

“Learners inspiring learners to be inquisitive in life, principled in character, and bold in vision”



The Upper School Student Handbook 2016-2017

UPPER SCHOOL HONOR CODE

We, as students of the American School of Brasilia, give our pledge to live by the guiding principles of responsibility and respect in all that we say and do. We understand that these values carry far beyond the classroom environment, affecting not only our peers and the activities we participate in, but who we are and who we will become. We commit to treat all people with compassion, be engaged and collaborative in all aspects of our education, and in all cases act with honor and integrity. We will uphold these values as the core of our identity, hence becoming principled individuals and contributing citizens to society.

Greetings,

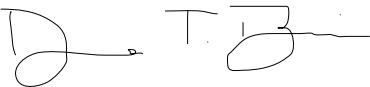
Welcome to the 2016-2017 school year at The American School of Brasília. It is my honor to serve as the leader of the Upper School and I am thrilled to begin this journey with the students, families, and faculty of our school.

At its core EAB is a community bound by shared values. Though we are a diverse community that represents over 40 nationalities and myriad religions, races, cultures and belief systems, we are brought together by fundamental beliefs about how we learn, how we treat each other, and how we engage the world. We believe that every person deserves decency and respect, that all of us can learn, and that we are stronger together than apart. We believe in the power of collaboration and take the responsibility to serve our learning community seriously. We are a transient community, but we strive to improve every day and have faith that the school will be better when we leave than it was when we arrived.

The values that make EAB a special, dynamic place are found in this handbook. Though those values are constant, The EAB Student Handbook is a living document in that as a school we continuously review our policies and procedures as we learn and grow as an institution. A great deal of work went into reviewing the handbook during the 2015-2016 school year and as a result changes have been made to the document. It is now a better handbook that we believe not only brings clarity to our policies and procedures, but also provides an accurate portrayal of our values as a community.

I look forward to sharing this year with you and once again welcome you to EAB. Go Bulls!

Sincerely,

A handwritten signature in black ink, appearing to read "D. Bair", with a long horizontal flourish extending to the right.

David Bair
Upper School Principal
The American School of Brasília

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Our School: Mission, Vision, Values

Founded in 1961, the American School of Brasília (EAB) is a private, co-educational school that offers a diverse educational program beginning with our Early Childhood Program through the 12th grade. Our curriculum offers a U.S. style education in a Brazilian setting to an international student body, offering the U.S, International Baccalaureate and Brazilian diplomas. The five-acre campus boasts a panoramic view of Lake Paranoá and the layout of the buildings consists of several interconnected structures containing 50 classrooms, 4 science labs, a Lower School computer lab, three separate iCommons learning centers, a gymnasium, and a Center for the Arts. Surrounding the buildings, a regulation soccer field, basketball courts, and elementary playgrounds enhance the physical plant facilities.

OUR MISSION: Learners inspiring learners to be inquisitive in life, principled in character, and bold in vision.

OUR VISION: To positively impact the world through excellence in academics, activities, arts, leadership, and service.

OUR BELIEFS: All EAB Learners are:

- Engaged in their own learning,
- Principled in their learning and actions,
- Collaborative to enhance learning for all,
- Contributing positively to their learning community.

OUR SCHOOL: We are a diverse community that provides an English-language based pre-K through Grade 12 education. We are an International Baccalaureate World School with U.S. and Brazilian accreditation.

ACCREDITATION AND AFFILIATION

The school is fully accredited by AdvancED in the United States, the International Baccalaureate Organization as well as the Secretary of Education of the Federal District. The school is a member of the following organizations: The Association of American Schools of South America (AASSA), the Association of American Schools of Brazil (AASB), and the Association for the Advancement of International Education (AAIE).

Our Community

UPPER SCHOOL FACULTY

The school employs exceptional teachers, counselors, learning specialists, and administrators with experience in American, Brazilian or International systems of education.

STUDENT BODY

The student community at EAB is truly international with students from over 40 countries attending the school for the 2016-2017 school year. Though the percentages change year to year, approximately 56% of our students are Brazilian, 16% American, and 28% represent 45 nationalities.

PARENT-TEACHER ORGANIZATION

The PTO is a partnership of parents, teachers and students. Its mission is to integrate the entire EAB school community for the purpose of enriching the educational environment. It exists to promote the mutual interests of all in-school activities, to provide a channel of communication, and to assist the school in improving resources and materials. In this way, the PTO encourages school spirit and cultural diversity.

COMMUNICATION

Consistent, effective communication is an ongoing goal at EAB. To that end, the following guarantees are in place to ensure all members of our community are up to date on events in the Upper School:

- What's On the Docket?: Every weekend all students in the Upper School will receive this document that outlines all events for the week. Though this is a document designed for students, all Upper School parents will receive it as well. Students are expected to read the "Docket" and are responsible for knowing its contents.
- Bulletin The Upper School entry in the Bulletin has the dual-purpose of informing the Upper School community of important information and sharing the school's successes, celebrations and examples of our students meeting the challenges of our Mission and Vision. The Bulletin is sent to all members of the EAB Community every Friday evening.
- Teacher Feedback on Student Progress: Individual student progress will be communicated by teachers every three weeks in the form of formative and summative assessments or individual student comments using [PlusPortals](#). Teachers are expected to notify parents and students via email if a student has a grade below 70% for a prolonged period of time or when there has been a significant change in the student's grade or behavior.
- E-mail: While the Docket and Bulletin will be the central forms of communication for the Upper School, there will be times when it is necessary to send information via email. Email in general will come from one of three areas:
 - Administration: While the central message of the Upper School administration will come through the Bulletin, there will be times when it is necessary to provide information via email.
 - Teachers and Counselors: At EAB teachers and counselors are expected to communicate as needed with parents about student progress. Therefore, direct teacher-to-parent emails will be sent when warranted.
 - Advisor/Coordinator: Faculty members organizing events on campus or trips off campus will need to send emails to communicate deadlines, expectations, payment options etc. for the parents of those students participating in EAB activities outside of normal school hours.

The EAB Education

Our Program

The Whole Child Approach: At EAB we believe an outstanding education is more than an academic endeavor and therefore build our program around the concept of educating the "whole child" through "excellence in academics, activities, arts, service and leadership."

At EAB we also agree with a wealth of recent research that shows that non-cognitive skills (persistence, conscientiousness, ability to collaborate, the willingness to take risks) are often better indicators of long-term success and happiness than talent and innate cognitive ability.

To promote the importance of behavior in relation to student success, the EAB Learner Profile was introduced in 2014 to measure each student’s development of non-cognitive skills. In May 2015 a final piece was added when the Upper School Honor Code was introduced to outline the ethical values of the school and to challenge all EAB Community members to uphold the principles of honor, respect, integrity, responsibility and compassion.

When combined, the Pillars of Academics, Activities, Arts, Service and Leadership, the EAB Learner Profile and the Upper School Honor Code define the whole child education at EAB.

Academics: The Essential Pillar

CURRICULUM

EAB offers three diplomas: the United States diploma, the Brazilian diploma, and the International Baccalaureate (IB) diploma. The U.S. Diploma program follows an American style, standards-based curriculum comparable to those in U.S. school systems. The Brazilian diploma strictly follows the guidelines of the Federal District Ministry of Education. The IB diploma follows the specific curriculum of the International Baccalaureate Organization.

CREDITS AND MINIMUM GRADUATION REQUIREMENTS

To graduate from the American School of Brasília a student must earn the American Diploma through the completion of the following courses:

- Complete 30 courses in grades 9-12;
- Earn 24 credits in the specific subjects below;
- Be enrolled in eight classes during grades nine and ten;
- Be enrolled in at least seven classes in grades 11 and 12.

In exceptional circumstances the pathway to earning the American Diploma may be altered to accommodate extraordinary individual student needs. The Upper School Principal will make final decisions in such cases. To graduate with the Brazilian Diploma students must earn 22 credits in the specific subjects listed below during grades 10-12.

US Diploma Grades 9-12	24 credits	Brazilian Diploma Grades 10-12	22 Credits
English	4	Portuguese	3
Math	3	Math	3
Science	3	Science	3
Social Studies	3	Social Studies	3
Arts	1	Arts	1
Physical Education	2	Physical Education	3
Foreign Languages	4	English (Foreign Language)	3
Electives	4	Philosophy/Sociology	3

EAB LEARNER PROFILE:

The EAB Learner Profile was introduced in the 2014-2015 school year as a means to measure the non-cognitive skills the EAB Assessment Council determined were central to success as a learner at EAB. Students in the Upper School and their parents receive a report every four weeks that shows progress in each of the four domains of the Learner Profile.

As an EAB Learner I am Engaged, Principled, Collaborative and Contributing.

<p>Engaged I am active in my own learning.</p>	<p>I am curious about new ideas and topics. I share my thoughts and ideas about what we are learning with others. I participate actively in my learning. I think critically about what I hear, see and read by asking questions to confirm my thinking.</p>
<p>Principled I am responsible for my learning, my actions and their consequences.</p>	<p>I am responsible and do my best when assigned a task. I persevere even when something is difficult. I meet deadlines. I come ready to learn with the materials and mindset needed for school each day. I approach problems respectfully and ethically and work hard to solve them. I know the difference between right and wrong and accept consequences for my actions. I look for opportunities to learn and grow beyond what is expected of me by my teacher.</p>
<p>Collaborative I am aware that working with others enhances learning for all.</p>	<p>I contribute when working in a group and ensure that everyone has an equal voice. I demonstrate care for others and show respect for the needs and feelings of each person in my group. I communicate through verbal language and body language that are respectful to others. I am respectful to others through my words and actions I make decisions considering the impact on others. I listen to and consider the opinions of others.</p>
<p>Contributing I am an active participant in my learning community.</p>	<p>I think creatively and take risks to try new things to support the learning of myself and others. I contribute thoughtful ideas to class discussions. I help make the classroom and school a good place to learn. I demonstrate environmental stewardship at school. (self-assess only) I consider the impact of my actions on others at school and in the world and make good choices based on this. (self-assess only)</p>

1:1 LAPTOP PROGRAM

Purpose: The Upper School at EAB is a 1:1 laptop environment and teachers and students use technology when it is the best tool for the desired learning and to fulfill the EAB Mission for all members of the community to be “Learners inspiring learners to be inquisitive in life, principled in character and bold in vision.”

Bring Your Own Device: BYOD is a form of collaboration between home and school where parents ensure that each student has a laptop that meets his or her individual needs and meets the basic requirements of the Upper School at EAB’s 1:1 Program. EAB, in turn, will supply high-speed wireless Internet access, technical support for a suite of software and teachers skilled at teaching in the digital age. This model will support improved teaching and learning and will provide students with the skills and habits necessary to become highly effective members of an interconnected world.

Minimum Requirements: The following guide is designed to lay out the **REQUIREMENTS** for the laptop and accessories that each student will need to bring to EAB each day starting on the first day of the school year. The EAB 1:1 program is platform independent, but EAB recommends and can assist with support for Mac OS or MS Windows.

What should an Upper School student be able to do with his/her laptop?

1. Connect to the EAB wireless network
2. Access web pages/Google Apps/e-mail/library online resources
3. Create documents, spreadsheets and presentations that can be saved or accessed as .docx, .xlsx, or .pptx (aside from Microsoft Office, free options such as Open Office, Google Apps, or iWork will be able to do this)
4. Create and read .pdf files
5. View any necessary ebooks
6. Run Java and Flash applications
7. View and submit course related images such as .jpg, .gif, .png, etc.
8. View course related videos via Internet services such as YouTube or Vimeo, or in common formats such as .avi and .mp4
9. Play or produce course related audio (podcasts) - .mp3, etc.
10. Utilize webcam and microphone with proper software for recording video and audio
11. Run required course-specific software, which may include products such as, LoggerPro (Science), Desmos (Math), GeoGebra (Math/Science) etc.
12. Backup all files via external storage (physical or to the cloud)
13. Protect against malware, spyware, and other viruses
14. Perform tasks such as adding printers or downloading software
15. Connect to classroom projector, using VGA or HDMI video adaptor if necessary, and speakers using 3.5 mm stereo plug
16. Access and complete the NWEA MAP test. The required software can be found and installed through the following links: [MAC](#) | [PC](#).

