

# **Manual de Pais e Alunos Student Parent Handbook 2021/2022**

**BE A SOURCE OF  
HOPE**

This Manual was revised on July 23, 2021 and approved by the Educational Administrative Team of School of the Nations.



## **Vision**

School of the Nations strives to be exemplary among Brazilian and international schools for its commitment to world citizenship and for helping young people develop outstanding academic, ethical and spiritual qualities and a clear understanding of their roles in building a better world.

## **Mission**

School of the Nations educates students to be world citizens based on standards of academic, bilingual and ethical excellence to develop their capacities to know, love, and serve humankind.

MAIN CAMPUS	EARLY CHILDHOOD EDUCATION
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You may access more information and publications on our website at:

[www.schoolofthenations.com.br](http://www.schoolofthenations.com.br)



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Dear Students & Parents,

We have written this Student-Parent Handbook for you to know our school policies, procedures and guidelines for student conduct. We encourage students and parents to read this handbook to ensure everyone understands how the school and its sections work and what teachers and the School Administration expect of all students.

School of the Nations and effective schools everywhere are becoming increasingly concerned that children deal with issues such as character and citizenship, rights and responsibilities, ethics and values, as an integral part of their education and development. Both parents and schools share the responsibility for affecting the ways in which students think, feel, and behave in response to situations and issues they confront. As a school, honored by the trust parents place in us, we accept the shared commitment to complement the parent's role of developing citizens characterized by high standards of ethics and character.

At School of the Nations, we believe that, in addition to the education children receive at home, it is our responsibility to provide our students with a moral compass. It is our goal to help students develop good habits of living and learning. How we help students develop these habits is reflected in the way we treat them and in the attitudes and behavior they show toward others. Learning to live together, to cooperate with and to care for one another is the final goal of our policies and guidelines.

Thank you and best wishes for a successful school year. We look forward to being a partner in your child's academic success.

Sincerely,

School Administration



# 1. Values

We seek to promote the understanding and application of the following spiritual principles:

- Oneness of God—all human beings, creatures and forces in nature were created by one God.
- Oneness of Humankind—as creations of one God, we are part of one human family.
- Oneness of Religion—religion is the foundation for social transformation. Faith in God and in the potential of each individual can become a powerful instrument to regenerate society.
- Unity in Diversity—respect and appreciation for people of different ethnicities, social backgrounds, nationalities and religions.
- Elimination of all forms of prejudice—ethnicity, gender, social, economic, etc.
- Equality of men and women—men will reach their full potential only when concrete steps are taken that guarantee the advancement of women.
- Essential nobility of the human being—every human being is of a noble nature, is born immaculate. There exists within each treasures that must be revealed through education.
- Personal investigation of the truth—each person has the responsibility to seek truth and investigate it.
- Service to humankind as the primary purpose of life—each person should seek to serve humanity according to his or her talents and abilities.

# 2. Educational Objectives

- To cultivate in students the lifelong capabilities of learning how to learn, learning how to do, learning how to be, and learning how to live in community;
- To develop students' higher-level thinking and problem solving skills applied to complex and challenging contexts;
- To promote excellence in human growth and development;
- To encourage students to act with rectitude of conduct based on ethical and moral principles;
- To encourage development of students' habits and skills that promote lifelong good health and emotional stability;
- To encourage students to relate successfully to others, to accept responsibility and challenges, and to adapt to change as they face the problems that confront them now and in the future.

### 3. Learning Culture - Dimensions of Holistic Student Development

We nurture a transformational learning culture that supports our students in becoming conscious, compassionate, and capable world citizens. In keeping with this broad goal, our school fosters four dimensions of human development.



At School of the Nations our goal is to educate world citizens, who will grow and transform into morally and intellectually coherent, loving, and socially responsible human beings.

There is a twofold purpose in our educational programs for students' development and learning. One is to develop and empower the individual. We seek to develop both academic and moral excellence in our students. Through the dimensions of learning discussed above, we cultivate potentials that are the gems of the highest value to humankind. These include character, virtues, values, knowledge, and understanding. The other focuses on the ultimate purpose of human life: love toward others and service to humankind.

*"Regard man as a mine rich in gems of inestimable value. Education can, alone, cause it to reveal its treasures, and enable mankind to benefit therefrom." Bahá'u'lláh*

The individual acts upon society, and society acts upon the individual. Our responsibility in this age of global interconnectedness is not for our own advancement alone but to contribute to bettering society. The two are intertwined.

Our educational program can be compared to the human body, made up of interactive systems, such as the respiratory, nervous, digestive, and circulatory systems. Each has a center of operations such as the lungs, heart, or brain, yet all must work in harmony for optimal health. The learning dimensions integrate into one system in which all parts interact and reinforce the positive outcomes of the others and of the whole. To achieve this, we must integrate learning and promote the holistic integration of mind, body, and heart in transforming individuals and their environment.

At School of the Nations, we believe moral development is the foundation of education and human progress. Human happiness and success are based on moral purpose and spiritual behavior. When we practice virtues such as love, justice, and honesty and apply spiritual principles, we find the inspiration, motivation, and wisdom to transform ourselves and society.

## 4. Definition of Learning

Learning is to construct new or modify existing understanding of oneself, others, or the world, and develop and apply skills and competencies as world citizens.

### 4.1 Learning Principles

We believe:

1. Learning takes place best in context.
2. Learning is facilitated through reflection and metacognition in which feedback of the right type and time frame is essential.
3. Learning is most effective when it is inquiry based to promote creative problem solving.
4. Learning experiences should address all types of learners and learning styles through differentiation.
5. Learning is a social process that involves diverse cultural backgrounds, construction of meaning, and communication through more than one language.
6. Learning is dependent on multiple opportunities to practice and apply what is learned in a positive, supportive, and risk-free environment.
7. Learning should take into account that human beings have both a spiritual and material nature with latent potentials (spiritual, cognitive, emotional, and physical).
8. Learning more than one language at a level of academic mastery fosters the intellectual, cultural, and social development of children.
9. The purpose of learning is to develop and transform individuals and society to impact our world positively.

## 5. General Overview

*“The earth is but one country and mankind its citizens.”*

*Bahá'u'lláh*

School of the Nations was founded in 1980 by two North American families of educators who envisaged building a Bahá'í-inspired school around a new model of international education. The basis of this model was the principle of “unity in diversity;” to create an environment in which students from different ethnic backgrounds, nationalities, cultures and religions could learn to live in peace and harmony, while developing their intellectual, physical and spiritual potentials to the highest degree.

In January 2019, roughly 860 students are enrolled at the School's two campuses: one especially prepared to serve students in our Early Childhood Education (ECE) Program, ages 2 to 6; and the other to serve Elementary, Middle and High School students. Our school community is made up of Brazilian families, many of whom are part of diplomatic corps, as well as international families, representing more than 29 countries. Many families are connected with various embassies, multinational companies or nongovernmental organizations such as UNICEF, the World Bank and the United Nations.

School of the Nations is located in the comfortable suburban setting of Lago Sul, offering views of the lake and the city center. The main campus is well equipped with over 60 classrooms, a cafeteria, conference room, an auditorium, a nurse station, science and computer labs, a classroom dedicated to our School Factory, multimedia and music rooms, math labs, playgrounds, 3 teachers' lounges and a Library containing approximately 30,000 volumes. School computers are networked and have broadband Internet access. Sports facilities include a covered outdoor court, a mirrored room for dance classes, a rock-climbing wall, and playing fields.

Our Early Childhood campus is located near our main campus. It is a spacious environment and has fruit trees, flowers, pets, and vegetable gardens. It is a perfect place to help children learn to love and respect nature. Early Childhood facilities consist of five buildings, two mobile buildings constructed exclusively to house two classrooms and a computer lab, an ample cafeteria and rest rooms. The campus also includes a soccer field, large recreational areas, a dance room, a Library, a music room, kitchen, and 15 classrooms.

## 6. School Philosophy

*“To educate is to teach and learn how to live.”*

Not only did the school's founders envisage a place where learning was related to subjects in a formal curriculum, but also a place where teachers and students could learn the art of living in peace together. The main spiritual principles and teachings of the Bahá'í Faith serve as a basis and major source of inspiration for the school's philosophy and curriculum, where education involves both teaching and learning how to live. According to Bahá'u'lláh (1817–1892) founder of the Bahá'í Faith, human beings are regarded as “a mine rich in gems of inestimable value” and “education can, alone, cause it to reveal its treasures, and enable mankind to benefit therefrom.”

In educating students to be citizens of the world, the school provides learning experiences that foster students' integral development. The School prepares students not only to enter universities of their choice, but also to assume active, optimistic, caring and responsible roles in society. We emphasize the practice of ethical and moral values, which are the basis for the well-being of the individual and society and advance justice, love, and service to others.

Unity in Diversity is a hallmark of our relationships within the school and teaching about the interconnectedness of human life. Students have daily opportunities to practice respect, appreciation and communication with others from diverse cultures in a natural learning environment. We believe it is vital to work to eliminate prejudice and discrimination, including those of ethnicity, nationality, religion and gender, which are the main sources of human conflict and those that hinder social progress and the establishment of peace. Our annual Festival of Nations is one example of how our community learns about and celebrates the rich diversity of the human family.

## 7. The Bahá'í Faith

*“Let your vision be world embracing...” — Bahá'u'lláh*

Throughout history, God has sent to humanity a series of divine Educators—known as Manifestations of God—whose teachings have provided the basis for the advancement of civilization. These Manifestations have included Abraham, Krishna, Zoroaster, Moses, Buddha, Jesus, and Muhammad. Bahá'u'lláh, the latest of these Messengers, explained that the religions of the world come from the same Source and are in essence successive chapters of one religion from God.

Bahá'ís believe the crucial need facing humanity is to find a unifying vision of the future of society and of the nature and purpose of life. Such a vision unfolds in the writings of Bahá'u'lláh.

### 7.1 What Bahá'ís Believe

In thousands upon thousands of locations around the world, the teachings of the Bahá'í Faith inspire individuals and communities as they work to improve their own lives and contribute to the advancement of civilization. Bahá'í beliefs address such essential themes as the oneness of God and religion, the oneness of humanity and freedom from prejudice, the inherent nobility of the human being, the progressive revelation of religious truth, the development of spiritual qualities, the integration of worship and service, the fundamental equality of the sexes, the harmony between religion and science, the centrality of justice to all human endeavors, the importance of education, and the dynamics of the relationships

that are to bind together individuals, communities, and institutions as humanity advances towards its collective maturity.

*O ye children of men! The fundamental purpose animating the Faith of God and His Religion is to safeguard the interests and promote the unity of the human race, and to foster the spirit of love and fellowship amongst men... Whatsoever is raised on this foundation, the changes and chances of the world can never impair its strength, nor will the revolution of countless centuries undermine its structure.*

— Bahá'u'lláh

## 7.2 Bahá'í Holy Days

*Please see official School Calendar for Bahá'í Holy Days.*

The Holy Days below are observed by all Bahá'ís and, therefore, work and school are suspended on these days.\*

### Holy Days

- Martyrdom of the Báb
- Birth of the Báb
- Birth of Bahá'u'lláh
- Naw-Rúz (Bahá'í New Year)
- First Day of Ridván (Declaration of Bahá'u'lláh)
- Ninth Day of Ridván
- Twelfth Day of Ridván
- Declaration of the Báb
- Ascension of Bahá'u'lláh

*For the specific dates of Bahá'í Holy Days, please access the School Calendar on the home page of our website at [www.schoolofthenations.com.br](http://www.schoolofthenations.com.br)*

*\*The above holy days do not affect the 200 school days required by Brazilian Law.*

## 8. Accreditations & Affiliations

School of the Nations is an international school accredited by:

- Cognia and the Southern Association of Colleges and Schools Council on Accreditation and School Improvement (SACS CASI).
- The Secretariat of Education of the Federal District.

School of the Nations meets all Brazilian legal requirements. Basic Education consists of a twelve-year period of study.

The School is affiliated with the Association of American/International Schools in South America (AASSA), the Association of American Schools in Brazil (AASB), the Northwest Evaluation Association (NWEA) responsible for Measures of Academic Progress (MAP) Adaptive Assessments, The College Board, responsible for the Scholastic Aptitude Test (SAT), the Preliminary Scholastic Aptitude Test (PSAT) & for Advanced Placement (AP), K<sup>12</sup> Online Education, and The Academy for International School Heads (AISH).



## 9. Admissions Policy

### 9.1 Diversity

School of the Nations strives to provide students the highest quality academic and moral education program. An essential part of our effort to prepare students to become responsible world citizens is to uphold and foster an international atmosphere within the School. The School recognizes and values the benefits of diversity in its student body. To preserve its international character and diversity, the School reserves the right to give priority to applicants who are members of a minority group and to citizens of countries not represented in our student body.

### 9.2 Admissions Committee

The Admissions Committee oversees admissions. The Committee includes but is not limited to the Executive Director, the Admissions Coordinator, Section Principals, Section Counselors and select teacher representatives.

### 9.3 Terms and Conditions

The Admissions Office processes applications only after all required forms and documentation are received.

Documentation of studies conducted outside Brazil must be duly translated to Portuguese, contain the consular seal issued by the Brazilian Consulate or embassy in the country of origin, with the exception of those countries that are part of MERCOSUR and France (Cooperation Agreement, promulgated by Decree No. 3,598, on September 12, 2000) and respect diplomatic agreements.

By signing the Application for Admission Form online, parents and guardians agree to the terms and conditions of School of the Nations' Admissions Policy.

School of the Nations admits students who qualify for its bilingual academic program according to admissions criteria. School of the Nations does not discriminate based on religion, ethnic or national origin or gender in its admission and educational policies. Admission is based on: a) availability of seats in the grade and class for which the applicant meets requirements, b) completion of application forms, c) presentation of the documented academic history of the applicant, and d) results of his or her performance on the diagnostic assessment, as required by the Admissions Committee.

Diagnostic assessments are used to determine the applicant's potential in benefiting from the educational services available and the ability of the School to meet the applicant's educational needs.

### 9.4 Admissions Criteria

Applications for Admission are considered in view of the following:

- Completion and delivery of all application documents;
- Submission of the applicant's official school transcripts and a letter of recom-

mendation or reference;

- Applicant's age;
- Results of diagnostic assessments (writing sample, MAP assessment, oral language assessment);
- English proficiency: applicants must be proficient in English by Grade 5 (according to the standard established by the School);
- Results of additional assessments: applicants are assessed to determine their readiness for School of the Nations' Program.

School of the Nations does not grant credit for graduation without a student's complete High School academic history.

Requests from the School Board to place a student in a class take precedence over all criteria below if space is limited or if a waitlist exists.

With the exception explained above, if not enough space is available in a class for all qualified applicants, the following criteria are considered:

- Whether the applicant is a returning student from a course or an international program;
- Whether the applicant is a sibling of an enrolled student;
- Whether the applicant is a child of a diplomat or an employee of an international organization (ex officio);
- Whether the applicant is a child of a former student;
- Whether the applicant's admission will enrich diversity with regard to gender, nationality, or ethnicity.

SECTION	GRADE	AGE
Early Childhood	Nursery II	2
	Nursery III	3
	Pre-K	4
	Kindergarten	5
Elementary (Beginning Years)	Grade 1 (ECE Campus)	6
	Grade 2	7
	Grade 3	8
	Grade 4	9
	Grade 5	10
Elementary (Final Years)	Grade 6	11
	Grade 7	12
	Grade 8	13
International High School Program	Grade 9	14
High School	Grade 10	15
	Grade 11	16
	Grade 12	17

## 10. Administrative-Pedagogical Staff Roles

### 10.1 The School Board

The School Board (*Conselho Deliberativo e Fiscal*) of School of the Nations is ultimately responsible for all School concerns. The School Board receives its legal powers and duties from the *Associação Cidadão do Mundo–Centro de Educação e Cultura*. It has the mission to uphold the Bahá'í-inspired principles upon which the School was founded, to determine policy, and to oversee the School's long-range strategic goals and school improvement plans.

The School Board shall concern itself primarily with broad questions of policy and with the appraisal of strategic results. It delegates executive, supervisory, and instructional authority to the Executive Director (responsible for the effective administration and supervision of the entire School) and appraises the results achieved in light of the vision, mission, and values of the School system.

### 10.2 The Executive & Administrative Team

The Executive Director is the chief executive in charge of school administration and operations. The Executive Director oversees the implementation of schoolwide strategic plans, the development of curricular programs, and major financial and administrative aspects of the School. The Executive Director is closely assisted by the Pedagogical Coordinator and a team of qualified professionals who are responsible for carrying out the overall planning, coordination, execution and evaluation of the academic and administrative activities of the School.

