsible for crediting and attributing all sources utilized in the production of the task correctly and accurately, as required by the Robinson School Handbook and Academic Integrity Policy. Otherwise, the use of AI and other generative tools will constitute an academic integrity malpractice and the student will face disciplinary consequences as defined by this policy, up to and including suspension or dismissal from school.

As the development of AI tools progresses and their impact on/benefit to K-12 schools and students becomes clearer, the school reserves the right to update this policy at any time.

As the school aims to teach students the value of Academic Integrity and their responsibilities as learners as they grow at Robinson, the Academic Integrity Policy and the AI policies (and their procedures and consequences) may be adapted to suit the needs of younger learners in grades PPK-3rd Grade, as determined by the Division Head and/or Dean of Students.

## *Consequences Matrix*

Academic Integrity wrongdoing (malpractice) incidents will be viewed cumulatively, which means that an incident within the school year in different classes will count as first and second; and the same applies if the first and second incidents happen in different school years within the Elementary School (4th – 6th grades) and then in Secondary School (7th – 12th).

### *4th – 5th Grade Consequences Matrix*

| **1st Incident (formative / summative)** | **2nd Incident (formative/summative)** | **3rd / Subsequent Incident (formative / summative)** |
|---|---|---|
| - Student will redo the component where the malpractice occurred.<br>- Teacher will include feedback on the incident in the assessment where it occurred.<br>- Teacher will discuss ways parents can help students to avoid malpractice in the PTC meeting. | - Student will redo the component where the malpractice occurred.<br>- Teacher will include feedback on the incident in the assessment where it occurred.<br>- The Dean of Students will meet with the student to have a conversation.<br>- The student will have to complete an assigned SEL lesson (intervention).<br>- Teacher will discuss ways parents can help students to avoid malpractice in the PTC meeting. | - The student will redo the component where the malpractice occurred and there will be **a 10% deduction in overall grade for the task**. (Ex: Redo will be evaluated on its merits with a max grade of 90%)<br>- Teacher will include feedback on the incident in the assessment where it occurred.<br>- Teacher will discuss ways parents can help students to avoid malpractice in the PTC meeting. |

| 1st Incident (formative / summative) | 2nd Incident (formative/summative) | 3rd / Subsequent Incident (formative / summative) |
|---|---|---|
| - The narrative will mention ways the student can avoid malpractice. | - The narrative will mention ways the student can avoid malpractice. | - The Narrative will mention ways the student can avoid malpractice. |

### *6th Grade Consequences Matrix*

Students in 6th grade are transitioning to Middle School, and so consequences will reflect some elements of what will apply once they reach Middle School.

| 1st Incident (formative / summative) | 2nd Incident (formative/summative) | 3rd / Subsequent Incident (formative / summative) |
|---|---|---|
| - Student will redo the component where the malpractice occurred.<br>- Teacher will include feedback on the incident in the assessment where it occurred.<br>- The teacher will discuss ways parents can help students to avoid malpractice in the PTC meeting.<br>- The narrative will mention ways the student can avoid malpractice. | - Student will have a 0 pending on the student going to the classroom to redo the component where the malpractice occurred.<br>- The Dean of Students will meet with the student to have a conversation.<br>- Teacher will include feedback on the incident in the assessment where it occurred.<br>- Teacher will discuss ways parents can help students to avoid malpractices in the PTC meeting.<br>- The narrative will mention ways the student can avoid malpractice.<br>- Students will not be eligible for yearly academic awards or honors. | - The student will have a 0 grade in Canvas gradebook, pending on the student redo the component where the malpractice occurred. The 0 will be updated once the redo is completed and there will be **a 10% reduction**.<br>- Teacher will include feedback on the incident in the assessment where it occurred.<br>- The student will serve detention to reflect on the situation (part of the reflection progress intervention).<br>- Teacher will discuss ways parents can help students to avoid malpractices in the PTC meeting.<br>- The Narrative will mention ways the student can avoid malpractice.<br>- Students will not be eligible for yearly academic awards or honors. |

### *7th – 10th Grades Consequences Matrix*

Academic Integrity malpractice incidents affect a student's ability to actively participate in student organizations, competitions, sports and student trave in Secondary School because representing Robinson School in and outside the school requires students to be models of responsible and exemplary academic behavior.

