



THE AMERICAN SCHOOL OF SÃO PAULO

Middle School Student/Parent Handbook 2021-2022



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Principal

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Mission Statement

inspire
challenge
succeed

every student
every heart
every mind

Core Values

**Intellectual
Curiosity**

Perseverance

Respect

Integrity

Kindness

Welcome

August 2021

Dear Graded Students and Parents,

Welcome to the 2019-2020 school year! We look forward to a wonderful school year and getting to know you.

Students in middle school are on a journey of significant emotional, social, physical, and intellectual growth and discovery. This handbook is designed to provide guidance in support to our students and families as they navigate this journey. With this in mind, we hope our students engage and explore while learning new skills, honing strengths, and striving to be confident, happy, and caring citizens.

In Graded's Middle School we know:

- Each person is deserving of respect and care.
- All community members - students and staff - are constantly learning.
- All community members have the right to learn and work in an environment that fosters a feeling of comfort and self-esteem, and that is safe and engaging.
- Conflict should be handled in ways that show respect for oneself and others, and for the physical safety of all.
- Individuality and diversity in backgrounds and culture need to be respected; all community members can make choices that contribute to our mutual success.

In order to facilitate a developmentally-appropriate environment of growth and change, we continually examine the work we do to ensure our practices are commensurate with best practices in Brazil and around the world. The procedures and practices outlined in this handbook are the result of considerable thought and deliberation by our staff in conjunction with student and community input.

We are very pleased that you have chosen to join us during this school year. Please take the time to carefully review this handbook because it provides a common framework and language for our community. Please remember that our door is open to comments, questions, concerns, or compliments.

Desejando a todos um ano maravilhoso!

Sincerely,

Dr. David Trajtenberg and Ms. Susan Butler

David Trajtenberg, Middle School Principal, and
Susan Butler, Middle School Associate Principal,
on behalf of the Middle School Team

Calendar

The school calendar is updated yearly and can be found on our school website: [2021-22 Calendar](#)

Program Overview

Middle School is a period of transition. To assist students in successfully crossing the bridge from childhood to young adulthood, the Middle School offers a variety of exploratory and experiential opportunities that are both social and academic. Graded provides a wide range of inclusive activities that encourage student involvement and personal responsibility. The Middle School is committed to the community at large, placing value on opportunities to increase intercultural awareness and promoting respect for all individuals. The program is designed to provide the best environment and opportunities for students to identify their own areas of success, to increase their competencies, and to continue to define who they are, what they are capable of, and what role they see themselves playing in a global society.

The School Day

Students should be at school at 8:30 am as classes begin promptly at 8:30 am. The last class of the day ends at 3:30 pm. Students engaged in extracurricular activities usually finish at 4:15 pm and occasionally at 4:30 pm or 5:45 pm, depending on the activity. Students who catch the bus are released from activities at 4:10 pm. Please note that Wednesdays are early dismissal days for students and the dismissal time is 2:40 pm.

Each day, students have:

- four 80-minute periods of instruction
- 30 minutes of Community Time
- 45 minutes for lunch (and recess)
- two 10-minute breaks

Block Schedule:

Each day, students have four 80-minute periods of instruction. The day operates on a "rotating block" schedule. The scheduling of blocks of time gives ample opportunity for labs and extended projects to be a regular part of each student's experience. It also provides for a more unified and less frenetic day for both students and faculty. This model allows students to have classes at different times of the day, thus avoiding the same subject always being studied at the same time, for example at the end of the day. It also ensures a more equal distribution of classes. For example, since holidays often fall on a Monday or Friday the result is Monday and Friday classes may typically be missed. Instead, the next school days' schedule is simply the next-day letter, which avoids a student regularly missing the same class. See the chart below:

CLASS BLOCK ROTATION SCHEDULE

M,T,R,F		A	B	C	D	E	F	G	H	I	J	WED.
P.1	8:30 - 9:50	1	5	2	6	3	7	4	8	3	7	8:30 - 9:50
break	9:50 - 10:00	break										9:50 - 10:00
P.2	10:00 - 11:20	2	6	3	7	4	8	1	5	4	6	10:00 - 11:20
MID-DAY	11:20 - 12:40	LUNCH / RECESS / ADVISORY (CT)										11:20 - 12:40
P.3	12:40 - 14:00	3	7	4	8	1	5	2	6	1	5	12:40 - 1:45
	14:00 - 14:10	break										1:45 - 1:55
P.4	14:10 - 15:30	4	8	1	5	2	6	3	7	2	8	1:55 - 15:00

Core Courses

The program for all Middle School students includes:

Grade 6 core courses:

- Humanities
- Science
- Math
- Portuguese
- Brazilian Studies (for students in the Brazilian Studies Program*)
- Physical and Health Education
- Bridges

Grade 7 core courses:

- Humanities
- Science
- Math
- Portuguese
- Brazilian Studies (for students in the Brazilian Studies Program*)
- Physical and Health Education

Grade 8 core courses:

- English
- Social Studies
- Science
- Math (Standard or Extended)
- Portuguese
- Brazilian Studies (for students in the Brazilian Studies Program*)
- Physical and Health Education

*Students in the Brazilian Studies program have Brazilian Social Studies (conducted in Portuguese) in grades 6, 7, and 8. Some students may also be in an ELL class if they are recent English language learners.

The traditional subjects of English and Social Studies are combined into one course in grades 6 and 7 called Humanities, a course which forms one of the major building blocks of the Middle School student's schedule. In this class, broad areas of inquiry in history, economics, sociology, and geography often form the basis for continued study and improvement of the traditional areas of Language Arts: reading, writing, literature, and public speaking. In grade 8, Humanities is split into Social Studies and English.

Elective Courses

To encourage a diversity of interests, students also take elective courses. We offer a

wide variety of elective courses in performing and visual arts, leadership, and service, Spanish, and STEM (Science, Technology, Engineering, and Math) fields. Music classes include band, orchestra, and vocal music. Elective course offerings are updated yearly and the most current offerings can be found in our [Course Handbook](#).

Descriptions of all courses can be found in our [Course Handbook](#).

Community Time and Advisory

Middle School Community Time (CT) supports our students through a series of activities focusing on intrapersonal/interpersonal skills, character development, and collaborative activities to promote understanding and a sense of community. In addition, we encourage students to see themselves as part of our larger world.

A typical Community Time schedule for one week is:

- Monday: Advisory
- Tuesday: Assembly, House Days, or Grade Level Activities
- Wednesday: Advisory
- Thursday: Advisory
- Friday: Activity

Advisory meets three times a week in groups of approximately 12 students and one or two adults. Generally, once per week students reflect on the past week and plan for the week ahead. Advisory is a time to promote good study skills, identify any challenges, and help identify resources necessary for each student's overall well-being and success. Once per week, students are given time to work on homework and other assignments or engage in reading. Once per week, students engage in guided discussions on community and world issues. Students will have the same advisor throughout their entire time in Middle School. For example, a student's current advisor in grade 6 will also be their advisor in grades 7 and 8. This is to strengthen the knowledge the advisors have of their students, ensure a stable and consistent relationship with an adult that students can turn to when in need, and build stronger relationships.

Current themes explored in advisory include:

- Community Building and Citizenship
- Identity
- Relationships and Diversity
- Digital Citizenship
- Conflict Resolution

Purpose of Advisory

The MS advisory program at Graded nurtures relationships to promote trust, respect, and empathy. The program helps students build self-awareness and explore their contributions and roles in a diverse community.

The advisory program at Graded aims to develop students who:

- Are known and feel known consistently by one adult.
- Develop constructive peer relationships and team-building skills.

- Develop problem-solving and conflict-resolution skills.
- Learn to be more self-aware, self-managed, and self-directed.
- Understand their role in contributing to the community.
- Listen to and understand others' perspectives.
- Have fun!

Role of the advisor:

Advisors:

- Are caring adults who know and care for each of their advisees. They advocate for their advisees and seek resources to ensure their individual well-being.
- Foster a positive peer group within advisory, which in turn supports a positive peer culture in the MS. They are active participants, modeling and encouraging the behaviors and skills developed in advisory.
- Support a growth mindset and healthy development by helping advisees learn and practice self-awareness, teamwork, problem-solving, and conflict-resolution skills.
- Help advisees transition in and out of the MS.
- Serve as a point of contact for families for social-emotional, integration, and well-being issues.

Field Trips, Classroom Without Walls, and Other School Travel

In addition to various local daylong field trips, all students are involved in the Classroom Without Walls (CWW) program. These overnight trips are designed as an extension of the Middle School curriculum and give students the opportunity to explore a variety of interests, engage in team-building, enhance cultural awareness, and learn about themselves and each other as well as the wonderful country of Brazil.

Security experts review CWW trip itineraries and travel arrangements and the school provides additional scrutiny and analysis of the trip.

Students who do not participate in field trips and CWW are considered absent from school. Students are given multi-disciplinary assignments or asked to come to school to compensate for the missed learning as a result of not joining CWW.

School-sponsored travel is also available through various groups and activities, such as band, choir, Destination Imagination, junior varsity sports, Model United Nations, and Mathcounts. Students must meet the Participation and Eligibility in Extracurricular Trips and Activities requirements described in this Handbook in order to participate.

After School Clubs, Activities, and Athletics

The Middle School Athletics Program is part of the Upper School Athletics Program. Graded competes with other international schools in Sao Paulo, Brazil, and South America. Students in the Middle School are eligible to try out for one of the junior varsity (JV) teams (under age 15 and under age 13). Graded offers basketball, soccer, volleyball, softball, futsal, badminton, track and field, swimming, and cheerleading. Practice times are either from 3:45 to 5:00 pm or 5:00 to 6:30 pm, depending on the team or semester.

Students may also choose to engage in a wide variety of other activities including, but not limited to, Middle School theater productions, Model United Nations, Destination Imagination, robotics, community service, MathCounts, and after-school choir. Students are encouraged to get involved, as activities are an integral part of the Graded experience. These activities allow for many learning opportunities and afford students a chance to take risks in a safe environment while learning about teamwork.

Students also have an opportunity to participate in the daily Lunchtime Intramural Sports Competition. In this competition, students participate in short tournaments not only in traditional sports like futsal, basketball, and badminton, but also in modified games like kickball, capture the flag, and dodgeball. This program allows students to compete in a variety of sports in a safe environment where everyone is expected to exhibit excellent fair play and sportsmanship.

Most of the after-school sports and some of the activities allow for a limited number of Middle School students to travel within and outside of São Paulo to compete or participate inter-scholastically. Since there are usually more students who wish to participate than there are places available to travel, a number of criteria are used to decide which students may travel. However, since maximum participation is encouraged, traveling groups are not selected too far in advance in order to ensure opportunities for as many people as possible. Students must meet the Participation and Eligibility in Extracurricular Activities and Trips requirements (described below).

Those students on the traveling list, as well as any students designated as alternates, must continue to participate in practices and rehearsals while maintaining attendance and academic requirements. Also, all participants must continue to demonstrate good citizenship in all areas of their school life. If there is reason for concern over a student traveling for an event, the coaches/sponsors of a particular sport/activity will meet with the principal, associate principal, Middle School counselor, and/or athletic director to make the ultimate decision concerning eligibility after gathering feedback from teachers. All students who maintain appropriate academic and social standing are eligible to participate in after-school activities.

For more information about our After School Activities, visit the [Graded Activity Handbook](#).

For information about Athletics, visit www.graded.br/athletics.

Upper School Participation and Eligibility in Extracurricular Activities and Trips

Participation

- Participation in co-curricular opportunities and trips at Graded is a privilege that must be earned by maintaining good conduct, behavior, and attendance.
- Participation will be extended only to those who meet the standards of eligibility established by Graded and the host organizations such as the Association of American Schools in South America (AASSA), Model United Nations (MUN), or Destination Imagination (DI). All students have the right to participate although

Graded is not required to allow participation unless the student meets and maintains the criteria outlined below.