Generally speaking, laptops purchased within the last year or two will meet these specifications.

If your laptop does not meet the criteria above, EAB recommends that families purchase a NEW laptop that meets, at a minimum, the following specifications:

- Microsoft Windows 10, Mac OS X 10.10.5 or 11.1 as the Operating System
- Antivirus / Anti Adware
- RAM: Min. 4GB - Recommended 6GB or higher
- Hard Drive: 250 GB or higher
- Processor: Intel Core i5 or higher
- Wireless Card: 802.11n
- Warranty Extension / Accidental Coverage
- Accessories:
 - External hard drive to use at home for backup
 - Headset (small in-ear phones with built in microphones are sufficient)
 - Laptop case or laptop sleeve to protect in backpack
 - Identification tag
 - VGA and the HDMI video adapter
 - Plug adaptor for the new Brazilian 3-prong standard

INTERNATIONAL BACCALAUREATE (IB) PROGRAM

The International Baccalaureate Program is the cornerstone of the academic program at EAB. Although the IB Diploma Program is only available to students in grades 11 and 12, the philosophy, methodology and Learner Profile of the IB greatly influence student learning throughout the Upper School. Students who enroll in an IB Diploma Program are **expected** to write the formal externally assessed IB exam to earn credits for the course. Should a student choose not to write the exam, he/she will not earn credit for the course.

IB GRADE WEIGHTING POLICY:

- All students enrolled in a Higher level IB subject will receive an increase of 10 percentage points that goes towards the US Diploma in that class. The increase will not be added to the grade shown on the student's report card, but will be calculated into the final GPA at the end of each term.

PAMOJA ONLINE

- Online courses delivered by Pamoja Education are developed under the IB's rigorous quality assurance standards, cover the same course content and prepare students for the same assessments as a traditional face-to-face IB Diploma Programme course. Pamoja online courses enable students to learn at their own pace within a safe and supportive online environment. This gives students the freedom to push themselves further and achieve their best possible IB grades.
- At EAB we offer students the opportunity to take a maximum of **ONE** online IB subject with Pamoja Education. The purpose of this is to allow some flexibility for students to be able to take a subject online that we do not offer face to face. This opportunity is subject to the student's ability to effectively manage online learning as well as subject availability with Pamoja Education. These courses are taught by experienced IB teachers and all work is assessed following IB criteria. **The grades issued for these online courses will not be calculated into the student's GPA average for their EAB semester reports.** Families pay all costs of the online courses.
- The Site Based Coordinator(SBC) will supervise students who are taking the online option and will offer the relevant support for these students as per the Pamoja Education and EAB policies and procedures.

IB EXAM POLICY

- The last day of class for seniors in an IB class will occur at the end of April. EAB grades in IB can be closed out at this time;
- During the exam period in May, IB seniors are expected to attend IB exam prep/review sessions during regular class time that do not conflict with an IB exam.
- Though there will be exceptions in rare circumstances, the guidelines regarding school attendance for seniors taking IB exams is as follows:
 - **Full IB Diploma students** are allowed to remain off campus to prepare for the formal IB exams;
 - An **IB Diploma Course** student who has an afternoon IB exam is not required to attend classes prior to the exam;
 - **IB Diploma Course** students who have a morning exam the following calendar day will be released from school at 12:20 the previous day in order to prepare.
 - Except in these two cases, students are expected to attend all regularly scheduled exam prep/review study session classes and all non-IB courses as normal.
 - At the end of the last paper for each exam students must return all textbooks and materials borrowed from each subject department.

IB DIPLOMA REQUIREMENTS (from the IB's General Regulations: Diploma Programme: Published Feb. 2014)

Article 13: Award of the IB Diploma

- 13.1 All assessment components for each of the six subjects and the additional Diploma requirements must be completed in order to qualify for the award of the IB Diploma, except under the conditions stipulated in articles 18 and 19 of these regulations.
- 13.2 The IB Diploma will be awarded to a candidate provided all the following requirements have been met.
 - CAS requirements have been met.
 - The candidate's total points are 24 or more.
 - There is no "N" awarded for theory of knowledge, the extended essay or for a contributing subject.
 - There is no grade E awarded for theory of knowledge and/or the extended essay.
 - There is no grade 1 awarded in a subject/level.
 - There are no more than two grade 2s awarded (HL or SL).
 - There are no more than three grade 3s or below awarded (HL or SL).
 - The candidate has gained 12 points or more on HL subjects (for candidates who register for four HL subjects, the three highest grades count).
 - The candidate has gained 9 points or more on SL subjects (candidates who register for two SL subjects must gain at least 5 points at SL).
- 13.3 A maximum of three examination sessions is allowed in which to satisfy the requirements for the award of the IB Diploma. The examination sessions need not be consecutive.

Note: When there are students that are in danger of failing the **full IB Diploma Programme** for reasons such as poor academic results or poor attendance, the IB Coordinator will meet with the specific student to identify opportunities for support. If the situation shows no improvement a recommendation will be made to the student and parent to change the status of the student to an IB Diploma Course student.

Process for Enrollment in the IB Diploma Program:

Step 1: The IB Coordinator will share to each 10th grade student and their parents considering the IB Full Diploma or IB Diploma Course information outlining general expectations, such as amount of homework, study skills needed to be successful, typical past academic performance in similar subjects associated with successful students, work habits, for each IB subject taught at EAB. The IB Coordinator will offer 10th grade parents the opportunity to attend IB parent meetings outlining the expectations of the IB Diploma Program (IBDP).

Step 2: The decision for entrance into the IBDP will be based on a body of evidence including past performance, teacher recommendations, standardized test scores, writing sample and an interview with the IB Coordinator.

Step 3: The decision for entrance into the IBDP for a student *transferring* to EAB will be based on a body of evidence including transcripts, teacher recommendations, standardized test scores, a writing sample and an interview with the IB Coordinator. A student (10th or 11th grader) transferring to EAB, will have to write an essay of 500 words about his/her reasons for wanting to become an IB full Diploma student using the IB learner Profile. In addition the student will sit a Mathematics, English, History and other language proficiency test (where applicable) through the Admissions Office.

Step 4: The IB Enrollment Review Committee, Upper School College Counselor and IB Coordinator will review all IBDP candidate applications, essays and recommendations.

Step 5: The student candidate will be invited to meet the IB coordinator to hear the results of the IB enrollment application.

Step 6: In the event there is a large discrepancy between the student requests and teacher recommendations, a waiver will be signed by the student and his or her parents stating they have been made aware that the student was not recommended for individual classes and/or the IB Diploma Program.

STUDENT SUPPORT SERVICES

Student Support Services Mission Statement

The Student Support Services Faculty at the American School of Brasilia supports student learning and personal growth by offering a holistic, student-centered support program.

Student Support Services Program Aims

- To provide a successful academic experience for students with mild special needs
- To enhance student learning through skill remediation and/or academic support
- To help teachers address a student's special needs in the mainstream academic classroom through collaboration and professional development.
- To ensure growth and progress of students who participate in the Student Support Services Programs
- To accurately identify and serve students with special needs.

For complete information on the Student Support Services Program at EAB, [please click here to access the Student Support Services Handbook](#)

ADVANCED SERVICES:

EAB offers advanced services for students who demonstrate exemplary knowledge, skills or talents. The Advanced Services Office arranges online learning opportunities for students who have been recognized using EAB's criteria of MAP results, teacher recommendation and past academic achievements. EAB partners with Johns Hopkins Center of the Talented Youth, K-12 Virtual Academy, and Pamoja Education to provide enrichment for exceptional students.

INDEPENDENT STUDY

Students may register to take an online program if they have specific needs that are not met within EAB's formal course offerings. The expectation is that independent study will be the equivalent of a class in length and content. Independent Study programs are graded externally. There are two instances when online courses may be taken at EAB: Enrichment and Credit Acquisition.

Guidelines for Enrichment Online Courses:

- Parents are to pay the full cost for all online courses.
- Online courses will be included on the EAB transcript in a separate section and thus, their earned grade will not be calculated into the student's overall GPA. Only grades issued by EAB courses are included in the GPA.
- Completion of online courses must be validated with an official transcript from the issuing institution.
- Only one online course is recommended at any given time. Beyond that, the parent, student and counselor must meet to discuss registering for additional courses to ensure that they can still be successful in meeting the requirements of EAB's High School diploma in addition to meeting the requirements of any online course they are registered in.
- Online courses cannot be taken to substitute an EAB course that is scheduled by the school to meet graduation requirements. (I would also like to keep this statement)

- Exceptions to the above guidelines will be analyzed by the Upper School Student Services Department and approved by the Upper School Principal.
- No credit will be accepted from an unaccredited school;
- Online classes do not earn credit for the Brazilian Diploma.

Guidelines for Credit Acquisition:

- Online courses taken by high school students to fulfil graduation requirements will be added to the student's transcript and a credit will be granted in case EAB does not offer the specific course or if there is a scheduling conflict that prevents the course from being added to the individual schedule.
- These courses will be added to the EAB transcript and the credit will be given, however the earned grade will not be calculated into the student's overall GPA.
- The earned grade will only be available for reference on the report card from the issuing institution.

MIDDLE SCHOOL EXPERIENTIAL LEARNING TRIPS: At EAB, we believe the curriculum is the totality of experiences that students are offered at and through the American School of Brasilia and extends far beyond the classroom. The MS Experiential Learning Trips are a natural curricular enhancement that connects directly to EAB's Vision of developing the whole child through "excellence in academics, activities, arts, leadership, and service."

From the development of social skills, to allowing students to feel a sense of wonder and curiosity, to building an EAB community culture, to pushing students out of their comfort zone to take risks and feel pride in their accomplishments, our vision is to provide meaningful experiential learning opportunities annually for all Middle School students to enhance learning at EAB.

In the first semester of each school year all Middle School students are expected to participate in a week-long experience that is professionally researched, organized and led. The theme of each trip represents an important opportunity for students to build upon their knowledge outside the classroom, interact with their peers in a different environment, experience the beauty and culture of Brazil and develop deeper relationships with their teachers in a nontraditional classroom setting.

2016 Middle School Trips Themes and Locations:

- Be a Surfer: Santa Catarina
- Be a Conservationist: The Pantanal
- Be an Adventurer: The Amazon
- Be a Diver: Rio Quente
- Local Experiences in Brasilia

Assessment

In the Upper School at EAB assessment is used as a means of empowering teachers, students and families to understand students' strengths and areas for growth. This understanding leads to more focused, individualized instruction that in turn leads to student metacognitive and academic growth. Academic grades at EAB are based solely on the skills and understanding students demonstrate on summative assessments. Below is a summary of the EAB Assessment Policy.

PURPOSE OF ASSESSMENT AT EAB:

- For students:
 - To inform and enable students to monitor their current skill/knowledge levels and monitor progress
 - To empower students to develop as independent, self-reliant, and self-critical learners
 - To help students set goals for their learning and develop learning strategies
 - To build positive self-esteem and a sense of achievement
- For teachers:
 - To recognize students' academic strengths and areas of growth so that teachers can better design appropriate classroom instruction
 - To ascertain students' prior knowledge and determine appropriate instruction in the classroom
 - For the teacher to gauge the effectiveness of teachers' classroom instruction
 - To give students feedback to improve their performance and achieve learning goals
 - To strive for consistent and reliable understanding of student work among subject area teachers
 - To identify student support needs
 - To provide external confirmation of classroom practices through standardized assessments
- For families:
 - To communicate the strengths, weaknesses, progress, achievements, areas for growth and learning style(s) of their child
 - To develop the partnership between home and school in supporting student learning
 - To communicate the essential EAB curriculum and required learning for students
- For teachers and administrators:
 - To deliver longitudinal data to analyze and evaluate current programs and/or determine the introduction of new programs through the curriculum review process
 - To generate information through constant internal research and analysis, to develop future school plans
 - To plan appropriate professional-development programs

EAB's UNDERLYING PRINCIPLES FOR ASSESSMENT:

- All students can learn.
- The purpose of assessment is to determine if students have learned.
- Assessments should have context to ensure understanding.
- Pre-assessments support differentiation and meaningful instructional time.
- Teachers design assessments to assess learning of standards and benchmarks.
- Teachers assess students all day every day.
- Learning targets aligned with standards and benchmarks, ensure growth.
- Students need to be able to share their learning in multiple ways.
- Self-assessment supports learning.
- Feedback is one of the most effective ways to affect student learning (both evaluative and descriptive).
- Grading is a neutral form of feedback based entirely on data, which does **not** enhance learning.
- Assessment should serve as a guide for all instructional decisions.