| **1st Incident (formative / summative)** | **2nd Incident (formative/summative)** | **3rd / Subsequent Incident (formative/summative)** |
|---|---|---|
| - The student will have a 0 grade in Canvas gradebook, pending on the student redo the component where the malpractice occurred. The 0 will be updated once the redo is completed.<br>- Teacher can request Dean of Student to assign an SEL lesson as part of the intervention.<br>- Teacher will include feedback on the incident in the assessment where it occurred.<br>- Student will serve detention during lunch break to reflect of the situation as part of the reflection progress intervention.<br>- Teacher will discuss ways parents can help students to avoid malpractice during the PTC meeting.<br>- The narrative will mention ways the student can avoid malpractices.<br>- The student will have a sanction in the organization / sport team he/she belongs to. | - The student will have a 0 grade in Canvas gradebook, pending on the student redoing the component where the malpractice occurred. The 0 will be updated once the redo is completed.<br>- Teacher will include feedback on the incident in the assessment where it occurred.<br>- The teacher will discuss ways parents can help students to avoid malpractice in the PTC meeting.<br>- The narrative should also mention ways the student can avoid malpractice.<br>- The student will have to serve Friday detention to reflect on the situation (part of the reflection progress intervention).<br>- The student is put in Academic Probation.<br>- Division Head and Dean of Students will meet with the student and parent to let them know the student will be in Academic Probation and follow up during the school year on the student's progress in the established plan.<br>- The student will have a sanction in the organization / sport team they belong to.<br>- Students with academic integrity incidents in record will be required to write a statement that reflects their commitment to improving academic integrity practices during the 10th grade course selection process in order to be eligible to enroll in IB DP or AP courses. | - The student will have a 0 grade in Canvas gradebook, pending on the student redoing the component where the malpractice occurred. The 0 will be updated once the redo is completed.<br>- Teacher will include feedback on the incident in the assessment where it occurred.<br>- The teacher will discuss ways parents can help students to avoid malpractice in the PTC meeting.<br>- The narrative should also mention ways the student can avoid malpractice.<br>- The student will have to serve Friday detention to reflect on the situation (part of the reflection progress intervention).<br>- The Division Head and Dean of Student will meet with student and parent to discuss how this affects the Academic Probation and determine what is to happen moving forward.<br>- The student will have a sanction in the organization / sport team they belong to.<br>- Students will not be eligible for yearly academic awards or honors. |

| 1st Incident (formative / summative) | 2nd Incident (formative/summative) | 3rd / Subsequent Incident (formative/summative) |
|---|---|---|
| | - Students will not be eligible for yearly academic awards or honors. | |

### *11th – 12th Grades Consequences Matrix*

Academic Integrity malpractice incidents affect student's ability to actively participate in student organizations, competitions, sports and student travel in Secondary School because representing Robinson School in and outside the school requires students to be models of responsible and exemplary academic behavior.

| 1st Incident (formative / summative) | 2nd Incident (formative/summative) | 3rd / Subsequent Incident (formative/summative) |
|---|---|---|
| - The student will have a 0 grade in Canvas gradebook, pending on the student redo the component where the malpractice occurred. The 0 will be updated once the redo is completed.<br>- Teacher can request Dean of Student to assign an SEL lesson as part of the intervention.<br>- Teacher will include feedback on the incident in the assessment where it occurred.<br>- Teacher will discuss ways parents can help students to avoid malpractice during the PTC meeting.<br>- The narrative will mention ways the student can avoid malpractices.<br>- The student will have a sanction in the organization / sport team h/she belongs to. | - The student will have a 0 grade in Canvas gradebook, pending on the student redo the component where the malpractice occurred. The 0 will be updated once the redo is completed; and there will be a 20% deduction on that assessment.<br>- Teacher will include feedback on the incident in the assessment where it occurred.<br>- Teacher will discuss ways parents can help students to avoid malpractices in the PTC meeting.<br>- The narrative should also mention ways the student can avoid malpractice.<br>- The student is put in Academic Probation.<br>- Division Head and Dean of Students will meet with the student and parent to let them know the student will be in Academic Probation and follow up.<br>- The student will have a sanction in the organization / sport team they belong to.<br>- Students will not be eligible for yearly academic awards or honors. | - The student will have a 0 grade in Canvas gradebook, pending on the student redo the component where the malpractice occurred. The 0 will be updated once the redo is completed; and there will be a **20% deduction on that assessment**.<br>- Teacher will include feedback on the incident in the assessment where it occurred.<br>- The teacher will discuss ways parents can help students to avoid malpractice in the PTC meeting.<br>- The narrative should also mention ways the student can avoid malpractice.<br>- The Division Head and Dean of Student will meet with student and parent to discuss how this affects the Academic Probation and determine what is to happen moving forward.<br>- The student will have a sanction in the organization / sport team they belong to.<br>- Students will not be eligible for yearly academic awards or honors. |