Attendance

- Attendance at practices and events is mandatory; the only possible exceptions being illness and family circumstances. The student must inform the coach/sponsor prior to the practice or event to be missed.
- Poor attendance in the activity or sport may jeopardize one's placement in the activity and/or traveling team or group. In athletics, this includes playing time.
- Participants are expected to attend all classes on days of games, activities, events, and practice sessions to participate.
- Participants are expected to attend classes the day after returning from the trip, unless otherwise noted by the teachers or coaches. Students who return from a school-sponsored trip to São Paulo after 10:00 pm are excused from the first two classes the next day. If they return after 12:00 am, they are excused from the entire next day of school.
- Participants must be on time for games, practice sessions, events, and meetings.

Overnight Trips

Graded aims to support all students selected to participate in overnight trips. Those that are scheduled to go on a trip but who are experiencing academic, attendance, or behavioral issues may go through a process to support them to remain eligible. All traveling students must submit a completed Planned Absence Form and turn it into the MS Office one week prior to the departure date. If a teacher indicates that there are academic or behavioral concerns with the student in their class, the student will be required to develop an *Overnight Trips Support Plan* with their relevant teachers, divisional administrators, counselor, and/or athletic director. The school administration reserves the right to refuse approval for travel.

Students are responsible for all work missed during an overnight trip. They should also check their teachers' ClassPages sites for daily assignments. Work missed due to trips is due upon return or upon a date previously agreed with the teacher.

Student Conduct and Behavior on Trips:

- Participants are expected to conduct themselves in a manner that aligns with Graded's core values and reflects positively on themselves and the school community.
- All school and team rules must be adhered to.
- Behavior and/or conduct not in the best interest of the school that occurs either in activity endeavors or non-activity situations may constitute grounds for suspension or dismissal from the team and/or school depending upon the gravity of the offense. If a participant is involved in a major violation of the school rules, the administrator will include in the disciplinary response whether a student can continue to participate in the activity.

Community Service

Students can engage in many community service activities throughout the year. They may sponsor special programs for less privileged people, raise awareness and funds for

the environment, and help our local Graded community. Community service initiatives are run through Community Time and Leadership and Service Learning classes.

Activities to raise money for community service and class projects must be approved one week in advance by the associate principal. Students may not sell products for personal gain on school grounds at any time. Bake sales are not permitted to take place during lunch or recess, but can be scheduled after school with approval by the associate principal.

Homework

Overview

In the middle school, homework may be used as a way to support students in having an intentional learning experience. In an effort to support a well-balanced lifestyle and encourage students' non-academic and extra-curricular interests, we believe in assigning only focused and meaningful tasks that directly relate to course objectives. Therefore, all home learning is classified in one of these categories:

Type	Definition	Intended Outcome	Application
Completion	Any work assigned during the school day not completed in class when ample time has been allotted.	Helps students keep up to date with the classroom program.	Homework should be differentiated for students. For example, if students regularly have difficulty finishing classwork, the teacher should work with the student to address barriers to completing these tasks during school hours.
Practice	Any work that reviews and reinforces skills and concepts taught in class.	Helps students practice newly acquired skills to develop fluency.	To be effective, practice homework requires students to already be able to independently perform the skills required.
Preparation	Any work that prepares students for upcoming assessments.	Encourages students to prepare for assessments.	To be effective, the students should be given the necessary resources. Additionally, learning expectations regarding appropriate sources for evidence of learning will be made clear to all students in

			order to effectively support their preparation.
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Guidelines

In Middle School, students are expected to:

- Read for 20 minutes on a daily basis (both pleasure and/or school assigned);
- Complete practice or preparation home learning as assigned in math;
- Complete only preparation or completion home learning as assigned in Science;
- Complete preparation or completion home learning in humanities and Portuguese/PAL, if deemed absolutely necessary by the teacher. Teachers are asked to limit home learning when possible; and
- Complete practice home learning for performing arts classes, such as an instrument.

Teachers in other subjects are asked not to assign homework.

In order to meet the National Education Association's (NEA) recommendation of no more than 10 minutes of "homework" for every grade level achieved (i.e., 60 minutes for Grade 6 students), we ask teachers to limit home learning to no more than 20 minutes per night for their subject and to regularly reflect with students regarding the overall amount of time they are devoting to home learning.

We recognize that students are involved in many extracurricular activities. Home learning should never exceed 60 uninterrupted minutes on any given day for completion or practice tasks. If students are working for more than this allotted time, they may stop, and communicate with their teacher(s).

Late Work

Assessments, assignments, and exercises are to be handed in within the timeline established by the teacher. Late assessments, assignments, and exercises can adversely affect academic achievement, add stress, and impair student well-being. Students who do not complete work on time can be assigned Supervised Academic Support (SAS) at the discretion of the teacher. SAS takes place during lunch or after school.

Supplies

Students should review the supply lists online to ensure they come to school with all needed materials. Some classes have textbooks that are assigned to all students. Students are expected to take good care of all issued books. Lost or damaged books must be paid for at the replacement rate cost. Students must supply their own locks for their lockers. Some courses require students to purchase their books. Teachers distribute information about these books and it is also available on the school website. In addition, all Middle School students are required to bring a fully charged laptop computer to use at school and then at home. Students should have charging cords with them during the school day.

Supply Lists: www.graded.br/supplies

Vacation Reading

Some subjects may require an enrichment reading assignment during vacation time. We believe that reading is important for language development and vacation reading assignments in humanities, English, or Portuguese are generally assigned. This is not optional, and the readings are to be finished by the first day of class. Teachers distribute information about these reading assignments and they are also available on the school website.

Vacation Assignments: www.graded.br/assignments

Upper School Library

The library and its resources support and enrich Graded's mission, core values, and educational programs. The library program strives to ensure that students are effective users of ideas and information. Library materials are selected to encourage the development of factual knowledge, literary appreciation, diversity of perspective, aesthetic values, and ethical standards.

Library Hours

The library is open from Monday to Friday from 8:00 am to 5:00 pm.

Library Resources

With over 17,000 materials, the Upper School Library is well resourced. Materials are available in English, Portuguese, Spanish, and French. Included in our collection are the following:

- Print and e-books (fiction, non-fiction, biographies, and graphic novels)
- Citation Maker - Noodletools
- College resources and test preparation guides
- Print and electronic magazines
- Print and electronic newspapers (both local and international)
- Professional resources
- Reference materials
- Subscription databases
- Turnitin.com

Library Catalog

The Upper School Library Catalog, Destiny Discover, is available under the Online Resources tab on the Graded Upper School Digital Library Google site. The link for the Upper School Digital Library is available on the Graded website, www.graded.br, under Quicklinks. Logging into the catalog allows patrons to search Graded's print collections, read e-books (FollettShelf), and be part of an online community of readers.

Databases

To extend the library and provide quality, scholarly resources for research, Graded subscribes to a variety of databases such as Culturegrams, EBSCO, Facts on File

(*Ancient & Medieval History, Science Online, and Today's Science*), Gale (*Global Issues, Informe Académico, Literature Resource Center, Opposing Viewpoints, U.S. History*), JSTOR, TumbleBooks Cloud, and World Book. The links and password information for each of the databases are available on the Graded US Library Google site, which is located on the Destiny Discover homepage under "Links." These library resources are available 24 hours a day, seven days a week, anywhere patrons have internet access.

Technology

The library is equipped with Apple TV, LCD projectors, iPads, and a printer, copier, and scanner.

Lending Policies

- Students may borrow a maximum of ten materials for two weeks at a time.
- All resources leaving the library must be checked out at the circulation desk.
- Material may be renewed, on or before the due date, unless another patron has placed a hold on the resource.
- Students receive a due date reminder by email the day before their materials are due.
- Students can renew materials and place holds themselves when logged into Destiny Discover.
- Overdue notices are sent weekly. Notices are sent electronically by email to students' email addresses.
- Students with overdue material may not borrow additional material.
- Items that are lost or damaged while on loan from the library must be paid for by the person in whose name they were borrowed.
- At the end of the first semester, library material that is more than two months overdue will be marked as lost. The replacement cost will be included in the next tuition mailing if not resolved beforehand.
- At the end of the academic school year, students must clear their library accounts. Students and parents will be notified of outstanding accounts by email, letter, and/or phone call.
- If a "lost" item was paid for and is subsequently found and returned to the library in good condition during the same academic school year, the patron's replacement money will be refunded.

Library Expectations

The library is a great place to discover, explore, imagine, investigate, locate and access information, study, collaborate, work on homework, browse magazines, and read for pleasure. To ensure that the library meets the needs of ALL patrons, please adhere to the following expectations:

- Remember that you are in a public space and that many patrons are reading and studying; please talk quietly. Students wishing to socialize can take advantage of the Student Center.
- Wear headphones when listening to music or watching videos.
- Step out of the library when speaking on cell phones.
- Use of technology in the library is for school-related work. Video gaming is not permitted.
- Library iPads should not be altered.
- Allow the library staff to reshelve books and magazines; leave items for reshelving at the circulation desk, on carts, or on tables.

- Eat and drink outside of the library. Water is allowed.
- Students who do not comply with the above expectations may lose their library privileges for a period of time which is determined by the library staff and/or administration.

The library staff, as part of the Teaching and Learning Department, are committed to high-quality services for our students, faculty, staff, and parents. Services offered to students and faculty include training sessions on how to use the library resources, book talks, digital citizenship workshops, academic honesty guidance, and information literacy lessons.

Please feel free to ask the library team for assistance. The librarians love to answer questions, point students in the right direction, assist in accessing and evaluating information, demystify citations, or recommend materials for personal reading. If students have suggestions for the library, they are encouraged to share their ideas and/or book recommendations with the library team.

During the year, the library staff puts together a variety of displays and programs to promote literacy and leisure reading. Students are welcome to browse or check out any books on display.

Student Support

After-School Assistance

If a student has questions about or difficulties with a subject, after-school help with the teacher is available from 3:15 to 4:00 pm at least one day a week. It is best for students to arrange such meetings in advance because teachers may have other commitments related to after-school activities and professional development meetings. The sessions are not designed to reteach a class given that day but are a forum for teachers and students to discuss and review specific questions.

Counseling

The Graded Counseling Program is an integral part of all student experiences, providing proactive and responsive services to meet the personal, social, and emotional needs of the Graded Community. Through collaboration with all relevant education professionals and coordination of programs, we ensure that comprehensive services are available to all students. We value a student-centered approach that empowers students to reach their full potential in an ever-changing society.

Our counseling team is available to meet with students or parents during the school day. Students may drop by the Counselor's Office or may schedule an appointment for a specific meeting. Parents are also invited to call the Middle School Office to schedule appointments with the counselor. Parents may wish to talk with counselors about social and emotional needs, transitions, course requirements, or other issues. Our counselors work with all students in the domains of college and career planning, social-emotional, academic, behavioral, and global perspective taking as aligned with the International School Counseling Association.

English Language Learners

Graded's English Language Learner (ELL) Program empowers multilingual students to succeed in the school's rigorous academic learning environment. Language instruction in this program supports access to core curricular content while honoring diverse backgrounds and learning styles. Students' linguistic needs are comprehensively assessed in order to determine which services will be provided to facilitate full immersion into Graded's academic program.

In the Middle School, students will receive support based on their needs, such as in-class support and/or an English for Academic Purposes (EAP) class.

Linguistic needs, placement, and exit criteria are assessed using the [WIDA Framework](#) and other forms of data, such as MAP or other testing, and results from ongoing summative assessments.

Optimal Learning Services

The Optimal Learning Services (OLS) program provides academic support towards the acquisition of grade-level standards for students with identified learning differences. Graded aims to promote a spirit of inclusion for children who learn in different ways or at different rates at each level. Services are integrated into the routines, classroom structure, and curriculum of the regular school day. Optimal Learning Specialists collaborate with students, parents, teachers, and other stakeholders to maximize individual strengths and address specific areas of concern. In the Middle School, students will receive support based on their needs, such as in-class support and/or an Academic Support class.

Tutoring

In some cases, students may need reinforcement in certain areas beyond what can be covered in class or in after-school help sessions. In these cases, teachers may suggest to the principal or counselor that a tutor could help. All such recommendations must go through this channel, at which point the parents are advised. We recommend that parents wishing help in this area contact the counselor. All tutoring for pay must take place off-campus, unless approved by the Principal.

Student Support Plans

Students who need further academic support and meet our criteria may be referred to our Student Support Team (SST). This team may refer students for OLS services and place them on a Student Support Plan (SSP). The SSP is developed with input from teachers, counselors, principals, and parents and outlines each student's unique strengths and areas of growth as well as the accommodations the student may receive. This plan is shared with teachers, parents, and the student. SSP plans are reviewed at grading periods and may be amended as student needs change. Parents and appropriate school staff are notified of any changes.