EAB's ESSENTIAL AGREEMENTS FOR ASSESSMENT:

- Grades and standards-based reporting, will only include academic achievement.
- Grades should reflect the actual level of achievement. Academic dishonesty or cheating should result in disciplinary consequences, not reduced grades.**
- Clear descriptions of achievement expectations should be given to students when the assessment is assigned.
- Individual achievement evidence should be included in grades. Group grades should not.
- Grades should not be reduced for "late" work.
- Absences should not be considered in determining grades. They should be reported separately.
- Zeros should not be included in grade determination when evidence is missing, or as a punishment. Alternatives, including reassessing to determine true achievement, or "I" for insufficient evidence should be used until the work is completed.
- Formative assessment should be used to promote success in summative assessments by providing feedback directly related to the achievement of the standards and benchmarks. Only summative assessments will be considered in end of semester grades.
- Questions which challenge students beyond the grade level standards / benchmarks are encouraged because they provide enrichment. However, bonus points for this work are not appropriate because they distort the assessment of the student's knowledge, skills and understanding related to the course / grade level.
- The creation of grades will not rely only on the mean when creating a grade; we will use professional judgment and consider other statistical measures (ie: mode and median).
- In the Upper School, homework that is clearly summative may be used in grading when it is certain that the student completed the assignment. Most homework is formative, meant for practice, and not included in the grade.

*EAB is an IB World School. For students participating in the IB program, all IB regulations will be adhered to in the first instance.

NON-ACADEMIC BEHAVIOR ISSUES:

Consequences related to non-academic behavior issues may include:

- teacher works with student and / or contacts parent;
- teacher makes referral to Upper School Principal / Assistant Principal;
- consequences as determined by the principal or assistant principal in relation to the Upper School Handbook;
- behavior is documented through EAB's Learner Profile on the report card.

Work Completion

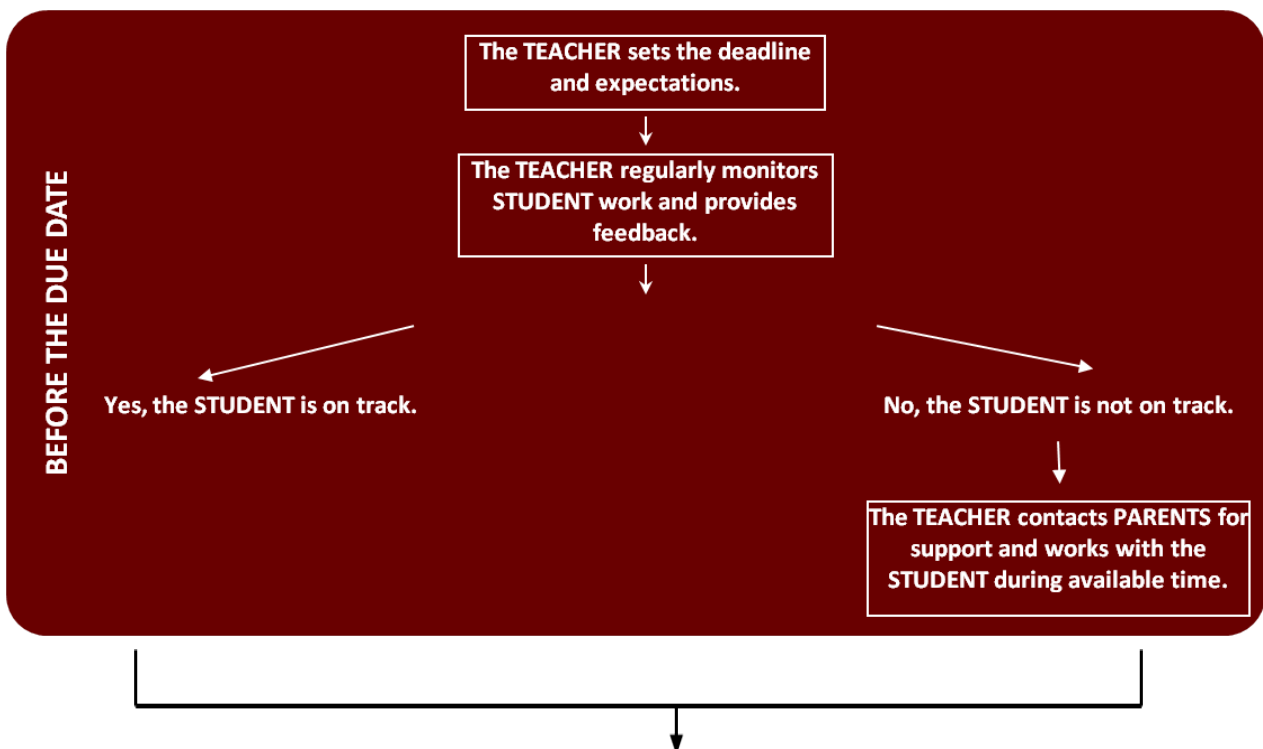
For summative assignments which will be included in the student's grade:

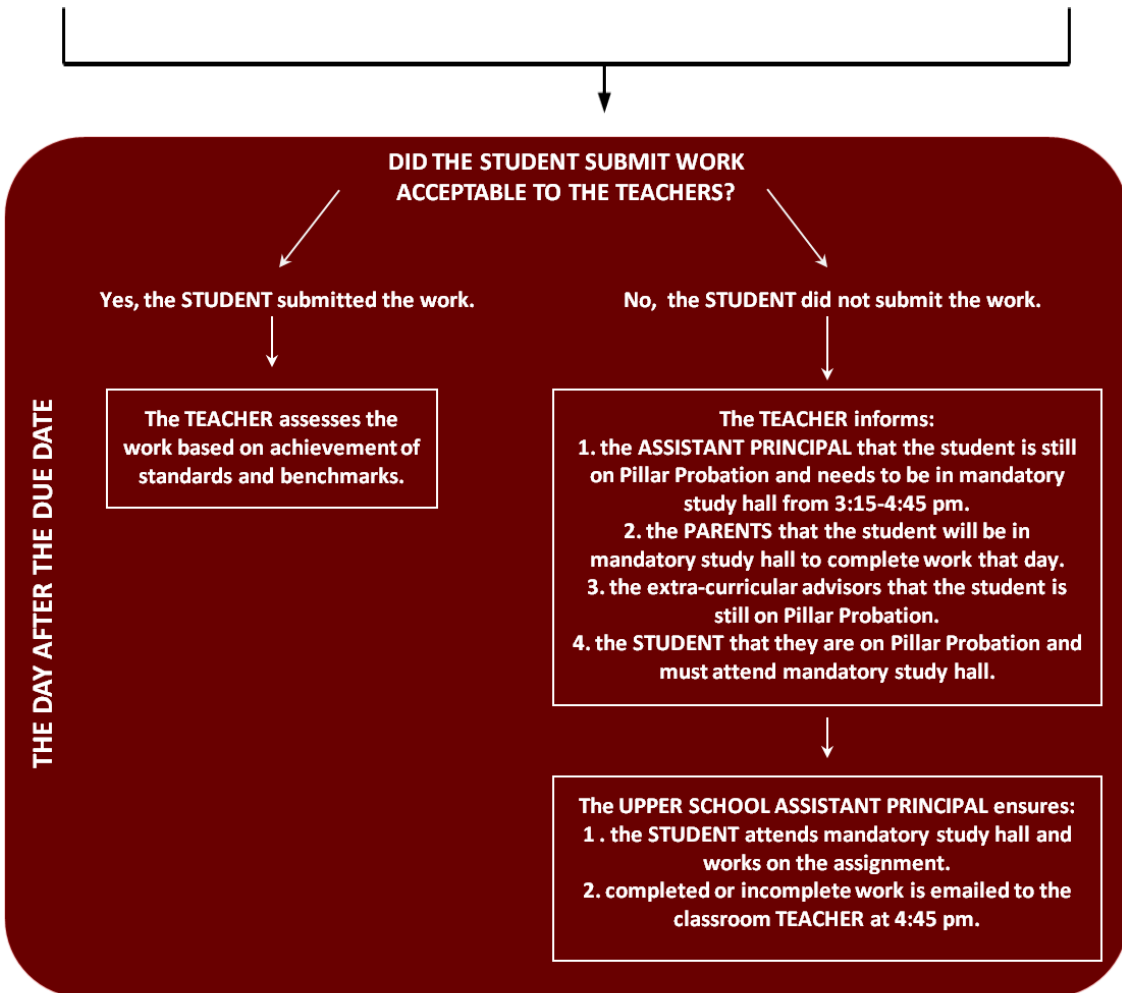
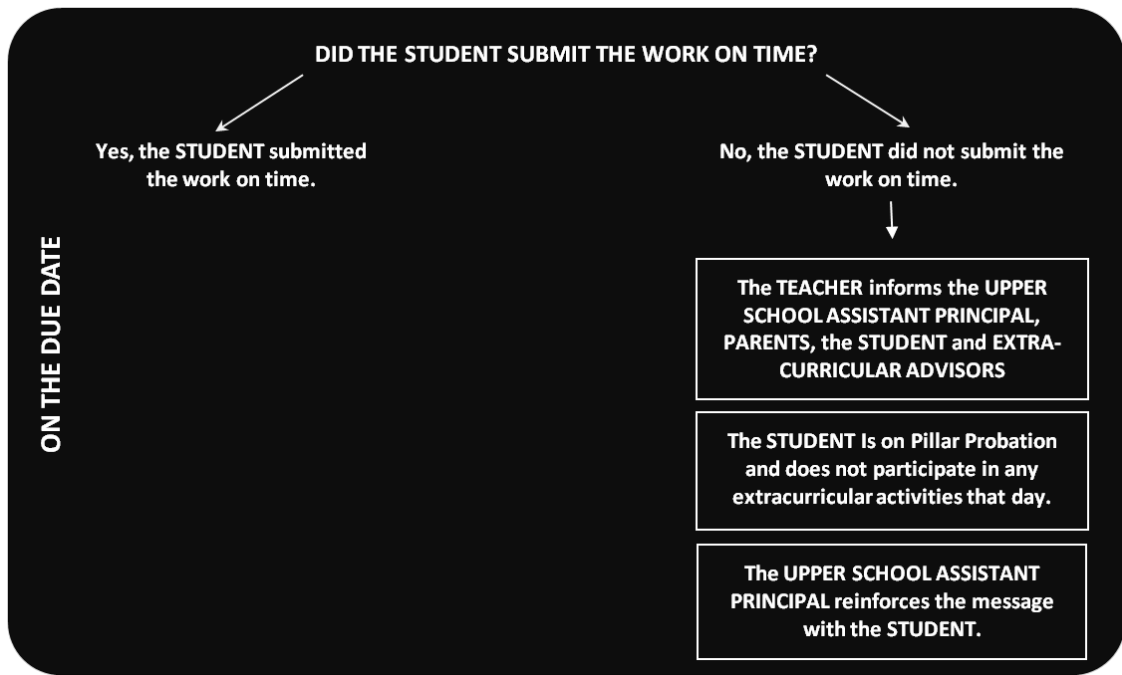
Before the Due Date

