



high school student handbook

2022-2023
school year

Welcome to the 2022-2023 school year!

Greetings EAB Students and Parents,

Our High School has students and faculty from many countries, cultures, and faiths. We speak different languages and have different political views, histories and cultures. It is in these varied stories that we find our strength and our spirit as the EAB Community.

In this multicultural environment, what binds us, and what makes us Bulls, are the values and policies outlined in this handbook. At the core of those values and policies are the Mission and Vision of EAB. The Mission, created in 2015, states that we are, "Learners inspiring learners to be inquisitive in life, principled in character, and bold in vision." The Vision, also created in 2015, states that our goal as Bulls is "To positively impact the world through excellence in Academics, Activities, Arts, Leadership, and Service."

A mantra that we have used for the past number of years is, "We do what we say we do." The purpose of this document, then, is to state what "we do" in a clear, concise format so that there are no surprises when it comes to what is expected of us as learners in the High School.

We know, however, that fulfilling the Mission and Vision requires continuous learning, agility and constant reflection on the efficacy of our policies and practices. For this reason, the High School Student Handbook is updated every semester to include what we learned about our school and our policies during the previous semester. It is a living document that better serves EAB with each iteration.

On behalf of the entire High School, I welcome you to the 2022-2023 school year. It is going to be a great year in the history of our school and I am thrilled to share the journey with you and your families.

Sincerely,



DAVID BAIR

HIGH SCHOOL PRINCIPAL



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EAB MISSION

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

EAB VISION

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

EAB LEARNER TRAITS

Collaborative



We are collaborative and work together to achieve excellence as individuals and teams.

Reflective



We are reflective and think carefully about our work, effort, relationships, learning, strengths, and challenges, in order to learn from our experiences and optimize our performance.

Resilient



We are resilient when faced with adversity, overcoming whatever obstacles life may bring us.

Inquisitive



We are inquisitive and want to know as much as we can about things. We consistently ask how things around us can be made better and more effective.

Courageous



We are courageous and put ourselves outside of what we deem comfortable, for this allows us to grow and strengthen.

EAB CHARACTER TRAITS

Compassionate



We are compassionate, for courageous acts of kindness foster an elevated sense of unity among us.

Inclusive



We are committed to building a diverse and inclusive community that embraces differences with compassion, respect, and acceptance.

Honest



We are honest and demand honesty of others, thus promoting trust among the community and placing our integrity as students at the forefront of our academic and individual lives.

Respectful



We are respectful and make thoughtful choices, shaped by consideration for the thoughts, feelings, and boundaries of ourselves, our classmates, and our school.

Responsible



We are responsible and understand the need to act independently while accepting accountability for our actions.

EAB'S DIVERSITY AND INCLUSION STATEMENT

The American School of Brasilia is committed to building a diverse and inclusive community that embraces difference with compassion, respect, and acceptance. Diversity should be considered in its broadest definition to include race, ethnicity, nationality, gender, gender identity, sexual orientation, socio-economic background, religion, political persuasion, physical, cognitive or social ability, as well as other forms of identity.

EAB's DEFINITION OF A GLOBAL CITIZEN

A global citizen at The American School of Brasilia engages inquisitively and compassionately with our local and global communities, treats all of humanity with dignity, and collaborates with others to make our planet more peaceful, sustainable, and equitable.

THE RIGHTS OF EAB COMMUNITY MEMBERS

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

THE UPPER SCHOOL OF EAB CODE OF HONOR

During the 2014-2015 school year, members of the Principal's Advisory Council (PAC) led a process that created the first-ever Honor Code for The American School of Brasilia. For five years the Honor Code defined our values as members of the EAB Community. During the 2019-2020 school year, the members of PAC were asked to create a more concise version of the Honor Code that incorporated aspects of the newly defined EAB Learner and Character Traits. After an intense process, much debate, and many drafts, members of PAC presented their work to the EAB Leadership Team and Faculty and it was approved. The PAC members who led the process to create

the newest version of the Honor Code also felt that the title was too narrow and therefore changed the title of the document to the EAB Code of Honor. It is below.