### 10.3 Teaching & Learning Coordinator

The Teaching & Learning Coordinator leads the revision and updating of curricular documents and how such documents are used in planning, instruction and assessment. He or she collaborates with the Educational Administrative Team to decide professional development priorities and collects and analyzes data about curricular implementation and its stages. In collaboration with the Information Coordinator, she or he analyzes student performance data to identify student learning priorities and works with teachers to improve instruction based on this data.

### 10.4 Section Principals

Section Principals are responsible for the overall educational administration of the section (Early Childhood and Grade 1, Elementary Grades 2–5, Secondary Grades 6–12). Section Principals supervise and evaluate the instructional staff and work closely with them to identify and respond to students' academic and behavioral needs. They oversee the implementation of a discipline code that is fair, promotes orderliness and student learning, and is congruent with school policies and philosophy. They promote curricular and co-curricular programs and activities that address the different needs, interests and talents of students. They ensure that parents receive accurate reports on student progress. They

monitor section facilities, offices and equipment maintenance, and the correct use and care of educational resources.

## 10.5 Assistant Principals

Assistant Principals help the Principal with the day-to-day management of the section and support teachers, systems and routines to ensure the efficient operation of the section.

## 10.6 School Counselors

School counselors offer educational counseling to individuals and groups. They help students and advocate for them and work with other professionals to promote their academic, personal, and social development. Counselors use interviews, counseling sessions, and other methods to evaluate and advise students. They interact with students individually, in small groups, or as an entire class. Often, counselors work with students who have academic and social development challenges.

School counselors observe children during classroom and play times and confer with their teachers and parents to evaluate strengths, challenges, or special needs. With teachers and administrators, they help ensure the curriculum meets both the academic and the developmental needs of students.

School counselors at all levels help students understand and deal with social, behavioral, and personal issues. Counselors emphasize preventive and developmental counseling to help provide students the life skills needed to deal with problems before they worsen and to strengthen students' personal, social, and academic growth. Counselors offer special services (according to the student's age) such as sex education, alcohol and drug prevention programs, and conflict resolution classes. They also try to identify cases of domestic abuse and other family problems that can affect a student's development.

They consult and collaborate with parents, teachers, school administrators, medical professionals, and social workers to develop and implement strategies to help students succeed.

School Counselors:

- Offer counseling and educational support services related to the age and developmental needs of students in all Sections;
- Help students, parents and teachers better deal with crises and emergencies;
- Foster social, emotional, and mental growth and development of all students;
- Help parents and teachers answer questions related to child growth and development;
- Help students develop communication and study skills;
- Help organize, record and lead Class Council Meetings;
- Offer various support services that help students increase their self-knowledge and learn effective organizational and conflict resolution skills;
- Refer students to outside specialists;
- Observe and monitor students with difficulties, communicating with specialists and adapting strategies to help students become more effective learners;

- Prepare students to transition to the next grade, working with teachers, parents, and staff;
- Conduct counseling sessions within the School in response to identified needs;
- Schedule parent meetings to gather specific information about the child's history;
- Schedule parent conferences according to the Pedagogical Team's evaluation to offer guidance to parents on how to deal with students who are experiencing academic or behavioral difficulties;
- Evaluate and communicate with teachers the limits or disabilities a student might have and propose strategies to promote the student's positive adjustment;
- Align the Moral Education Program;
- Support the School Discipline Policy.

To achieve these goals and to best meet the demands of each Section, the school employs a Counselor in Early Childhood Education, one in Elementary Education (Grades 2–5), one for Middle School (Grades 6–9) and one for High School (Grades 10–12).

## **10.7 After School Department**

The After School Department manages the After School Program (ASP). It organizes sign-ups, cancellations and changes in students' After School activities. The department also keeps the waiting list for activities that are full at any given time.

Parents are encouraged to direct any questions about the Program to the After School Coordinator by email. With the approval of the Executive Director and Administrative Manager, the After School Program Coordinator organizes new activities and expands the Program when possible. The After School Program Coordinator also manages ASP staff including monitors and trainees who work during ASP hours.

Clubs and Study Halls are not organized by the ASP. They are planned and coordinated by their respective section coordinators. Questions about clubs and Study Halls should be directed to the respective Section Principal.

## **10.8 Administrative & Finance Manager**

The Administrative & Finance Manager organizes, plans, and oversees the finance and administrative operations of the School with the Executive Director. He supervises work in finance, accounts payable, receivables and purchases; orients and supervises work carried out by personnel in human resources, information technology, purchases, supplies, events, maintenance and cleaning, the infirmary, and the cafeteria.

The Administrative & Finance Manager also monitors government economic policy and market trends to ensure security and reliability in decision making; and takes part in negotiations with national and international companies and organizations to decide on matters of interest to the School. The Administrative & Finance Manager also oversees all school-related legal issues.

## 10.9 Communications Department

The Communications Department develops internal communication materials such as invitations to events, articles, newsletters, institutional videos, banners, annual reports, etc. The Communications Department works closely with Principals, teachers and the Journalism Club with the objective of increasing student participation in producing articles and projects for School publications.

The main activities of the Communications Department include:

- Marketing consultation and planning
- Print design: development of publications
- Editorial services: writing and editing assistance and general editorial guidance for select written and electronic publications
- Web services: website planning, design and development
- Photography

All requests from teachers to the Communications Department must be approved by the Section Principal.

## 10.10 Executive Assistant

The Executive Assistant assists the Executive Director in carrying out official school business. In addition, one of the Executive Assistant's main roles is presenting the School to prospective parents and students. She is responsible for beginning and following through with the admissions process and providing guidance to prospective parents. The Executive Assistant is also responsible for exchanging official communications with parents and the wider school community.

## 10.11 Technology Department

The Information Technology (IT) Department is responsible for technology throughout all sections of the School—planning its use, and supporting teachers in using information systems, such as: PowerSchool, Schoology, NearPod, IXL, among others. The Department assists teachers in developing projects that require the use of educational technology.

The Department also supports and guides students on the use of their device to obtain a secure connection to the Internet at school and provides support and guidance as to the use of computer programs required for their schoolwork and on the use of technology in general.

The IT Department also supports the School Administration in the efficient use of resources, the use of various software packages such as TOTVS RM, document scanning and generating information for decision making and/or accompaniment, via spreadsheets, graphs, reports and/or Dashboards with academic and managerial information.

## 10.12 Learning Support

At School of the Nations, we have a Counselor in each section and a specialized Learning Support Facilitator in Early Childhood, Elementary, and Secondary. Counselors and



Learning Support staff offer a range of pedagogical support to teachers to help students with learning disabilities and specific learning needs. Our goal is to provide teachers and other members of the pedagogical staff recommendations on specific pedagogical strategies and approaches that assist in the inclusion of students who have diverse abilities and needs. The main goal of Learning Support is, therefore, to promote better accessibility to education to students with learning difficulties or disabilities.

School of the Nations does not employ psychologists, speech or language therapists, occupational or physical therapists, or dedicated special needs instructors on staff. The School does not provide programs for students with special needs because we use an inclusion model of education. To meet students' diverse needs, including those of students with disabilities, Counselors, Principals, Learning Support, and teaching staff work as an interdisciplinary team to identify learning needs to support students with accommodations they need to perform successfully. We support students experiencing low achievement and/or learning difficulties through a team approach, which involves the students themselves, their teachers, their parents, and relevant external support personnel, such as psychologists and speech and language therapists. We place a high priority on enhancing classroom-based learning and on preventing learning difficulties at all levels within the School.

We evaluate students holistically and give importance to their integral growth and development, including social and emotional well-being, considering both equally important in relation to academic achievement and progress. The team designs and applies individual educational plans, interventions and support as needed. We value and use partnerships with external special education consultants and professionals (hired by the School) to provide expert consultancy on a case-by-case basis.

Throughout the school year, the Learning Support Facilitator functions as a bridge between outside professionals, families, and the educational staff. The Learning Support Facilitator helps teachers provide the recommended classroom accommodations and adaptations of evaluation instruments to meet the specific needs of students.

The Learning Support Facilitator takes part in and guides consultations to identify students who might benefit from classroom accommodations or adaptations. The referral process begins in the classroom. First, teachers bring their concerns to the Guidance Counselor and/or Principal, who recommends strategies to help the student. If necessary, the Guidance Counselor meets with parents and requests a professional evaluation from a doctor and/or specialist and recommends specialized support from outside professionals.

Once the School receives an official diagnosis of the student, the Learning Support Facilitator, with key staff members, develops an Individual Education Plan (IEP). The IEP is created in collaboration with the Guidance Counselor, Pedagogical Coordinators, and teachers. Students who already have a diagnosis when they enroll at the School also receive the support described above. If the student has an IEP from another school, his or her IEP will be reviewed and revised according to the new educational reality, curriculum goals, and the resources available at the School. The IEP will include the accommodations and/or adaptations to be implemented in the classroom setting. The School is open to recommendations given by external professionals; however, the School has autonomy in decision-making regarding accommodations and/or adaptations that will be provided to the student according to the School's pedagogical procedures and the Brazilian Law of Inclusion of Students with Disabilities.

The Learning Support Facilitator oversees the support and interventions for the student in the classroom as required by his or her individual plan. For instance, the student might receive help in the classroom from an assistant during an essay or math assignment on a weekly basis, or the student might receive the help of a reader during evaluation activities.

The School provides some pullout services if deemed necessary during school hours, as described in the IEP.

Please also see School of the Nations' Special Education – Definitions and Policy document for a more comprehensive explanation of programs and services for children with special needs.

## **10.13 Moral Education Coordination**

The Moral Education Department was implemented to develop an educational curriculum focused on values based on community service projects. With the objective of creating in young minds the desire to know, love and serve humanity, the department accompanies teachers and students on the path of personal and collective transformation of individuals and communities who seek positive change in life. The Program begins in Early Childhood Education and continues through High School.

## **10.14 Physical Education Coordination**

The Physical Education Department offers students the opportunity to develop fully through physical exercise and sports. Students develop motor, cognitive, affective, inter-personal and social inclusion skills. Our proposal is to educate the physical with the belief that when mind and body are educated together, it helps develop a complete, well-rounded individual.

# **11. Support Services**

## **11.1 Health Services-Infirmery**

The Nurse's Office provides basic first aid to students and informs parents and guardians of any health-related issues as necessary. The Nurse's Office is open from 7:15 a.m. to 6:00 p.m. at the Early Childhood Campus and from 7:00 a.m. to 6:30 p.m. at the Main Campus. Two Nurse Technicians are on duty daily at the Main Campus, one from 7:00 a.m. to 1:00 p.m., and the other from 12:30 to 6:30 p.m. At the Early Childhood Campus, two Nurse Technicians are on duty daily, one from 7:15 a.m. to 1:15 p.m., and the other from 12:00 to 6:00 p.m. The Head Nurse is on campus from 9:00 a.m. to 3:00 p.m.

The School has an emergency health insurance plan that provides UTI Vida Móvel, an ambulance service, to all students. Every student has accident insurance for both on and off campus.

Observations:

- A child who has an accident or suffers an injury requiring assistance during school hours will receive the proper first aid and, if necessary, parent(s) or guardian(s) will be contacted immediately;

- If necessary, an ambulance will be requested and the School will notify parents immediately;
- All medication prescribed to a student must be given to the nurse's office for identification and storage and will be administered only with the original prescription, which will be photocopied and returned to the parent or guardian.
- No medication will be administered without a doctor's prescription. This includes even topical medications, such as *gelol* and *fenegran* cream.
- Medicine will be returned to the parent or guardian responsible for the student only. Exceptionally, the parent or guardian may sign a statement of responsibility or send an email request to return the medicine to the student.

Students may go to the Nurse's Office during break or lunch time. During class hours, students in 2<sup>nd</sup> through 12<sup>th</sup> grade must ask a teacher's or classroom monitor's permission to receive an infirmary pass.

Students presenting any illness or change in health such as fever, a severe cough, diarrhea, vomiting, conjunctivitis, or pediculosis (lice) are not permitted to come to school or remain on school grounds. If a student has a contagious disease, please contact the Section Principal and/or the Guidance Counselor. The Pedagogical Team will offer guidance in regards to academic activities during the period the student is absent from school.

Students may go to the nurse's office during break or lunch time. During class hours, students in Grades 6 through 12 should request permission from the teacher or Assistant Principal. Students in Grades 2 through 5 should be sent to the nurse's office with their agenda and hall pass. Students in Nursery through Grade 1 who feel sick should be accompanied by a teacher assistant to the nurse's office with their agenda.

## 11.2 Epidemic Health Situations

Parents and the school community will be notified immediately by email of any outbreak or incidence of epidemic health situations within School of the Nations' student body. The School will follow all guidelines and procedures given by local and governmental health organizations to protect the wider community from contagion and illness. The School will also follow any infection prevention policies established. We ask all members of our community to follow the necessary procedures.

## 11.3 Head Lice

Children with a lice infestation will be sent home for treatment. The School nurse must check before the student returns to the classroom to ensure that treatment/lice removal was effective.

If your child has an active case of head lice, treat him or her with a doctor-recommended treatment and follow procedures to eliminate lice and nits from bedding, clothing, and personal hygiene items. You should remove all lice and nits before your child returns to school. The nurse may deny reentry to a child whose treatment has been ineffective.

If a classroom outbreak occurs, all students in the class will be checked individually by the nurse.

## 11.4 Meal Program

The meal program is coordinated by a nutritionist who is responsible for making daily menus. The program offers morning and afternoon snacks and lunch for each section. The School offers a cafeteria and a canteen on the main campus. The canteen is open after 3:15 p.m. for students enrolled in the After School Program and School Teams.

Information about allergies or any other food ailment should be communicated to the School on the appropriate form when enrolling the student.

Parents of students enrolled in Grades 2–12 are welcome to have lunch at the school cafeteria with their child once during the school year. In this case, a courtesy lunch ticket must be requested in advance from the Finance Department. This procedure does not apply to parents whose children are enrolled in the Early Childhood Education and in grade 1 because of specific age group dynamics. Parents of children enrolled in ECE and grade 1 are welcome to visit the main building campus to try the food served at school, without the student's presence.

## 11.5 School Security

Parents and Guardians should use only the main front gate to drop off and pick up children. The back entrance is for the exclusive use of school transportation and internal services.

Under no circumstances are visitors allowed inside school grounds without a proper identification tag. Only parents and visitors with previously scheduled meetings will be allowed entry to the school while classes are in session (7:45 a.m.–3:15 p.m.).

In case of school events such as meetings, speeches or workshops, all participants must identify themselves at the gate to enter the school.

## 11.6 Evacuation Plan

In case of emergencies, the Evacuation Procedures below will be followed.

- The Administrative Manager or his or her delegate will activate the alarm system (school siren) signaling the need to evacuate.
- A continuous siren signals that everyone should evacuate to the front entrance of the main campus where the open patio is located.
- An intermittent siren signals that everyone should evacuate to the back of the main campus in the parking lot next to the High School building.
- Students and personnel at the Early Childhood campus will meet outside the main entrance door in the parking lot.
- The Emergency Team shall immediately help evacuate, give instructions, and maintain calm and orderly conduct among students and staff.
- The standard evacuation route at the main campus is Route A. Everyone in the school will go down the central corridor of the school toward the entrance courtyard.

## **Inside Classrooms**

The teacher will:

- line up the children;
- bring the class list of students;
- verify that all students exit the room calmly and quickly;
- verify that no student remains in the room;

Students, teachers and all other personnel should go to the main hallway via the designated escape route; if the escape route is blocked, take the nearest safe route.

## **Outside Classrooms but Inside the Building (including recess and lunch times)**

- Go to the evacuation site via the route that allows quickest evacuation from the building.
- Students without a teacher or assistant should join another evacuating class.
- Adults must check rooms and corridors on the way to ensure that all children have been evacuated.

## **Outside the Building**

- Go directly to the evacuation site.
- Do not reenter the building.
- Follow any instructions given by emergency team members.

## **Behavior during Evacuation**

- Follow all instructions given by Emergency Team members.
- Students must follow their teacher's instructions.
- Talking is not permitted while going to the evacuation area or while the teacher is accounting for all students. All students, staff and visitors must remain silent at these times. A signal will be given when talking is permitted.
- Classes should go to the evacuation site in single file.
- When going to the evacuation site, keep away from the buildings.
- Any visitors, children separated from their class or other individuals should be collected by an evacuating group and taken to the evacuation site.