Graded Mentoring and Tutoring Program

The Graded Mentoring and Tutoring Program (GMT) is a teacher-inspired, student-run

initiative. By matching High School students with Lower/Middle school students for weekly tutoring sessions based on their needs and interests, the program aims to not only create a helpful learning environment in the community, but to also form lasting bonds between tutors and their tutees. This tutoring opportunity is offered to all High School students from grade 9 and above, while all tutees must be from grade 3 to grade 8.

For more information about the GMT Program, visit:

<http://gradedmentors.blogspot.com.br>

Attendance

Success in the academic program at Graded depends on regular and punctual attendance. Our educational philosophy places high value on the learning process during these formative years, and students need to be active participants in their classes to achieve the maximum benefits of a Graded education. When students are absent or late to school or class, not only does their learning suffer, but the learning of other students is also affected. Therefore, we expect students to be in school and to be on time for classes. To fulfill Brazilian law, Carnegie Units (American high diploma credits), and the International Baccalaureate Diploma Program (IBDP) requirement of minimum contact hours, students are required to be in attendance a minimum of 75 percent of class time to be eligible for course credit. This percentage is factored in for full-year, semester, and quarter classes.

Student and Parent Responsibilities:

- It is the responsibility of the student and family to know and understand the Attendance Policy to ensure that students do everything possible to minimize absences from school.
- Students should be in class promptly by 8:30 am. Students arriving after this time are considered tardy and must sign in at the Middle or High School Office and obtain a pass before entering class.
- Throughout the day, students are expected to arrive on time for each class.

Absences

Absences are not permitted. However, we realize that there are instances in which students cannot be in school due to medical issues or appointments. Graded trusts that parents will remove their children from school only when they feel it is absolutely necessary. For example, extending vacations, service commitments, and other events are not considered excused absences and are not allowed. For full clarity:

- All absences are unexcused unless a parent provides valid documentation from a medical professional.
- Students who are aware of an absence in advance must complete a Student Planned Absence Form and ensure it is signed by all teachers. If this process is followed, full credit will be given for all work that is made up in the time frame agreed upon between student and teacher. A signed copy of the form must be given to the school secretary. Students may be prevented from participating in school trips/off-campus events if the Student Planned Absence Form is not completed.
- In order to ensure the whereabouts of all students, parents/guardians are asked to contact the Middle School (msoffice@graded.br) or High School Office by

phone or email by 9:00 am on the day that their child is absent and/or if their child will be arriving late to school.

- Students who feel sick and need to go home must have a note from the nurse confirming the illness before they are permitted to leave school.
- Class cuts (including cutting FLEX/Community Time and assigned after-school make-up sessions) are a disciplinary matter because they compromise the trust we have in a student to know their whereabouts and ensure their safety.

Consequences for Unexcused Absences

If a student is absent from school for unexcused reasons for half of the day or more:

- the student will not be allowed to participate in after-school or evening school events on the day of the absence.
- In the High School, students lose their sign-in late/leave early privilege.
- For class cuts, students will face disciplinary consequences as identified in our disciplinary policies.

Tardiness

Students are expected to be prepared and on time for classes. Tardiness is disrespectful to teachers and fellow students. When students are late to class, not only does their learning suffer, but the learning of other students is also affected. Specifically, “on time” means being physically present in the classroom and prepared to be an active member of the Graded learning community at the time that class starts.

If students are tardy:

- In order to ensure the whereabouts of all students, parents/guardians are required to contact (phone or email) the Middle School (msoffice@graded.br) or High School Office by 9:00 am on the day that their child is absent and/or if their child will be arriving late to school.
- If students are late to school for their first block (after 8:30 am), they must go to the office and receive a pass to attend class. The pass does not excuse the tardiness. It simply allows the student to arrive late to school.
- Attendance is taken at the beginning of each block. Therefore, students who arrive late may be marked absent.

Consequences for Tardiness

If students are tardy, they receive the following disciplinary consequences:

- Fourth incident: The student and his/her family will receive a written warning from the MS Office.
- Eighth incident: The student will be given an after-school detention which must be served the Friday after the eighth infraction, from 3:30 pm to 4:15 pm. Parents will be notified by the Middle School Office. This detention will serve as an opportunity to make up for the time missed caused by accumulated tardies. Students will use this time to complete work or get ahead on assignments.
- Twelfth incident: A parent meeting by phone or in-person is scheduled between the associate principal and the family. The student, in collaboration with the associate principal, will complete a Tardy Contract, outlining a plan to rectify the accumulation of tardies. This form will be signed by both the parents and the student. Additional tardies during the term will result in an in-school suspension.

- Eighteenth incident: the student can no longer participate in after-school sponsored activities for the semester. Students are revoked the privilege of traveling on a school-sponsored activity for the semester.
- Twentieth incident: At this point, a student's disrespect, insubordinate behavior, and apathy are sufficient to warrant a behavioral contract with the school.
- If at any point during this process it is evident that the student is making an effort and an improvement is recognized with relation to timeliness, this effort will be acknowledged.

Early Departures and Gate Passes

Students who need to leave early for urgent family matters or medical appointments or leave in some way other than their normal method of transportation must obtain a departure gate pass from the Middle or High School Office in order to leave class or campus. Gate passes are issued only upon receipt of permission via our PowerSchool system. All gate pass requests must be submitted to the MS or HS Office by 9:00 am. Gate passes will not be issued for the day after 9 am to give time for the school to verify the validity of the permissions given. Parents/guardians requesting passes after 9:00 am will not be granted gate passes for their children and for safety reasons will be required to physically sign their child out of school. Gate passes for medical appointments require a follow-up letter/note from a medical professional.

Communication of Absences and Tardiness

Each Monday, the MS and HS secretaries will email parents/guardians of students who were tardy the previous week to notify them of the infraction.

Attendance to Community Events During Class Time

Throughout the year there are a number of activities that bring the whole school community together to collaborate and celebrate (e.g., Celebration of the World, arts performances, Festa Junina, etc.). Additionally, Lower School and High School assemblies are planned for the purpose of those divisions and therefore do not include students outside of those divisions. Middle School students are not permitted to attend assemblies in either the Lower School or High School, even if they have a sibling in that division. For special assemblies, such as award assemblies and the Grade 5 Recognition Ceremony parents of Middle School students must submit an attendance request through PowerSchool the night before the scheduled performance. This will allow the office ample time to confirm receipt of the request and provides enough time for students to communicate with teachers informing them of their absences and to inquire about missed work. Without completion of this process, students will not be able to attend the assembly.

Extended absences (more than one week)

In extreme circumstances, when a family must take a student away from school for an extended period of time, prior notice equal to the anticipated time away must be given to the MS Office and the student's advisor and teachers. Any absence that is not due to medical circumstances will be considered unexcused.

In most circumstances, for excused extended absences, efforts will be made to provide students with work that might be accomplished outside of school. Lengthy absences

(more than one week, excluding absences due to school-sponsored activities) should be reported to the associate principal, who will help the student work out a make-up plan that is fair to the student and teachers.

The school cannot take responsibility for diminished achievement resulting from a student's absence. Teachers and administrators are unanimous in recommending that, whenever possible, trips and home leave be planned to coincide with school holidays. The student is responsible for making up the missed work.

Student Logistics: Obtaining Gate Passes, Notifying Us of Absences, and Alerting Us of Changes in Transportation Methods

In order to obtain a gate pass, notify us of an absence, or alert us of any changes in transportation, you must do so through our PowerSchool system (which is replacing Veracross as of the 2020-21 school year). Instructions on how to do so, including useful videos, are located on our school's website. You can also contact the Middle School Office for instructions.

[Student Logistics - English and Portuguese Versions](#)

If you have questions about the above information, please write to helpdesk@graded.br

Citizenship, Community, and Conduct

Students at Graded are expected to conduct themselves, both on and off-campus, in a manner that reflects well on themselves, the school, their families, and their countries. They should maintain standards of conduct that model the school's mission statement and core values. The principal and/or associate principal reserves the right to take appropriate disciplinary action in the case of a violation of these standards.

The school expects parents to support its behavioral expectations and to direct any questions regarding an action taken by the school staff to the particular staff member involved or the Principal without delay.

Middle School Discipline Policy

We believe that realizing Graded's mission and core values is a continuous, developmental process and that mistakes and lapses in judgment are learning opportunities. Our community works to instill Graded's shared values through open dialogue, teaching, and counseling. The ultimate goal for all Graded students is to develop appropriate, autonomous, and self-correcting behavior.

As a school, our priority is to assure a safe learning environment, free from disruptions. Students' rights and responsibilities, as well as school rules, are established for the safety and well-being of all students in our school. School rules apply in school, on school grounds, on school buses, and at school-related activities. Any incident that happens outside of school, but still affects the learning environment at school, will be

handled as a disciplinary incident. Common sense and a concern for the safety of all should prevail in situations where a rule has not been formalized.

Middle School Rights and Responsibilities

Every community develops a unique set of commitments that reflects the beliefs of that community. First, the community agrees on what can be expected from each of its members. These are known as **responsibilities**. Then, the community agrees on what each member can expect from the community. These are known as **rights**. These rights and responsibilities come from the school's mission and values.

Middle School Student Rights

- **An outstanding education** that is engaging, challenges, and involves students in important learning activities at their ability levels. Students have the responsibility to participate actively in their own learning and accept the responsibility to take intellectual risks and to stretch themselves. They have the responsibility to exhibit growth in the areas of personal responsibility for learning, social relationships, character development, and learning habits. They will make mistakes, but these are opportunities for growth.
- **An environment where students feel cared for and valued.** Students' advisors and teachers are their primary adult advocates. They will be there for students throughout the year. However, students must reach out to them, not just to their friends. Students have the responsibility to care for, be kind, and value others in this community.
- **An environment free from bullying, labeling, harassment, and hurtful behavior.** Our community will not allow anyone to make students feel oppressed; therefore, we will not allow students to do that to anyone else. Further, students must not permit anyone to harass another member of our community. If students do not take action such as telling an adult when they know this is happening, they are participating in this oppression and are just as guilty. Students have a responsibility to act.

Middle School Student Responsibilities

Each member of the community has a responsibility to protect and nurture the above rights. Mutual respect and consideration are the keys to making Graded a great place to be. To promote and support the life of the Middle School community, Middle School students are expected to:

- **Respect all members of the Graded community.**
 - Be kind, honest, and respectful;
 - Respect others' beliefs and opinions;
 - Use appropriate language and not use hurtful words that might offend others;
 - Show respect for all people, their native countries, and their cultures;
 - Arrive at all classes, meetings, and assemblies before the start times;
 - Respect and be responsible for the student's own, the school's, and other's property;
 - And demonstrate good sportsmanship on and off the playing court or field.
- **Leave distractions to learning at home.**
 - Follow the dress code;

- Eat candy and other snacks in appropriate areas and not in class without permission;
- Do not use cell phones during the school day, unless otherwise requested by the teacher for instructional purposes;
- Leave distracting toys such as fidget spinners and slime at home and do not play with them in class;
- Video games are not permitted to be played during class, lunch, or recess;
- And leave things such as large sums of money or other valuables (excluding learning tools such as laptops) at home; the school is not responsible for valuables brought to school.
- **Self-Regulate.**
 - The campus can get crowded at times, and the halls can get slippery in the rain so please walk at all times.
 - Keep displays of affection to a cheek-to-cheek greeting or hand-holding only.
 - Sports balls and other sports equipment are for field and court use only. Never for use in the halls or classroom areas.
- **Maintain a safe, calm, and clean school environment.**
 - Refrain from pushing, shoving, and horseplay.
 - Facilities are shared during breaks, lunch, and recess; please be mindful of other classes and groups.
 - Help the cafeteria function smoothly by keeping food on the plate and chatting calmly with friends; clean the table and push in the chair.
 - Refrain from gambling of any nature.
 - Recycle or dispose of trash in appropriate containers
 - Do not engage in inappropriate use of or tampering with electronic devices (such as unauthorized photos or recordings); this is vandalism and/or harassment.