Boldly we strive, as members of The American School of Brasilia, to uphold the virtues that together form the foundation of our collective identity.

- We are honest and demand honesty of others, thus promoting trust among the community and placing our integrity as students at the forefront of our academic and individual lives.
- We are compassionate, for kindness fosters an elevated sense of unity among us.
- We are resilient when faced with adversity, overcoming whatever obstacles life may bring us.
- We are courageous, and put ourselves outside of what we deem comfortable, for this grows and strengthens us.
- We are responsible, and understand the need to be able to act independently while accepting accountability for our actions.

We pledge to preserve and protect our standards to remain true to our identity as The American School of Brasilia.

GETTING READY FOR THE HIGH SCHOOL

HIGH SCHOOL SUPPLIES

HIGH SCHOOL MATHEMATICS

- All HS Mathematics classes require a TI-84 Plus Graphing Calculator (Texas Instruments)

IB SL AND HL CHEMISTRY, BIOLOGY AND PHYSICS

- Microsoft Excel
- Folder to organize handouts

HIGH SCHOOL CHEMISTRY, BIOLOGY AND PHYSICS

- TI-84 Plus Graphing Calculator (Texas Instruments)
- Microsoft Excel recommended
- Folder to organize handouts

EAB VISUAL ARTS

- 1 canvas 70 x 70 cm
- Shading pencils 2B, 4B, 6B and 8B
- 1 box of 16 Pentel oil pastels

IB VISUAL ARTS

- Shading pencils 2B, 4B, 6B and 8B
- Acrylic paint primary and secondary colors
- 2 A4 hardcover sketchbooks
- 1 box of Faber Castell watercolors
- 1 box of 16 Pentel oil pastels
- 1 paintbrush size 2, 4, 6, 8, 10 and 12
- 2 canvases 80 x 80 cm

ACADEMICS: THE ESSENTIAL PILLAR OF THE EAB EDUCATION

CURRICULUM

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

HIGH SCHOOL CREDITS AND MINIMUM GRADUATION REQUIREMENTS

The American School of Brasilia believes deeply in the mission and philosophy of the International Baccalaureate Program. We, therefore, use the IB Program as a means to guarantee an engaging, rigorous, and balanced learning experience for all EAB graduates. In this way, we ensure that all EAB Students leave the school with the ability to analyze skillfully, think critically, synthesize information effectively, and engage their communities as global citizens.

Therefore, unless there are exceptional circumstances, all students in Grades 11 and 12 are required to successfully complete at least four International Baccalaureate classes in order to graduate. These include mandatory classes in both mathematics and English, with students free to pursue two IB courses of their choice.

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

- Complete 30 courses in grades 9-12;
- Earn 24 credits in the specific subjects below;
- Be enrolled in eight classes during grades 9 and 10;

- Be enrolled in at least seven classes in grades 11 and 12;
- Complete at least four Standard Level IB classes in grades 11 and 12, including English and Math and two IB courses of the student's choice.

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

US DIPLOMA (GRADES 9-12)	24 CREDITS	BRAZILIAN DIPLOMA (GRADES 10-12)	22 CREDITS
English	4	Portuguese	3
Math	3	Math	3
Science	3	Science	3
Social Studies	3	Social Studies	3
Arts	1	Arts	1
Physical Education	2	Physical Education	3
Foreign Languages	3	English (Foreign Language)	3
Electives	5	Philosophy/Sociology	3

BRAZILIAN PROGRAM CREDIT REQUIREMENTS FOR GRADE 9

Though considered part of the High School for the American Diploma Program, Grade 9 is considered part of the Middle School for the Brazilian Program. Below are the credit requirements for Grade 9 for the Brazilian Program:

- English 9
- Portuguese 9

- Math
- Science
- PE 9
- Modern World History
- Fine Arts: Visual Arts, Digital Arts, Theater, Band
- Elective

1:1 LAPTOP PROGRAM

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

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

Minimum Requirements: The EAB 1:1 Program is platform independent, but EAB recommends and can assist with support for Mac OS, MS Windows or Chromebook. [Click here](#) or scan the QR Code below to view the minimum requirements for the laptop and accessories that each student needs to bring to EAB each day.