| 1st Incident (formative / summative) | 2nd Incident (formative/summative) | 3rd / Subsequent Incident (formative/summative) |
|---|---|---|
| | - Seniors will not be eligible for graduation awards. | - Seniors will not be eligible for graduation awards. |

Students who engage in ongoing (or repetitive patterns) incidents of malpractice may be subject to additional disciplinary measures, including academic probation, suspension and/or expulsion from school.

## Works Consulted

International Baccalaureate Organization. Academic Integrity Policy. 2023.

Robinson School. “Academic Integrity Policy.” School Policies, November 2023, 23-27.

# LIBRARY SERVICES POLICY

Robinson School offers the services and support of two Libraries on campus – The Belkis Escribano Klau Memorial Library serves the PPK-6th grade and The Secondary School Library & Learning Commons serves grades 7-12th. Both libraries promote a love for reading, equal access to quality resources, and helps students develop the information, media, thinking, and communication skills needed to process information, acquire and share new knowledge, thus becoming lifelong learners, thinkers, open minded and responsible users of information in the 21st century.

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

## Commitment Agreement

To ensure a high-quality library experience for all, we agree to the following:

1. Students and teachers will sign in every time they come to the library to indicate the services they will use.
2. Parents and students must sign the Library Policy electronically in order for students to borrow books.
3. Food and beverages may not be consumed inside the library.
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. Teachers or secondary 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 libraries freely during open hours. If a student needs to visit the library during class, the student 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. Secondary School: Students may check-out books from 7:00 am to 3:20 pm.
2. Preschool & Elementary School: Students may come to the library to read and/or check out books from 7:30 – 7:55 am, 9:00 – 9:20 am, and 2:35 – 2:50 pm.
3. In order for students to borrow a book, they first have to sign the policy electronically.
4. All printed resources may be borrowed for use outside the libraries. Secondary Students may borrow up to three (3) books at a time. Preschool and Elementary students may borrow up to two (2) books at a time. The books must be returned on the due date.
5. 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.
6. 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.
7. "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. Once the amount has been paid, the students will be able to check out books again.
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. Once the amount has been paid, the students will be able to check out books again.

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.

*Audiovisual & Digital Resources:*

a. Audiovisual materials may be borrowed for use in the libraries at the discretion of the Librarian.
b. Our Digital Collection will be used as the licenses protecting each resource dictate.

## Use of the Robinson School Libraries

Students' use of the Libraries & Learning Commons:

1. The libraries are a space for collaboration, pleasure reading and 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 leave library and may assign conduct consequences in accordance with the School's established Parent/Student.

Teacher/Class use of the Libraries & Learning Commons:

1. Should a teacher wish to use the library or learning commons to support class activities or any aspect of the teaching and learning process (ex. A Social Studies class may wish t to conduct research in the library or with the librarian), the teacher should reserve the space with the Librarian. Where possible please reserve with at least 24 hours' notice.

2. Where the services / support of the librarian will be required for the intended activity, the teacher should arrange to meet with the librarian at least one week prior to the collaboration to prepare any appropriate reference or instructional resources (ex. A Social Studies teacher wishes the librarian to give a workshop on research using online databases).

Use of the secondary Learning Commons Active Learning Room:

1. Students or teachers 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 Robinson Libraries are committed to 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.