Major Behavioral Offenses

There are some actions that require a more immediate response. In addition to a Behavioral Report, these may be dealt with directly by the principal and/or associate principal. Such offenses may include, but are not limited to:

- Fighting, hitting, pushing, kicking, or slapping, including “play fighting”.
- Inappropriate physical touching or physical displays (of self or others).
- Lying or other matters of honesty.
- Bullying or harassment of any kind (refer to the Safe School Policy for a full policy and definition of bullying).
- Threats or intimidation of any kind.
- Activities that endanger the health or well-being of a student or another person
- Theft or damage of property (vandalism).
- Possession, use, or distribution of alcohol, tobacco, and/or any illegal substances.
- Smoking on campus (which includes electronic cigarettes such as Juuls or Vapes)
- Possession of a weapon or something that could be perceived as or used as a weapon (including laser pens, matches, lighters, or fireworks).
- Insubordination (failure to comply with requests of faculty or staff members).

Restorative Practices and Consequences

The school works to turn mistakes and lapses in good judgment into learning opportunities. Furthermore, when harm is caused in our community, we will work with the offending party and those who were affected in order to repair the harm that was caused. Students who can not fulfill their responsibilities towards repairing harm that they have caused will be subject to consequences. The severity of the violation and the student's individual discipline record will be considered when assigning consequences. Due to the various influences that affect the nature of discipline cases, it is difficult to codify offenses and consequences. The principal, associate principal, or counselor may assign alternative consequences. If a student has violated a school rule within the classroom, the teacher will initiate procedures to correct the observed behavior.

Students will be given fair notice and warning when they stray outside of school rules and guidelines. These consequences are designed to help students understand and learn from their mistakes. The Middle School uses a [laddered approach](#) to reporting behavioral missteps.

- 1) **Individual Conversation and Warning:** Teachers and administrators will first have an individual conversation with a student. Individual teachers may assign appropriate consequences based on class or school rules. Conversations, if minor, are not recorded.
- 2) **Behavior Report:** Students may receive a Behavior Report documenting an appropriate consequence for behavioral missteps. A Behavior Report is a letter documenting the behavioral infraction sent home to be signed by the student and his/her parents and/or guardian. The principal or associate principal, in consultation with the individual witnessing the infraction, will document the Behavior Report and issue it jointly to the student. Behavioral Reports are designed to be reminders of the behavioral expectations that apply to the whole of the Middle School community rather than just individual classrooms. In all cases, students are encouraged to advocate for themselves and to discuss with the teacher or administrator what happened. Behavior Reports are the baseline reporting mechanism for discipline issues, but outcomes for each incident are to be specific to the behavior. Behavior Reports are recorded in our PowerSchool System and also kept on a student's file for the duration of Middle School.
- 3) **Behavior Contract:** If a student fails to find success after corrective action and Behavior Reports within an appropriate amount of time determined by the administration, the principal and associate principal will meet with the child and parents to go over a more formal list of behavioral requirements. Contracts are considered a final attempt to make very clear the behavioral requirements in the school and spell out the steps necessary to remain a member of the Graded school community. A contract will also state whether a student can participate in school-sponsored activities, trips, and athletics during the term of the contract. A Behavior Contract and consequences are non-negotiable and can include a final decision of whether the student should continue as a member of the Graded community.

Consequences for Major Behavioral Offenses

Students may be given immediate in-school or out-of-school suspensions for major offenses. In these cases, the administrator will determine the length and nature of the suspension and make appropriate arrangements with the parents. Suspended students may not participate in any school-sponsored activity on the days of their suspensions, and students involved in major offenses may also lose the privilege of participating in off-campus activities trips. The suspension will be documented in the Behavioral Report or Contract, regardless of the number of Behavior Reports accrued.

Suspensions may be in-school or out-of-school. During in-school suspensions, the student spends the entire day studying in school but is not allowed to attend classes or to socialize during breaks and lunch. During out-of-school suspensions, the student is not allowed on campus for the term of the suspension (see exception below). Students who are suspended are allowed to make up and receive credit for all the work that was missed during the suspension. It is the student's responsibility to speak with the teacher about a timeline for completing all missed work and the responsibility falls on the student to speak to peers about what he/she missed. Days missed by students serving an out-of-school suspension will be considered an unexcused absence.

Expulsion

In some cases, if the infraction is of a serious enough nature, or if the student does not comply with the terms of a Behavior Contract, a student may be expelled from school. Accumulated behavioral infractions may also lead to suspension and/or expulsion. Any decision on expulsion is reviewed by the superintendent.

Those students who apply to transfer to new schools during their time in the Middle School should note that in some cases, if requested, Graded may be required to disclose to those schools major behavioral offenses that resulted in suspensions.

Students are expected to act at all times within prevailing local laws. The possession of illegal drugs, the possession of a weapon, the use of a weapon, or other more serious offenses will lead to expulsion, and if deemed necessary, reported to local authorities.

Graded's Harassment and Bullying Policy

Graded is committed to providing a caring, friendly, and safe environment for all of our students so they can learn in a relaxed and secure atmosphere. Bullying of any kind is unacceptable at our school and is against Brazilian law.

At Graded, students have the right to be free from bullying, harassment, and hurtful behavior. Our community does not tolerate students being oppressed; therefore, we do not allow students to bully others. Further, all students must not permit anyone to frighten or harass another member of our community. All students are required to report any incident of bullying they witness. Hurtful bystanders, those who instigate, passively accept, encourage or join, are participants of bullying. Witnessing and not reporting makes students participants in bullying. It is the responsibility of every member of the Graded community to prevent bullying.

Definition of Bullying

Bullying at Graded is defined as any type of verbal, physical, or psychological abuse or intimidation against another student, which is repeated and purposeful (intentional). The underlying purpose of this type of behavior is often to humiliate, hurt, or distress someone else. A bullied person is one who is repeatedly exposed to negative actions by one or more persons. Bullying can include, but is not necessarily limited to, the following categories and specific behaviors in person, online, or on the phone: verbal bullying, threatening, social exclusion, physical bullying, cyberbullying, vandalism, extortion, or theft.

Verbal bullying

- Name-calling, teasing, insulting, and/or calling someone pejorative nicknames.
- Making fun of or being disrespectful of another person's physical characteristics, nationality, religion, color, size, sexual orientation, physical disabilities, family problems (i.e., divorce), economic means, ability to learn, or athletic ability, among others.
- Using inappropriate language.
- Spreading lies or rumors about a person.
- Laughing at another's misfortune.
- Inciting others to fight or bully someone in any way.
- Putting people down.
- Mocking someone.
- Sexually harassing someone.

Threatening

- Saying that someone will be hurt if they do not comply with the bully's requests
- Using antagonistic language towards someone (i.e., saying things like, "I don't like the way you're looking at me!").

Social Exclusion

- Not allowing a student to play with, participate, or work with others in a group (including online groups).
- Forming a circle or group on the playground or the hallways so that another person cannot join.
- Speaking with a group so that one person is purposely excluded either because of the language or slang that is being used by a group.
- Ignoring a person to purposely isolate or exclude them.
- A group pressuring others to isolate someone or exclude them as a friend.
- Refusing to allow someone her or his place in a line, on a bus, or at a cafeteria table.

Physical Bullying

- Pushing or shoving someone, hitting someone, poking or jabbing someone with hands or fingers or objects such as pencils or sticks.
- Grabbing someone's clothes (e.g., taking off someone's hat and throwing it down or giving it to someone else, or grabbing a person's clothes with the intent to tear them).
- Fighting.

Cyberbullying

- Any bullying as outlined in this policy through online means (using any application, tool, or forum/social media platform available on the world wide web).
- Tampering with someone else's photos or personal data.
- Disparaging, embarrassing, intimidating, insulting, humiliating, hurting, or threatening someone through online means, including sending text messages or on messaging services (i.e., WhatsApp).
- Publicly humiliating someone online (i.e., on Facebook, WhatsApp, Snapchat, Instagram, or sharing inappropriate pictures, and the like).

Vandalism

- Damaging someone's books or locker.
- Breaking someone's pencils, pens, or art supplies.
- Writing on someone's notebook or binder.
- Digital vandalism (i.e., adding something to another student's computer without the owner's permission).
- Writing derogatory graffiti.

Extortion or Theft

- Taking someone's money
- Taking or hiding something that belongs to someone else (i.e., books, laptops, iPads, and the like).

REFERENCE: Brazilian Law

Brazilian law prevents and combats systematic oppression and intimidation known as bullying. The law aims to promote citizenship, empathy, and a culture of peace and mutual tolerance. It outlines the duty of educational institutions to train their communities, including teachers, students, and parents, to discuss, create awareness of, and prevent bullying. It also calls for schools to establish codes of conduct and guidance for students and families, which include how to identify bullying, its victims, and its perpetrators. It promotes a rehabilitative approach to the education of bullying offenders. (Lei nº 13.185/2015)

Upper School Dress Code

As part of an inclusive community that cherishes both multiculturalism and individualism aiming to foster a collaborative and respectful environment for all, students are encouraged to feel comfortable in their attire. Students should feel free to express themselves while also being mindful of others and their cultures. Each student comes with a set of cultural and individual values that shape how they choose to present themselves.

Clothing items that are prohibited are those that include: pejoratives (e.g. sexist, homophobic, racist, other derogatory language), clear sexual overtones, and the promotion of alcohol and/or drugs. Infractions will result in either covering the piece of clothing, turning it inside-out, or requiring the student to wear Graded Athletic apparel on top. Underwear garments must be covered at all times.

Graded respects students' choices on how to dress and faculty will only orient students with regards to inappropriate clothing if there is a clear violation of the infractions above or the clothing presents a safety concern (e.g., open-toed shoes when conducting science labs). In a situation where a faculty member is concerned about the way a student is dressed, the faculty member may approach the student in a discreet way, or the faculty member may approach a counselor or selected faculty member who will initiate a conversation with the student. Students who repeatedly violate the infractions above will be asked to meet with the associate principal.

Repeated infractions will result in a disciplinary response and meeting with parents.

Physical and Health Education Uniforms

Students are required to wear a Physical and Health Education (PHE) uniform for PHE classes. The uniform requirements are as follows:

1. Navy, black or gray leggings/shorts/track pants/tennis skirts (stripes are ok).
2. Any Graded t-shirt from the Booster Club store or any Graded sports team uniform shirt.
3. Graded hoodies and jackets on colder days.

Students must change their shirt *after* each PE class. You can see examples of uniforms by clicking this link: [UNIFORMS](#).

Swimming Uniform

We suggest students wear swimsuits that they are comfortable wearing (with the exception of bikinis). So they are able to wear:

- Board shorts, Speedos, or *sungas*.
- Board shorts, Speedos, or *sungas*, along with a rash/swimming shirt.
- A one-piece girls' swimsuit.
- A one-piece girls' swimsuit, along with board shorts or a rash/swimming shirt.

In addition, students should bring:

- Swim caps (Silicon caps are the best).
- Goggles (optional).
- A towel.
- Flip flops
- A plastic bag/small sports bag to place their wet swimming gear after the lesson.

Graded Language Statement

The Graded community is a dynamic multi-cultural environment. Language is the key component of cultural understanding. To align with our core values, our language philosophy and aims are as follows:

Philosophy

We believe that language is the primary means of communication, and its acquisition is a lifelong process and a central component of intellectual and personal growth. Proficiency in one language is transferable to other languages and aids the student in acquiring competence in other curricular areas. Language learning promotes

internationalism and multicultural understanding and must be fostered in all aspects of the school community.

As an expression of culture and identity, the continued development of a student's first language is critical.

All teachers must strive to recognize the language needs of all students and work to serve these needs within the context of their subject areas as well as outside the classroom.

Aims

The aim of our language program is to enable students to learn and use language effectively, accurately, and confidently in a variety of contexts and for a variety of purposes, in both oral and written forms.

We promote the appreciation, understanding, and analysis of literature and encourage students to explore language as a means to understand the differing perspectives of people from other cultures; we emphasize written and oral expression for students to develop their own voice.

We aim to develop students' awareness of the role of language in all subject areas and in other ways of knowing and to provide opportunities for enjoyment, creativity, and intellectual stimulation through knowledge of language and literature.