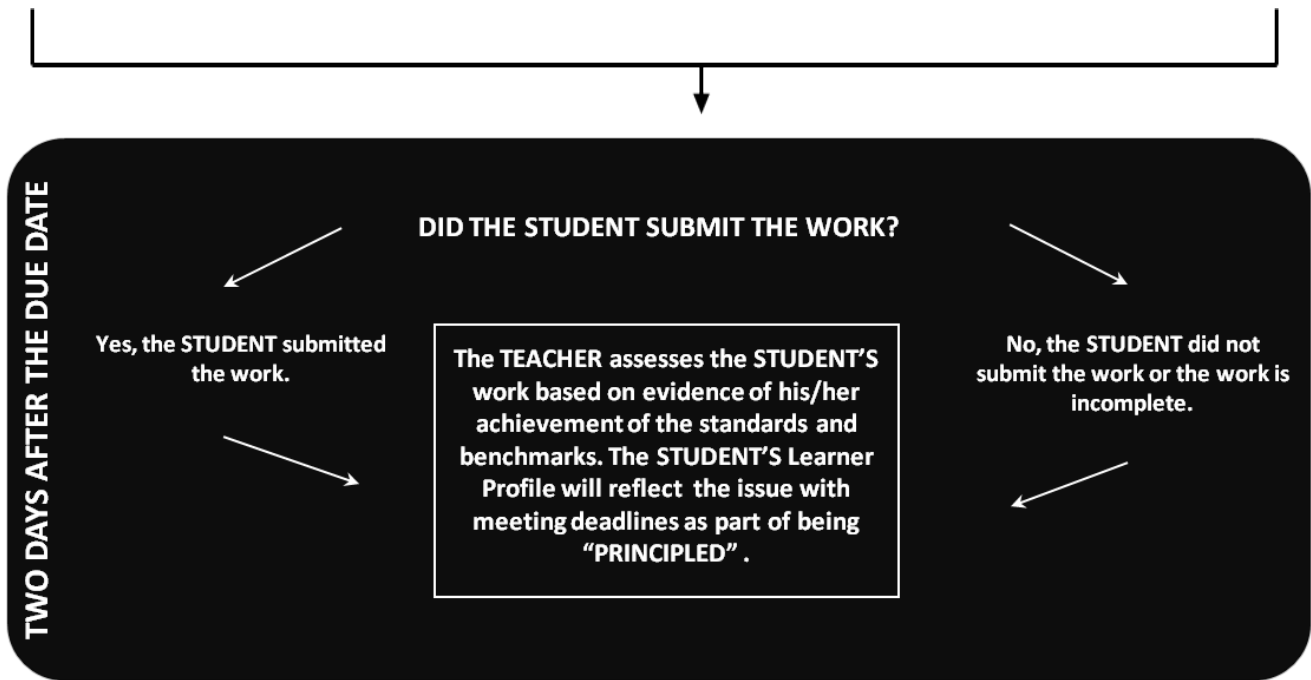
- Teacher gives criteria for evaluation to students including deadlines and expectations
- Teacher observes students working on the assignment and monitors work to ensure that the student is "on track"
- If the student is not "on track" teachers use a variety of methods including homework help after school and contacting parents to get the students back "on track"
- When the teacher deems it appropriate, deadlines are extended for students

After the Due Date

- Email the following list of people immediately when an assignment is not handed in: the Upper School Principal, Assistant Principal, High or Middle School Athletic Director, High or Middle School Counselors, Upper School Secretary, IB Coordinator
- The student is immediately put on “Pillar Probation” by the Assistant Principal, for that day, whether they complete the work that day or not. This means that the student is not allowed to participate in any extracurricular activities until the next day, when the work is complete. The Upper School Assistant Principal will contact all extra-curricular leaders so that this is enforced, and informs parents of the concern and next steps
- The student has until the following day to complete the work. If completed and handed in to the classroom teacher the next day, “Pillar Probation” is over and the teacher informs the Assistant Principal and extra-curricular leader that he can return to the activity.
- If the work is still not completed, the Assistant Principal will contact the parents that the student will be in “Mandatory Study Hall” from 3:15 to 4:45pm on that day.
- If the student completes the work during this time and turns it into the Upper School Assistant Principal, then “Pillar Probation” is over and the Assistant Principal informs the Upper School Principal, and extra-curricular leader that the student can return to the activity.
- If the student does not complete the work by 4:45pm on the day one day after the due date, the student hands the completed portion into the Assistant Principal or emails it / shares it with the classroom teacher. It is the student’s responsibility to take what is completed to the teacher the next day. The teacher, informed by the Upper School Assistant Principal of the student’s arrival, will assess the completed work, from the student, or the Assistant Principal, in relation to achievement of the benchmarks, and use this as the grade for the assignment.
- If the student does not hand in the assignment, the teacher will assess the work they have received, and inform the Assistant Principal. Parents will then be requested to attend a disciplinary meeting with the Upper School Assistant Principal.







EAB's UPPER SCHOOL REASSESSMENT PHILOSOPHY

Developed with EAB's Assessment Council October 2014 / Revised May 2016

The goal at EAB is for all students to learn the concepts and skills identified in EAB's standards and benchmarks. With the understanding that some students need more time and assistance to develop understanding, the Reassessment Policy was created.

Reassessment will be available to students in the following circumstances:

- Students who have not mastered the standards being assessed (grades 59 and below) and have demonstrated completion of all formative assessments **should** complete the reassessment.
- Students who have demonstrated or exceeded mastery (>59) are expected to apply feedback from the teacher to the following learning and assessment opportunities. Students who still want to be re-assessed, and have demonstrated completion of all formative tasks, having met set deadlines, and shown additional effort to improve their skills and/or understanding, **may** complete the reassessment.

Criteria for being offered a reassessment:

- Completion of all formative assessments on the assigned due date
- Attendance at one after-school/ flex session with the classroom teacher with the initial summative assessment as a basis for discussion, is required. In general, teachers will be available to schedule times for this additional support between 3:20 and 4:00pm or during the flex block
- Completion of additional work from the teacher to improve understanding.

The following conditions apply to all reassessments:

- Teachers will determine when and how the reassessments will be administered within one week (for High School) or two weeks (for Middle School) of when the assessment was returned. The reassessment may be completed in the "Mandatory Study Hall" location if organized in advance with the Upper School Assistant Principal. Reassessment dates will be communicated to students and parents in advance. Students will advocate for themselves by talking to teachers if there is more than one reassessment on the same date.

- Students who are legitimately absent on the day of the summative assessment will complete it during the next class period, or at a time agreed upon by the classroom teacher, then will follow the regular process for reassessment if needed.
- Reassessments will be given on summative assessments though teachers may require students to re-write formative assessments. Formative assessments are an expected component of the EAB learning process and should be completed by all students. Repeated failure to complete formative assessments is a disciplinary concern and will be referred by email to the Upper School leadership team, and reflected in the EAB Learner Profile grades.
- Reassessments can be completed on specific sections of, or questions on, summative assessments or in relation to specific standards, as decided by the teacher.
- The student's highest earned grade for the summative assessment will be recorded and used in the final grade calculation. An annotation will be included in Plus Portals that the grade is based on a reassessment. The original grade will also be visible.
- Students may not be re-assessed more than once on the same summative assessment.
- Final semester and annual exams will not be re-assessed since they are already cumulative in nature.
- IB Internal and External Assessments are not eligible for a reassessment per IB regulations; assessments must be completed by the posted internal due dates. IB students may be re-assessed on EAB classroom assessments which include IB sample questions, though IB simulation-assessments (time, location, materials available) will not be re-assessed.

TYPES OF ASSESSMENT AT EAB: There are three types of assessments that teachers at EAB use to gather information:

- Diagnostic (pre-)assessment is used at the beginning of a new unit of study or before beginning a new topic. Teachers pre-test students to get a clear understanding of their prior knowledge. This allows teachers to plan instruction and differentiation before beginning a unit based on the needs of the students. Diagnostic assessment results are not included when reporting student grades. Generally, diagnostic assessments are similar to or the same as the summative assessment for the unit
- Formative assessment is sometimes called assessment **for** learning since it provides feedback for the teacher throughout the unit of study to determine if more attention needs to be given to a particular concept, if differentiation is needed, or if students are ready to move on. Formative assessment guides decisions about student grouping and provides timely, ongoing feedback to students to assist with goal setting. Exit cards, Socratic student response website, quizzes, mini-conferences and reflection journals are a few examples used often by teachers. In the Early Childhood classroom, teacher observation is a powerful tool used to make instructional decisions on a regular basis. Formative assessments reflect student growth and progress and are not regularly included when reporting student grades
- Summative assessment is sometimes called assessment **of** learning or evaluation. It should reflect the performance or achievement of students related to the standards and benchmarks addressed during the unit of study. Students should have multiple opportunities to show their understanding throughout a unit of study. Tests, projects, essays, performances and visual displays are just a few examples of summative assessments at EAB. Summative assessment data may be collected or observed at the end of a unit but within an informal setting (ie: at a table with a group of children). Summative assessment results should be included when reporting student grades. Comments related to growth should be included on report cards

THE PURPOSE OF GRADING AT EAB

For students:

- To provide students the necessary support on how graded work can improve
- To give students the opportunity to recognize their individual development
- To provide a base on which future learning and teaching can be designed for teachers and students

For teachers:

- To provide frequent and clear feedback so the teaching and learning process can be modified in a timely manner
- To provide a base on which future learning and teaching can be designed for teachers and students
- To provide each teacher with feedback regarding the effectiveness of their instruction in the classroom

For families:

- To provide feedback on a student's performance according to EAB's standards and benchmarks based on assessment and evaluation
- To provide feedback on a student's achievement related to EAB's Learner Profile
- To provide parents with an objective assessment of their child's performance

For others:

- To provide external institutions (e.g. other international schools, college/universities) with a view of the student's performance

GRADING IN THE UPPER SCHOOL

- Students will receive formal percentage grade report at the end of each quarter and a final grade at the end of the year;
- Grades are based on a variety of summative assessments in which students have the opportunity to display their understanding and application of standards and benchmarks;
- There should not be more than two summative assessments per student on the same day
- In High School, summative assessments taken throughout the semester represent 80% to 100% of the overall grade. High school exams are 20% of the semester grade for courses that include a or final exam
- Some classes are graded on a Pass / Fail basis with no letter grade being assigned. Courses graded on a Pass/Fail basis are credit bearing

Grades are based on achievement of EAB's standards and benchmarks. Please refer to Atlas Rubicon for a comprehensive list of our standards and benchmarks.

HOMEWORK

Though this will vary according to the subject, grade level, and needs of the student, teachers at EAB assign homework on a regular basis. Homework is expected to be purposeful and is assigned to extend student knowledge of a topic or concept, to prepare for a class lesson, to learn the skills of research and report writing, to prepare for special presentations, to finish work not completed in class, and to reinforce a concept or to teach independent learning.

Student Responsibilities:

- Record all class assignments clearly and correctly, and follow directions as to what was assigned;
- Complete assignments in a well-lit area with no interruptions or distractions;

- Work on homework independently; if a student does not understand or gets frustrated with difficult assignments, s/he may ask others to help, but must remember that the work should reflect his/her efforts;
- Check Plus Portals for instructions;
- Discuss concerns and questions with the teacher in a timely manner, and well before the deadline of the assignment;
- Inquire about what s/he missed for homework during an absence

Teacher Responsibilities:

- Choose homework assignments that are relevant, non-repetitive, and require students to apply what they have learned in class;
- Assign homework and explain clearly the expectations for the work;
- Be flexible with student needs when legitimate hardships are encountered.

Family Responsibilities:

- Create a consistent, quiet, well-lit study area free from distractions;
- Guide the student to work independently on his/her school work;
- Be supportive when he/she is having trouble with homework and help him/her when he/she does not understand or gets frustrated with difficult assignments; however, the work should be completed by the student;
- When in doubt, check PlusPortals for information about the assignment;
- Contact the teacher with questions and concerns about what the student is doing at school;
- For all students, take care not to schedule family vacations when school is in session, since making up work may be difficult. Research says that for every day missed, the student misses three days of material including pre and post work.

SEMESTER EXAMINATIONS

Summative semester exams are assessments in which students demonstrate their mastery of knowledge and skills and their ability to synthesize learning. At the discretion of the teacher, high school students may sit an 80 minute semester examination in each academic course. There are no semester exams for middle school students.

YEAR-END EXAMINATIONS

Cumulative summative final examinations may be given at the end of the first year of a two-year International Baccalaureate course. The decision to give a final exam that covers content from both semesters is based on the teacher's discretion and understanding of the needs of the students.