## **At the Evacuation Site**

- When students reach the evacuation site, they must line up in order of their grade level and group, that is, 3A, 3B, 3C, 4A.
- Elementary Students will line up at the internal lot next to the administrative building following the guidelines indicated by School administrators.
- High School students will line up by grade level with their homeroom groups at the front patio located at the main entrance of the school.
- Homeroom teachers or the teacher accompanying the Middle or High School class to the evacuation site will take the class roll and account for all students in the class.

- Section Administrators should bring class lists with all students' parents' phone numbers and home addresses.
- Section Principals will check with each teacher to verify that the roll call of the class is complete.

## **11.7 School Facilities**

School staff and community members or outside organizations who wish to use school facilities after school hours for educational, cultural or athletic activities must ask permission from the School Administration in writing. The request must explain the nature of the event and any logistical requirements.

If the Executive Director or Business Office approves the use of the facilities on the date requested, the individual, group or organization must fill out a second form, available from the Business Office, requesting logistical arrangements for the event or activity. The person or group soliciting use of the facilities will be responsible for covering any additional or related costs for the use of facilities outside regular school hours, such as additional guards, kitchen services, photocopies, etc. The person(s) or organization soliciting the use of school facilities will be held responsible for any damage or loss that occurs in the area or to the facilities during such use.

Use of school facilities shall be granted within the limits prescribed in the School Facilities Use Policy available from the Business Office.

## **11.8 School Transportation**

Parents should arrange transportation for their children according to the school's scheduled arrival and departure hours. School of the Nations does not provide transportation; however, many private bus companies do.

During school enrollment, parents and guardians must fill out a form informing the School of drivers or other people who are authorized to pick up their children from school. Private drivers must identify themselves at the entrance gate before picking up any student. Nursery to Grade 3 students are to remain in the classroom until the bus drivers pick them up. Grade 4 and 5 students, except for those who have written parental authorization to leave the classroom by themselves, must follow the same procedure.

School bus and van drivers can enter the school to pick up students but must wear an identification card at all times.

We rely on families' cooperation in using only the main gate entrance during student arrival and departure hours. For safety reasons, the back gate is for the exclusive use of school bus and van services.

Should there be any change to the transportation company responsible for a student's transportation to or from school, parents or guardians must immediately communicate such change in writing to the Section Principal or the School Secretary.



## 11.9 The Library

Our Library Program supports all curricular areas and aims to help students become enthusiastic, competent, lifelong library users. The Program is literature-based and most skills are taught within the context of a subject area assignment. Activities are carried out in cooperation with teachers who reinforce specific skills in reading, writing, listening, speaking, and who teach students how to get and critically interpret information through print and electronic sources.

School of the Nations' Library offers a pleasant and adequate learning environment for students from all sections of the school and can be used to read, study (including online) and research, and may be used for programmed learning activities such as presentations by authors.

Besides projects planned with teachers such as reading and literature circles, the Library also offers activities such as art exhibitions, storytelling, puppet shows, films and cultural activities. The Library Team also helps organize the School's annual book fair.

### 11.9.1 Library Curriculum

School of the Nations' Library curriculum follows Common Core Curriculum standards and is aligned to the American Association of School Librarians Standards for the 21<sup>st</sup> Century Learner.

Library books are selected to support learning activities and research according to the demand of teaching staff. The Librarian selects books by consulting catalogs, book publisher sites, bookstores, and other libraries, and uses specialized services, such as The Title Wave <http://www.titlewave.com/>. Library users may also suggest books.

### 11.9.2 Library Organization

Books are registered according to the Dewey Decimal Classification (DDC) and cataloged using the Anglo-American Cataloging Rules 2 (AACR2) according to content, age level and (in English and Spanish) by Lexile Reader Measure <http://www.lexile.com/about-lexile/lexile-overview/>.

The School uses Follet's Destiny Library Manager <https://edn.follettdestiny.com> allowing students to search for quality Web sites by accessing the School Library catalog and their user account from any computer.

### 11.9.3 Library Resources

In addition to books and reference materials, the Library also has national and international magazine subscriptions, newspapers, and computers with broadband Internet access for research purposes, including the EBSCOHost multidisciplinary database search [ebscohost.com](http://ebscohost.com). Through EBSCO, the School also subscribes to more than 10,000 e-books, both fiction and nonfiction, which students and parents can access from any computer connected to the Internet. Please contact the Library to get the login information to access this database.

Students may use Library printers to print out schoolwork during recess and lunch breaks or after school hours but must pay for each page printed. Each page in black and white costs R\$ 0,50 to print, and each page in color, R\$ 1,00.

#### **11.9.4 Self-Selected Reading**

The Library takes great care in helping students make wise decisions in book selection. Books are organized into grade-appropriate sections and are color-coded to help guide students. Lexile levels help students choose books that are at a suitable reading level. Teachers, assistants, and librarians help guide students in their selections. At the main campus, students are taught to recommend books to one another and to search for books using the Library's catalog program, Follett Destiny.

The appropriateness of a book is not an exact science. Authors rarely sit down with a specific grade in mind when they start to write a book. What might be the favorite book of one fifth grader might not be the favorite of another. What might be a great book for an eighth grader might be too mature for another student in the same grade.

If a student wishes to check out a book that is not indicated for his or her given grade, his or her parents or guardians should contact the librarian or send written authorization in the student's agenda.

The Library staff works hard to ensure students choose books they will love and enjoy. Part of the Library curriculum and mission is to create lifelong learners who have the power and knowledge to select library materials on their own. We encourage parents to be aware of what their children are reading and to help them decide wisely which books they read.

During class periods, students can go to the Library provided they have their teacher's permission or they have requested and arranged a visiting time in advance. Students must behave and remain quiet while in the Library.

#### **11.9.5 Challenged Materials**

Members of our school community may object to a selection, despite the care taken to select materials for student and teacher use.

Any concerned parent, guardian or employee may challenge Library materials. The challenged material will not be removed from circulation while the reconsideration process occurs. Upon request only, a child may be denied access to the item in question if his or her parent or guardian objects to it.

All objections must be brought to the Head Librarian in a formal letter detailing the reasons for the objection. The complaint will be submitted to a Committee made up of the Pedagogical Director, the Section Principal, the Head Librarian, and the Counselor.

All members of the Committee will read or view the material in its entirety and will review the stated objections and provide the parent or guardian its decision about the item within ten (10) school days after receiving the formal complaint. Any decision to remove materials from circulation shall be referred to the Committee for its review and approval. The School Committee makes the final decision of whether any material is to be removed from circulation.

### **11.9.6 Library Use**

When entering the Library, students must follow these guidelines:

- Help keep the environment orderly and quiet.
- Leave all bags, backpacks, briefcases, and similar items in the bins located outside the Library.
- Keep cell phones in silent mode at all times.
- Respect the Library space, the Library team, colleagues, and Library users.
- Do not bring food or drinks or use any product that could damage tables or chairs (paint, glue, chewing gum, and candy).

To ensure quality and the maintenance of the Library collection, books must be returned directly to one of the librarians.

#### **11.9.6.1 Early Childhood Library**

The Early Childhood Library is open every day for scheduled class visits and after school until 3:30 p.m., at which time parents are welcome to visit. While supporting literature in both English and Portuguese, weekly visits are conducted in English. Students go to the Library to return books they have checked out previously and to check out new books. In addition, students listen to stories and do other activities related to stories they are reading.

At the Early Childhood campus, students may check out one book at a time. In Grades 2–12, students may check out up to three books at a time. Books may be checked out for a maximum of two weeks. Students can renew this period if no waiting list for the book exists. After this period, students should return all materials to the Library or renew the checkout period. To help students learn responsibility, a daily fine is charged for each overdue item in Grades 6–12. No fines are charged in Grades 5 and below.

#### **11.9.6.2 Main Campus Library**

The main campus Library is open from 7:45 a.m. to 4:30 p.m. Monday through Friday. Grades 2–5 have regularly scheduled visits to the Library, and teachers in all sections may schedule to bring classes for extra support and library use. Students have free access to the Library and its services during break and lunch times or after school.

The main Campus Library offers access to computers for students to conduct online research and access the Library's electronic resources through Follett Destiny. Given the select number of workstations available, students who are conducting Library research or working on projects or class-related assignments have priority. Other uses are considered secondary, including non-academic browsing and email, educational gaming (the only electronic games allowed in the Library), etc. Librarians check what students access on Library computers and may restrict secondary activities if they interfere with the computer's primary use or Library rules. Misuse of Library computers and disrespecting Library guidelines may result in suspension, restriction to or loss of access.

### 11.9.7 Care for Books and Library Fines

At the end of each quarter, all books more than 20 days overdue are considered lost. To normalize the Library account, the student or parent has the choice of replacing the book with another copy of the same book or paying for the lost book and fines directly in the Library. If books are found and returned within 60 days after being charged, the student or parent may request a refund. Refunds should be requested by email only (library@edn.org.br). Parents or guardians will receive a refund in the same form of payment originally used.

All textbooks are to be kept in good condition and handled carefully. We encourage students to use book covers on all loaned textbooks and to label them with their name and grade in case the book(s) is (are) misplaced or lost. If a student loses or damages a book, he or she will be responsible for the cost of replacing it. Enrollment documents and transcripts will not be issued until the debt has been paid.

The Library is responsible for issuing a “No Fines Due & No Books Pending” document to students who are leaving the School permanently. Parents and guardians must pay for or replace damaged or lost materials according to the Library’s internal rules and the School Contract. Under no circumstances may a student check out a class book or textbook if he or she has not returned or paid for the prior year’s books.

## 12. General School Information

### 12.1 School Start and Finish Times

Early Childhood Education & Grade 1	8:10 a.m. to 3:10 p.m.
Grades 2 through 5	8:00 a.m. to 3:00 p.m.
Grades 6 through 12	7:45 a.m. to 3:10 p.m.

### 12.2 Punctuality

Good habits are acquired from early on. It is the parents' role to be the example by making it possible for students to arrive on time at school. In this way, they contribute to raising citizens capable of respecting rules and norms and living well in society.

Classes begin punctually at the time stipulated by each section. It is important for all students to arrive on time so they can benefit from the routine and daily activities. A tolerance of five minutes for tardiness is allowed. Students who arrive more than five minutes late are allowed to enter the classroom in atypical or emergency situations if they have a written and signed excuse. In cases of frequent tardiness, written excuses for emergency and atypical situations lose their effect, and the student must wait for the beginning of the next class following the guidelines below:

- ECE and Grade 1—there is a tolerance of 5 minutes. After 8:15 a.m., a member of the School staff will escort the student from the front gate to his or her classroom.
- Grades 2–5: students must go to the Assistant Principal’s Office and wait until

the end of the first period, at 9:00 a.m.

- Grades 6–12: wait at a place appointed by the Principal until the next class begins.

*Please Note*—In case of frequent late arrivals, the Pedagogical Team will contact families. Late arrivals hinder students' academic development and progress and affect the student's right to active participation of the entire class for his or her learning.

## 12.3 Leaving School Grounds

All students should leave the school grounds through the main gates with their parents, guardians or a person who is authorized to pick them up. Students who use transportation must leave through the gate leading to van and bus parking. At the time of enrollment, the School requests the names of those who are permanently authorized to pick up the student. Any changes to this authorization must be communicated and registered with the School Office.

Students who wish to leave the School grounds accompanied by third parties must have their parent's or guardian's authorization in writing, via the student agenda or email. Authorization must be given in advance. Authorization should include the full name of the person who will take the student along with his or her ID number, which will be verified upon leaving. The School does not accept authorization for a student to leave School grounds via telephone. Only a member of the Educational Administration may authorize a student to leave School grounds, with written authorization.

Students may not leave the school and then return to the school without written permission from Section Administration.

At the Early Childhood Campus, from 2:50 to 3:10, picking up students is not allowed due to safety and security reasons.

## 12.4 Dismissal during School Hours

When a student must leave class early, his or her parent or guardian should notify the School in advance in writing and the student must receive authorization from a member of the Pedagogical Team. Please see item 12.3, Leaving School Grounds, above.

## 12.5 Students with Driver's Licenses

High school students who are 18 or older and who possess a driver's license may park their cars in the school's external parking lot. They may leave the campus before the end of the school day only with their parent's or guardian's written consent. They may not offer or give a ride to another student unless they have written permission from that student's parent or guardian.

## 12.6 Staying on Campus after Classes

The School is responsible for students during regular class hours and during activities in which they are enrolled. All students must leave the Institution by 3:30 p.m., except those who are enrolled in After School or other educational or extracurricular activities.

After 3:30 p.m., all students who are not enrolled in After School activities must remain in a designated room or area. In this case, the parent or guardian is **subject to clause 15 of the Educational Services Contract**.

#### **12.6.1 Siblings in After School Programs**

Students whose siblings are enrolled in After School programs are not allowed to remain on campus unless they are also enrolled in an After School activity.

### **12.7 School Adaptation in Early Childhood**

Children's arrival in Early Childhood is particularly important because it marks their first contact with the world of school. In addition to the novelty of being away from their families for the first time, children are faced with the unknown. They will interact with other children and other adults—not just their family—socializing and exchanging ideas, experiences, and new situations.

Challenges are inherent at this stage and are essential for the healthy development of young children. We base our practices on the knowledge of important child development theorists, such as Lev Vygotsky, who defend that challenging moments drive learning when favorable conditions exist. In adapting to school, the trust, help, and accompaniment of adults at school must exist for children to progress and succeed as they face these new challenges.

At this age, children gradually detach themselves from their egocentrism and begin a complex process of recognizing themselves and others while, at the same time, seeking conditions to develop their autonomy and independence. The first contact with new realities of other children's families during children's adaptation to school gives rise to ambivalent emotions, such as curiosity, estrangement, excitement, and fear, among others. Gradually, children become familiar with school life as they experience different moments, such as playing, eating, sleeping, and cleaning themselves, designed to help them develop their autonomy and learn to respect differences.

#### **Open House**

Early Childhood students hold an Open House event for parents to get to know their children's campus, classrooms, and teachers. Children can follow along with their parents to explore their new school and meet their teachers.

At this point, teachers explain in detail the educational expectations of the school year and what to expect as children adapt to school, such as the school routines and other details.

#### **First weeks of class**

We call the first two weeks of class "adaptation weeks," but this process can take a month or more and varies from child to child. As each child is unique, each has their own way of dealing with new situations. The first few weeks of adaptation focus on getting to know each child better and creating bonds. Activities are carefully planned to introduce the child to new school routines and provide moments of interaction among teachers and peers.

To help ensure adaptation occurs in the best way possible, parents are reminded of the following.



- Parents must leave their child with the teacher at 8:10 a.m. at the classroom door, saying goodbye confidently, assertively, and calmly.
- Parents are not allowed to remain in the classroom.
- Children can bring an object of comfort, their favorite toy, for example.
- We recommend not interrupting the child's routine during the first two weeks; for example, do not pick up your child before the departure time at 3:10 p.m.
- If the teacher identifies the need for the child to return home, she will contact the family.

### **Family-School Communication**

Dialogue between families and teachers is essential during adaptation, so parents should report all questions or concerns they have and tell the School about their child's achievements during adaptation via the agenda, School app, or email.

Valuable information to share includes:

- the child's medical history.
- routines the child follows at home such as eating, sleeping, and other routines.
- the child's interests.
- whether the child has ever attended daycare or another school.
- any changes that may affect the child's emotions during this period, such as moving, a long trip of a close family member, potty training, weaning from a pacifier, divorce, the birth of a sibling, the loss of a loved one, the loss of a pet, among others.
- whether the child has an object of comfort.

## **12.8 Presence of Parents and Guardians on Campus during School Hours**

To ensure the security of all students and to avoid interruptions during school activities, the School has adopted a closed campus policy. Parents and all persons visiting the School for any purpose are required to go to the Administration office immediately upon entering the main gate to report their presence and business. No interruption during class time is permitted except in cases of emergency. Teachers are not allowed to speak with parents once classroom activities have started.

Parents may schedule an appointment with the Section Principal or Counselor to talk to their child's teachers or members of the educational staff. Appointments may be scheduled by calling the Section Secretary (contact information is on the first page of this manual) and must be made in advance. Please remember that appointments must be scheduled for times after 3:00 p.m. because students and staff are still involved in school activities at this time.

**Please note**—At the Main Campus, parents must wait for their children in the designated areas near the main entrance since access to classrooms is not allowed until after classes end.