Languages Offered in Middle School

Throughout grades PK-12, all students study English language and literature. Students also study Portuguese as a primary or additional language. All classes except language classes and Brazilian social studies are taught in English. Portuguese is taught as a second language in our middle school.

Mother Tongue: Instruction and Language Use

The school provides orientation for tutors outside school who teach language and literature to students wishing to develop mother-tongue competence in languages other than English and Portuguese.

In class, we speak the target language (English in an English-medium class, Portuguese in a Portuguese-medium class, and Spanish in Spanish class).

In our public spaces, we recognize the social importance, educational value, and comfort of people speaking their "mother tongue." Thus, in our halls we may hear an array of different languages. In our group interactions, we utilize English, the language of inclusion.

Academic Integrity

Graded aims to develop "engaged ethical citizens" who use information ethically and value the work of others, as such we teach students to adhere to norms of academic

integrity. Furthermore, our expectation is that students will do their part in aligning their behaviors with these norms. The foundation of academic integrity lies in a student ensuring that the work they produce is accurately representative of their own personal effort, knowledge, and skills.

In order to expect our community to exhibit academic integrity, we are committed to communicating clearly about the expectations on assignments and the resulting work products. Communicating clearly about deadlines and approved aid or support (e.g., the use of tutors or group work) can help students avoid making poor choices. It is also the responsibility of students to ensure clarity of expectations (e.g., asking before acting).

Breaches of academic integrity include, but are not limited to:

- Cheating, which may involve
 - *Giving* unauthorized assistance to another student (collaborating when it is not authorized) or an adult (such as a tutor or family member) without acknowledging the student's assistance;
 - *Receiving* unauthorized assistance from another student or an adult (such as a tutor or family member) without acknowledging that person's assistance;
 - Giving or receiving unauthorized materials during an assessment
 - copying parts of or an entire assignment or assessment;
 - Use of internet translators as a substitute for a student's own work in language study;
- Fabrication (making things up or lying): intentionally making up data, information, documents, research, or forging signatures;
- Facilitating academic dishonesty (collusion): intentionally or knowingly helping or attempting to help another engage in academic dishonesty, including telling peers what will appear on tests and quizzes in advance;
- Plagiarism: representing another person's ideas, "facts," or original work without giving proper credit (e.g., citations, footnotes, endnotes), including handing in assignments or coursework which has been downloaded in full or in part from the internet, or used for another current or previous class;
- Other actions of academic dishonesty not listed above, as determined by the teacher and administrator.

Consequences of breaches of academic integrity:

- The student will have a conference with the administrator/counselor and teacher in order to learn from his/her decisions resulting in the breach of academic integrity. The primary purpose of the conference is to understand the importance of integrity, how to properly value the intellectual property of others, and understand the consequences of the student's actions. The conference will also serve as a warning. Parents will be notified.
- The student will be required to complete another assignment under supervised conditions within a new timeline set by the teacher. All extracurricular involvement may be suspended until the assignment is completed.
- A note with details of the incident will be placed in the student's official file on PowerSchool. This will allow the school to track repeated offenses.

Further disciplinary consequences

If a student repeatedly commits breaches of academic integrity, further disciplinary consequences will be applied (as per the division's disciplinary policy), and can include:

- Further conferences with the parents and associate principal or principal.
- A note in the student's official file on PowerSchool, which forms part of a student's official record. In Middle School and HS, we may be required to report academic integrity cases to schools where students are transferring.
- An in-school or out-of-school suspension.
- For repeated offenses, a Behavior Contract.

Displaying Academic Integrity in Scholarly Work

In the Middle School, students learn the importance of displaying academic integrity in scholarly work. This involves properly crediting sources and learning from mistakes and lapses of judgment when they occur. We also encourage collaboration when appropriate.

The aim of this procedure is to instill a spirit of honesty regarding academic work and to help students understand the importance of clarity and integrity before entering high school. Teachers will devote class time at the beginning of each academic year to explaining this policy.

Information and Communication Technology Rights and Responsibilities

1:1 Bring-Your-Own-Device Program

All Middle School students are required to purchase a laptop for use in school. Most of our school resources are accessed online, and school work requires the use of a computer. Minimum requirements are listed on our website and are updated yearly.

Bring-Your-Own-Device Program Requirements: [Graded Technology Webpage](#)

Information and Communication Technology

The following guidelines are intended to help Middle School students understand appropriate use of all Information and Communication Technology (ICT) at Graded, both school and student-owned. The primary use of ICT resources is to further the educational goals of the school.

Using ICT in the Middle School

- Students are required to own and maintain a laptop, as defined by the laptop requirements.
- Computers are only to be used for educational purposes as directed by teachers in classroom settings. Non-educational gaming is not allowed during class, lunch

or recess.

- Any malicious attempt to harm or destroy school technology equipment or materials, the data of another user, any of the institutions, or other networks that are connected to the internet is prohibited.
- All data created within the school domain and on associated online spaces is governed by the core values and educational expectations of Graded School. There are occasions when a member of the technology staff may need to access data for security or maintenance reasons.

LARK Guidelines

The following LARK (Legal, Appropriate, Responsible, Kind) guidelines are designed to provide users with an ethical framework to use digital tools in a way that supports their learning.

Legal (Respect and protect intellectual properties)

- Abide by copyright laws and “fair use” when using text, images, audio, or video and give credit to all sources.
- Use parenthetical citation and cite sources to create authentic work and avoid plagiarism.
- Use Creative Commons licensed media instead of copyrighted media where possible.
- Use only legally acquired software, music, and other media.
- Get permission to record and publish images or videos of others.
- Use only accounts that have been created by you or for your use and follow the guidelines in the user agreement.

Appropriate (Digital footprint)

- Access media that is focused on learning and is fitting for the academic environment.
- Create content that demonstrates learning and contributes positively to your digital footprint.
- Communicate in collaborative online spaces in a way that represents yourself and the school in a positive manner and respects others.

Responsible (Protect yourself and others)

- Use cell phones for educational purposes if requested by the teacher.
- Keep personal accounts and passwords private and secure.
- Share only personal information, images, and materials that do not put you at risk.
- Find an appropriate way to identify yourself, depending on the situation, when creating content, communicating, and collaborating.

Kind (Respect yourself and others)

- Respect others when sharing and collaborating in online spaces using electronic devices so as not to engage in *bullying behavior*.

Online Publication and Student Authorship

We are committed to protecting the privacy of students and families while still

providing opportunities for global sharing and collaboration. Students and teachers will be sharing work in a variety of online spaces. They are expected to treat these spaces as they would a classroom environment and to act safely by keeping personal information private.

Images or videos of students, or their work, may be used on the school website and on other online platforms, as well as in print media, including teaching and school promotional materials. If parents have concerns about their children's images or work appearing in online spaces, please contact the appropriate division principal.

Student Internet and Social Media Guidelines

Graded recognizes the many benefits afforded by social media, but also recognizes there are risks associated with these platforms. Graded respects the right of students to use social media networks, personal websites and blogs ("social media") which includes, but is not limited to, Facebook, Twitter, Instagram, Snapchat, YouTube, Tumblr, Tik Tok, and Pinterest. Students and parents are reminded that many of these applications have age restrictions and responsible use guidelines. For example, WhatsApp, Instagram, Facebook, and Snapchat are applications for youth aged 13 and above.

Graded strongly believes in open dialogue and diversity of thought. These guidelines do not seek to limit those expressions, but rather to foster discourse in an atmosphere of mutual respect.

All students should manage their online privacy carefully and ensure their online activities are consistent with all Graded core values (intellectual curiosity, perseverance, respect, integrity, and kindness) and guiding documents, including the LARK Guidelines (found in divisional Parent/Student Handbooks). Furthermore, when using social media, students should keep the following in mind:

- Information posted on social media sites can potentially be viewed by anyone and is never truly deleted. Thus, make sure to review the privacy settings on social media sites and exercise care and good judgment when posting content.
- Be careful not to post personal information about yourself or other students, e.g., addresses, birthdates, or phone numbers, which can enable identity theft or put yourself and others at risk.
- Members of the community have varying degrees of comfort with their words and images being posted online; as such, consider others' privacy and seek permission before posting information and photos on the internet.
- Nothing that constitutes bullying, harassment, discrimination, and/or sexting may be posted on social media sites. See Graded's Code of Conduct and Bullying Policy.
- Unless you have Graded's permission to do so, do not use Graded's name (including any derivation or shortening of the name) or Graded's logo in any way that could be interpreted to suggest Graded's endorsement of your social media activity (for example, in the title of a Facebook page or blog, or an Instagram account with the logo). Graded legally reserves the right to stop social media activity of this type.

If a student's activity on the internet or social media violates any of Graded's rules or policies, the student will be required to cease such activity. Depending on the circumstances, the student may be subject to disciplinary action. If you have a question about whether your social media activity meets these rules, please consult with any member of the administration.

Citation:

Based on the Policy from Phillips Exeter Academy:

<https://www.exeter.edu/sites/default/files/documents/ES-2018-StudentHandbook.pdf>

Cell Phone Use

The use of cell phones and other personal technology other than laptop computers and electronic readers are prohibited in the Middle School between the hours of 8:30 am and 3:30 pm. Such devices should remain out of sight, locked in lockers, and turned off during these hours. The only exception is when a teacher requests the use of these devices for instructional purposes. Violations of this prohibition will result in:

- First offense: Reminder and confiscation of the device until the end of the school day. The student is permitted to pick up the phone after meeting with an administrator.
- Second and further offenses: Confiscation of the device until the end of the school day. A parent or guardian (not a driver) must pick up the device from the Middle School Office.

If students need to make a phone call, they can do so from the Middle School Office.

Furthermore, the use of audio/video recording devices is particularly prohibited without the express consent of the teacher or administrator. A violation of this prohibition may be considered a serious infraction causing students to face disciplinary consequences as identified in our disciplinary policies. Students and parents should also be aware that secret audio or video recording (i.e., the recording of an individual without his/her knowledge) is against the law in Brazil and in many countries.

Parent Code of Conduct

At Graded, we are committed to building and maintaining a positive school-home partnership. A strong relationship is based on respect and mutual understanding and is necessary to ensure the success and well-being of our students.

As a Graded Parent, I commit to:

- Recognizing that the education of children is the joint responsibility of the parents and the Graded school community.
- Supporting the respectful ethos of the school by setting a good example in my own speech and behavior towards all members of the Graded community.
- Working together with teachers for the benefit of children, including approaching the school to resolve any issues of concern and to discuss and clarify specific events in order to bring about a positive solution.

- Following Graded's protocol to resolving issues: speaking to the teacher first, if unresolved, then the principal, and if further unresolved, then to the superintendent.
- Reinforcing and supporting the school's **code of conduct** for students.
- Not engaging in disruptive behavior which interferes with the operation of a classroom, an office area, or any other part of the school grounds.
- Building positive relationships with teachers, other parents, and my children's friends.
- Not using any form of communication, including emails, phone, or social network messaging in an abusive, threatening, malicious, or inflammatory manner regarding any member of the Graded Community.

Parent Code of Conduct in Portuguese: Acordo de Parceria com Pais

Na Escola Graduada, somos comprometidos em construir e manter uma parceria positiva entre escola e família. Uma relação forte é baseada no respeito e no entendimento mútuo, e é necessária para garantir o sucesso e o bem-estar dos alunos.

Como pai/mãe/responsável da Escola Graduada, comprometo-me a :

- Reconhecer que a educação das crianças é uma responsabilidade conjunta dos pais e da comunidade da Escola Graduada;
- Apoiar o *ethos* da escola, dando um bom exemplo por minhas palavras e ações, em relação a todos os membros da comunidade Graduada;
- Trabalhar juntamente com os professores, em prol das crianças, inclusive procurando a escola para resolver qualquer preocupação e para discutir e esclarecer determinados acontecimentos, a fim de encontrar uma solução positiva;
- Seguir o protocolo da escola para resolver problemas: falar com o professores primeiro; se não for resolvido, falar com o Diretor da Divisão; caso ainda não tenha tido solução, procurar o Superintendente;
- Reforçar e apoiar o **código de conduta** da escola para os alunos;
- Não me envolver em comportamentos disruptivos que interfiram em alguma sala de aula, ou qualquer outra área de funcionamento da escola;
- Construir relacionamentos positivos com professores, outros pais e amigos de meus filhos;
- Não utilizar nenhuma forma de comunicação em tom abusivo, ameaçador, malicioso ou inflamado, incluindo mensagens por e-mails, telefone ou rede social, em relação a qualquer membro da Comunidade Graduada.