RECUPERAÇÃO AT EAB

The *Recuperação* is an opportunity available to Brazilian students in all grades, who have academic performance lower than 60% in a required class for the Brazilian diploma. The *Recuperação* must be offered by EAB as a form of Academic Assistance.

The *Recuperação* offered by EAB is immediate and continuous and is aligned with the learning process. It aims to meet the specific learning issues a student is having, considering the students' individual differences and their previous schooling experience. *Recuperação* can be offered in the following ways and is aligned with sound instructional and assessment practice.

- Continuous Differentiation takes place to meet the needs of all students, based on formative and summative assessment data. Teachers may differentiate processes, products and content related to the content and objectives to be achieved in the curriculum every quarter. Teachers should support students

with academic difficulties and different learning needs in all classes and every quarter. Differentiation should be recorded and noted in reports and conferences;

- Parallel Recuperação takes place during the four quarters of the school year, specifically for students who demonstrate insufficient performance, under the teacher's supervision. Teachers should support students, promoting homework help and tutoring after school, until students solve their difficulties. In addition, teachers may offer packets of material for the student to demonstrate their learning and be assessed in a variety of ways, including orally, completing independent projects, and / or written assessments. Parallel recuperação should be recorded, shared with the student and parents throughout the year, and documented by the Brazilian Program Director;
- Final Recuperação is offered at the end of the school year for students who were unsuccessful in meeting grade level outcomes during yearlong courses, even with differentiation and parallel recuperação. For semester courses, EAB will offer final recuperação exams at the end of the semester. Final recuperação should not be a surprise to students or families. It should be discussed in advance with the Brazilian Program Director.

For promotion, the student will be required, besides the end result of the *Recuperação* exam equal to or more than 60% (sixty percent), to have a minimum attendance of 75% (seventy five percent) of the total hours of the course for approval of the year. This will be the case for all curriculum disciplines, with the exception of students with a medical discharge due to the absolute impossibility of attendance in class and other activities planned for the period in question. The FINAL *RECUPERAÇÃO* will take place at the end of the school year for year-long courses. For semester courses, EAB will offer *recuperação* at the end of each semester.

Final recuperação HAS NO EFFECT on the grade of a student for the AMERICAN DIPLOMA. The American diploma offered by EAB is the same as an American diploma offered at any school in the United States. Non-Brazilian students do not have the option of final recuperação to improve their grades and therefore our students do not have that option FOR THE AMERICAN DIPLOMA. The American diploma is EAB's default diploma. A student cannot graduate (walk across the stage on graduation day) without having earned the American diploma.

What does this mean? If a Brazilian student gets a 57% in mathematics as a final grade, that is their final grade. The student MUST HAVE THE OPPORTUNITY to do final recuperação to earn a credit towards the Brazilian diploma by taking some form of assessment that demonstrates mastery of the skills and content covered. From the American diploma standpoint, however, the grade remains a 57%. That grade is what is reported on the report card and the transcript, and the student does not earn credit for the course.

PURPOSE OF REPORTING AT EAB

The purpose of reporting at EAB is to consistently and accurately communicate student achievement and growth throughout the course of the school year. Using EAB's online reporting platform, Plus Portals, students and parents can have instant access to student performance from any computer, laptop or tablet. In this way the teachers and leadership of the Upper School can best ensure the development of a partnership between home and school related to the achievement of academic and non-academic goals

PLUS PORTALS

Plus Portal is the Upper School's academic progress reporting Internet platform that allows teachers to post grades, attendance, class notes and other information that will empower students and parents to monitor student progress in each class on a daily basis. For the 2016-

2017 school year all Upper School teachers will be required to use Plus Portal as the central communication center for their classes. At the very least every class page will have a course summary, course syllabus, course expectations, and a link to any external website used for the class. We encourage families to regularly access the ParentPlus site at www.plusportals.com/eab.

UPPER SCHOOL GUARANTEES

- Feedback on student progress will be updated on **PlusPortals** by individual teachers every three weeks;
- Teachers are expected to notify parents directly by telephone or email if a student has a grade below 70% for a prolonged period of time or when there has been a significant change in the student's grade or behavior;
- Student grades are cumulative over the course of the entire semester. For example, if a student's quarter one report shows an 87% that student will begin the first day of the second quarter with an 87%;
- Report cards will include evaluation related to non-academic areas based on the four characteristics of the **EAB Learner Profile**: Engaged, Collaborative, Principled, Contributing;
- In addition, four official reports that include only evaluation related to non-academic areas based on the four characteristics of the **EAB Learner Profile** will be sent to parents;
- **Report cards** are distributed, online, four times a year at the end of each eight to nine-week academic quarter;
- Dates for report card distribution will be included on the EAB Event Calendar.

FAMILY-TEACHER CONFERENCES

Parent-Teacher conferences in the Upper School are designed to be a vital way for students and parents to meet with teachers to monitor educational progress and the overall health and happiness of EAB students. To foster open, honest and continuous dialogue between teachers and students, the following guidelines have been put in place for parent-teacher conferences.

- In order to protect and increase teacher-student contact time, there are no days scheduled solely for parent-teacher conferences;
- Conferences with individual teachers can be scheduled directly with the EAB Faculty by directly contacting the teacher;
- Every Wednesday from 3:15-4:00 all Upper School teachers are free to meet with parents who make an appointment for that time.

Day to Day

SCHOOL YEAR/DAY

The school year is from early-August to mid-June. There is week-long break in the first semester (October 8-16) an extended December break and a week-long vacation in the second semester for Carnival. The school day is from 08:00 -15:10. Students attend four 80-minute classes four days a week with the sole exception of Wednesdays when each block is 70-minutes. Classes meet every other day. Each quarter the class schedule rotates so that students will attend each class at four different times throughout the year.

DAILY SCHEDULE: Middle School

Monday-Friday	Period	Wednesday
8:00-9:20	A	9:00-10:10
9:20-9:25	Passing	10:10-10:15
9:25-10:45	B	10:15-11:25
10:45-11:00	Break	11:25-11:40
11:00-12:20	C	11:40-12:20 MS-3i
12:20-13:20	Lunch	12:20-13:20
13:20-13:45	FLEX	(No FLEX) 13:20-13:50 MS- 3ii
13:50-15:10	D	13:55-15:10

DAILY SCHEDULE: High School

Monday-Friday	Period	Wednesday
8:00-9:20	A	9:00-10:10
9:20-9:25	Passing	10:10-10:15
9:25-10:45	B	10:15-11:25
10:45-11:00	Break	11:25-11:40
11:00-12:20	C	11:40-12:50
12:20-12:50	FLEX	No FLEX On Wednesdays
12:50-13:50	Lunch	12:50-13:50
13:50-15:10	D	13:55-15:10

HIGH SCHOOL FLEX

The 30-minute FLEX block in the High School is designed around four principles: Exploration, Enrichment, Culture, and Celebration. The purpose of FLEX is to allow students to gather in various forums four times per week to individualize and expand the EAB education, work with teachers to improve performance, build the EAB school community and celebrate individual and common achievements.

FLEX STUDY HALL:

High School students are given time each week during FLEX for study hall. During this time students are free to use their time to as needed to engage in independent or collaborative study, or to meet with teachers. All High School Faculty members are in their classrooms at this time to assist students who need support outside of the normal class hours.

MANDATORY FLEX STUDY HALL:

Students experiencing academic difficulties or in danger of losing eligibility may be placed in Mandatory FLEX Study Hall during regular FLEX Study Hall time. The Upper School Assistant Principal will use student data to determine which students are to be in Mandatory FLEX Study Hall and will organize and monitor the study time in the Hall of Flags.

MIDDLE SCHOOL FLEX

The 30-minute FLEX block in the Middle School is designed around four principles: Exploration, Enrichment, Culture, and Celebration. The purpose of FLEX is to allow students to gather in various forums four times per week to individualize and expand the EAB education, work with teachers to improve performance, build the EAB school community and celebrate individual and common achievements. A central component of MS FLEX is the Middle School Advisory Program.

MIDDLE SCHOOL ADVISORY

Vision

To provide opportunities for our Middle School students to develop the EAB Learner Profile and Upper School Honor Code through service projects.

Purpose

Advisory is a fundamental structure for Middle School students to develop life skills, metacognitive skills, and habits of learning in support of academic achievement, personal growth, and interpersonal skill development. It can be considered as an extension of the Counseling office of the school, providing academic, social and emotional support, in order to meet our students' needs more closely. The Advisory program is a primary vehicle for creating a more personalized learning environment where all students are known by at least one adult.

Overview

The Advisory Program will take place during Middle School FLEX periods, starting at 1:20 pm and ending at 1:50 pm every Monday, Thursday and Friday. Middle School Teachers are asked to be the advisors of the different grade levels that will be split into smaller groups. The lesson plans are organized by the Middle School Counselor to guide and support teachers in their time with the students, they are flexible and can be modified by the teacher to meet his own teaching style as long as the lesson matches the essential message.

STUDY HALL

All students in Grades 9 and 10 are expected to carry a full load of eight classes per year. Students in Grades 11 and 12 in good standing as members of our community are given the opportunity to have a study hall in lieu of an academic class. Students are expected to be responsible and use the study period to work quietly on homework assignments in the library or one of the common areas.

Through the Year:

HIGH SCHOOL ACADEMIC AWARDS

At the conclusion of each academic year, outstanding students are selected for the following awards.

Academic Achievement Awards Awards:

Academic Excellence Awards winners will be chosen by each department based on excellent academic achievement, passion for the particular subject, and alignment with the EAB Learner Profile and Upper School Honor Code.

The Outstanding Learner Awards:

The Outstanding Learner Award celebrates student learning and growth over the course of the year. Whereas the Academic Achievement Award considers academic achievement as determined by a grade, this award focuses on how much a student grew as a learner and student of the particular subject. In athletic parlance, the Academic Achievement Awards is the Most Valuable Player Award and the Outstanding Learner Award is the Most Improved Player Award.

Both the Academic Achievement and Outstanding Learner Awards will be given in each of the following subjects:

- Mathematics
- English
- Biology
- Chemistry
- Physics
- History
- Economics
- Brazilian Social Studies
- Portuguese
- Portuguese Language Learners
- Spanish
- Physical Education
- Drama
- Visual Arts
- Music
- Technological Arts

Kevin Meklin Award for Mathematics:

The Academic Achievement Award in the High School is named in honor of Mr. Kevin Meklin, who has been a dedicated member of the EAB Faculty for over 30 years. His character, commitment to students and commitment to inquiry, learning and his own personal growth serve as a model to colleagues and students alike.

EAB Learner Profile Awards:

One award will be given for each of the four main dispositions of the EAB Learner Profile. The High School Faculty will nominate a list of EAB Learner Profile candidates who best represent excellence in each area and the winner will be determined by a vote by all members of the High School Faculty.

- Excellence as an Engaged Learner
- Excellence as a Principled Learner
- Excellence as a Contributing Learner
- Excellence as a Collaborative Learner

EAB Vision Award:

This award is presented to students with strong character and integrity who have demonstrated passion, commitment and high achievement in one of the areas that form the EAB Vision: Academics, Arts, Activities/Athletics, Leadership and Service. Awards will be presented in the following categories:

- Academics
- Arts

- Service
- Leadership
- Activities
- Athletics

When departments cannot come to consensus on award winners the Upper School Principal will make the final decision based on overall positive effect on the school.

Student of the Year Award:

The winner is the student who best represents the school's Five Pillars, Upper School Honor Code, EAB Learner Profile and has an exemplary academic record. The High School Faculty will nominate a list of Student of the Year candidates and the winner will be determined by a vote by all members of the High School Faculty.

VALEDICTORIAN-SALUTATORIAN

The title of valedictorian and salutatorian are awarded to the two students who best represent academic excellence in the senior class. Generally, this distinction will be determined by highest grade point average in the class, though other factors such as rigor of classes chosen and length of time as a student at EAB will also be considered. The following criteria will be used when determining the valedictorian and salutatorian.