## 12.9 Visitor Policy

To avoid disrupting student learning and to protect the safety and welfare of students and staff, Principals must approve entrance of all visitors, including alumni and anyone who is not enrolled at School of the Nations.

Visitors who seek information about the school or a tour must receive prior authorization from the Admissions Department.

Solicitors and sales representatives must receive prior written authorization from the Business Office.

Any person who picks up a student must have prior written authorization and their identity on file with the School Records Office.

Onetime authorization must be written and approved by the Section Administration.

Once authorization is granted to enter the School, it will be sent to security personnel at the front gate. All visitors must wear a visitor's identification badge while on campus.

## 12.10 Field Trips

Throughout the school year, the School plans relevant and meaningful field trips and outings. Written parental authorization is required for students to participate in such activities. Parents or guardians can sign a permanent authorization slip at the beginning of each school year. Authorization via telephone is not accepted. Parents share the cost of transportation for field trips and any other expenses incurred.

Students should wear their complete school uniforms during all field trips.

Students who go on school-sponsored trips and extracurricular activities held outside the school that last for two or more days will receive a document containing the Code of Conduct, which all students are expected to follow. This document is a contractual agreement that must be signed by the student's parent or guardian. (Refer to AASB Code of Conduct in Annex II of this handbook).

To participate in extracurricular activities outside the school, a student must:

- Have a grade point average above 6.0 (The average of all grades in all subjects).
- Have no more than two subjects with a grade below 6.0 in a bimester (to participate in ISSL).
- Must not have either a warning or suspension for the current semester.

## 12.11 Half Day

Half Days are scheduled at regular intervals in the School Calendar. On these occasions, the Pedagogical Team organizes events, parent-teacher meetings, lectures and professional development programs. For this reason, students are dismissed at noon on these days. No After School or School Teams activities take place during half days.



## 12.12 Dry Weather Policy

The decision to cancel classes due to low humidity will be made by the Civil Defense Office and upheld by the School. In such cases, the School will attempt to notify parents and guardians.

## 12.13 Family/School Interaction

In addition to informative and pedagogical meetings, Open Houses, and parent-teacher conferences listed in the School Calendar, parents may contact the Parent Collaborator of each class, who acts as a bridge between School Administration and parents at each grade level if a concern involves the entire class. Otherwise, parents may arrange meetings regarding their child's specific academic needs with the Section Principal or Counselor.

# 13. Communication Policy

Every School community member is responsible for communicating effectively because the quality of communication can affect the health, well-being and effectiveness of all. We seek to improve student learning, uphold School values, promote harmony and enrich the spiritual development of students and the school community through effective communication.

## 13.1 Remarks on Communication

Good communication is more than exchanging information. It involves managing relations and engaging people in productive dialogue to increase understanding, solve problems, and improve the learning environment. Communication is as much about attitude and behavior as it is about message. Tacit in the idea of effective communication is active listening.

Communication includes both what someone communicates and how he or she communicates it. It is not enough simply to communicate. We need to do so in such a way that strengthens our abilities to work together in unity to advance our vision and mission of educating world citizens.

## 13.2 Expectations Regarding Relationships

Quality relations are decisive to successful learning. At School of the Nations, we expect all members of the school community to foster harmonious relations by:

- Respecting others;
- Cooperating and complying with reasonable requests from others—students, staff and other authorized people;
- Contributing to the international culture of the School through cooperative actions, understanding, tolerance and empathy;
- Communicating respectfully with students, staff and visitors, using polite language and tone;
- Keeping our School free from all forms of harassment (sexual, verbal, racial,

physical, intellectual, emotional) aggression, threatening behavior and violence;

- Helping School visitors and being polite to them;
- Obeying the policies stated in the Student-Parent Handbook.

### 13.3 Communication Channels

School of the Nations recognizes the importance of clear communication channels between and among all members of the School community. The School commits to continual improvement and to listening and responding to suggestions and recommendations from parents, students and other School community members.

- Every parent, student, employee or other member of the School community is equally important and, therefore, has the same rights to express opinions, concerns and difficulties. All interested parties have direct access to all school administrators.
- Concerns involving students, school policy or procedures and any recommendation related to school performance should be communicated first to those teachers or to the professionals responsible for the sectors directly related to such concerns. Any member of the School community can bring concerns to Principals if measures taken do not resolve a problem. If the problem persists, the matter should be brought to School administrators.

### 13.4 Suggestions for Improvement

Issues are resolved best when those closest to them have the opportunity to resolve them before involving School Administration.

Suggestions involving School operations, the Business Office, cafeteria, campus, maintenance, or cleaning should be directed to the Administrative and Finance Manager.

Concerns or observations involving instruction, discipline, learning materials or the actions of a specific employee should be addressed through the channels listed below and in the following order:

- Teacher or other staff member involved;
- Section Principal;
- School Executive Committee through the Executive Assistant.

Observations or concerns involving other school-related activities should be addressed first to the Principal. If he or she does not resolve the issue, it should be referred to the Administrative and Finance Manager or Executive Director.

Reasonable concerns about a teacher made to any member of the Administration by a parent, guardian, student, or other interested party will be called to the attention of the teacher and the teacher's immediate supervisors. On request, the teacher has the right to receive all information about the issue or concern and to respond to it formally.

Parents may also make suggestions to Parent Collaborators and share their opinions and suggestions in the annual satisfaction survey.

## 13.5 Confidentiality of Investigations and Disciplinary Action

The School Administration has the right and responsibility to keep confidential any information about problems, conflicts or disciplinary action involving students, employees or parents, to protect their rights (unless a person is at risk of harming him or herself or hurting others).

Occasionally, the conduct of School personnel or students, or incidents occurring within the School may call for investigation or disciplinary action by the Administration. This often requires the Administration to balance two important values: transparency and School personnel's and students' right to privacy; therefore, communication may be limited in content and scope, which helps avoid prejudicing the result of investigations.

With this in mind, the School Administration and its designees respond to the concerns of parents, students and the community, in reasonable detail and with due acknowledgment of the concerns raised. "Reasonable detail" refers to: (1) the general nature of allegations made; (2) actions taken to ensure the safety and well-being of students and the educational environment of the school; (3) how a given situation might be resolved or investigated; and (4) the review or amendment of School policies or procedures that have been taken or may be undertaken to minimize the risk of a repeated incident.

## 13.6 Collective Electronic Communications and Email

To improve communication, staff, parents, students and the wider community are, by means of this policy, informed of the proper use of email and collective electronic communications that involve the name of the School, its personnel or students, and how to address concerns.

School of the Nations operates a private email system and has policies and guidelines for its use by students, staff and parents. Among them are:

- The use of school email service is reserved for educational and administrative purposes.
- All messages composed, sent, or received by the school email service are and remain the property of the School.
- Messages are not private property of any student, parent or employee.
- School email service shall not be used to send offensive or disruptive messages. Such messages include, but are not limited to, comments that offensively address someone's age, sexual orientation, religious or political beliefs, national origin, or disability.
- School email service shall not be used to send or receive unauthorized copyrighted materials, trade secrets, private financial information, or similar data.
- The School will not share parents' or employees' personal email addresses with other parties without express consent.
- Community members should communicate issues, concerns, suggestions and praise to the School by private email (not collective email), by letter, or in a personal scheduled meeting. Communicating concerns or questions to third parties by group email is less effective, and it increases the possibility of

important details being exaggerated, forgotten or distorted. If unwarranted or mistaken allegations or accusations are made about employees or school sections by collective electronic communications, the sender may be infringing on another person's rights (honor, image, intimacy or private life) causing personal or professional damages or conflict among those involved. Such action may lead to legal action, which is undesirable in an educational environment.

*Please note: the same care, mentioned above, should be observed in the use of other modern communication media, such as WhatsApp, Instagram, Facebook, etc.*

- The School does not prevent parents or parent collaborators from communicating with other parents, community members or with the Institution. However, it is advisable to consider message content, confidentiality and the possibility of infringing the rights of students, faculty, the School or third parties to protect the rights of all.
- Aware that children and adolescents are still in the process of development regarding how to interact socially and that they have difficulties establishing limits for themselves and others, the responsibility for inappropriate communication between and among students, by way of media provided by their families, is the sole responsibility of the family, principally when such communication takes place outside the school environment. Communication between and among students by way of the Internet or electronic devices in the school environment must follow the norms established in item 17.4 of this document.

We reiterate that students should be educated and monitored by parents for the ethical, safe and legal use of information technology, thereby avoiding exposure to situations that are outside their understanding and for which they are not yet emotionally prepared. When and if authorized to use these medias, it is imperative that it is in accordance with the student's age and maturity, since the student will likely not understand the consequences of a given act.

## **13.7 Other Channels of Communication**

- Apps
- Parents' Bulletin Board
- School Profile
- Letters in English and Portuguese
- Phone calls and text messages
- Meetings
- Open House Meetings
- Parent Collaborator Meetings
- Parent Representative email communications
- Annual Reports
- Use of media
- Website

- Surveys
- Parent-Teacher Association (PTA)
- Student Agendas
- Special Events
- Yearbook

## 14. Academic Programs

SECTION	GRADE	AGE*
Early Childhood Education	Nursery II	2
	Nursery III	3
	Pre-K	4
	Kindergarten	5
Elementary Program	Grade 1 (ECE Campus)	6
	Grade 2	7
	Grade 3	8
	Grade 4	9
	Grade 5	10
Middle School Program	Grade 6	11
	Grade 7	12
	Grade 8	13
International High School Program	Grade 9	14
Brazilian High School Program	Grade 10	15
	Grade 11	16
	Grade 12	17

*\*\*Birthday must be on or before August 1.*

### 14.1 Bilingualism

The School offers a schoolwide academic Program that places a strong emphasis on developing bilingualism in English and Portuguese. Research shows that the benefits of bilingualism are manifold and that “bilingual children tend to display higher levels of cognitive achievement; cope with complex tasks more easily; tolerate ambiguity better; are more cognitively flexible; and can effectively communicate with more people than monolingual children” (August & Hakuta 1997).

Bilingualism is an essential tool for children living in an increasingly global and diversified world.

Spanish classes are offered to all students from Grades 6 on.

## 14.2 International Program

Since August 2001, School of the Nations has offered an International Program consisting of a four-year High School Program, which begins in ninth grade, in which the language of instruction is English.

The Program is designed for students who intend to study at English speaking colleges and universities, and includes a full university preparatory curriculum, which corresponds to the North American High School Program. This Program prepares students for rigorous college entrance exams, such as the SAT Reasoning Test, SAT Subject Tests, Advance Placement college credit, and the ACT.

The International Program offers blended learning, which combines both classroom and online instruction within a Program that is tailored to students' individual academic needs. All students receive an Individual Educational Plan (IEP) according to their academic background, goals and choice of electives from the School's program of study.

Students receive academic guidance in fulfilling school and individual curricular requirements that include completing a minimum of 24 credits over four years of High School studies. Students may choose to take an Advanced Placement course in English Literature, English, Spanish and/or Calculus if they meet course prerequisites.

Students in the International Program study with students in the Bilingual Program in those subjects that are taught in English.

Students in the International Program also take Portuguese or Portuguese as a Second or Additional Language (PSL/PAL).

### Graduation Requirements for International Program (9<sup>th</sup>–12<sup>th</sup> Grade)

All students must earn a minimum of 24 credits in Grades 9 through 12 to be eligible for graduation.

Minimum credit requirements:

- English Literature: 4 credits
- Portuguese Literature/Language: 4 credits
- Mathematics: 4 credits
- Science: 3 credits
- Social Studies: 3 credits
- Physical Education: 2 credits
- Arts: 2 credits
- Electives: 2 credits

## 14.3 Advanced Placement (AP)

Advanced Placement (AP) courses are rigorous, college-level courses offered in high school. AP courses are developed by the College Board and reflect what is taught in introductory university courses. At the end of an AP course, students may take an AP Exam—a standardized exam that measures how well students have mastered college-level course

work. Students who do well on an AP Exam (earn a score of 3 or higher) can earn credit and/or placement into advanced courses in many universities.

## 14.4 AP Capstone

School of the Nations is now one of three international schools in Brazil and one of more than 300 schools worldwide to implement AP Capstone—an innovative diploma program designed by the College Board that allows high school students to develop analytic and creative thinking skills necessary for success at university.

AP Capstone™ is an innovative diploma program that equips students with the independent research, collaborative teamwork, and communication skills that are increasingly valued by universities. AP Capstone is built on the foundation of two AP courses—AP Seminar and AP Research—and is designed to complement and enhance the in-depth, discipline-specific study experienced in other AP courses.

### 14.4.1 AP Seminar

In AP Seminar, students investigate real-world issues from multiple perspectives, gathering and analyzing information from various sources to develop credible and valid evidence-based arguments. All students in Grade 11 take AP Seminar.

### 14.4.2 AP Research

In AP Research, students cultivate the skills and discipline necessary to conduct independent research to produce and defend a scholarly academic thesis. All students in Grade 12 take AP Research.

### 14.4.3 AP Capstone Diploma

Students who earn scores of 3 or higher in both AP Capstone courses and on four additional AP Exams of their choosing will receive the AP Capstone Diploma.

### 14.4.4 AP Seminar and Research Certificate

Students who earn scores of 3 or higher in both AP Capstone courses but not on the four additional AP Exams will receive the AP Seminar and Research Certificate, signifying successful performance in those courses.

## 14.5 Online Courses

Online courses (OLCs) may be offered to High School students enrolled in the international High School Program during regular school hours and according to their program of studies.

Please note that a fee is charged for each online course a student *chooses* to take. The School arranges for in-school mentoring in addition to online student support.



## 14.6 Additional/Second Language Program

*Second language acquisition is considered a lifelong learning process.*

*Anna Escalante*

The School offers programs in English and Portuguese that are designed specifically for students who need additional instructional support in acquiring basic language skills.

The English/Portuguese as an additional or second language programs (EAL/ ESL & PAL/ PSL) for Pre-Kindergarten through Grade 9 are designed for students who have qualified for such classes in the admissions' process. (*Please refer to language requirements for each grade level in the Admissions Policy*). When students enroll, they are evaluated by one of the School's English and/or Portuguese Coordinators after which EAL/ ESL and/or PAL/ PSL classes are recommended. The student remains in the Program until he or she can communicate successfully with teachers and classmates and has acquired functional reading and writing skills.

## 14.7 Study Hall

The School offers tutoring and reinforcement classes in the following subjects: Mathematics, Portuguese, Science, Physics, Chemistry and English (for Grades 6 through 12) from 3:30 p.m. to 4:30 p.m. The schedule for each subject is communicated to students and parents at the beginning of each semester.

High school students have study halls with monitors prepared to tutor in all subjects for the *Vestibular/PAS* from 3:30 p.m. to 5:30 p.m.

## 14.8 Moral Education & Global Citizenship

School of the Nations' Moral Education curriculum begins in Early Childhood and extends through High School. Each Program has a special feature, focusing on capacity-building involving peaceful coexistence and social intervention for a better world.

### Habits of the Heart & Virtues for Life

From Nursery through Grade 5, we strengthen the teaching of values through the curricular models "Habits of the Heart" and "Virtues for Life." These models teach how to develop and apply values and virtues in one's personal life and among friends and family. They help enable children to get involved in community service projects. The curricula are designed to help children embrace the role of being an active participant in the development of personal values, which are experienced in social practice, that is, in the practical exercise of virtue in action.

### Junior Youth Program (JYP)

Middle School–Grades 6 through 8

The period from 12 to 15 years of age is a special time in an individual's life, for it is during these years that young people begin to leave behind childhood and undergo deep transformation. By the age of 15, many of the thought patterns that will characterize one's endeavors throughout life have been consolidated; therefore, the period preceding this age

is of special significance. During this time, adolescents are formulating the fundamental concepts about individual and collective life and are developing emotional coping skills, interpersonal relationships skills, and daily habits. Young people at this age have much to say and contribute. Society often undervalues the potential and unique creative capacities of adolescents, thereby missing opportunities to help them cultivate a proper identity.

Our Junior Youth Program aims to create the moral structures that will underlie the decisions and guide the actions of young people as they mature into young adults and become active members of society.

Community service is at the heart of our Junior Youth Program and serves as a concrete expression of what is possible when ideals are transformed into action.

## **Nations in Action**

High School—Grades 9 through 12

High School students explore values and ethics necessary to take moral initiative and to assume caring and responsible roles as world citizens. Rather than defining moral behavior or virtues and instructing students how to apply them, Nations in Action aims to involve students in learning experiences that help awaken their inner sense of moral purpose, channel their energy, and focus their talents on changing the world for the better.