Communication

Graded makes a great effort to include parents, students, and our larger community in discussions concerning school issues. Through clear and open communication by both parents and school staff, we can ensure that all students have the best educational experience possible.

Contact Information

Graded families should ensure their PowerSchool account is updated regularly with the most recent email and contact information.

There are a number of ways the school will communicate with parents. In general:

PowerSchool	Phone	Email	In-Person
<p>Choose this method to:</p> <ul style="list-style-type: none"> • give permission for your child to exit the campus (gate passes); • to select or alter transportation methods; • indicate an absence; • update contact information; and • update medical information. 	<p>Choose this method for URGENT communication needs. Our divisional secretaries can relay information to teachers or other individuals.</p>	<p>Choose this method to share information that is not time-sensitive and does not require immediate action or response.</p> <p>Please be aware that teachers teach throughout the day and have minimal time to check and respond to email. In general, we ask teachers and other personnel to respond within 24 hours, or the following business day depending on weekends and holidays.</p> <p>Teachers are asked not to respond to communications after 6 pm or on weekends.</p>	<p>In-person meetings are requested for any sensitive topics or complex concerns.</p> <p>You can request an appointment with any individual by contacting the individual directly or working with the divisional secretaries.</p> <p>When language becomes an obstacle, we aim to provide assistance, such as asking for another teacher or secretary to assist with translation.</p>

Digital communications:

- **Website:** The school's website is www.graded.br.
- **Email Correspondence:** Parents should provide an email address to the school by updating their PowerSchool account.
- **Student Announcements:** Student announcements are emailed weekly by the associate principal.
- **Teacher webpages:** All students and parents are able to access websites for each of their classes through our learning management system.
- **Electronic notifications:** A teacher may send electronic notifications via PowerSchool, our learning management system, or other means to notify families that a student has missed assignments or that there are academic or minor behavioral concerns.
- **Graded Gazette:** The official school newsletter is called the Graded Gazette. The Gazette is distributed electronically monthly.

In-person Communication

- There are a variety of opportunities to engage with Graded teachers,

administrators, and other personnel. These include our annual open house, parent-teacher-student conferences, parent coffees, evening events, concerts, etc. Events are communicated through our school calendar, divisional, or all-school communications, and all families are welcomed to attend.

Telephone and Cell Phone Communication:

- **Telephone and Cell Phone Use:** Lower and Middle School students may not use cell phones during the school day. Unless requested by the teacher, cell phones must remain secured in a locker/cubby. Should the need to make a phone call become necessary, the phones in the divisional offices are available for student use.
- Parents who need to contact their child during regular school hours can contact them via email or through the MS Office.
- **Whatsapp:** Whatsapp is not an approved form of communication between teachers and families.

Addressing Concerns

At Graded, we believe in working in partnership with families to resolve issues quickly and proactively. As we teach our students to be self-advocates, we want adult communication to serve as an example for our students. If parents or students have concerns, they should work proactively to address and resolve issues. Parents and students should contact the relevant teachers and advisors about any issues, and then, if further follow-up is needed, the associate principal or principal.

Do you have a class-related issue?	Have a holistic concern? (social, emotional, cross-disciplinary)
<p>First, always contact the teacher.</p> <p>If further follow-up is needed, then contact the associate principal or principal.</p>	<p>Consider contacting:</p> <ul style="list-style-type: none"> • The advisor: The advisor meets regularly with your child and they have broad knowledge about school life. • The counselor: the counselor focuses on the social and emotional wellbeing of every child. • The athletic coach, activity/club advisor supports your child by engaging with your child in extracurricular activities. • The associate principal/dean of student life (LS): the associate principal addresses behavioral concerns, and helps to resolve any other issues. • The principal: If you have not been able to resolve your concern or need further follow-up, contact the principal.

We aim to model what we teach our students. Therefore, we always encourage and expect constructive feedback from parents. Should the conversation veer away from being constructive and solution-focused (e.g., using WhatsApp messages, emails, or public conversations to complain, defame, and/or speak ill of individuals or the school without talking to the school or the individual directly), those involved will be asked to speak with the principal to review the Parent Code of Conduct.

Assessment for Learning Policy

For 2021-2022, the following policy applies to students in G8.

Purpose of Grading at Graded School - Why do we grade?

Grading is the evaluation of student learning based on evidence of what students know and are able to do.

It is important to have a common understanding of the following terms:

- **Assessment** is the “planned collection and analysis of evidence about what students know and are able to do.” (O’Connor)
- **Grading** is the evaluation of the evidence of learning to determine what students know and are able to do at the end of a grading period.
- **Reporting** is the communication to students and parents of what students know and are able to do at the end of a grading period.
- **Scores** are “the number (or letter) given to any student test or performance that may contribute to later determination of a grade.” (O’Connor)
- **Grades** are the descriptor or “symbol (number or letter) reported at the end of a period of time as a summary statement of student performance.” (O’Connor)

Formative Assessments

Formative assessments:

- Are formal and informal processes or assignments that help students acquire the knowledge and skills outlined in the learning objectives;
- Prepare students for summative assessments;
- Provide evidence of progress toward the stated learning objectives and/or standards;
- Encourage intellectual risk-taking where students understand that mistakes are part of the learning process;
- Provide sufficient descriptive feedback to allow students to effectively predict their summative grade.

Feedback provided by the teacher on assessments aims to be:

- Timely: It arrives while the student is still thinking about work and while there is still time for improvement.
- Descriptive of the work: It focuses on one or more strengths of the work and provides at least one suggestion for the next step.
- Positive: It shows how learning is a journey forward, and it is honest about both strengths to build on and weaknesses to improve.
- Clear and specific: It is specific enough so the student knows what to do next, and provides sufficient applicable and actionable feedback/information to act upon on the next assessment.
- Differentiated: It meets the needs of each student with respect to the current work. For some students, a reminder is all that is needed for a next step; others may need prompts or examples.

FORMATIVE Expectations and Responsibilities

Teachers will:

- Ensure that students and parents know which assessments are for practice (formative assessment) and which will count toward the final grade (summative assessment).
- Consider performance on work intended for practice (formative assessment) in the final grade only if it provides extra opportunity to show evidence of proficiency.
- Inform students as to the purpose(s) of the work when assigned.
- Assign formative work due the following class by the end of the class period.
- Provide descriptive feedback on formative assessments.¹ (Fix 13)
- Provide a score on a formative assignment using the 1-7 scale and descriptors in order to give students a clear understanding of where they are in relation to the learning being assessed.

Students will:

- "Provide [evidence of learning] in a timely manner within a grading period."²
- Use feedback from teachers and peers to evaluate their learning progress and to make adjustments.
- Provide feedback to teachers to improve learning.

Summative Assessments

Summative assessments:

- Provide evidence of student achievement³ and are used to evaluate student proficiency in the learning objectives at the end of a learning period.
- Should reflect a student's actual achievement at that moment in time, not against the future learning that will occur at a later time.

Teachers will:

- Ensure summative assessments reflect **only** individual student achievement aligned with stated learning objectives or standards and levels of proficiency.
 - Scores for group work will not be included in achievement grades. (Fix 6)
 - The "Habits of a Learner" (self-management skills and social skills) are reported separately from the achievement grade. (Fix 1)
 - Summative results reflect actual achievement against learning targets or standards and do not evaluate growth toward future learning targets.
- Not lower a student's grade when using the *most recent* assessment because prior evidence of learning has already occurred. (Fix 14) (See Classroom Assessment for Learning, Ch. 10)
- Base the summative assessment result on clearly defined standards or criteria for performance, not performance compared to other students. (Fixes 8 and 9)
- Ensure that summative assessments are based on "previous teaching, learning, and formative assessments."⁴ (Fix 10)
- Base summative assessment results only on evidence of work; not give points for extra credit or use bonus points. (Fix 3)
- Utilize common, quality assessments when multiple teachers teach the same course or grade level.

¹ From Moanalua High School policy on pg. 117 of O'Connor

² From Moanalua High School policy on pg. 118 of O'Connor

³ From Chappuis, et. al.

⁴ From Moanalua High School policy on pg. 118 of O'Connor

- Collaborate and moderate the grading of common assessments to ensure that teachers are applying the criteria correctly and consistently.
- Not assign a zero for late or missing summative assessments; should note “no evidence.”

Descriptors Of Achievement (Grade 8 for 2021-2022)

The Graded School Grading Scale serves to support students and parents in understanding students’ progress in developmentally appropriate structures. In the Upper School, achievement aligns to deepening levels of application, critical thinking, and originality. Graded has adopted a 1 to 7 scale with descriptors shown below:

Graded Number Grade	Grade Descriptor
7	Exceeds or Beyond Mastery (Extending) <ul style="list-style-type: none"> • Consistent and thorough understanding of knowledge, skills, and concepts • Applies learning in new contexts independently • Communicates learning clearly and fluently
6	Mastery of Learning <ul style="list-style-type: none"> • Consistent and thorough understanding of knowledge or/and skills or/and concepts • Applies learning in new contexts with little assistance • Communicates learning clearly and fluently
5	Proficient in Learning <ul style="list-style-type: none"> • Solid understanding of knowledge, skills, and concepts • Applies learning in familiar contexts • Communicates most learning independently
4	Partially Proficient in Learning <ul style="list-style-type: none"> • Understanding of knowledge, skills, and concepts with some gaps • Applies learning in familiar contexts with some assistance • Communicates learning with some assistance
3	Progressing in Learning <ul style="list-style-type: none"> • Inconsistent understanding of knowledge, skills, and concepts • Applies learning in familiar contexts with significant assistance • Communicates learning with significant assistance
2*	Insufficient Evidence of Learning <ul style="list-style-type: none"> • Inconsistent or inaccurate understanding of knowledge, skills, and concepts with many gaps • Applies learning in familiar contexts only with assistance • Communicates learning only with assistance
1*	No Evidence of Learning <ul style="list-style-type: none"> • Has no understanding of knowledge, skills, and concepts

**A summative grade of a 1 or 2 requires the students to reassess. If students earn a 1 or 2 at the end of a grading period, they are required to complete recuperação, per our policies.*

Habits of a Learner Descriptors (Grade 8 for 2021-2022)

In the Middle School, we value not only the academic achievement of each student, but also the development of healthy learning habits that will serve our students as lifelong learners. The following learning habits are evaluated and reported on the Grade Report each quarter.