- To be eligible for valedictorian or salutatorian a student must have entered EAB at the beginning of 11th grade and been a student at EAB for four full semesters;
- Due to a 10% increase in IB HL courses in grades 11 and 12, a student may be disadvantaged by including his or her GPA from grades 9 and 10 when competing for valedictorian or salutatorian with a student who entered EAB in grade 11. If this is the case, the determination of highest grade point average will be based on the grade point average earned before the 10% increase in IB HL courses;
- Only grades earned at EAB will be included when determining final grade point average;
- To be considered for valedictorian or salutatorian a student must be in good standing in the community and have no recent serious violations of the Upper School Honor Code or Student Handbook.

Note: Should two students tie for valedictorian or salutatorian, the final ranking will be decided upon:

- The student with the most years in high school at EAB;
- The student with the greater number of IB HL courses;
- The student with the greater number of IB level courses;
- The student with the greater number of core courses (English, Social Studies, Science, Mathematics and Language),

MIDDLE SCHOOL YEAR-END AWARDS

The Middle School Awards are based on the EAB Learner Profile descriptors: Engaged, Principled, Collaborative, Contributing.

- Inspiring Example of Growth as an Engaged Student
- Inspiring Example of Growth as a Principled Student
- Inspiring Example of Growth as a Contributing Student
- Inspiring Example of Growth as a Collaborative Student
- Excellence as an Engaged Student
- Excellence as a Principled Student
- Excellences as a Contributing Student
- Excellence as a Collaborative Student

Middle School Student of the Year:

The winner is the student who best represents the school's Five Pillars, Upper School Honor Code, EAB Learner Profile and has an exemplary academic record. The Middle School Faculty will nominate a list of Student of the Year candidates and the winner will be determined by a vote by all members of the Middle School Faculty.

HONOR ROLL

Official, printable Honor Roll letters will be sent via email issued at the end of each academic semester for students who earn a semester average of 90% or higher with no single grade lower than an 85%.

GRADE LEVEL PLACEMENT

Students who transfer to EAB during the school year will be placed in classes that most closely match their courses in their previous school. On a case-by-case basis, transfer grades from a student's previous school may be calculated into the student's semester grade at EAB.

STUDENT PLACEMENT

Student placement in English, Math, Science, and Social Studies classes is based on present classroom work, past performance, MAP test scores and EAB placement tests. Instructor approval may be required to enroll in certain classes.

SCHEDULE CHANGES

After the first two weeks of the semester, requests for a schedule change should be made only in one of the following circumstances:

- The change is necessary to meet graduation requirements;
- A prerequisite for the course in question is missing;
- There is a medical reason for a class change;
- A teacher recommends the change with three points of data supporting the move (e.g. MAP testing, previous assessments, placement test etc.);
- A change is made in order to balance class sizes;
- Except in extreme circumstances as determined by the Upper School Principal, students will not be allowed to drop a course after the end of the second week of the semester.
- Second semester course change requests will only be considered for semester long courses.

LETTER OF RECOMMENDATION GUIDELINES

Confidential letters of recommendation requested by schools, colleges, universities or any other institution will be sent directly to the requesting institution. To ensure confidentiality and security, letters of recommendation will not be given to parents and students and will always be sent directly to the institution asking for the recommendation by the EAB Student Services Department.

PROMOTION AND RETENTION

Promotion in an individual course is based on the successful completion of all requirements with a grade of at least 60%. Students with a final grade below 60% will not receive credit for the course. In most cases this will mean the student repeats the course the following year. (See recuperação policies for exceptions regarding the Brazilian Diploma). Promotion to the next grade level is based on a number of factors, including the number of classes failed in a single year and whether the student is on pace to graduate with his or her class. Should a student fail two or more classes in a school year and is not on pace to graduate with his or her class, he/she

may be required to repeat the grade level. The student may not repeat successive grade levels and will not be re-enrolled at EAB after the second failing year.

END-OF-SEMESTER EARLY DEPARTURE POLICY

The school has set a policy that, except in extreme circumstances as determined and approved by the Upper School administration, there will be no EARLY FINAL EXAMS. In the unusual case that parents need to consider early departure for a student, the parents must submit a written request to the Upper School Principal and schedule a meeting to discuss the rationale at least two weeks prior to the date of early departure. If the EAB Administration approves the request for early departure, the student will be allowed to complete a different end-of-semester exam, equal in difficulty, on a date specified by the school prior to the student’s departure.

The Pillars: Arts, Activities, Service, Leadership

*“If you leave school at 3:10, you are simply not getting the most out of the EAB Education.”
Former Head of School Craig Johnson*

Activities:

The purpose of activities at EAB is to open various avenues for teachers and students to work together to fulfill the school's Vision to "Positively impact the world through excellence in academics. Activities, the arts, leadership and service." Generally activities run from 3:15-4:00 or during lunch depending on the needs and constraints of the participants.

INITIAL ACTIVITIES FOR 2016-2017

Model United Nations MS Model United Nations MS Math Club HS STEM Club MathCounts Global Issues Network Coding Club EAB Economics Club Jazz Band	MS Book Club HS Quantum Physics HS Choir Upper School Beginning Guitar MS Cooking Club MS Ambassadors HS Ambassadors EAB Bullseye Student Newspaper Upper School Cross Country
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Athletics:

EAB ATHLETIC MISSION STATEMENT

The EAB Athletic Department is committed to excellence in academics and athletics. We are dedicated to providing students with the opportunity to participate in interscholastic competitions, learn the values of teamwork, discipline, commitment and sportsmanship and pursue victory with honor.

GOALS FOR EAB ATHLETICS

- Increase student morale and motivation for achievement and skill development in the academic, physical, and social realms;
- Increase student experience in meeting challenges and coping with successes and failures;
- Provide opportunities for students to experience social phenomenon such as public performance, cooperation, competition, teamwork, and interaction with other students and athletes;

- Elevate the standards of good sportsmanship and encourage the growth of good character;
- Enhance the development of positive self-image in each student;
- Enhance student pride and identification with friends, school, and the community at large;
- Enhance and expand the learning in the classroom;
- Provide a reflection and feedback component in order to maximize learning and growth;
- Have fun.

ATHLETIC COMPETITIONS

EAB competes each semester in a tournament involving other American and International Schools in Brazil. Students travel to an athletic camp outside of São Paulo to compete in basketball, soccer, and cheerleading in the first semester and volleyball, indoor soccer (futsal), softball and cheerleading in the second. EAB also competes with local teams in athletic competitions that are held at EAB and neighboring schools. Please visit the [Athletics link](#) on the school website for more information.

Leadership:

A central goal for the faculty and administration is for EAB to be a world leader in the empowerment of students to make positive change on our campus, in the larger community of Brasília and around the world. The young men and women of the Upper School are therefore encouraged to lead on a daily basis and in all they do. Whether it be in the classroom, on the athletics fields, while participating in activities or the arts, or while simply walking down the hall, EAB students are empowered and expected to demonstrate the capacity to lead others towards fulfilling our Mission of being “inquisitive in life, principled in character, and bold in vision.”

HIGH SCHOOL STUDENT COUNCIL

STUCO members are elected by students of the High School at the American School of Brasília to represent the voice of the student body in the High School. This organization also seeks to promote the good of all members of the school community and to cultivate and expand the positive culture of the school. These objectives are achieved by providing an organized and democratic government in which students can address school-related issues affecting the community, encouraging a proper atmosphere for high levels of academic achievement and high standards of personal conduct among students, maintaining constant communication with all members of the school community, fostering and maintaining better relationships within and outside the school community, offering a year-long program of events and activities to unify the school’s community, and promoting by example good citizenship. STUCO consists of two main bodies, the Executive Council and Class Leadership.

***“Learners inspiring learners to be inquisitive in life,
principled in character, and bold in vision”***

HIGH SCHOOL EXECUTIVE COUNCIL:

The EC is composed of the President, Vice-President, Secretary, and Treasurer. For the 2016-2017 the following students have been elected to serve on the Executive Council:

President:

Gabriela Rodrigues (Grade 11)

Vice President:

Emily Kerr (Grade 12)

Secretary:

Arjun Deswal (Grade 10)

Treasurer:

Victor Lacerda (Grade 12)

MIDDLE SCHOOL STUDENT COUNCIL:

STUCO members are elected by students of the Middle School at the American School of Brasília to represent the voice of the student body in the Middle School. This organization also seeks to promote the good of all members of the school community and to cultivate and expand the positive culture of the school. These objectives are achieved by providing an organized and democratic government in which students can address school-related issues affecting the community, encouraging a proper atmosphere for high levels of academic achievement and high standards of personal conduct among students, maintaining constant communication with all members of the school community, fostering and maintaining better relationships within and outside the school community, offering a year-long program of events and activities to unify the school's community, and promoting by example good citizenship. STUCO consists of two main bodies, the Executive Council and Class Leadership.

MIDDLE SCHOOL EXECUTIVE COUNCIL:

The EC is composed of the President, Vice-President, Secretary, and Treasurer. The 2016-2017 Executive Council elections will happen in the first weeks of the school year.

CLASS LEADERS

A President and Vice President are elected on an annual basis to organize class events, build class spirit and represent class interests in the Student Council.

PRINCIPAL'S ADVISORY COUNCIL

The purpose of the Principal's Advisory Council is to give voice to the student community and to harness student creativity and energy. By doing so, PAC designs and implements individual and group projects to further realize the Mission and Vision of the American School of Brasília in the Upper School.

PAC members are selected through an application process at the end of each school year. Though numbers and grade levels may vary, in general two representatives from each High School grade level comprise the eight-member Council.

STUDENT ATHLETE LEADERSHIP TEAM:

EAB Athletics has created SALT - STUDENT ATHLETE LEADERSHIP TEAM - to empower student-leaders to help the EAB Athletic Directors improve the EAB Athletics Program and lead the Middle School Intramural Program alongside the Activities Director and US Principals.

The Arts:

As one of the Pillars of EAB, the Upper School Arts Program helps fulfill the Mission and Vision of the school by developing the artistic ability that exists in every child through theory, application, practice, and performance in the visual, digital, musical and dramatic arts. To graduate from EAB every student is required to earn at least one credit through the successful completion of classes in one of these four areas.

Visual Arts: The Visual Arts are represented through exploratory classes in the Middle School and evolve into more specific courses in the High School as students learn to focus on particular techniques in classes such as Art Themes, Independent Studio Art, and International Baccalaureate Art at both the higher and standard levels.

Digital Arts: Students in the Upper School have the opportunity to explore the digital arts through introductory and advanced classes in both Digital Photo and Digital Video. Interested and committed students may also choose to become part of the team that envisions and creates the annual EAB yearbook. In the 2016-2017 school year International Baccalaureate Higher Level Film was added to the Digital Arts program.

Musical Arts: Learning to play a musical instrument is not only personally satisfying, but studies have shown it to be beneficial in development of the brain, promotes fine muscle coordination, encourages discipline, releases stress and instills in students a sense of confidence and pride. All students in Grade 6 are exposed to one quarter of introductory band during which time they learn the basics of playing flute, clarinet, trumpet and trombone. In grades 7-12 band is an elective class both for Middle School Band and High School Concert Band. Jazz band is an option available after school for students who wish to have more experience playing in performance classes. All band students perform in various venues including end of year concerts and various special events both on campus and in the larger Brasília community. Students who complete at least three full years will be prepared to continue to play in university or community ensembles.

Theatre: Upper School students can experience great adventures in drama classes and productions. Students in grades 6-12 are given opportunities to perform in large-scale extracurricular productions, and to experiment and try many varieties of class performance projects. Theatre at EAB gives students a chance to explore all areas: acting, singing, dancing, directing, designing, and technical theatre. Being involved in theatre builds confidence and helps to overcome stage fright. Whether in class or in a big production, the magic of performing in front of an audience is a wonderful experience.

Service:

A core component of EAB's Mission is that students become "principled in character and bold in vision" and the Service Program in the Upper School is central to the completion of that lofty goal. Throughout both the Middle and High Schools students are given myriad opportunities to serve the EAB and larger communities in and around Brasília. It is a core belief of the school community that through hard work, vision and dedication, students can positively affect their environments and through their efforts make the world a more kind, gentle place.