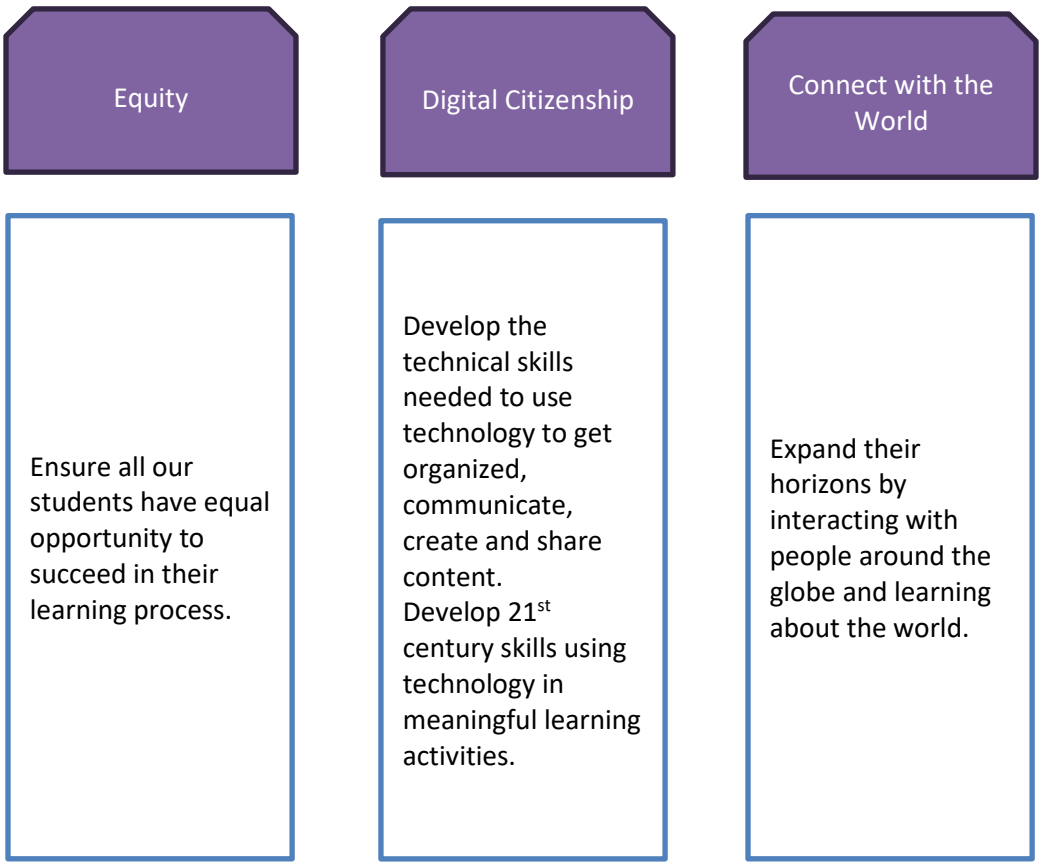
The information collected in the attendance registry is used strictly for statistical report generating purposes.

# TECHNOLOGY POSITION STATEMENT

Robinson School empowers students to become agents of change in service of the future of our globalized world. Our school believes that the meaningful integration of technology in the learning process equips students with the skills and knowledge to use technology ethically and effectively to make informed decisions and create solutions to real-world challenges.

## Vision

Our vision on technology use




## Guiding Principles

- Students interact with technology in age-appropriate learning activities.
- Promote a balanced use of technology among students in personal and academic spaces.
- Promote equitable conditions for all students to succeed in their learning process.
- Foster responsible digital citizenship.
- Ensure student online safety while on campus.

## Technology Integration

- Teachers integrate technology in strategic and purposeful ways in alignment to the curriculum.

- Technology integration enhances and transforms learning experiences and supports students' learning.
- Technology integration will provide differentiated learning experiences for students.

## Student Learning

- Develop and refine research skills using information technology to find and evaluate sources to make informed decisions and create and share knowledge.
- Students develop and actively use an ethical compass in their use of technology in the creation and sharing information and creation of solutions for real-world challenges.
- Students become independent and assertive learners by using assistive technology effectively in their personal and academic life.
- Students learn to use technology to impact their communities and the world in a positive way.

## Professional Development

- Ongoing partnership/ development opportunities with edtech organizations to stay up to date with trends and emerging technology.
- Offer professional development opportunities to train teachers in the effective integration of technology in their classrooms by grade levels.
- Provide moments to explore different technologies and how they can be integrated into class in a meaningful way.