Nations in Action fosters students' understanding of their dynamic role in constructing a peaceful, just, and sustainable global civilization. Through study and discussion, in addition to community service, Nations in Action actively engages students in developing healthy attitudes, conscientious habits, moral capabilities, leadership skills, and spiritual qualities—humility and empathy—to secure both personal and social change. Students involved in Nations in Action collaborate every quarter to create meaningful and creative service initiatives. Through the process of consultation, collaboration, planning, action, and reflection, students systematically plan and implement their ideas.

## **15. Evaluation Policy**

Assessment is the process of collecting, discussing, and analyzing evidence from multiple sources to develop a deeper understanding of what students know, understand, and can do with their knowledge and skills as a result of their educational experiences.

Information collected from assessment should be used to address students' learning needs and challenges and to give feedback to students about their learning. In addition, it should provide feedback to teachers about their planning, instruction, and assessment practices, and to the School, about the effectiveness of its educational programs.

Assessments can be *formative* or *summative* in nature. The goal of *formative* assessment is to monitor student learning to provide ongoing feedback that teachers use to improve their instruction and that students use to improve their learning. It helps students identify their strengths and weaknesses and focus on areas in which they need to improve. It helps teachers recognize where students are struggling to address problems immediately.

The aim of *summative* assessment is to evaluate student learning at the end of an instructional unit by comparing it to a standard or benchmark. Examples of *summative*

assessments include a midterm exam, a final project, or a presentation. Information from *summative* assessments, therefore, can be used *formatively* when students or faculty use it to guide their efforts and activities in subsequent courses.

## 15.1 Assessment & Grading

### Structure of Curriculum – Strands, Standards, and Benchmarks

Following international best practices, School of the Nations' Curriculum is structured into strands, standards, and benchmarks.

#### Strands

Strands are structural elements of the curriculum showing the way in which content or skills are organized to plan for student learning. The term 'strand' is used to indicate: "... domains that group the related general and specific learning outcomes or achievement aims and objectives within a particular learning area or discipline" (UNESCO International Bureau of Education, 2013). For example, 'Scientific and Engineering Practices' and 'Disciplinary Core ideas in Science, Engineering, and Technology' are strands providing contexts for learning. An example in English is 'reading' and 'writing.' Another example in mathematics would be the strands: 'number sense,' 'measurement, data, statistics and probability,' and 'algebraic thinking and operations.'

#### Standards

In curriculum, the term 'standard' refers to broad abilities or content that span over several years and connects the curriculum from early to upper grades. For example, in Reading: 'Student's use of strategies to aid comprehension' apply to all grade levels; however, the use of strategies and the types of strategies differ from one grade level to the next.

#### Benchmarks

A benchmark is a grade-level specific reference point within a standard against which performance or achievements can be assessed. Benchmarks also connect one grade level to another to ensure growth and increasing complexity as students grow and develop.

#### Grading to Benchmarks

Traditional forms of assessment and grading, which result in a single percentage or number to represent student achievement at the end of an assessment, do not offer sufficient detail for a student, parent, or teacher to identify precisely what a student needs to improve or which learning targets he or she has mastered. Assessing and grading to benchmarks allows us to gather information and communicate on a student's performance of specific learning goals (benchmarks).

In traditional grading, students earn points on tests and assignments, and teachers average them for a final grade. If we were to compare this way of reporting to an annual health checkup, it is neither correct nor informative to rate health on a scale of 1 to 100. We would not know which aspect of our health was in good condition or bad. Further, we would not know what to do to get healthier.

Grades should communicate a student's achievement of specific learning goals. Assessing and grading to benchmarks allows for this, traditional grading does not.

Grading to benchmarks, that is, grading specific and measurable learning goals, allows students, teachers, parents, and administrators to follow students' development of individual skills and abilities. This grading system breaks down assessments into individual concepts and skills (benchmarks) and allows teachers to give students individual feedback on each of them separately. It gives information for teachers to differentiate and personalize instruction and assessment based on a student's needs, interests, and skills. It gives students and parents the information they need to focus on what they need to improve learning.

A benchmark might be, for example, that all students in Grade 5 can write a 5-paragraph essay. This would include other benchmarks such as "knows how to write a topic sentence," "knows how to write an introduction," and "knows how to write a conclusion." Students would receive grades that describe the proficiency demonstrated in each benchmark using (AE) "Achieved Excellence," (PR) "Meets Standard - Proficient," (MS) "Meets Standard - Basic," "(ID) In Development," (NI) "Needs Improvement," or (NW) "No Work" rather than a single percentage or letter grade. This way, both student and teacher know clearly who understands and can produce the components of a well-written 5-paragraph essay, who still has difficulties, who needs more help and with which benchmark or benchmarks. The focus is skill based rather than averages based, which makes grading to benchmarks much more objective and useful.

Although grading to benchmarks is preferred over the traditional grading system because it best fulfills the main purpose of learning, students, parents, and higher learning institutions need one final number that represents student performance in each subject. The School provides this by reporting the equivalent single grade in each subject. Parents and students can view all grades for individual benchmarks or one final grade for a given class. Both options are available on PowerSchool.

## **Assessment Instruments**

Instruments and instructional techniques that complement evaluation include:

- Diagnostic, formative, summative, systematic, and contextualized evaluations, such as formal, objective, and subjective tests, quizzes, and group papers;
- Daily, systematic observation of student performance;
- Evaluation portfolios;
- Individual work;
- Group research;
- Projects;
- Self-evaluation;
- Other pedagogical activities.

All evaluations are structured on specific skills and abilities (benchmarks) from the curriculum. Teachers grade each benchmark included in an evaluation; therefore, evaluations do not receive one overall grade, but several.

In Grades 9–12, assessment results of each benchmark are expressed numerically by grades, which range from 0 to 10 and include decimal points to the tenth place. Grades for Moral Education and Dispositions to Learning use letters rather than numbers as described below in the section Social-Emotional and Dispositions to Learning Curriculum and Assessment.

In Nursery through Grade 8, performance on a given benchmark is expressed in letters, which represent skill attainment, based on the scale explained in this policy, and reveal learning of a specific curricular item. For teachers, they offer diagnostic information on students' performance levels, which help guide pedagogical decisions. Benchmarks make it possible for parents and students to follow up on learning progress of specific skills and understand difficulties as well as possibilities for growth with a specific skill or content. The Final Grade in each subject for a quarter is the average of all benchmarks evaluated that quarter.

Benchmarks are presented in the following way in Early Childhood through Grade 8.

		<b>Equivalent in Traditional</b>
<b>Explanation of Grades</b>		<b>Point System</b>
AE	Achieves Excellence	9.0 – 10.0
PR	Meets Standard - Proficient	8.0 – 8.9
MS	Meets Standard - Basic	7.0 – 7.9
ID	In Development	6.0 – 6.9
NI	Needs Improvement	5.9 or below
NW	No Work	0

### **Social -Emotional and Dispositions to Learning Curriculum and Assessment**

To assess students integrally, teachers observe students' social-emotional development, behavior, and attitudes toward learning. Examples of such behavior and attitudes include: responsibility, punctuality, attendance, and finishing assignments on time.

In Nursery through Grade 5, the Advisory teacher consults with the student's other teachers to determine feedback and grades for Social-Emotional and Dispositions to Learning. One grade is given for each benchmark.

In Grades 6 through 12, every teacher grades each student on Social-Emotional and Dispositions to Learning. One grade is given for each benchmark in every class.

Grades given for Social-Emotional and Dispositions to Learning in Nursery through Grade 12 are:

AE	Achieves Excellence
PR	Meets Standard - Proficient
MS	Meets Standard - Basic
ID	In Development
NI	Needs Improvement

Grades given to students for developing their social-emotional and dispositions to learning do not affect their academic grades.

## 15.2 Grading

Final quarterly grades are based on students' demonstration of their mastery of benchmarks through multiple types of assessment.

In Grades 9 through 12, final quarterly grades are based on students' demonstration of their mastery of benchmarks through continuous formative and summative assessments.

### 15.2.1 Grade Calculation

Final Quarterly Grades are calculated as follows in Grades 9 through 12.

$$Q1 = F1 + E1$$

$$Q2 = F2 + E2$$

$$Q3 = F3 + E3$$

$$Q4 = F4 + E4$$

Where:

Ex (E1, E2, E3 or E4) = 20% of Final Grade

Fx (F1, F2, F3, or F4) = 80% of Final Grade

Key:

Q1 = first quarter grade

Q2 = second quarter grade

Q3 = third quarter grade

Q4 = fourth quarter grade

F1 = Formative Assessments in Quarter 1

E1 = Summative Assessments in Quarter 1

F2 = Formative Assessments in Quarter 2

E2 = Summative Assessments in Quarter 2

F3 = Formative Assessments in Quarter 3

E3 = Summative Assessments in Quarter 3

F4 = Formative Assessments in Quarter 4

E4 = Summative Assessments in Quarter 4

The School employs a grading scale of 0 to 10 in Grades 2 through 12 to calculate the Final Grade. The minimum passing grade in each subject is 6.0.

$Y2 = Y1 / 1$  OR Refer to End-of-Year Recuperation

$$Y1 = (S1 + S2) / 2$$

$$S1 = (Q1 + Q2) / 2$$

$$S2 = (Q3 + Q4) / 2$$

Where:

Y1 = Final Average Grade without recuperation

Y2 = Final Average Grade with or without recuperation

S1 = first semester average grade

S2 = second semester average grade

Q1 = first quarter grade

Q2 = second quarter grade

Q3 = third quarter grade

Q4 = fourth quarter grade

According to Brazilian Educational Law, students must attend 75% of the total hours of study to pass to the next grade.

### 15.3 Make-Up Tests

Students who cannot take tests on scheduled dates may be able to take a make-up test. To take a make-up test, the student must present written justification to the Section Principal no more than two days after the scheduled date of the test. The reasons below are considered “justified:”

- Mourning because of the death of a parent, sibling, or grandparent;
- Sickness or laboratory examinations confirmed by a doctor’s note;
- Impediments because of religious reasons;
- Athletic competitions for athletes who represent the School on a test date.

Situations that do not meet one of the criteria listed above shall be analyzed by the Coordination to determine whether to authorize a make-up test.

If the Coordination authorizes a make-up test, an administrative fee must be paid to the Finance Department.

Make-up tests will not be authorized in cases of leisure travel. In such cases, the student will receive a grade of 0 for the test, which represents 20% in calculating his or her final grade.

### 15.4 Recuperation

Recuperation, under the responsibility of the teacher, is supervised by Section Principals. It is designed to meet the needs of students who have not yet reached grade-level standards. Recuperation is offered in the following modes:

- Continuous Recuperation helps a student catch up on content and takes place parallel to the teaching-learning process at any moment during the quarter and as soon as the student’s needs have been identified.



- Final Recuperation takes place after fourth quarter final grades have been calculated, and on a date specified by the School's Pedagogical Team.

### **End-of-Year Recuperation**

The Grade with or Without Recuperation (Y2) is the mathematical mean between the Final Average Grade (Y1) and Recuperation Grade (R2), as shown below:

$$Y2 = \text{Final Average Grade with or Without Final Recuperation} = (Y1 + R2) / 2$$

Where:

R2 = Final Recuperation

Y1 = Final Average Grade before recuperation

Y2 = Final Grade with or Without Recuperation

If a student does not take final recuperation, R2 is null, and the formula applied is:

$$Y1 / 1 = Y2$$

Students who earn a Final Grade of 6.0 (six) or higher after final recuperation will be approved (rounding of fractions is not allowed).

### **Class Council**

As set out in the School Regiment (Regimento Escolar) Chapter IV, the Class Council is a collegiate body of an advisory and deliberative nature with didactic-pedagogical purposes. The Class Council meets four times a year at the end of each quarter and counts on teacher participation and that of the Pedagogical Team, the Principal, and Guidance Counselor.

The role of the Class Council goes beyond deciding whether students pass or fail. It aims to find which areas of student performance as well as teaching and institutional strategies can be improved.

## **15.5 School of the Nations Secondary School Retake and Late Work Policy**

The objective of this Retake Policy is to support a standards-based educational philosophy, which is committed to all students succeeding in a rigorous and relevant curriculum. To that end, the Secondary School has a Retake Policy that supports students retaking summative assessments, which measure critical content and skills in a given subject.

### **Retake Policy**

1. Students may retake summative assessments only.
  - a. Summative assessments are assessments of learning; formative assessments are assessments for learning.
  - b. Teachers will decide which assessments are summative for each of their classes.
  - c. Teachers will inform students if an assessment is summative and, therefore, available for them to retake.
2. Students are responsible for pursuing a retake and getting a Retake Form.

- a. Students must get a Retake Form from the Coordination and take it to their teacher for completion.
  - b. The form will detail what the teacher decides a student must do to be eligible for a retake.
3. Students will have seven days from when an assessment was graded or returned to complete a retake.
4. The score for each benchmark on a retake will be calculated as follows. The highest of the two scores will be worth 70%, and the lowest of the two scores will be worth 30%. For example, an original grade of 5 and a retake grade of 8 will result in a final grade of 7.1 or  $(8 \times .7) + (5 \times .3) = 7.1$ .

### **Late Work Policy**

The objective of the Late Work Policy is to support a standards-based educational philosophy, which is committed to all students succeeding in a rigorous and relevant curriculum. To that end, the Secondary School has a Late Work Policy that allows students to turn in missed summative assignments.

- Students will have seven calendar days to submit missed summative assessments. After seven days, any work not completed will result in a zero for the assessment.
- Any work submitted after the original due date will be worth no more than 80% (or 8/10).

## **16. Academic Honesty**

Students at School of the Nations are expected to abide by the fundamental principles of honesty with respect to their academic work. Students are expected to put forth their best effort in doing homework, daily assignments, quizzes, tests, essays, research papers and projects. Cheating and plagiarism undermine a student's ability to realize his or her full academic potential, destroy trust between teacher and student, and compromise other students' academic standing.

Cheating is defined as follows:

- Copying or attempting to copy another student's homework, quiz, test, essay, or lab report.
- Giving a completed homework assignment, essay, or lab report to another student without the teacher's approval.
- Allowing another student to copy answers during a test or exam.
- Collaborating with other students on an assignment in direct violation of a teacher's instructions.
- Using books, personal notes, notebooks or electronic information for completing an assignment in direct violation of a teacher's instructions.

The Academic Honesty Policy will be followed in class and for assignments in Grades 6 to 12. Students' own ideas are essential and valuable; therefore, cheating, copying, or plagiarizing is unacceptable.

## **Preventive Measures**

Students will hand in all major written work to turnitin.com to receive immediate and clear feedback about plagiarism. They will have opportunities to revise their work before due dates to avoid plagiarism.

## **Distinction between Technical Plagiarism and Intentional Plagiarism**

*Technical Plagiarism* is using ideas or words from other people or sources, but failing to cite correctly and give credit when credit is due; done unintentionally.

Technical Plagiarism may include:

- Paraphrasing poorly
- Citing poorly
- Confusing what is considered common knowledge and what needs to be cited

*Intentional Plagiarism* is purposely claiming you produced work that you know was developed or written by someone else.

Intentional Plagiarism may include:

- Creating false citations
- Copying and pasting information from another source without citing it.
- Pretending that an instant translation is one's own work
- Allowing someone else to write the paper or do the work

## **Procedures**

### **Technical Plagiarism, 1<sup>st</sup> offense**

- Meet with teacher outside class to discuss errors in citation or the concerns with plagiarism (may take place at study hall, after school, at the end of class, etc.).
- Student may correct the errors in citation or issues with plagiarism and re-submit the assignment for full credit.
- The teacher will notify school administration via email (or PowerSchool) to document the offense.
- Parent contact is possible.

After the first technical offense, the next offense becomes intentional (considering the student has already had a personal conference and opportunity to look closely at the issue).

### **Intentional Plagiarism, 1<sup>st</sup> offense**

- Student will meet with the teacher to discuss the offense.
- Student may re-submit the work
- Student may be required to complete other work as the Administration deems necessary

- The student will receive full credit for his or her work if the above-mentioned steps are taken
- The teacher will notify school administration via email (or PowerSchool) to document the offense.
- Parent contact is possible.

### **Intentional Plagiarism, 2<sup>nd</sup> offense**

- Student receives a 0 on the assignment and must submit another assignment determined by the teacher.
- The teacher will notify school administration via email (or PowerSchool) to document the offense.
- Parent contact is obligatory via email or a phone call.