PROJECTED SERVICE ACTIVITIES FOR 2016-2017

EAB Goes Green
Bulls Community Service
National Honor Society
National Junior Honor Society
eNABLE
Operation Smile

NATIONAL HONOR SOCIETY/NATIONAL JUNIOR HONOR SOCIETY: EAB hosts the Candangos Chapter of the US-based National Honor Society and the Candanguinhos Chapter of the National Junior Honor Society. The NHS/NJHS is a service organization, which recognizes students who excel, not only in scholarship, but also in character, leadership and service to establish service projects that support the needs of the greater community. Members are selected by a five-member Faculty Council. The Faculty Council considers both the students submitted materials and the 'faculty evaluations and recommendations. Membership is a privilege and not a right. All members must maintain the standards of selection to remain in NJHS and NHS. Please visit the NHS/NJHS link on the EAB website for more information.

Minimum requirements for NHS include all of the following:

- Grade 10-12 standing;
- EAB student for at least two quarters in grades 10-12;
- A 90% cumulative academic grade point average from EAB;
- Demonstrated excellence in leadership, character and service;
- Students must carry a minimum of five academic subjects to remain in the Society.

Minimum requirements for NJHS include all of the following:

- Grade 7-9 standing;
- EAB student for at least two quarters in grades 7-9;
- A 90% cumulative grade point average from EAB.

ELIGIBILITY FOR NON-ACADEMIC PILLARS

Participation in an extracurricular activity at the American School of Brasilia (EAB) is both a privilege and a responsibility. As members of EAB's extracurricular program, students are expected to make a personal commitment to represent the school in an exemplary fashion and to follow the rules of preparation and conduct necessary to maintain strong, healthy minds and bodies. Because students in extracurricular activities are highly visible ambassadors for our school, they will be held to the highest standards for behavior and responsibility both inside and outside of the classroom.

Though the EAB Education focuses on the whole child based around the the EAB Vision, academic endeavors takes precedence over extracurricular activities. A student must be in good academic and attendance standing to represent EAB in any extracurricular program. This includes athletics, drama, academic competitions, student government, music trips, etc.

Students are to be in school for the full day (8:00-3:10) and attend all academic classes (including arts, physical education, etc.) in order to participate in after school activities. In recognition of unforeseen circumstances there is a 15-minute window (8:00-8:15) for students to arrive at school and still remain eligible for that day. If a student arrives on campus later than 8:15 he or she is ineligible for that day. Exceptions may be made if a student clearly communicates the need to miss school in advance and produces a valid reason for the absence. In rare cases students may need to produce official documentation to explain the absence.

Overall attendance is included in the assessment of a student's eligibility. Students who are consistently absent or are absent for non-health related issues (family trips, non-school related trips) before a tournament or extracurricular trip may be deemed ineligible at any moment by the Upper School Eligibility Team.

Eligibility at EAB is an ongoing process and does not end from one semester to the next. Students who have academic, attendance or behavioral problems in the first semester

may begin the second semester on an eligibility plan that may include Mandatory FLEX Study Hall or other measures deemed necessary by the Eligibility Team to ensure optimal academic performance.

ELIGIBILITY TEAM

An Eligibility Committee led by the Upper School Assistant Principal will monitor the academic performance, attendance and behavior of students involved in extracurricular activities. This committee will work with teachers, parents, students, counselors and the Upper School administration to ensure all participants in extracurricular activities represent the values of EAB as determined by our Mission, Beliefs, Learner Profile and Upper School Honor Code and meet the expectations of the school as outlined in the Upper School Student Handbook.*

ELIGIBILITY SUPPORT PROGRAM

Based on the recommendation of the Eligibility Team, students not meeting the academic expectations of EAB may remain eligible on a probationary basis. During the probationary period the student must show tangible evidence of a commitment to improvement and a determination to perform to his or her best ability inside the classroom. Tangible evidence may include attendance at Mandatory Study Hall each day, a documented record of meeting with teachers to receive support, or attendance at HS STEM Club, MS Math Club or other student-led tutoring sessions.

TEACHER SIGNATURES

All students planning to miss class time to attend a school trip must have all teachers sign an Upper School Absence Form. The signatures of the teachers show that the student is in good standing in all academic areas represent the final approval of a student's participation on a trip.

*EAB will not be responsible for plane tickets, hotel bookings, sporting clothes or any other costs or penalties for a trip that has been cancelled for a student due to his/her behavior, grades or attendance.

Our Code

During the 2014-2015 school year members of the Principal's Advisory Council led teams of students to create the Upper School Honor Code. Through a yearlong process, the Honor Code was written, revised, presented to the EAB Leadership Team and Head of School, revised again, approved by the LT and presented to the students of the Upper School. The Honor Code is a major achievement and it speaks not only to what all members of the EAB Community strive for as individuals, but also to the talent and persistence of student leaders at EAB.

UPPER SCHOOL HONOR CODE

We, as students of the American School of Brasilia, give our pledge to live by the guiding principles of responsibility and respect in all that we say and do. We understand that these values carry far beyond the classroom environment, affecting not only our peers and the activities we participate in, but who we are and who we will become. We commit to treat all people with compassion, be engaged and collaborative in all aspects of our education, and in all cases act with honor and integrity. We will uphold these values as the core of our identity, hence becoming principled individuals and contributing citizens to society.

UPPER SCHOOL DISCIPLINE PHILOSOPHY

Within a safe, nurturing environment students in the Upper School at EAB are expected to strive to uphold the values of the Upper School Honor Code and the EAB Learner Profile. We realize the embodiment of these values is a continuous, developmental process and believe errors in judgment provide opportunities for the reflection and learning necessary to help students become principled, self-regulating members of our community. All disciplinary policies are derived from these beliefs.

STUDENT RIGHTS

- All members of the EAB Community must be spoken to in a respectful manner at all times;
- Students have the right to a safe environment for learning in all school activities;
- Students have the right to a thoughtful, consistent process of consequences administered for inappropriate behavior;
- Students have the right to a level of confidentiality concerning inappropriate behavior;
- Students have the right to the right to appeal any consequences for inappropriate behavior by using the appropriate process.

APPEAL PROCESS:

A student may appeal a decision or consequence by writing a formal letter of appeal to the Upper School Principal. The letter must include a statement on the learning that has occurred through the disciplinary process, why a change in the original disciplinary decision is warranted, and strategies the student will use to ensure improper behavior will not occur in the future. Once received, the Principal, Assistant Principal, Division Counselor, and an ad hoc committee of teachers will review the case and come to consensus on the validity of the original decision. If consensus is not reached, the final decision lies with the Upper School Principal.

STUDENT BEHAVIOR:

All Upper School students are expected to conduct themselves at all times in a manner that honors the Upper School Honor Code and EAB Learner Profile. Failure to do so will result in appropriate consequences generally defined by this document and implemented by the Upper School Administration.

There are four possible levels of consequences for violations of the Upper School Honor Code or EAB Learner Profile:

Refocus Form (Middle School only):

- The Refocus Form is used as a part of a progressive discipline policy. It allows students to reflect on their behaviors that distract from the classroom learning environment and encourages a conversation between student and teacher about the behavior before parents or administration are involved.
- The Refocus Form is used after verbal and non-verbal warnings are issued by the classroom teacher. It serves as a step between more serious consequences in the discipline process. The Refocus Form allows Middle School teachers to track behaviors across the classrooms and identify patterns of behavior.
- Students who are consistently asked to "refocus" will be referred to the Upper School Administration for further behavior support.

Behavior Agreement:

- A student may be asked to sign a new Behavior Agreement with the Upper School Leadership when he or she commits an infraction and his or her behavior warrants change. The student is given a window of time in which to follow all school rules and

become responsible for his or her behavior. This agreement is an internal document that will be placed in the student's file until the day he or she graduates or leaves our community. The Behavior Agreement will not be sent to colleges or any other outside institution.

- Examples of behavior that may warrant a Behavior Agreement include, but are not limited, skipping class, disrupting the learning environment, leaving campus without permission, academic dishonesty, consistent tardiness or absence from class, inappropriate behavior during assemblies etc.
- Consequences that may accompany a Behavior Agreement include, but are not limited to, parent conferences, removal from extracurricular activities and athletics, letters of reflection and/or apology etc.

Probation:

- A student may be placed on probation for grave or consistent violations of the Upper School Honor Code or EAB Learner Profile or for endangering the health or general well-being of members of the EAB Community;
- Examples of behavior that may warrant a student being placed on probation include, but are not limited to, fighting, consistent or gross insubordination, the accumulation of multiple Behavior Agreements, the use of alcohol or tobacco on campus, bullying, blatant disrespect for others, theft, vandalism, linking the name of The American School of Brasília to illicit or illegal events, etc;
- Consequences that may accompany Probation include, but are not limited to, permanent removal from extracurricular activities, limitations to times allowed on campus, structured meetings with the Upper School Administration, suspension etc. Probation will be noted in the student's permanent school file and may be included in the school's recommendation to universities or other outside institutions requiring a statement on student behavior while at EAB.

Expulsion:

- A student may be expelled from EAB for grave violations of the security and well-being of our community or consistent grave violations of the Upper School Honor Code and EAB Learner Profile.
- Examples of behavior that may warrant immediate expulsion include, but are not limited to, possession, use or selling of narcotics on or around campus, possession of weapons, consistent violation of another's person or property, selling or buying tickets to illicit or illegal events on campus, multiple times on probation, extreme vandalism, theft etc.

ATTENDANCE

The interactions between students and their teachers in a dynamic learning environment provide the foundation of an EAB Education. These interactions are our most important resource for learning and we believe they are essential and irreplaceable. The purpose of monitoring attendance is to both ensure student safety while on EAB's campus and to empower every student to maximize his or her participation in the EAB Learning Community.

While we believe there are unavoidable natural consequences for missing school, we realize at times students may miss class. In the interest of student progress, and to maintain the integrity of our learning community, the school will work with parents and students to provide support before, during and upon their return to the school after an absence.

Parent Responsibility:

- Empower their children to take full advantage of the EAB Education by ensuring and promoting an optimal attendance record;
- Contact the school by e-mail or phone to report a student's absence;

- Work cooperatively with the school to address any issues concerning attendance.

Student Responsibility:

- It is expected to the highest degree possible that students continue their learning while absent via preparation before the absence, contact with teachers during the absence, and timely completion of all work missed while absent;
- Though time to make up tests and assignments will vary with each situation, students returning after absences will be given sufficient time to complete missed assignments and tests. However, the maximum amount of time given to complete missed work will be equal to the number of days of school missed;
- If the student was present in class when a summative assessment was announced and was absent on the day that the assessment was due or given, the student must complete or hand in the assessment immediately upon returning to school;
- If a student leaves school before or arrives to school after a summative assessment is given or due, he or she must complete the assessment that day before leaving or after arriving. For example, if a student has a test during the first block and only arrives to school at the beginning of the second block, the student must take the assessment that day. Similarly if a student plans to leave school before the end of the day and has a test scheduled last block, the student must arrange to take the test before leaving campus. If the assessment is not completed the student will immediately be placed on Pillar Probation and be ineligible for extracurricular activities until the assessment is complete.

Teacher Responsibility:

- Teachers are expected to take accurate and timely attendance;
- Teachers are responsible for responding to student requests for information regarding missed work, topics covered, or other relevant information before the absence and during school hours while the student is absent. There is no expectation that teachers check email or any electronic communication during non-school hours.

Tardy Policy

Arriving to class in a timely manner demonstrates respect for the EAB Learning Community and therefore all students are expected to be in class and prepared to learn when class begins. In the Upper School at EAB tardiness is a discipline issue and consequences for chronic tardiness will follow the normal disciplinary progression (removal from extracurricular activities, Behavior Agreement etc.). The basic guidelines for tardiness to class are as follows:

- All students are expected to be in their first period class at 8:00 a.m. (9:00 a.m. on late start Wednesdays)
- In the case that a student is late due to being released late from a previous class, the teacher of that class is responsible for communicating with the teacher of the next class. For example, if the teacher holds students for three minutes after the end of class then it is that teacher's responsibility to inform the next period teachers that the tardiness of the students was caused by the teacher;
- Students who are more than twenty minutes late for any class will be documented as absent unless excused by the Upper School Principal;
- Chronic tardiness will affect eligibility and students will for a time lose the right to participate in extracurricular activities after the accumulation of more than four tardies. On the fifth tardy a student will miss one practice/rehearsal/event and will miss another for each subsequent tardy up to ten. A student tardy more than ten times will miss two practices for each subsequent tardy.