## Technology Use by Grade Level

**Preschool**

| In the classroom | Outside Class |
|---|---|
| ▪ Students use technology in the classroom for specific learning activities. | ▪ Students will not use technology outside the classroom setting or learning activities organized by the teacher during the school day.<br>▪ Kinder students may be invited to use EdTech resources to practice skills in mathematics and language arts at home under parental/guardian supervision. |

**1st – 3rd Grades**

| In the classroom | Outside Class |
|---|---|
| ▪ Students use technology in specific learning activities.<br>▪ Students use technology in computer class. | ▪ Students will not use technology outside the classroom setting or learning activities organized by the teacher during the school day.<br>▪ Students may be invited to use EdTech resources to practice skills in mathematics and language arts at home under parental/guardian supervision. |

**4th – 6th grade**

| In the classroom | Outside Class |
|---|---|
| ▪ Students use their devices to access Canvas and other edtech tools.<br>▪ Students use their devices for specific learning activities in the classroom. | ▪ Students are not allowed to have their phones or personal mobile devices with them during the school day. They are not permitted to use their devices during snacks or lunch.<br>▪ Students will not use technology outside the classroom setting or learning activities organized by the teacher during the school day.<br>▪ Students may be invited to use Edtech tools to access resources, complete assignments, and/or practice skills at home under the supervision of parents/guardians. |

**Middle School (7th - 9th grades)**

| In the classroom | Outside Class |
|---|---|
| ▪ Students use their devices to access Canvas, Microsoft Office 365 and other edtech tools.<br>▪ Students use their devices for specific learning activities in the classroom. | ▪ Students are not allowed to have their phones or personal mobile devices with them during the school day. They are not permitted to use their devices during snacks or lunch. Personal mobile hotspots are not authorized at any time.<br>▪ Students may use their computers during snack and lunch to access the school's safeguarded network and resources. |

**High School (10th – 12th grades)**

| In the classroom | Outside Class |
|---|---|
| ▪ Students use their devices to access Canvas, Microsoft Office 365 and other edtech tools.<br>▪ Students use their devices for learning activities in the classroom. | ▪ Students are not allowed to use their personal mobile devices/phones in the classroom without the teacher's permission. Students may not use their devices between academic class time.<br>▪ Students can use their phones during non-academic time only for school-appropriate purposes (snacks and lunch).<br>▪ Students may use their computers during snack and lunch to access the school's safeguarded network and resources or for appropriate recreational purposes.<br>▪ Personal mobile hotspots are not authorized at any time. |

## Intellectual Property Policy

Robinson School (hereinafter, “Robinson School” or “School”) encourages student creativity, innovation, intellectual curiosity, and original work across academic and extracurricular pursuits. This policy defines the scope of the intellectual property (IP) created by students and outlines the rights granted to Robinson School to use such intellectual property for institutional promotion and communication purposes.

I. Student Ownership

Unless otherwise agreed in writing, any original work created by a student in connection with their studies or school activities remains the property of the student.

II. License to Robinson School

By enrolling at Robinson School, students grant the School a non-exclusive, royalty-free, worldwide, perpetual license to use, reproduce, publish, publicly display, and distribute copies of student-created works for non-commercial, educational, promotional, and archival purposes. Such use may include, but is not limited to:

- School websites and official social media accounts
- Printed or digital newsletters, brochures, and press materials
- Exhibitions, events, or public presentations hosted or sponsored by the School, including those held as part of the Student Enrichment Opportunities and the Leadership, Challenge, and Performance Program
- Internal documentation and institutional reports

III. Third-Party Rights and Collaborations

Students are expected to comply by copyright, trademarks, patent, and other laws governing intellectual property and refrain from using or sharing protected material without proper authorization. In addition, students must comply with all school policies and applicable regulations related to the use of technology, digital platforms, and content sharing. Responsible, ethical behavior is expected in all academic and extracurricular activities.

IV. Opt-Out and Special Considerations

Students, parents or guardians who wish to limit or withdraw permission for the School to use a student's work must notify the School in writing. Requests will be reviewed on a case-by-case basis.

V. Amendments

Robinson School reserves the right to amend this policy as needed. Any changes will be communicated to through official school channels and apply prospectively.

## *Sources*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**School Policies are reviewed on an annual basis; however, the School reserves the right to interpret these Policies and reserves the right to make additions or changes, at its discretion at any time and for any reason throughout the year.**