HABITS OF A LEARNER RUBRIC											
<div>INCLUSIVE <i>Demonstrates respect for others and the community and works collaboratively with others.</i></div> <div>INDICATORS: I show respect for my peers as a work partner and classmate. This may include addressing peers by name, inviting others to speak in discussion, politely asking peers to clarify their thinking, or doing my share of the work. I demonstrate engagement in my classes. This may include having a ready-to-learn posture, tracking the speaker, or using agreed upon hand signals, the chat function, or the camera on Zoom. I follow agreed-upon norms for communication in class, with classmates and my teacher, and when using the “unmute” and chat functions on Zoom.</div>	<div>HoL Scoring Guide: For each HoL indicator, the student receives one of the following ratings:<ul style="list-style-type: none">AlwaysSometimeRarely Never</div> <div>For each HoL, the scoring is as follows:</div>										
<div>RISK-TAKER/PERSERVERANCE <i>Exhibits perseverance when faced with challenges.</i></div> <div>INDICATORS: I ask questions when confused or uncertain. I apply models, feedback, and my reflections on my learning to improve my work. I share my thinking during small group or whole class lessons, using the chat or by oral participation.</div>	<table><tr><th>Ratings</th><th>HoL Score</th></tr><tr><td>Always = All 3 indicators Sometimes = No indicators Rarely/Never = No indicators</td><td>4</td></tr><tr><td>Always = 1 or 2 indicators Sometimes = 0-2 indicators Rarely/Never = No indicators</td><td>3</td></tr><tr><td>Always = No indicators Sometimes = 2-3 indicators Rarely/Never = 1 indicator</td><td>2</td></tr><tr><td>Always = No indicators Sometimes = 0-1 indicators Rarely/Never = 2-3 indicators</td><td>1</td></tr></table>	Ratings	HoL Score	Always = All 3 indicators Sometimes = No indicators Rarely/Never = No indicators	4	Always = 1 or 2 indicators Sometimes = 0-2 indicators Rarely/Never = No indicators	3	Always = No indicators Sometimes = 2-3 indicators Rarely/Never = 1 indicator	2	Always = No indicators Sometimes = 0-1 indicators Rarely/Never = 2-3 indicators	1
Ratings	HoL Score										
Always = All 3 indicators Sometimes = No indicators Rarely/Never = No indicators	4										
Always = 1 or 2 indicators Sometimes = 0-2 indicators Rarely/Never = No indicators	3										
Always = No indicators Sometimes = 2-3 indicators Rarely/Never = 1 indicator	2										
Always = No indicators Sometimes = 0-1 indicators Rarely/Never = 2-3 indicators	1										
<div>CURIOS <i>Exhibits an active learning style which demonstrates a commitment to deepening their understanding.</i></div> <div>INDICATORS: I ask questions to deepen or extend my learning. I make connections to other areas of my learning and I share those connections with others. I listen actively to my teacher and classmates and build their thinking into my responses and actions.</div>											
<div>RESPONSIBLE <i>Demonstrates responsibility by arriving prepared for class with assignments and materials.</i></div> <div>INDICATORS: I arrive to class on time with the necessary materials, whether online or at school. I complete all formative/practice tasks with care and I submit my work on time. I respond to email, chat, or other communications from my teachers.</div>											

Reassessment Policy Grade 8

The purpose of relearning and reassessment is to provide an additional opportunity for students to demonstrate their learning.

- Reassessments are required for students receiving a grade of 1 or 2 on a summative assessment.
- Reassessments are permitted and will be based on the following conditions:
 - A structured relearning process must occur (e.g. re-teaching, use of a reassessment form, study session(s), or completing or correcting formative work) before a reassessment takes place;
 - All formative assessments directly related to the summative assessment are completed.
- Reassessments are scheduled by the teacher, taking into consideration the opportunities for learning.
- Students will be allowed to retake a summative assessment one time, unless the teacher permits additional opportunities for reassessment.
- Reassessments are designed to assess areas that have not been mastered. Therefore, reassessments can be given that cover portions of the assessments where remediation is needed. Reassessments may look different for different students. For example, alternative assessments may be required by the teacher as some scenarios are impossible to replicate.

- The grade for a reassessment should never result in a lower final grade on the assessment.
- A student who is absent from reassessment will be able to reassess **ONLY** if there is a documented and justified reason for the student's absence by the parent. Optional travel is not a justified reason.
- All reassessments must be completed before the beginning of the last week of each semester.
- If a student does not meet the standard after reassessment, he/she may participate in *recuperação at the conclusion of the semester*.

Students who fail to show up for their scheduled reassessment may lose the right to complete the assessment.

Procedures and Consequences for Missing Assignment Deadlines

In the event of failure to meet assignment deadlines:

1. The student will attend as many Supervised Academic Support (SAS) (from 11:05 to 11:20 am for morning classes and 3:15 to 4:00 pm for afternoon classes) as is necessary for them to complete the work.
 - a. It is the student's responsibility to complete the missed work, so if the student submits the work before the arranged time, then he/she will not need to attend SAS.
 - b. Attendance in the SAS is mandatory and non-negotiable and after-school activities will be suspended for that student for that day in these instances.
 - c. Parents will be notified so that they can arrange alternative pick-up times as necessary.
2. If a student fails to show up for the Supervised Academic Support session, the associate principal will follow up. For those students who fail to complete the assessment, the student will receive an "IE" for "Insufficient Evidence."
3. Alternatively, teachers may arrange a new deadline with the student. Students who inform teachers before the deadline that they are having problems or who have genuine mitigating circumstances may be given extensions at the teacher's discretion.

Grade Report (G8 for 2021-2022)

Parents and students can monitor a student's progress in every class by accessing PowerSchool. At the end of each reporting period, an end-of-quarter progress report will be made available to all parents and students through PowerSchool. This report will include the following components:

- The current level of achievement (from 1-7) for each subject area.
- Narrative comments from the teacher at the end of each semester (Mid-semester, parents will receive feedback from teachers by attending Parent-Teacher Conferences).
- A Learning Habits report.
- A summary of attendance and tardies.

Grades Calculations (G8 for 2021-2022)

The final grade for each reporting period will be based on the following:

- **The most consistent data will be used first, followed by the most significant data, and finally, if beneficial, the most recent data.**
- Teachers will not base grades on the average score or rating since proficiency develops over time.
- End-of-year course grades will be reflective of the entire year (for example, both semesters for a year-long course).
- Missing work is not calculated in the final grade. (Fixes, 2, 4, 5, 12)⁵
- When there is insufficient evidence of learning to report a final grade, a **No Evidence of Learning** will be used for reporting student achievement until the student has completed the work. If the student fails to complete, the grade turns to a 1.

For work not completed:

- Assessments not turned in will be marked “not turned in.”
- The conditions for completing missing assignments or assessments must be established between the teacher and the student, and it is the student's responsibility to meet those conditions. (O'Connor 103). (Fix 15)

End of Term Re-assessment and Credit Recovery (Recuperação) Procedures

At the conclusion of each semester, students receive report grades for each of their classes. The following guidelines outline the procedures that we follow in the event that a student receives a grade of 2 or below on their end-of-semester report:

Student ends semester with a grade of 2, 1, or IE (Recuperação)

At the conclusion of a semester, if a student's final grade is an IE, students will be provided the opportunity to reassess in order to provide evidence of their learning. This reassessment serves as *an additional opportunity* to demonstrate their learning, resulting in the possibility of improving their grade on their semester report. This additional opportunity is known as Recuperação.

The teacher of the class will identify the material that a student has not mastered and provide resources for the student to review and learn the material. This could include remedial classes or tutoring during the break. An assessment is then prepared and administered at the teacher's sole discretion before classes begin in January (for end-of S1 recuperação) or when the gradebooks are closed (for end-of S2 recuperação). If a student is leaving the school, the assessment is administered before his/her departure.

Conditions for promotion and retention in the case of Recuperação:

- If upon completing the recuperação procedures a student receives a grade of 2 or above in their classes, the student will be on track for the subsequent grade level and/or course.

⁵ Refer to policy on pg. 103-14 of O'Connor

- If upon completing the recuperação procedures a student fails to receive a grade of 2 or above in their classes, the Conselho de Classe will meet to review the student's learning experience, standards that he/she has not met, and support structures, and make a decision for promotion or retention.

Final Exams (Assessments)

There will be no formal final exam session at the end of the school year but final assessments may take place. Summative assessments given at the end of the school year should cover the current unit and not be cumulative of the semester or year.

Competency-Based Learning (CBL)

For 2021-2022, the following policy applies to students in G6 and G7.

Purpose of Competency-Based Learning (CBL)

The goal of competency-based learning is to provide a school experience that ensures that students are becoming proficient in skills that will be valuable ten years from now, even if subject area content changes over time. In competency-based learning, students develop explicit, measurable, transferable competencies that transcend the content knowledge and skills that they also experience and develop.

The Language of CBL

In order to fully understand CBL and how it is implemented at Graded, please refer to the Competency-Based Learning [Glossary of Terms](#).

Structure of CBL at Graded

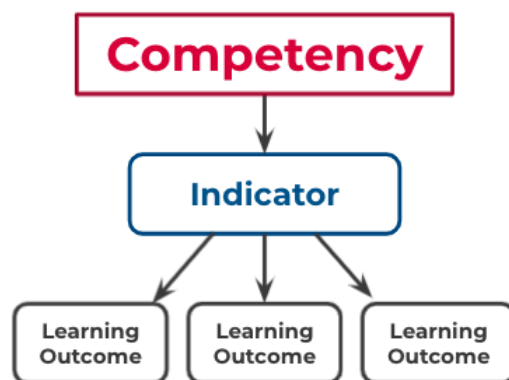
The competencies that serve as the foundation of our CBL framework are the following

A Graded student can:

1. Embrace challenge
2. Create
3. Communicate
4. Collaborate
5. Think
6. Solve
7. Empathize

Each of the competencies is further defined by specific competency indicators which, while broad in scope, provide further definition and articulation to each of the competencies.

And lastly, our teachers develop course-specific learning outcomes for the competency indicators that they are addressing with students. It is in the language of the learning outcomes that students develop subject area knowledge and skills, all while being intentionally connected to the broader competency.



The organization of the competencies, competency indicators, and learning outcomes is what we refer to as our competency architecture.

Progress Reporting in CBL

Students and families will have access to a quarterly summary of their progress to date. This summary is referred to as a *grade report*. The CBL grade report is intended to serve as an evaluation of student learning based on evidence that has been collected throughout the previous academic quarter. Progress reporting in CBL may include the following:

- As each learning outcome is directly linked to a competency indicator, the reporting mechanism will indicate a student's level of mastery on each competency indicator based on the evidence of learning for the identified learning outcomes.
- Assessments may provide evidence towards one or more competencies and/or learning outcomes.
- Evidence for competency indicators is collected throughout the year.

PowerSchool Gradebook

In **2021-2022**, 6th and 7th Grade teachers will track evidence of student learning according to competencies. The grade book will be designed to provide data according to evidence of learning. A student will be able to see how they performed, as well as how they are progressing towards proficiency of a competency.

In addition to the quarterly grade reports, parents and students are strongly encouraged to check on their student's progress in PowerSchool as it will provide more granular and specific information about the student's learning experience.

Descriptors of Proficiency

COMPETENCY LEVEL	DESCRIPTOR
INSUFFICIENT EVIDENCE	There is not enough evidence to assess progress towards learning goals
BEGINNING	The student:

	<ul style="list-style-type: none"> - Exhibits emerging knowledge and understanding; - Demonstrates initial application of skills and concepts.
APPROACHING	The student: <ul style="list-style-type: none"> - Exhibits partial knowledge and understanding; - Demonstrates partial application of skills and concepts.
MEETING	The student: <ul style="list-style-type: none"> - Exhibits appropriate knowledge and understanding; - Demonstrates effective application of skills and concepts.
EXTENDING	In addition, the student: <ul style="list-style-type: none"> - Exhibits extensive knowledge and understanding; - Demonstrates sophisticated application of skills and concepts; - Engages beyond competency expectations.

Reassessment Policy (Grades 6 and 7)

The purpose of continuous learning and reassessment is not only a common practice at Graded, it is also one of the cornerstones of effective CBL practices; the purpose being to provide students additional opportunities and pathways to demonstrate evidence of their learning.

- Reassessments may be provided when students have not yet provided sufficient evidence of their learning.
- Reassessments are permitted and will be based on the following conditions:
 - A structured relearning process must occur (e.g. re-teaching, use of a reassessment form, study session(s), or completing or correcting formative work) before a reassessment takes place;
- Reassessments are scheduled by the teacher, taking into consideration efforts made to enhance student's understanding, comprehension, and sophistication of learning as aligned to the learning outcomes and associated rubrics.
- Reassessments are designed to assess areas that have not been mastered. Therefore, reassessments can be given that cover portions of the assessments where remediation is needed. Reassessments may look different for different students. For example, alternative assessments may be required by the teacher as some scenarios are impossible to replicate.

Assessment Expectations and Responsibilities

To support feedback and grading in CBL, teachers will:

- Consider work intended for practice in grading only if it benefits the student in providing evidence towards meeting learning outcomes.
- Ensure all assessments are linked to stated learning outcomes and competencies, and ensure that results are based on these criteria, not performance compared to other students.
- Ensure assessments reflect only individual student achievement aligned with

stated learning outcomes and levels of proficiency at that moment-in-time (not towards future learning outcomes).