Closed Campus:

For security reasons EAB is a closed campus and students may not leave school grounds during the day and return to campus. Exceptions will be made only in the case a student is picked up and returned to campus by his or her parent.

ACADEMIC INTEGRITY GUIDELINES

Mutual trust and intellectual honesty are essential in an educational environment. This spirit embodies the Upper School Honor Code and EAB Learner Profile shared by all members of the Upper School community.

EAB's Fundamental Beliefs on Academic Integrity:

1. EAB students are ENGAGED, PRINCIPLED, COLLABORATIVE and CONTRIBUTING, in accordance with EAB's Learner Profile.
2. Every student has the right to an academic environment that is free from the injustices caused by academic dishonesty.
3. All members of the EAB community will be involved in supporting and modeling EAB's Academic Integrity Policy and adhering to the spirit of the Upper School Honor Code.
4. The embodiment of the EAB Learner Profile values a continuous, developmental process and believes errors in judgment provide opportunities for the reflection and learning necessary to help students become principled, self-regulating members of our community.
5. All EAB students are expected to be scrupulously honest in the way in which they carry out and present their work. This means that all parts of all work submitted for assessment, whether formative or summative, internal or external, must either be original to the student, or must be properly cited to its' source.
6. All disciplinary policies are derived from these beliefs.

VIOLATIONS OF HONOR CODE AND ACADEMIC INTEGRITY GUIDELINES:

Teachers will inform the Upper School Administration immediately if a case of academic dishonesty occurs. Academic dishonesty will be treated as a discipline issue and consequences will follow the stages of behavioral consequences listed above.

SCHOOL UNIFORM

History: During the first semester of the 2013-2014 school year teams of teachers and students analyzed the dress code policy at EAB with the goal of determining a purpose for the dress code and creating a set of guidelines around that purpose. From that process two central points emerged:

- The goal of the dress code must be to foster school pride and a sense of community;
- The colors of the dress code should be red, black and white.

Early in the second semester a member of the Class of 2014, Frida Ticehurst, was chosen to design a school uniform that would meet the guidelines set out by the two committees. In March 2014, Frida presented her work to the school Leadership Team and the team unanimously decided to move away from a mere dress code and adopt her design as the model for the **Official EAB School Uniform**.

Phase III (January 2015-August 2017): Brazilian law mandates that the phasing out period of the new uniform last for two years, and therefore the new uniform policy will not be fully implemented until August, 2017.

Ongoing Evolution: New pieces will be added to the uniform as needs are assessed on an ongoing basis.

Standards for the Old Dress Code (In effect until June 2017):

Tops

- A **white, navy blue, black or red** polo shirt with a collar or a crew neck T-shirt that **MUST** have the school logo (Candangos) stitched in the shirt. V-neck (plunging necklines), see-through and sleeveless shirts are strictly prohibited.
- Undershirts must be only plain white, navy blue, black or red.
- A **plain** white, navy blue, black or red sweater or sweatshirt without any writing or symbols on it may be used on days when the student is cold inside the classroom. *Sweaters of other colors other than blue, white, red or black, scarves, hats, and jackets are not permitted on the campus.*

Bottoms

- **Tan khaki, black or navy blue** shorts, long pants for both boys and girls. Girls also may use navy blue or black leg tights or skorts. Appropriate length of shorts/skorts is to the tip of the thumb with arms straight at sides. The appropriate length for skirts is to the tips of the finger with arms straight at sides.
- Except on Jeans Day, jeans or other color or style bottoms will be permitted.

Footwear

- Shoes must have a closed toe and heel. No sandals of any kind are permitted.

Consequences

- Teachers are expected to report any inappropriately dressed students to the Upper School Office via email;
- The student can call his or her parents to have them bring appropriate clothing to school and wait in the Upper School Office until the clothes arrive;
- The student can choose to miss the remainder of classes for the day and remain in the Upper School Office;
- Choose to buy an EAB Uniform t-shirt for (R\$25.00) in the case of an inappropriate top or EAB Athletic Pants (R\$50.00) in the case of inappropriate bottoms. The cost of the clothing will be charged to the monthly bill of the student's parents.

TECHNOLOGY ACCEPTABLE USE POLICY (Updated on December 16, 2015)

The goal of the Acceptable Use Policy (AUP) at the American School of Brasilia (EAB) is to encourage the appropriate utilization of technology for educational purposes while outlining prohibited activities and consequences. Every student is expected to follow all guidelines stated below, as well as those outlined in the student handbook, and to demonstrate good citizenship and ethical behavior at all times.

In accepting this agreement, students acknowledge the following rules and conditions:

Reasonable Use of Technology at EAB:

I understand that:

- Whether I am using a resource provided by EAB or my own personal technology at EAB, I must follow the guidelines set out by this AUP and will use them productively and responsibly for school-related purposes.
- I will not allow others to use my accounts or passwords, or try to use those of others.
- I am responsible for keeping my personal login information safe and should report any suspected violation of my account as soon as possible.
- I will be polite and use appropriate language in my email messages, online postings, and digital communications with others.

- I am an ambassador for EAB in all my online activities. I will treat others with respect at all times and what I post or publish should never reflect negatively on my fellow students, teachers, or the school.
- I will not send or post hate or harassing mail, make discriminatory or derogatory remarks about others, engage in cyberbullying, or other antisocial behaviors either at school or at home.
- I will not use any technology resource in such a way that would disrupt the activities of other users.
- I will respect the intellectual property of other users and information providers. I will obey copyright guidelines. I will not plagiarize or use other's work without proper citation and permission.
- I will follow all guidelines set forth by EAB and/or my teachers when publishing schoolwork online (e.g. to a website, blog, wiki, discussion board, podcasting or video server).
- Filtering software and/or equivalent systems will be used in order to minimize the risk of exposure to inappropriate material.
- All online activity, including distributing or receiving information, school-related or personal, may be monitored for unusual activity, security and/or network management reasons.
- I will not attempt to bypass security settings or Internet filters, or interfere with the operation of the network by installing illegal software, shareware, or freeware.
- I will not intentionally visit sites or send or receive any material that is illegal, obscene, defamatory or that is intended to annoy or intimidate another person.
- I am responsible for reporting any accidental access to inappropriate materials to a faculty member or administrator.

For my personal devices, I understand that:

- Use of these devices inside the classrooms, labs and iCommons is subject to the approval of the teacher, assistant or administrator supervising the area.
- EAB administrators will deem what conduct is inappropriate use, if such conduct is not specified in this agreement.
- I am responsible for the safekeeping and storage of all my personal devices on campus. I will bring a lock for my locker and come to school everyday with the device fully charged.
- If my device is broken or stolen, I will report it immediately to the school and bring a note from my parents stating the time until a repair or replacement will be made. The school has a very limited supply of laptops to loan out for the school day in these cases. Safekeeping of a laptop loaned out by EAB is the responsibility of the student. The laptop must be returned by 3:20pm the same day and may not be taken home.
- For school-related activities, I should only download approved software and keep my parents informed of what changes I make to the device.
- Virus and malware protection software should be used and updated on a regular basis.

Consequences for violation of this agreement: I understand and will abide by the above Acceptable Use Policy. Should I commit a violation, I understand that consequences of my actions may result in disciplinary action, including a Behavior Agreement, withdrawal of access privileges, Probation and, in extreme cases, suspension or expulsion. The school also reserves the right to report any illegal activities to the appropriate authorities.

Student Name: _____ Grade: _____

Student's Signature: _____ Date: ____ / ____ / ____

Parent/Guardian

As the parent or legal guardian of the above student, I have read the Acceptable Use Policy and grant permission for my son or daughter or the child in my care to access the Internet and other approved technology resources at EAB. I understand that Internet access at EAB is intended for educational purposes and that children's computer activities at home should also be supervised as they can affect the academic environment at school. I also understand that every reasonable precaution has been taken by the school to provide for online safety but the school cannot be held responsible if pupils access unsuitable websites or content.

Parent/Guardian Name: _____

Signature: _____ Date: ____ / ____ / ____

Our General Information

FUNDRAISING AT EAB

Fundraising at EAB has two main purposes: support grade level initiatives such as the EAB Prom and as a community service endeavor to help those in need. There are many ways to raise money at EAB and students are encouraged to present fundraising initiatives to the Upper School Principal for approval. No money raised outside of EAB will be used for EAB events or EAB community service initiatives and all funds earned must be submitted directly to the business office. Money raised at EAB cannot be used for non-EAB events.

HEALTH SERVICES

The EAB nurse responds to emergency medical situations but does not replace the family doctor for routine health issues. Parents should inform the nurse of any special medical needs for their child as soon as possible. Medication can only be administered at the written request of the student's parents and physician. All medicine must be given to the nurse who will monitor the dosage and frequency of medication. Medicine may not be kept in individual student lockers. The nurse will not give students any medication, including aspirin, without the written authorization as described above. For more information regarding health related issues, please refer to the publication entitled "EAB Health Policy."

LOCKS AND LOCKERS

Each student will be assigned a locker. It is the individual student's responsibility to provide a lock to keep his/her possessions safe. Students must store all of their books, supplies and personal belongings in the lockers. Bags, books, backpacks, etc., found on the floor will be placed in the lost and found or in the principal's office. Students are not to write on or place stickers or signs or in any way deface their locker. Students will be responsible for any damage to their locker. Additionally, students are encouraged to keep their lockers locked and are discouraged from keeping valuables in their lockers. The school is not responsible for lost items. The school administration reserves the right to inspect lockers at anytime, should the need arise.

SCHOOL SUPPLIES

Students will be required to provide their own notebooks, paper, pens, pencils, and other supplies. Individual grade level and subject teachers will provide students with a list of required materials needed for their specific classes. The Math Department requires students to purchase a TI-84 calculator.

TEXTBOOK LOAN

Textbooks are provided to all students on a loan basis. Students are responsible for books checked out to them and must pay the replacement cost for lost or damaged books. Students will also be charged for deliberate (including writing and graffiti) or excessive damage to books. Excessive damage may be defined as that which goes beyond normal wear and tear. Students losing a textbook during the school year must pay for its replacement before being issued a second book. Should the lost book be found, the replacement cost will be reimbursed to the student.

CAMPUS GUESTS AND VISITORS

All guests and visitors are required to present photo identification to the guard at the front gate who will then issue the visitor a "Visitor Pass". The "Pass" must be worn and visible at all times while on campus. Students who wish to have guests at school **MUST RECEIVE PERMISSION ONE DAY IN ADVANCE** from each of their teachers and from the Upper School Principal. A parent note advising of the visitor is also required. The visiting student must attend all classes with his/her sponsoring student. Guests are limited to a specified amount of time. All guest passes are issued at the discretion of the school administration and may be rescinded or revoked at any time. Upon surrender of the visitor pass, the visitor's photo identification will be returned.

PARTIES AND CELEBRATIONS

For the protection of the privacy and security of our students while on campus, EAB will not grant approval of private filming of any celebrations or activities by parents or hired service on campus.

EMERGENCY EVACUATION

Emergency evacuation drills are scheduled at intervals throughout the school year. Classroom teachers will give their classes specific instructions. Each classroom has an evacuation plan posted near the exit door. Teachers should insure that all students are familiar with proper evacuation procedures.

LUNCH

Students may choose either a full hot meal served in the lower or upper cafeteria or food from the snack bar in the upper canteen. Students may purchase all items individually with Brazilian reais or may purchase a lunch card from the cashier in the upper canteen.

LOST AND FOUND

All unaccounted for articles of clothing found on the school grounds will be placed in a lost and found box located in the change rooms of the gymnasium and the Upper School Office. Other materials such as wallets, phones, glasses etc. are to be returned to the Upper School Office. All unclaimed items such as clothing, shoes, books etc will be donated to local charitable organizations at semester end.