### **Intentional Plagiarism, 3<sup>rd</sup> offense**

- Student receives a 0 on the assignment and must submit another assignment determined by the teacher.
- The teacher will notify school administration via email (or PowerSchool) to document the offense.
- Parent contact is obligatory; parents meet with school administration and the teacher to discuss further consequences.

## **17. Internet Policy**

### **17.1 Use of Computers and Internet**

Students have access to computer labs during school hours only, and under the supervision of a teacher. Library computers can be used solely for research, and the Library Team supervises Internet use.

The School provides Early Childhood Education and Elementary students with a mobile laboratory of tablets, used by teachers and assistants to enrich what is taught in class. Through pre-selected software and/or digital exercises prepared by teachers, students use the equipment to reinforce what is taught in class.

### **17.2 Personal Devices**

School of the Nations allows students and staff to access the school's wireless network on their personal devices. However, to enable access, the MAC (Media Access Control) address of these devices must be registered with the Technology Department. For students in Middle and High School, the School has adopted the Bring Your Own Device (BYOD) Program, which consists of students in these sections bringing a computer or a tablet every day to use in their daily pedagogical activities.

The user must obey all rules (below) when using the Internet. Violation of any rule will result in the loss of Internet privileges for an undetermined amount of time.

The School is not responsible for preventive or corrective maintenance or for the security of the devices. This is the sole responsibility of the owner.

Devices that do not have the minimum required configuration, an up to date operating system, antivirus software, up to date virus definitions, or licensed software may have their network access permission denied.

School of Nations is not responsible for the use of non-licensed software on private devices on its network. If required, the School will inform a software company of the existence of such devices and the user's personal contact data.

A maximum of 2 (two) devices are allowed per user.

## **17.3 Internet Policy**

The Internet offers innumerable, diverse resources to teachers and students. In providing Internet access, the School's objective is to encourage educational excellence, facilitate communication and share informative and innovative resources.

With access to computers and to people from around the world, students can access materials considered of little or no educational value. School of the Nations has taken precautions to restrict access to such materials. However, considering the global nature of the Internet, it is impossible to control every source. An experienced user could access inappropriate sites. The School believes that the valuable information and possibilities offered by the Internet outweigh these disadvantages. We believe in educating our students on best practices so they can make good choices when using the Internet.

Below are guidelines to ensure all users are aware of Internet use at School. If, for any reason, a user violates one of these clauses, his or her access will be denied and he or she will be subject to other disciplinary measures.

### **Internet use Guidelines**

1. Users are aware that any access through the School's network, both physical and wireless, is monitored by the School's network database to control access and to collect network usage statistics.
2. All Internet use must be school-related.
3. Under no circumstances may a student attempt to damage school computers or its network.
4. Any attempt to interrupt or degrade school information systems by distributing viruses or programs designed to destroy or violate other programs or information is considered criminal activity.
5. Interference with the operation of the system by installing illegal programs, shareware, or freeware is strictly prohibited. Downloading programs or files without written authorization from the system administrator is prohibited.
6. Copyright laws must be respected. Plagiarizing material from the Internet is strictly prohibited. Plagiarism is using the ideas or writing of others and presenting them as one's own. (Please refer to the Academic Honesty Policy).
7. Accessing inappropriate sites or materials, including, but not limited to, pornography, obscenity, violence, chat rooms, instant messaging with

unknown people, as well as any material that is inappropriate or harmful to minors is prohibited.

8. Each student is responsible for safeguarding his or her password. Individual passwords should not be printed, stored online, or given to others. Users are forbidden from accessing the computer system with another user's password or account. Each user is responsible for all transactions made while he or she is logged onto a computer; this includes all transactions made by the user and anyone else who works on the computer via that user's password.
9. Use of profanity and obscenity is not tolerated on the school network. Students must use language appropriate for the school environment as indicated by school policy. Students will not use obscene, profane, lewd, vulgar, rude, or threatening language. Nor will they, through means of the Internet, harass or annoy others.
10. Avoid offensive or inflammatory speech—Internet users must respect the rights of others both in the local community and on the Internet. Personal attacks (cyber bullying) are an unacceptable use of the network. If you are the victim of a personal attack, bring the incident to the attention of a teacher or the system administrator. Situations occurring outside regular school hours are not the responsibility of the School.
11. Students shall not engage in unauthorized activities, including hacking, cracking, or attempting to access the system without authorization.
12. Students shall not divulge, disseminate, or use their own or others' personal information, including photos, images, videos, or recordings.
13. Illegal activities are prohibited.
14. School of the Nations uses technologies that block or filter content on all networked computers as a security measure.
15. The network administrator, teachers, or other authorized personnel may deactivate filters to permit legal internet activities.
16. When accessing the School's Internet connection, via physical network (computer laboratories) or via Wi-Fi, users are aware of all the rules mentioned above. The violation of any of the rules above will result in the loss of School Internet privileges. Students are subject to other consequences as outlined in our discipline policy. Any other violation that the Educational/Administrative Team considers reasonable will be added to this policy after investigating and considering the specific circumstances in each case.

## **17.4 Use of Devices Policy**

1. Electronic communication among students during class, without prior permission from the teacher, may be understood as academic dishonesty and is subject to disciplinary action.
2. Users must not share personal information such as addresses, telephone numbers, or email addresses and understand that doing so can put themselves and others in danger.
3. Anything posted or said by a member of School of the Nations' community may be held against that individual; therefore, all users must consider

carefully what they post on blogs and social networks. Any user who posts something offensive to School of the Nations or any member of the school community is subject to disciplinary action.

4. Users may be requested to apologize for or correct any action deemed necessary by the administration.
5. When using a School authorized site (social media, blog, website, etc.) all users will:
  - Identify themselves as a member of the community and never hide their identities;
  - Provide a direct link to their sources when possible; and
  - Include only those comments and content that are directly related to the purpose of the site and that do not violate any school policy.

### **When Using a Device from School of the Nations**

1. Users are solely responsible for any damage to their electronic device caused by accident, misuse, liquid or food contact, fire, or other external causes.
2. Users must never intentionally damage any equipment or software. This includes but is not limited to the following:
  - Tampering, removing, or exchanging hardware;
  - Deleting, renaming, removing, copying, or changing any file or its properties;
  - Trying to gain access to inappropriate material or files;
  - Trying to gain access to others' logins or passwords;
  - Damaging another user's work;
  - Installing, copying, or knowingly infecting a computer system with a virus.
3. School of the Nations does not assume any liability for:
  - Information stored on removable devices, hard drives, or servers;
  - Information retrieved through school computers, networks, or online;
  - Personal property used to access school computers, networks, or online; or
  - Unauthorized financial debts resulting from use of school resources and accounts to access the Internet.

## **18. General Guidelines for Student Behavior**

School of the Nations strives to provide a healthy environment in which community members' rights and obligations are well defined. Opportunities are offered to all students to develop their potential and abilities as human beings and as citizens of the world.



## **18.1 Damage of School Property**

Students, who damage school property, including textbooks and library books, are responsible for paying for or replacing the damaged items.

## **18.2 Attendance**

Brazilian law requires a student not to miss more than 25% of the total number of school days in any given school year. Students are expected to take part in all activities listed in the School Calendar. Prolonged absences at the beginning, middle, or end of the school year may have a detrimental effect on the student's learning process. Parents and guardians should contact the School in the morning if their son or daughter will be absent that day.

It is the student's and family's responsibility to keep informed about activities and tasks to be completed that he or she will miss or has missed due to absence if the reason for the absence is other than health-related.

Teachers are not authorized to prepare tests or exams before the period stated on the School Calendar.

## **18.3 Excused Absences**

Student attendance is obligatory, except in the case of illness, which requires the presentation of a doctor's statement indicating such. If a student needs to be absent, parents and guardians should notify the School in advance or before 9 a.m. of the day in question.

If a student needs to be absent for more than five school days, a doctor's note should be presented before the student returns to school.

An absence is considered justified when the student is absent due to participation in a school-sponsored activity, such as sports events, academic olympics, presentations of projects in other cities, states or countries, military enlistment, etc.

A student who is an official member of a sports entity also has a justified absence during the period in which he or she is competing; however, the student must present a declaration to the School from the qualifying organization prior to such absence.

In case of illness during quarterly exams, families should contact the Section Principal or Counselor in writing. Failure to do so may result in loss of the student's right to take a make-up exam.

## **18.4 Physical Education Attendance**

Attendance in Physical Education classes is mandatory and subject to the same rules as the rest of the School Program. Students will be exempt from participation in Physical Education classes only with an official medical note. Even in these cases, students must attend classes.

## 18.5 Student Responsibilities

School of the Nations expects all students to develop responsible attitudes in relation to their learning and behavior, to use the virtues learned in the classroom to resolve day-to-day situations, and to behave according to the principles that guide this School. In general, students are expected to have attitudes such as those listed below both inside and outside the school environment and during school activities.

1. Treat others with courtesy, respect, consideration, and good manners;
2. Respect others' opinions and values;
3. Participate actively and thoughtfully in class activities and special subject classes;
4. Use appropriate language during all school activities;
5. Honor and respect the School uniform at all times;
6. Keep lockers closed;
7. Respect others' personal belongings and school property;
8. Follow rules, expectations, and procedures to promote order and cooperation and to respect others' learning opportunities;
9. Act in ways that promote one's personal health and safety and that of others;
10. Resolve conflicts calmly through dialogue or with the assistance or intervention of the Counselor or appropriate school personnel;
11. Demonstrate affection in an appropriate manner, and avoid inappropriate physical contact and public displays of affection;
12. Not engage in verbal or physical harassment, threats, violence, or bullying.

## 18.6 Inappropriate Behavior

The following list contains violations or unacceptable forms of behavior that are subject to disciplinary action, according to our School Discipline Policy and Section-Specific Disciplinary Procedures available through the Section Principals.

1. Non-conformity to the school's dress code;
2. Refusal to complete class assignments;
3. Failure to follow appropriate directives given by a school staff member;
4. Unauthorized absence from class or school for part of a day;
5. Leaving the School and returning during quarter exams, except students who have parental permission or who participate in After School activities;
6. Unauthorized use of school or personal property;
7. Use of cell phones or other devices, such as iPods, during class, without the teacher's permission. Cell phones and electronic devices can be confiscated by the teacher and given to the Section Assistant Principal if the student does not follow school rules. A parent or guardian will be contacted and the device returned to the student at the end of the day;
8. Inappropriate public display of affection;

9. Misbehavior, for example, running or shouting in the hallways.
10. Accessing or changing information in school computers without authorization or for inappropriate purposes;
11. Use of profane language, verbal aggression, or obscene gestures;
12. Intimidating a student;
13. All types of bullying (cyber bullying, emotional, physical, etc.)
14. Physical aggression;
15. Disrespecting teachers or staff members;
16. Dishonesty or cheating;
17. Plagiarism or copying others' work;
18. Littering;
19. Theft;
20. Vandalism/property damage;
21. Possession, sale, or use of tobacco products;
22. Possession, sale, use, or under the influence of illegal drugs or alcoholic beverages;
23. Self-injury (cutting);
24. Any other violation that the Section Administration may deem reasonable to fall within this category after investigating and considering extenuating circumstances.

## 18.7 Discipline

School of the Nations seeks to ensure the safety and well-being of its students on campus. The School strives to provide optimal conditions for students' social, emotional, moral, and cognitive development, taking into consideration the diversity reflected in our School. It is important to recognize and respect everyone's limits and to establish rules and procedures for living together in harmony.

Discipline at School of the Nations is based on justice, equality, mutual respect, and cooperation. Thus, we cultivate values and virtues among our students and staff and emphasize ethical behavior and attitudes. We expect all members of our community to abide by our three golden rules: be kind, be respectful, and be responsible.

Throughout the day, many situations arise that allow us to take advantage of opportunities to improve our interpersonal relationships and ability to deal with problems. When help is needed, students count on a safety net and should take advantage of assistance and counsel from:

- the teacher;
- the monitors/assistants;
- the Guidance Counselors;
- Principals and Assistant Principals.

In cases involving inadequate behavior or emotional difficulties not resolved in class, the student will be sent to the Assistant Principal, Principal, or Guidance Counselor of

the respective section, who will provide necessary assistance. The Assistant Principal or Principal will apply appropriate disciplinary measures according to the nature of the situation. Each situation is analyzed by considering the context in which it occurred, the student's age and maturity, his or her conduct in general, and whether the behavior is recurrent. Listed below are some of the disciplinary measures which can be taken in cases of student misbehavior:

- Verbal warning
- Written warning or a note in the students' school agenda—which must be signed by parents or guardians within 24 hours
- Student is sent to speak with the Assistant Principal or Counselor (which may include reflecting on values and virtues taught at school, applying logical and natural consequences, or assisting him or her with conflict resolution strategies and developing social abilities).
- Written warning and a meeting with parents or guardians—documented
- Behavior contract made between the School, student, and his or her parents
- Suspension
- Cancellation or non-renewal of enrollment
- Immediate expulsion

The consequences mentioned above are carefully applied and have as their primary objective to promote the student's reflection on his or her behavior and its consequences. When warnings are given, they aim to communicate to the family the child's behavior and to indicate the necessity of increased school-family cooperation.

In cases of serious violations, a Disciplinary Committee, comprised of the Counselor, Section Assistant Principal, Section Principal, Pedagogical Director and the Executive Director, will be called. The case may be brought to the Class Council for final determination if the consequence involves the cancellation of the student's contract or expulsion.

The Guidance Counselor may stipulate additional outside assistance for students with learning or emotional difficulties. He or she may also recommend formative assignments that help the student develop more self-discipline and social and cooperative skills.

Expulsion may occur immediately in the case of dangerous or extreme misconduct or for the possession of arms, alcohol, or drugs.

## **18.8 Use of Alcohol, Drugs, or Tobacco**

Use of tobacco, drugs, or alcohol on campus or at school-sponsored events is prohibited. The School is authorized to take measures to protect the well-being of other students and its standing within the community.

Students are not permitted to bring to, possess, or use any tobacco product at school, on school buses, or at activities organized or supervised by the School.

Students are forbidden to bring to school or to have in their possession any alcoholic substance or other mood altering substance; to use any such substance on school grounds or during school activities; or to attend School or school activities under the influence

of alcohol or any other mood altering substance. Violations of this policy will result in serious disciplinary measures, including possible immediate expulsion.

If credible information exists that a School of the Nations' student is using alcohol or drugs off campus, it is the responsibility of School administrators to notify the parents of the student(s) involved. If such substance use continues, School Administrators are authorized to make decisions to protect the welfare of other students and the School's standing in the community.

- Use of tobacco will result in suspension and a meeting with parents. If repeated, expulsion may occur.
- Use of drugs or alcohol may result in expulsion.

## 18.9 Public Displays of Affection

Public displays of affection such as kissing or sitting on another's lap are considered inappropriate on campus and during school-sponsored activities such as special events, dances, or excursions.

A student who demonstrates inappropriate behavior will receive an oral warning from a teacher, assistant, or Principal. The Counselor will speak with the student about proper behavior on school grounds. A meeting with parents may occur if the behavior persists, followed by a written warning.

## 19. School Uniform

All students must use the School approved uniform—a blue or white T-shirt with the School logo (or school-designed sports, NR, or cultural event t-shirt)—and tennis shoes or closed-toe shoes.

For safety reasons, students in Grades 6–12 are not permitted to use sandals, except if necessary due to injury. Only proper, school-approved uniforms such as knee-length long shorts, jeans (not torn) or dark blue pants are allowed. The only shorts allowed are those that are part of the school uniform. Uniforms must not be altered (shortened, cut, etc.) in any way without authorization from the School. The Executive Administrative Team must approve any suggestion for changes in regards to school uniform.

Students who come to School without the school uniform will:

**First occurrence** – receive an oral warning;

**Second occurrence**—receive a written warning and parents or guardians will be notified;

**Third occurrence**—will not be allowed to enter the classroom until his or her parent or guardian brings a school uniform for the student to change into.

The School adopts the use of uniforms for the following reasons:

- to be economical and practical;
- to be comfortable;
- to be a factor of equality, reducing competition created by expensive and popular brand names of clothing; and

- to facilitate student identification both on and off campus.

A white, cotton lab coat meeting safety regulations must be used along with jeans, tennis shoes and socks while in lab classes.

## 19.1 Uniform for Physical Education

The use of a proper uniform for sports activities: School T-shirt with the School logo, shorts or sweat pants, sneakers, and socks are obligatory.