End of Term Reassessment and Credit Recovery (Recuperação) Procedures (Grades 6 and 7)

At the conclusion of each semester, students receive grade reports for each of their classes. The following guidelines outline the procedures that we follow in the event that a student receives a competency level of Insufficient Evidence (IE) on their end-of-semester reports:

- If a student earns an IE on a competency at the date that grades are to be posted in PS, the student will be provided with the chance to do *recuperação final*.
- If the student completes the *recuperação final* assignment *within* 2-weeks of the end of the semester, we will be able to change the IE to the new score and it will be reflected in their BAP (Brazilian report card) grade report AND their Graded grade report. However, if the student completes and submits the *recuperação final* assignment *after* two weeks after the end of semester has elapsed, the change will only be reflected in their Graded grade report, not their BAP.
- If a student earns a B or A on a competency, it is at the teacher's discretion on whether or not to assign *recuperação final* for that student. In these cases, the purpose of *recuperação final* is to provide students with additional opportunities to demonstrate their learning.

Conditions for promotion and retention in the case of Recuperação:

- If upon completing the Recuperação procedures, a student receives a competency level of Beginning (B) or above in their classes, the student will be on track for the subsequent grade level and/or course.
- If upon completing the Recuperação procedures, a student fails to receive a competency level of Beginning (B) in their classes, the Conselho de Classe will meet to review the student's learning experience, standards that he/she has not met, and support structures and make a decision for promotion or retention.

Recognizing Excellence

In the Middle School, we recognize achievement throughout the year, often highlighting excellent work, effort, or service in our assemblies. Each year, we also hold the grade 6 and grade 7 awards ceremonies and the Moving On Ceremony for grade 8 students. The following are awards issued for each grade level:

Grade 6 and 7

- Core Values Awards
- Vivas Palavras
- Art recognitions i.e., The Association for Music in International Schools ([AMIS](#))
- Extracurricular recognitions i.e., Model of United Nations (MUN)

- Sports recognitions

Grade 8

- Eagle Awards
- Presidential Gold and Silver Awards (*These awards are being reviewed for potential modifications during the first semester of the 2021-2022 school year*).
- Core Values Awards
- Vivas Palavras
- Art recognitions
- Extracurricular recognitions
- Sports recognitions

Wellness

Strong Body – Strong Mind

The Graded cafeteria is administered by a certified dietitian. The school strives to present balanced and nutritious meals every day. Hot lunches are served with soup-and-sandwich alternatives available. All drinking water comes from a well on the site that is regularly analyzed for purity. Students are strongly encouraged to make healthy choices from our cafeteria and choose to eat healthy snacks. The adage “an apple a day keeps the doctor away” serves adolescent minds and bodies well. “You are what you eat” is not just a cliché. We don’t recommend that either students or adults eat junk food and consume carbonated soft drinks during the school day. The above, combined with enjoying the outdoors and engaging in mild exercise at breaks (in appropriate locations) is important to promoting good health.

Drugs and Alcohol

Abuse of chemicals and illegal drugs is an extremely serious matter in Brazil and can result in disastrous legal consequences. The school is not in a position to protect a student involved in drug abuse. The school may facilitate the treatment of a student who wants help with an addiction and wishes to remain in school. Students bringing these substances onto the campus or appearing on campus under their influence will face lengthy suspensions and probable expulsion. The school is under obligation, in certain circumstances, to report these incidents to the authorities. The supplying or sale of drugs will result in expulsion and the notification of the authorities.

Health Services

The school aims to provide an environment conducive to the promotion and maintenance of good health. Full-time nurses are available and care is provided for students who become ill, are injured, or need treatment and/or medications during the school day. The school nurses also serve as a resource for health-related issues for students, families, and the classroom.

Illness or Injuries at School

The Nurse’s Office is equipped to provide immediate first aid and to treat minor injuries. All students who visit the Nurse’s Office are required to sign in through the Health Kiosk upon their arrival. Nurses will assist as necessary. Following the evaluation of the student’s symptoms and/or complaints, the nurses will record the treatment

actions taken and an automatic PowerSchool notification will be sent to parents. The school nurses will not contact parents by telephone for minor cuts, scrapes, bruises, or complaints.

In the event of illness or accident requiring further medical treatment, parents will be notified. The nurse will call the home, office, and/or emergency telephone numbers listed in the student's file. Parents, or their appointed guardians, will be asked to pick up their child at school and arrange for medical treatment. In the event of a serious accident requiring immediate, life-saving measures, appropriate ambulance services will be summoned.

Medication

If a student needs to receive medication while at school, please provide the Nurse's Office with the original copy of the prescription. Nurses may not give students medication without a note from the doctor. No student is allowed to self-medicate and all medicines must be taken under the direction of the school nursing staff. Please contact the Nurse's Office at nurse.office@graded.br for further questions.

Immunization

Students are expected to have followed a routine and customary schedule of immunizations throughout their early childhood and later years. It is the parent's responsibility to ensure that their child's immunization record is up-to-date. The school requires a copy of each student's vaccination record.

Facilities Policies and Procedures

The Graded community is fortunate to have a variety of facilities and space. The information below is to help everyone understand how we can safely enjoy the facilities the school has to offer.

Regulations for Use of Campus Facilities

- Students on campus outside school hours must be under direct adult supervision.
- Use of campus facilities for non-Graded groups must be approved in advance by the Activities Director.
- Outside school hours, participants and spectators must remain in/near the event area.
- Climbing on trees, gates, walls, towers, and roofs is prohibited.
- Smoking and alcoholic beverages are not permitted on campus.
- Pets are not allowed on campus.
- All wheels such as bicycles, rollerblades, and skateboards are only permitted with permission of an administrator.
- Safe and proper use of facilities and equipment is expected.
- All community members have a responsibility to keep the campus clean.

Athletic Facilities

Graded has an extensive sports complex including a gymnasium, a track and field, and a weight room. These facilities are used for physical education classes, interscholastic sports, and certain Graded community events on weekends.

School Store

School items such as pens, pencils, paper, notebooks, folders may be purchased with a student card or cash at the school store which is open during school hours.

Snack Bar

Yurban, Graded's snack bar, is run by an outside vendor ([GRSA](#)) and is open from am until 6:00 pm It closes during regular lunch hours from 11:00 to 11:45 am, except on Fridays. Middle School students are discouraged from going between classes because it may cause tardiness to class. Going to the snack bar is not a valid excuse for being late.

Personal Effects

Graded is a warm and welcoming community. It is also a large community with many people coming and going. It is important to treat your belongings with care.

Lockers

Middle School students are assigned lockers for use in storing items such as books, computers, coats, supplies, and shoes during the school day. Lockers will be assigned by advisory teachers and to the best of our ability located in Grade Level hallways. Built into the advisory program will be locker checks and locker cleaning. Students should not share lockers with others and should also not share their locker combinations.

Students are responsible for their own lockers and are to treat them with respect and a keen eye for organization. Lockers are the property of the school and assignment to individuals does not indicate a transfer of ownership. As property of the school, lockers are subject to inspection at any time deemed appropriate by the school administration. Problems with lockers should be brought to the attention of the Middle School secretary. *Students should never open another student's locker.* Students in the Middle School supply their own locker locks and all student possessions should be kept inside a locked locker. We expect that lockers remain locked at all times. Students should not leave bags and personal items lying in the hall or on top of the lockers. The school cannot be held responsible for possessions that are not properly stored in the locker with the lock secured.

Students are allowed to decorate (not permanently) the inside of their lockers but should not post anything on the outside of the locker. However, birthday greetings and approved school spirit decorations are an exception to the above.

Locker Room Baskets

During physical and health education classes, baskets are provided in a locked area for students to store valuable items such as jewelry and books. The school is not responsible for missing articles outside the locked area.

Valuables

All personal belongings and articles of clothing brought to school are the students' responsibility. It is unwise for students to bring considerable amounts of money or valuable equipment such as cameras, music devices, electronics, or other personally

valuable items to school. Graded is unable to accept liability for lost articles.

Lost and Found

The Lost and Found area is located in the Middle School Office. Parents and students may check this area for missing items. Sports and physical and health education items are often turned into Lost and Found near the gym. Sometimes lost items are turned in at the Security Offices. Any missing items not claimed after a reasonable period of time will be donated to local community organizations in need of clothing and school supplies.

Safety and Emergency Drills

Emergency drills at regular intervals are required by law and are an important safety precaution. Students must quietly evacuate the building under the supervision of their teachers. Students at lunch should exit the cafeteria and move to the field, where they must report to their pre-assigned place on the field. Detailed emergency procedures can be found in the classrooms, offices, and other areas of the school.

Please be aware that our Graded campus is accessed through a controlled system of exit and entry. We use student ID's to enter and exit campus. This system is organized with all students and families at the beginning of the year. All visitors must register with security and receive a pass to enter campus.

School Visitors

Due to COVID-19, Graded is not allowing any campus visitors. When conditions change, the following rules need to be observed.

- Caretakers (nannies and drivers) must be added to the school system and checked in with Security to register their data in order to enter the Bus Parking Lot Waiting Area.
- Grandparents and siblings must be added to the school system and checked in with Security to register their data and enter campus.
- ID badges are required for all visitors.

Bus Transportation

The transportation system at Graded is offered as an optional service because of the widely separated areas of São Paulo in which students live. Twenty-seven routes deliver students to school by 8:20 am and return students to their homes in the afternoon, leaving school at 3:45 pm (3:15 on Wednesdays).

Bus drivers are screened, licensed, and are responsible for the safe conduct of students and rule enforcement, in addition to the safe navigation through São Paulo traffic. Students who do not behave properly are a safety hazard to all who ride the bus and can lose the privilege of school bus transportation for varying lengths of time

depending on the seriousness of the infraction. Regular school rules apply to buses.

Safety Rules and guidelines for Bus Riders and Families

These rules and guidelines help to promote a safe, healthy, positive, and respectful environment. We aim to provide safe transportation for all of our students. Any case of inappropriate behavior will be addressed accordingly.

A - Safety Rules

1. Students/passengers must follow the bus monitor's and driver's instructions.
2. Students who do not have an assigned bus stop must wait for the bus inside their home gate. An adult must be present at the bus stop.
3. When the bus arrives, the students/passengers should wait until it stops completely before boarding.
4. Once on the school bus, the student/passenger must find a seat quickly.
5. It is mandatory that students/passengers fasten their seatbelts immediately and keep them fastened throughout the duration of the trip.
6. Students/passengers must always keep the aisles clear.
7. To prevent accidents, all body parts must remain inside of the bus and out of the aisles throughout the duration of the trip.
8. To avoid distracting the driver, students/passengers must keep the noise level down.
9. Pre-primary and elementary school students must hold the bus monitor's hand while boarding and exiting the school bus, and while walking to their building/house gate.
10. Students/passengers must not stand up before the bus comes to a complete stop at school or a bus stop.
11. Students/passengers must not interact with pedestrians or passengers in other vehicles.
12. Students/passengers must not throw objects of any kind inside or outside the bus.
13. An adult must meet all Lower School students for drop-off in the afternoon.
14. The Transportation Department and bus personnel must be informed in case of any change regarding the person/adult who waits for the student at drop-off.

The Transportation Department will provide families/passengers with the pickup and drop-off time. Bus monitors are available to help students/passengers on the bus.

B - Behavioral Guidelines

1. Students/passengers must arrive at least five minutes prior to the bus's arrival. The bus does not wait for students/passengers.
2. A positive and respectful interaction among students/passengers is expected.
3. If students/passengers are not feeling well, they should let the bus monitor know. If they are unable to communicate because of language, they should ask a friend to translate.

4. Families must always communicate in advance to the Transportation Department regarding a change in the student's bus schedule, i.e., not taking the bus, going to a friend's house on his or her bus, changing the bus stop, and other similar situations. Last-minute arrangements should always be avoided.
5. Students/passengers should not use abusive language and/or obscene or rude gestures.
6. Students/passengers should maintain a friendly tone while on the bus.
7. Students/passengers may not damage or litter the school bus.
8. In the event of student/passenger vandalism to the bus, parents will be contacted and the damages will be charged to parents.
9. The volume of any device must be muted if headphones are not being worn.

"Graded school buses are an extension of our community, therefore, rules and expectations in the school also apply to the bus and progressive discipline will be taken when needed."

Check-Out Procedures

Any student leaving Graded must be properly checked out prior to departure from school. The check-out process is initiated by written parent notification to the Admissions Office. No student will be officially checked out until all school obligations have been cleared, including return of school resources such as texts and library materials. Requests for official transcripts and school records will not be honored until a student has been officially cleared by the Business Office. Copies of unofficial transcripts may be available earlier.