SCAN AND CHECK THE
MINIMUM REQUIREMENTS

A Statement on School Loaners: Loaner computers from the tech department are for short-term use only and must be returned to a tech department staff member at the end of each school day. EAB cannot provide students with daily loaners for more than two consecutive weeks.

INTERNATIONAL BACCALAUREATE (IB) PROGRAMME

The International Baccalaureate Diploma Program is the cornerstone of the academic program at EAB. Although the IB Diploma Program is only available to students in grades 11 and 12, the philosophy, methodology, and Learner Profile of the IB greatly influence student learning throughout the High School. Except in extraordinary circumstances, as determined by the High School Principal and IB Coordinator, students who enroll in an IB Diploma Program are expected to write the formal externally assessed IB exam to earn credit for the course.

Process for Enrollment in the IB Diploma Programme:

In order to help ensure that students are able to be successful in their subjects, they will be placed in subjects on the recommendation of their 10th grade teachers, based on demonstrated understanding, knowledge, and effort. The following chart provides general guidelines for what we expect from students who hope to enter a Higher Level course, though a student who does not meet the guidelines may be admitted to a specific class based on work ethic, the quality of study habits, teacher recommendation, or passion for the subject.

The IB Program will be presented to students and parents in the winter of 10th grade. Students will seek teacher recommendations for their desired courses. Students and parents will attend a mandatory meeting with the IB Coordinator and school counselor to select courses for the IB Program.

COURSE NAME	COURSE REQUIREMENTS	MAP SCORE REQUIREMENTS
English A HL	Minimum grade of 5 for their 10th grade English course	70% or above in Reading 70% or above in Language
Portuguese A HL	Minimum grade of 5 for their 10th grade English course	
Spanish ab initio SL	Must have previously studied Spanish for a maximum of three years.	
Economics HL	Minimum grade of 5 for their 10th grade humanities course	
History HL	Minimum grade of 5 for their 10th grade humanities course	70% or above in Reading
Biology HL	Minimum grade of 5 for their 10th grade science course	75% or above in Math
Chemistry HL	Minimum grade of 5 for their 10th grade science course	75% or above in Math
Physics HL	Minimum grade of 5 for their 10th grade science course Cannot take IB Math AI SL	80% or above in Math
Math AI HL	Minimum grade of 5 for Integrated 2.	70% or above in Math
Math AA SL	Minimum grade of 5 for Integrated 2.	70% or above in Math
Math AA HL	Minimum grade of 5 for Integrated 3.	80% or above in Math
Visual Arts HL	Minimum grade of 5 for Art Themes or approval of a portfolio of work	

Admission into IB subjects - new students

Students who are new to EAB will be admitted into the above subjects based on reports from their previous schools, letters of recommendation, and MAP scores. Additionally, all new students will take placement tests in English and Math to determine the correct levels for their subjects. All new students will complete an interview with the IBDP Coordinator and the Counselor.

Appealing IB subject decisions

If a student wishes to select courses for which he/she does not meet the above requirements and/or does not secure teacher recommendations, he/she will be given until the end of 10th grade to improve his/her grades and effort.

If a student still wishes to pursue these courses, he/she will be given one semester in that class to show that he/she is able to be successful in the course. If the student does not demonstrate the level of commitment necessary to succeed in a Higher Level course, he/she will be moved to a lower level of the course. This will affect his/her ability to earn an IB Diploma. It also may affect his/her university acceptance.

Conditional Acceptance to the IB Programme:

Acceptance to the IB Diploma Programme is conditional and will be reviewed at the end of each semester. IB requirements will be used to assess student's performance throughout the tenure of the IB Programme. Failure to meet these requirements effectively means that EAB reserves the right to remove students from the Full IB Diploma Programme without the need for student or parent permission.