## 20. Calendar of Events

*Please see School website for School Calendar at <http://www.schoolofthenations.com.br>*

Detailed information about events is sent home periodically. It is important to highlight the relevance of family involvement and participation in School events.

## 21. Policies and Procedures

### 21.1 School Agenda

Every student in Nursery through Grade 5 must use his or her agenda, which is one of the School's principal means of communication between family and School. Important dates, homework, and messages are registered in the agenda.

Notes and messages from the school are glued or stapled into each child's agenda in Nursery through Grade 5. Parents whose children are in Nursery through Grade 5 should check their child's agenda daily. The same procedure is carried out by classroom assistants, who advise teachers of any special messages received from parents in the agenda.

### 21.2 Homework

Homework is important in that it supports classroom learning by providing practice. It also helps prepare students for further learning; for example, researching a topic, mapping what has been learned, and linking what is being learned to new skills or concepts. Homework helps develop good study habits and responsibility.

Types of assignments and how much homework is assigned each day is decided by School sections and grade-level teams according to subject and grade level.

Parents' role in homework is merely to support students and help them organize, if needed. Parents' role in homework should not be very active. If a student is struggling with homework, it may mean he or she does not understand a skill, procedure, or the content and may need more teacher support. It may also mean the student needs help organizing his or her homework: doing homework at a time that is best for the student, in a suitable place, and with the necessary materials. If a student consistently has difficulty completing his or her homework, parents should seek advice from the School.

## Homework Philosophy

At School of the Nations, student learning and growth are our highest priorities. We use homework to engage our students beyond the school day. We believe homework should foster responsibility and inspire and reinforce learning. Because each student learns differently and at a different pace, students may, at times, take work assigned in class home to complete. This is not considered homework.

## Purposes of Homework

- Practice
  - Reinforces learning and helps students master specific skills
- Prepare
  - Introduces material before upcoming lessons
  - Builds on the understanding and development of skills taught in class
- Extend
  - Allows students to apply skills they learn to new situations
  - Broadens knowledge of a topic being studied in class
- Integrate
  - Provides opportunity to apply different skills to a single task
  - Encourages students to make a new product based on their learning

## Student Responsibilities for Homework

- Listen carefully and ask questions about the directions for homework.
- Record the homework accurately in the agenda (Elementary School).
- Plan a time and place to complete homework in a distraction-free environment.
- Complete and hand in homework assignments on time.
- Practice academic honesty.
- Take responsibility to see the teacher to make up missed assignments.
- Practice good study habits and produce high-quality work.

## Teacher Responsibilities for Homework

- Use homework to improve learning, never as a punishment or a substitute for classroom instruction.
- Post homework on the board or in Schoology.
- Review homework.
- Design assignments that are relevant and clear.
- Vary assignments by mixing different approaches and styles.
- Help students who are having difficulty completing an assignment.
- Teach and encourage good study habits.



- Provide timely feedback on homework assignments.
- Provide an outline with step-by-step due dates for long-term projects.
- Contact parents if a student does not regularly complete homework.

### **Parent Responsibilities for Homework**

- Use agendas and Schoology to help ensure students complete homework and turn it in on time.
- Provide a quiet place and routine to complete homework.
- Promote a positive attitude toward homework and its benefits.
- Help your child and provide guidance as needed but do not do the work or the student.
- Encourage your children to do their best, not simply the minimum.
- Contact the teacher if your child is struggling with an assignment or subject.

In Middle and High School, no homework will be assigned during school breaks except strategic assignments, when necessary, for Advanced Placement (AP) classes. Homework will be kept to a minimum during summative evaluation and standardized testing times.

In Elementary, homework will be assigned on given days for each subject. Students must complete homework assigned to them. Any homework assigned on a Friday will not be due the following Monday.

In Early Childhood Education (ECE) homework is provided; however, it is optional and at the parents' discretion.

Homework is not graded at School of the Nations.

## **21.3 Class Composition and Changing Classes**

In accordance to School procedure, at the end of each school year, we evaluate and rearrange each class to balance the students' academic and leadership skills, help develop world citizenship, work habits, behavior, rapport among students, and the number of boys and girls in a class.

By placing students in the appropriate class, we help them stay focused on learning, which is our main goal. At the Open House at the beginning of the school year, the School posts the new class lists.

Student distribution and class changes take place observing the criteria below, which aim for the best balance among the groups.

- Proficiency in Portuguese and English languages and the need of extra support to reach the student's grade level;
- Number of students in class;
- Number of boys and girls in class;
- The quality of interpersonal relations among students;
- Students' specific educational needs.

The Admissions Committee and the Pedagogical Team of each section determine the student's placement in a group when the student enters the School.

Moving students to another class is the exclusive responsibility of the Class Council, which is made up of members of the Administration, teachers, Principals and the Guidance Counselor.

## **21.4 Image Rights and Copyright**

Parents and guardians cede, free of charge, the image rights of students, to be portrayed, individually or in group, in institutional or media campaigns of School of Nations, in compliance with morals and good taste.

Likewise, parents and guardians cede, free of charge, the copyright on school assignments of any kind, which might be edited or published for projects organized by School of Nations. Such assignments will bear the author's name.

## **21.5 Animals at School**

Students are not permitted to bring animals to School during class time or during events with the exception of specific projects such as the Science Fair, of which parents and students will be notified beforehand.

## **21.6 Lockers–Grades 6–12**

At the beginning of the school year, each student is assigned a numbered locker. The student is responsible for his or her materials and the condition of the locker. It is important that the locker have a padlock. The School is not responsible for lost items from open lockers. Students are not allowed to change lockers without first contacting the Guidance Counselor.

## **21.7 Lost and Found**

Any belongings left by students should be sent to the Section Secretary in Elementary, who is in charge of receiving lost and found items and storing them in the proper place. In Early Childhood Education, Middle and High School, there are designated areas for lost items.

The Lost and Found for Nursery through Grade 1 is located in the hallway next to the music room. In Grades 2–5, it is located in the Coordination Assistant's office. For students in Grades 6–12, lost personal belongings are the responsibility of the student and should be reported to Hall Monitors.

All students' personal belongings such as T-shirts, sweaters, jackets, pencil cases, games, backpacks, books, notebooks, and musical instruments should be clearly labeled. Students' personal materials and objects should be kept in their backpacks (Nursery to Grade 5) or in their lockers (Grades 6–12).

All unlabeled or unclaimed items in the Lost and Found are donated to local charities at the end of each semester.

## **21.8 Inappropriate Objects for the School Environment**

Use of electronic gadgets and games is not allowed in Early Childhood through Grade 5. The School does not take responsibility for the replacement of any electronic device due to damage or loss. We encourage games and activities that promote social interaction (including age-appropriate board games and card games).

For safety reasons, the use of skates, roller blades, bikes, skateboards, heelys, segways, and other similar objects is not permitted on school grounds.

School of the Nations is not responsible for valuables, such as jewelry and similar items, that students bring to school and that are not required in school activities.

## **21.9 Sharing Day**

### **Early Childhood Education & Grade 1**

Each teacher will establish a weekday on which students may bring items to school to share with classmates. We recommend children bring simple toys that can be shared with their classmates, such as pictures, books, etc. Fragile or valuable items or those containing small parts must not be sent to School. Items that incite violence, such as bows and arrows, swords, guns, and similar items are not permitted. We ask everyone's collaboration in observing these rules. Please remember that the School is not responsible for any lost or broken items.

### **Grades 2 to 5**

Students are allowed to bring items to school to share with classmates every Friday. We encourage all children to bring simple toys on this day so they may share and socialize with their classmates during recess. We strongly recommend that students do not bring expensive items to school and that all items be clearly labeled with the student's full name and grade. Skateboards, rollerblades, roller shoes, and violent toys such as toy guns and swords are not allowed on campus. Board and card games are allowed every day of the week.

It is the School's responsibility to aid students in the educational process by encouraging them to be responsible for their own and others' belongings. Please remember that the School is not responsible for any lost or broken items. Electronic gadgets and games are not permitted in Early Childhood through Grade 5.

## **21.10 Use of Telephones**

School telephones are reserved for emergencies, making appointments, and administrative purposes. We ask parents and students to organize themselves before arriving at school to avoid having to make phone calls on school telephones.

Students who need to use the telephone must get permission from the Section Secretary or their teacher. Students may not make telephone calls via the operator or the Section Principal's Assistant. School telephones should not be used for matters such as forgotten homework, lunch delivery, appointments for after school hours or other personal matters.

## **Personal Cell Phones**

If a student needs to bring a cell phone to school, it should be turned off and kept in the student's backpack or locker. Students are not allowed to leave cell phones turned on during class, and the school is not responsible for damage to or loss of such items.

The use of cell phones by students in Early Childhood and Elementary (Grades 2-5) is not permitted to avoid access to inappropriate material.

## **Messages**

Parents or guardians who need to leave a message for their child should do so before 2:30 p.m. to allow enough time to deliver it before the end of the school day.

## **21.11 Behavior during Meals**

Students are expected to practice good manners, courtesy, and respect at all times, especially at mealtime. The School nutritionist closely monitors students' eating habits to reinforce the importance of eating healthy, well-balanced meals.

## **21.12 Celebrations**

### **Early Childhood Education & Grade 1**

On a student's birthday, parents and guardians should inform the School through the child's agenda and send something of the student's to be shared with his or her classmates during circle time (for example, baby clothes, a favorite toy, a family picture, etc.). This will be a special day for the child and will be celebrated in class with friends and the teacher. This celebration is internal.

In addition to this celebration, at the end of each month, the School provides a cake for the celebration. The presence of family members or other guests is not permitted during in-class celebrations.

In case of celebrations outside the School right after classes, we ask that the family contact the Section Secretary to receive the necessary guidelines to be followed. The Secretary will provide a list of telephone contacts of those students who are in the same grade as the student celebrating his or her birthday.

No food, presents, or other items should be sent to School to be given out to students. Invitations to birthday parties to be held at students' homes or other locations may be sent home via the student's agenda only if all students in the classroom are invited. If parents wish to invite only a few students to a birthday celebration, these invitations may not be sent via the agenda.

### **Grades 2-12**

Parties of any kind, including birthday parties, are not permitted, with the exception of school-sponsored and school-organized celebrations. Short and informal birthday celebrations may take place in the cafeteria during lunchtime among classmates in Grades 6 to 12, without the presence of family members. For students in Grades 2 to 5, the commemora-

tion may take place in classrooms. Please note that birthday cakes and other snacks will not be permitted due to allergies, dietary restrictions, and food sensitivities.

Invitations to birthday parties to be held at students' homes or other locations may be sent home via the student's agenda only if all students in the classroom are invited. If parents wish to invite only a few students to a birthday celebration, these invitations may not be sent via the agenda.

Students may not leave school as a group to any party held elsewhere during school hours. Parents are responsible for picking up their child at school and taking him or her to the party. In Grades 2 through 5, if a parent wants to provide transportation to his or her child's party, it is the parent's sole responsibility. Please remember that all students need to have written permission from their parents. To request this authorization, parents should send the permission slip with the birthday invitation.

The School does not provide permission slips or organize transportation.

## **21.13 Graduation & Transition Ceremonies**

All graduation ceremonies and transition events are scheduled at the beginning of the school year and may not be changed after the set date.

### **Grade 1**

According to Brazilian Law, 11.274/2006, Grade 1 is now part of the Elementary Grades. The transition project will now take the place of the former graduation celebration. As part of the transition project, special events will be planned that help students adapt to their new campus. Some events include a sleepover during which all students "camp-in" for one night, visit their new classrooms and playgrounds, have lunch in the "big kids' cafeteria," and much more. It is a time to celebrate academic achievements, friendship, and to show appreciation for dedicated parents and teachers.

### **Grades 9 & 12**

Graduating is a significant moment in students' lives. Both the Grade 9 Ceremony, which marks completing Elementary and Middle School, and the Grade 12 Graduation are important events of our School Program. These events are a time to celebrate academic achievements, character development, and friendship, appreciation for teachers and staff, and school spirit. It is also a time to express deep gratitude for parents whose dedication and sacrifice have made these opportunities possible.

For the following events to take place, a parent committee helps plan monthly payments, fund-raising events such as bake sales, raffles, talent shows, and other events and to prepare for rentals, buffets, invitations, and security for the event.

The parents' committee is responsible for organizing meetings with other parents and keeping in contact with other parents by email. The School will make available a Coordinator or Counselor to help make decisions regarding these special events.

We normally hold the Grade 12 graduation ceremony at the school. Families may plan additional celebratory activities off campus after the graduation.

According to Brazilian law and school rules, the School does not serve alcohol to minors nor may it serve drinks containing alcohol at school-sponsored events. This includes graduation and other school-related ceremonies. One benefit of this is to show youth, through example, that they can celebrate and have fun without using stimulants.

## **21.14 Parent-Teacher Association (PTA)**

The goals of the PTA are:

1. To support the objectives of the School through voluntary work, fund-raising, and creating educational opportunities for students.
2. To organize social events approved by the School Board and School Administration, with the objective of enriching and benefiting all members of the school community.
3. To facilitate and strengthen communication between members of the school community, in cooperation with the School Administration.
4. To develop a cooperative relationship among parents, students, teachers, and the School Administration.

## **21.15 Parent Collaborators**

At the beginning of the school year, parents vote for a Parent Collaborator, who will be responsible for enriching and promoting a partnership between School and Parents engaging in educational projects and promoting effective communication. He or she will communicate with other parents, take part in and support strategic plans for school improvement, and strive to find ways to help the Institution create a better learning environment.

All parents whose children are enrolled at School of the Nations are eligible candidates for the role of Parent Collaborator. The election is carried out without any campaign. All parents may vote for one Parent Collaborator per class. Parent collaborators may serve a maximum of two consecutive terms thereby making it possible for other parents to take part. The School Administration may make exceptions to this rule.

The Parent Collaborator election usually takes place during the first few weeks of the school year or at the first parent meeting.

Parent collaborators:

- represent the grade for which they have been elected, addressing suggestions to each section's Principal and are the link to strengthen bonds between parents and School;
- work proactively and ethically in overcoming challenges and solving problems that affect the School, providing feedback to the School Administration when necessary;
- collaborate to fulfill the School Mission;
- take part in meetings with Principals and Counselors when needed; and
- encourage parents to support the School with positive attitudes and by

supporting School initiatives.

In addition to these attributions, we count on parent collaborators to collaborate in the following areas:

### **Events**

- Share in helping organize and promote school events (School Anniversary, Nations' Festival, Festival of Lights, *Festa Junina*, Family Festival, Students' Day, and Teachers' Day).

### **Continuing Education**

- Suggesting speakers for the evening lecture cycle on different themes that encourage the enrichment and growth of students, families, teachers, and staff.

### **Participation in School Committees**

- Library Friends—to promote reading and culture.
- Welcoming new families to School of the Nations and introducing them to the parent community members.

School and Family should be committed partners in developing students' sense of citizenship.



# Annex I - Child Protection Policy

*“The education and training of children is among the most meritorious acts of humankind and draweth down the grace and favour of the All-Merciful, for education is the indispensable foundation of all human excellence and alloweth man to work his way to the heights of abiding glory.” ‘Abdu’l-Bahá*

## Introduction

Child well-being is essential to realizing academic and holistic success.

All students have the right to a safe, secure, and nurturing environment. School of the Nations strives to create a school environment that protects students’ integral well-being and optimizes their growth and development. We embrace the diversity of backgrounds and cultures represented in our school community. We take active measures not only to preserve students’ rights but also to help them understand those rights and to find support through adult advocates.

School of the Nations supports the United Nations Convention on the Rights of the Child, of which our host country, Brazil, is a signatory. In addition, School of the Nations follows state and federal laws, and our international Accreditation Agency, AdvancED’s Child Protection Assurances on child welfare and protection.

Our goal is to maintain an environment that protects children by either preventing child abuse before it occurs or by ensuring its earliest detection, intervention, and reporting. Our strategy is to ensure that all School personnel, personnel of outsourced services, student teachers, interns, volunteers, classroom assistants, students, and parents understand the issues of child abuse and neglect and know the responsibilities of mandated reporting, including how, when, and to whom to report.

The information contained in this Student-Parent Manual is introductory only and contains a brief description of the content of our Child Protection Handbook. Parents may access the complete Handbook on the Parent Portal of the School website.

## Definition of Child Abuse and Neglect

Child abuse constitutes “all forms of physical and/or emotional ill-treatment, sexual abuse, neglect, or negligent treatment or commercial or other exploitation, resulting in actual or potential harm to the child’s health, survival, development, or dignity in the context of a relationship of responsibility, trust or power” (World Health Organization).

Neglect is the persistent failure to meet a child’s basic physical or physiological needs, likely to result in serious impairment of the child’s health or development.

Educators, having the opportunity to observe and interact with children over time, are in a unique position to recognize children who need help and protection. Educators, therefore, have an obligation to identify children who need aid and protection and to ensure the child and family make use of the services needed to remedy any situation that constitutes child abuse or neglect.

## Reporting and Disclosures

School staff must inform their principal and the section counselor when they become aware of students who present any symptom or characteristic that indicate they may be dealing with a child who shows at-risk behaviors such as depression, self-harm, substance abuse, harmful use of the Internet, or bullying.

All School staff must report suspected incidents of child abuse and neglect whenever the staff member has reasonable cause to believe that a child has suffered, is suffering, or might suffer abuse or neglect.

In accordance with Brazilian law, School of the Nations reports all incidences of suspected child abuse and neglect to the proper authorities. Reporting and follow up on all suspected incidents of child abuse or neglect will proceed according to School of the Nations' Child Protection Policy and local and federal law.

When abuse, neglect, or signs of at-risk behavior appear evident, School staff must report to the following people, not necessarily in this order:

- Section Counselor
- Section Principal
- Executive Director
- Local Child Protection Services (depending on severity)
- The Consulate (if involving a foreign national)

## Code of Conduct

School of the Nations' Child Protection Handbook contains the full Code of Conduct for School employees. Below is a partial list from the Code of Conduct on how School employees must conduct themselves. All School employees must sign the Code of Conduct to work at the School.

Communication with children is governed by the key safety concept of transparency. Electronic communication that takes place over the School network or its platforms is subject to monitoring. The following steps will reduce the risk of private or otherwise inappropriate communication between parents, administrators, teachers, personnel, volunteers, and minors at School of the Nations.

- Communication between School of the Nations' faculty, staff (including volunteers) and minors that is outside the role of the professional or volunteer relationship (teacher, coach, host, etc.) is prohibited.
- Email and online exchanges between a minor and a person acting on behalf of the School are to be made using a School email address.

Faculty, staff, volunteers, and all who act in behalf of School of the Nations:

- shall not engage in private communications with children by text messaging, email, Facebook, Twitter, or similar forms of electronic or social media.
- shall never be alone with children or youth at School activities without another adult being notified.
- shall keep proper physical boundaries always and touch children – when necessary – only in ways that are appropriate, public, and nonsexual.

- shall never speak to a child or youth in a sexual or other inappropriate manner.
- shall never inflict any physical or emotional abuse such as striking, spanking, shaking, slapping, humiliating, ridiculing, threatening, or degrading children or youth.
- shall not give a child who is not their own a ride home alone.

## **Child Protection Handbook**

School of the Nations' Child Protection Handbook, available on the Parent Portal of our website, sets forth the procedures our faculty, staff, volunteers, Board, contractors, consultants, and students must take to minimize the threat of child abuse in our School and to respond quickly and effectively should abuse be observed, suspected, or disclosed.

## **Partnerships**

To ensure compliance to the procedures described in the Child Protection Manual, the School partners with the following advisers, governmental agencies, School personnel, and institutions:

- School Lawyer
- Local Child Protection Services
- School Nurses
- Fire Department
- UTI Life
- The Regional Security Officer of the American Embassy

## **File Documentation, Storage, and Communication**

All aspects of documenting and storing documents of incidents of abuse and neglect are confidential. The School abides by local, federal, and international law, the advice of School legal advisers, and local community child protection services. The Law and School policy determine how to store records and what information must be communicated to the next school based on legal requirements and liability for non-reporting.

Parents must indicate their agreement to documentation, storage, and communication requirements in the admission contract.

## **References**

School of the Nations complies with all local, national, and international obligations with respect to protecting children.

These documents address significant issues of child abuse and neglect, and the inherent responsibility to protect children from its various forms.

- Statute of the Child and Adolescent (Federal Law 8.069/1990)
- Law of Guidelines and Foundations of National Education (federal law n. 9.394/1996)

- The Constitution of Brazil
- Organic Law of the Federal District
- Convention on the Rights of the Child (Decree 99.710/1990)
- International Pact on Civil and Political Rights (Federal Decree 562/1992)
- International Pact on Economic, Social, and Cultural Rights (Federal Decree 591/1992)
- American Convention on Human Rights (Federal Decree 678/1992)
- Federal Law 13.257/2016 (Early Childhood Statute)
- Law 13.005/2014 (National Education Plan of Brazil)
- Brazilian Federal Law 13.185/2015
- District Laws 4.824/2012, 4.837/2012 and 5.267/2013) on bullying

For more information on how the School handles and reports incidents of child abuse and neglect, please see our Child Protection Handbook on the Parent Portal of the School website.

## **Annex II: Official Code of Conduct of the Association of American Schools in Brazil**

AASB competitions, performances, tournaments, and other scholastic events and activities are open to all students of member schools. Everyone attending has the right to participate in the activity, socialize and have fun in a secure and protected environment in the best traditions of sport and competition. To this end, AASB has created a Code of Conduct which participants and all student spectators are expected to abide by. Compliance with this Code of Conduct is also a requirement of all participants and student spectators from non-member AASB schools who are invited to participate in an AASB event. Each school is responsible for making everyone in the traveling party aware of this code prior to arriving at an AASB sponsored event. To ensure that everyone enjoys their AASB experience, we take this matter very seriously, and any breaches will be dealt with accordingly.

### **Student Participants at AASB Activities**

It is a strong belief of AASB that representing your school is an honor and a privilege. As a part of upholding this belief, appropriate conduct and behavior expectations need to be followed at all times. Any student who chooses to participate in an AASB extracurricular activity of any type will be required to follow the Code of Conduct guidelines outlined below in order to participate in that activity.

It will be the responsibility of the staff and Administration of all AASB member schools to fairly and consistently enforce this policy in all AASB sponsored extra-curricular activities. The intent of this policy is to encourage positive decision-making skills and to promote and ensure the tradition and pride that all member schools have in their students and school.

Students will be held accountable to the AASB Code of Conduct, as well as their particular school's Code of Conduct policy. Violations may lead to suspension from all or part of AASB activities.

The Code of Conduct must be signed before the student will be permitted to participate. The Code of Conduct will be kept on file and will be in effect for the school year.

## **Student Spectators at AASB Activities**

Students wishing to attend an AASB event held outside of their school need to receive permission of no less than one week in advance from their respective school's administration. The host school will reserve the right to determine admission to events based upon its own policies and those of AASB, regarding space, supervision, etc.

Student spectators must respect all host school policies; arrange their own room and board, transportation, and be accompanied by a parent or designated legal guardian. The student spectator must also be in full compliance with the AASB Code of Conduct and have signed it before being permitted to travel to the event. Any non-participating visiting student not meeting the above criteria or following the AASB policies may be asked to leave the event.

## **Behavior**

The conduct of all students involved in AASB activities will be of the highest caliber before, during, and after practices, performances, activities, and competitions. Students who do not represent their schools in an appropriate manner as exhibited by their conduct shall be subject to disciplinary measures. Responsible behavior will be demonstrated at all times and students will:

- participate in awards ceremonies;
- cheer appropriately;
- pick-up after themselves and keep the host site clean and neat;
- refrain from using noisemakers;
- abide by any additional established rules of the host school;
- exercise self-control at all times;
- respect the decisions of officials without gestures or argument;
- win with humility, lose with dignity, and participate with respect.

## **Notes**

1. All students are expected to abide by the behavioral expectations of their home school. AASB expects that the home school will take such disciplinary action as they deem appropriate under their own requirements in addition to the actions outlined below.
2. Event organizers are empowered to take such disciplinary actions as are needed to maintain the integrity of the event and the safety and well-being of the participants, using the host school student code of conduct as a guide. Such actions will be taken through the disciplinary committee, defined below.

## Major Violations

Major violations are anything that jeopardizes the health, safety, and security of AASB participants, which include but are not necessarily limited to actions involving alcohol, tobacco, drugs, theft, vandalism, and physical aggression.

## Minor Violations

Minor violations are any inappropriate behaviors, which include but are not necessarily limited to:

1. Profanity: The use of profanity (in any language) will not be tolerated. [Note: exceptions may be permitted in forensics and drama events when very mild off-color language is an inherent and required component of an approved presentation.]
2. Curfew and Closed Campus Policy Violations: All students must respect established curfews and are not allowed to leave the premises of the sponsored event without permission from their school's representative. Students will not enter sleeping quarters other than their own.

## Consequences

Students who do not represent their school in an appropriate manner as exhibited by their conduct shall be subject to disciplinary measures. This could result in suspension or dismissal from the event as determined by the sponsors, chaperones, athletic directors, host school administrator and/or his designee.

Any violation of AASB Code of Conduct will be reported to the host school event coordinator, who will then notify the host director or his/her designee.

Discipline Committee: The host school administrator and/or his designee will convene a special discipline committee when a violation of the AASB Code of Conduct has occurred. The committee shall consist of the chaperone/coach/athletic director of the student(s) involved, the host school administrator or designee and either one (1) representative from each school for events that have up to eight (8) schools or, when more than eight (8) schools are participating, 50% of the number of schools participating plus one (1) additional school.

Process:

1. The host school administrator or designee will convene the committee and select the members when more than eight (8) schools are participating. The host school administrator will serve as the chair of the discipline committee and will have full voting rights.
2. The committee will hear all the facts regarding the violation of the AASB Code of Conduct. The student(s) will appear before the committee to allow them to give their side of the story.
3. After all of the facts have been presented, the committee will render a decision. Each member will have one vote.

The committee shall have the authority to render the following decisions:



## Major Violations

1. Commitment of Major Violations will result in immediate suspension from the event and the student will be sent home as soon as reasonably possible, done at their parent's expense.
- On the first incidence of such behavior, the student will also be suspended from all AASB sponsored events for a minimum of one full semester, beginning with the conclusion of the current event. This penalty will also include suspension from the same event for the following year, regardless of when it is held.
- On the second incidence of such behavior, the student will also be suspended from all AASB sponsored events for a minimum of one full calendar year, beginning with the conclusion of the current event. This penalty will also include suspension from the same event for the following year, regardless of when it is held.

The only exception to this policy shall be in the event that a major violation of the Code of Conduct by the student occurs late enough in the event to allow for sufficient time to send him/her home. In this case, the student will be placed on immediate in-house suspension and denied any further participation in the activity or game being played until the end of the event.

The following procedures will be followed in the event of a student being sent home:

1. The host school administrator will call the student's home school director to notify him/her that one of the school's students is being sent home for a major violation. The student's home school director will then be responsible to make sure that one of the home school administrators or a designee will accompany the student from the event site to the designated bus station or airport and thereafter throughout their trip home.
2. The host school administrator as well as the home school director will contact the student's parents and/or legal guardians before travel begins and tell them why their child is being sent home.
3. The host school administrator or his/her designee, as possible, will inform them of all travel arrangements. The parent and/or guardian will be responsible for making arrangements to meet the student upon his/her return to the home city.
4. The parent will be responsible for all costs associated with the student's travel as well as all costs of the person accompanying him/her home. This includes such costs as taxi fares, bus or plane ticket alteration or purchase, lodging in route if necessary, etc.
5. The host school administrator will provide for a one-page summary of the Code of Conduct violation and Discipline Committee meeting, making sure all the facts presented and the action taken by the discipline committee have been included. The summary will be signed by the host school administrator and sent with the student who is being sent home. The host school administrator will also keep copy of the summary for future reference, if needed.
6. The student being sent home will be held responsible for making sure his school administrator receives the letter when he/she arrives.



### **Minor Violations**

Minor violations will result in a minimum penalty of the student receiving a one game suspension in sporting events or a one half-day suspension for non-athletic events.

Please note: The discipline committee may, depending on the severity of the violation, assign a more severe consequence.

### **Appeal Process**

A student and his or her parent/guardian shall have the right to appeal a suspension from AASB activities by notifying their school's administration in writing within five (5) business days after notification of the decision. If written notification is not received within five (5) business days, the right to the appeal is forfeit.

The final decision will be determined by the AASB Directors at their next scheduled meeting.

### **Signatures**

A student may not participate in an AASB event until this form has been signed by both the student and parent/guardian and is on file at their school.

The undersigned has received a copy of the Association of American Schools in Brazil—

AASB Code of Conduct.

## Annex III: After School Program

School of the Nations offers After School activities to students from Nursery II to Grade 12. Aiming to enrich the regular curricular Program, these programs provide students the opportunity to explore different skills within areas of major interest. Students may choose from recreational activities, sports teams, arts, academic enhancement and cultural activities under the guidance of qualified staff.

After School programs focus on student development as a whole—physically, emotionally and morally. They are designed to support and enrich the school's mission and values by extending learning experiences outside the classroom.

### 1. Enrollment and Changing or Canceling After School Activities

Offered exclusively to students enrolled at School of Nations, students may enroll in After School (Nursery II–Grade 8) and School Teams (Grades 9–12) any time during the school year. Students may also cancel After School activities or sign up for the waiting list through the school enrollment portal.

Ten monthly installments are charged for each After School activity. Monthly installments are due in August, September, October, November, December, February, March, April, May and June as stated in the application form. No fee is charged for School Teams activities.

The ten monthly installments do not cover expenses for end-of-year activities, such as special uniforms, belt promotion ceremonies, etc. All such costs will be communicated to parents and guardians by the Coordination team throughout the school year.

To ensure good performance, we ask parents and guardians to avoid interrupting After School activities. Parents and guardians must schedule an appointment with the After School team to speak with After School teachers.

Cancellations of After School activities may be made at any time; however, if canceled after the 20th, full payment for the following month will be charged.

### 2. Activities Schedule

After School activities offered at the Early Childhood Campus begin at 3:30 p.m. and end at 4:20 p.m.

After School activities on the Main Campus for Grades 2 to 5 take place from 3:15 p.m. to 5:30 p.m., in two periods. The first period starts at 3:15 p.m. and the second, at 4:30 p.m. Students who are enrolled in activities that start at 4:30 p.m. must be enrolled in one of the first period's activities or be supervised by an adult family member.

After School activities on the Main Campus for Grades 6 to 8 take place from 4:15 p.m. to 5:15 p.m.

After School activities on the Main Campus for Grades 9 to 12 take place from 5:15 p.m. to 6:30 p.m. Students must wait in the designated area or participate in other educational activities offered.

A schedule of the activities, which provides further information on each, is available on the School's website and on the enrollment portal.

Parents must pick up their children within 15 minutes after the end of the activity; otherwise, they are subject to clause 15 of the Educational Services Contract.

### **3. Behavior Guidelines**

All rules and procedures contained in the Student's Handbook and observed during regular school hours will be observed during After School activities. The Counselor can suspend students who behave inadequately.

### **4. Use of Uniform**

Use of training uniforms established by the Coordination team is mandatory.

### **5. Field Trips for Training, Games and Competitions**

At the time of enrollment, parents must fill out and sign a form that authorizes the student to leave school, accompanied by school staff, for training, games and competitions. The authorization is valid for the school year. The School will notify parents in advance when such activities occur.

Soccer practice may also take place at the soccer field on the Early Childhood Education campus. Students, accompanied by their coach, go to the ECE campus. All students must be ready to go five minutes before their scheduled training time. All students must return to the main campus together when practice ends. Students must leave all books, notebooks and schoolbags at the main campus.

### **6. Class Cancellations**

Parents will be contacted by email and/or telephone should any class be cancelled due to illness or in case of *force majeure*.

The decision to cancel classes due to heavy rain or low humidity will be made by the After School Coordinator or by local authorities. Parents will be informed by email.

### **7. Absences**

Parents are responsible for paying for the activity until they cancel it through the portal within the stipulated time. Payment is due even if students do not take part in the activities in which they are enrolled.

Students with three consecutive unexcused absences will be subject to enrollment cancellation.

It is the parent's or guardian's responsibility to inform the Coordination when the student attends School but does not take part in the program activities.

During quarterly exams week, the presence of students in Grades 6–12 in After School activities is optional.

## **8. End-of-Year Presentations and Events**

At the end of each semester, the Coordination team organizes celebrations such as belt promotion ceremonies (martial arts), artistic presentations and open classes for parents and their children.

Please remember that monthly fees do not cover the costs of end-of-year activities, such as costumes, karate & judo belts, etc. The After School Department will inform parents of these costs throughout the school year.



**Escola das Nações**  
School of the Nations