These IB requirements include but are not limited to:

- Attendance
- Tardies
- Number of assignments completed
- Academic performance

VIRTUAL IB COURSES THROUGH PAMOJA

At EAB, students have the opportunity to take a maximum of one online IB subject with Pamoja Education. The purpose of this is to allow some flexibility for students to be able to take a subject online

that we do not offer face to face. **The grades issued for these online courses will appear on a student's EAB reports.** Families pay all costs of the online courses.

The IB Coordinator will supervise students who are taking the online option and will offer the relevant support for these students as per the Pamoja Education and EAB policies and procedures.

IB EXAMS

- The last day of new learning for Seniors in IB classes will occur near the end of April. EAB grades in IB will be closed at this time;
- During the exam period in May, IB Seniors are on study leave. They may meet with teachers or attend study groups at school, or they may study on their own.
- Though there will be exceptions in rare circumstances, the guidelines regarding school attendance for seniors taking IB exams is as follows:
- **Full IB Diploma and IB Course students** are allowed to remain off campus to prepare for the formal IB exams;
- At the end of the last paper for each exam students must return all textbooks and materials borrowed from each subject department.

INDEPENDENT STUDY

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

Guidelines for Enrichment Online Courses:

- Parents are to pay the full cost for all online courses.
- Completion of online courses must be validated with an official transcript from the issuing institution.
- Only one online course is recommended at any given time. Beyond that, the parent, student, and counselor must meet to discuss registering for additional courses to ensure that they can still be successful in meeting the requirements of EAB's High School Diploma in addition to meeting the requirements of any online course they are registered in.
- Online courses cannot be taken to substitute an EAB course that is scheduled by the school to meet graduation requirements.
- Exceptions to the above guidelines will be analyzed by the Upper School Student Services Department and approved by the High School Principal.
- No credit will be accepted from an unaccredited school.
- Online classes do not earn credit for the Brazilian Diploma.

Guidelines for Credit Acquisition:

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

ASSESSMENT AT EAB

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

EAB'S UNDERLYING PRINCIPLES FOR ASSESSMENT:

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

EAB'S ESSENTIAL AGREEMENTS FOR ASSESSMENT:

- Grades and standards-based reporting will only include academic achievement.
- Grades should reflect the actual level of achievement.
- Academic dishonesty or cheating is a disciplinary issue that will result in an appearance before the Faculty Council. Any such instances will be treated as behavioral issues and not reflected in the academic grade.
- Clear descriptions of achievement expectations should be given to students when the assessment is assigned.
- Individual achievement evidence should be included in grades. Group grades should not.
- Grades should not be reduced for "late" work.
- Absences should not be considered in determining grades. They should be reported separately.
- Zeros should not be included in grade determination when evidence is missing, or as a punishment. Alternatives, including reassessing to determine true achievement or "I" for insufficient evidence should be used until the work is completed.
- Formative assessment should be used to promote success in summative assessments by providing feedback directly related to the achievement of the standards and benchmarks. Only summative assessments will be considered in end-of-semester grades.
- Questions that challenge students beyond the grade-level standards/benchmarks are encouraged because they provide enrichment. However, bonus points for this work are not appropriate because they distort the assessment of the student's knowledge, skills, and understanding related to the course/grade level.
- The creation of grades will not rely only on the mean when creating a grade; we will use professional judgment and consider other statistical measures (i.e.: mode and median).
- Though the number may vary due to the distinct nature of each subject area, in the High School students should expect at least six summative assessments over the course of a semester.

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

UPPER SCHOOL GRADE BOUNDARY DESCRIPTORS

When using these descriptors it is understood that students are assessed based on the course standards.

These descriptors were adapted from the International Baccalaureate Grade Boundaries:

ACADEMIC GRADE	DESCRIPTOR
7	EXCEPTIONAL - The student demonstrates excellent content knowledge and understanding, conceptual and contextual awareness and critical, reflective thinking. Highly effective technical skills are evident, as is the ability to analyse, evaluate and synthesize qualitative and quantitative evidence, knowledge and concepts to reach valid conclusions or solve problems.
6	ADVANCED MASTERY - The student demonstrates very good content knowledge and understanding, conceptual and contextual awareness and critical, reflective thinking, as required by the standards. Advanced technical skills are evident, as is the ability to analyse, evaluate and synthesize evidence, knowledge and concepts.
5	PROFICIENT MASTERY - The student demonstrates proficient knowledge and understanding, good conceptual and contextual awareness and evidence of critical, reflective thinking, as required by the standards. Competent technical skills are evident and sometimes well developed.
4	BASIC MASTERY - The student demonstrates, with some gaps, basic knowledge and understanding, some conceptual and contextual awareness and some evidence of critical thinking, in order to meet the standards. Technical skills are evident, but not thoroughly developed.

ACADEMIC GRADE	DESCRIPTOR
3	LIMITED MASTERY - The student demonstrates limited knowledge and understanding of the standards, with limited evidence of conceptual and contextual awareness. Research and/ or investigation is evident, but remains undeveloped. There is some ability to comprehend and solve problems.
2 (No Credit)	INSUFFICIENT MASTERY - The student demonstrates insufficient knowledge and understanding of the standards, with very little evidence of conceptual and contextual awareness. Research and/ or investigation is not evident and remains undeveloped. The student has not achieved a sufficient level of mastery to successfully complete the course. No credit is awarded for the course.
1 (No Credit)	NO LEARNING - The student demonstrates no understanding of the standards for the course. No credit is awarded for the course.

TYPES OF ASSESSMENT AT EAB

There are three types of assessments that teachers at EAB use to gather information:

- **Diagnostic (pre-)assessment** is used at the beginning of a new unit of study or before beginning a new topic so teachers can get a clear understanding of students' prior knowledge.
- **Formative assessment** is sometimes called assessment for learning since it provides feedback for the teacher regarding students' levels of understanding and achievement.
- **Summative assessment** is sometimes called assessment of learning or evaluation. It reflects the performance or achievement of students related to the standards and benchmarks addressed during the unit of study. At EAB students have multiple opportunities to show their understanding throughout a unit of study.

POLICY ON LATE SUMMATIVE ASSESSMENTS: PILLAR PROBATION, LUNCH SUPERVISED STUDY HALL, AND MANDATORY STUDY HALL

There may be instances when students do not complete a summative assessment by the due date. As EAB does not punish students by lowering the academic grade, the structure below was created to ensure students complete late summative assessments within roughly **48 hours (including weekends) of the moment the Grade Level Leader reports the late assessment to the student and his or her family.**

DAY ONE

- It is the professional responsibility of a teacher to begin the Pillar Probation Process immediately when a student misses a deadline for a summative assessment.
- The student is immediately put on Pillar Probation for that day by the High School Dean of Students and is not allowed to participate in any extracurricular activities until the next day. The student and his/her parents will be immediately informed of the missing assessment. The High School Dean of Students will then contact the Activities/Athletics Director (AD), Activities Analyst, Upper School Secretary, Activities Assistant, FLEX Team Leader, Reporting Teacher, and HS Principal. The AD is responsible for ensuring that all students on Pillar Probation do not participate in their chosen activity that day.
- If the student is placed on Pillar Probation before lunch, s/he will attend Lunch Supervised Study Hall in order to work on the uncompleted summative task.

DAY TWO

- If the teacher confirms that the student has completed and submitted the work on the second day, Pillar Probation is over and the student may return to activities and athletics.
- If the work is not completed by lunch, the student will again attend Lunch Supervised Study Hall in order to work on the uncompleted summative task.
- At the end of the second Lunch Supervised Study Hall, the student will submit any completed work to the teacher or the Dean of Students.
- During this time, the student remains on Pillar Probation and cannot participate in activities or athletics.

DAY THREE

- The student has until the end of the 48 hour period to submit his or her final work. If the student does not hand in any further work at that time, the teacher will assess the work that was turned in at the end of the Lunch Supervised Study Hall.

REASSESSMENT IN THE HIGH SCHOOL

Developed with EAB's Assessment Council October 2014 / Revised May 2017

The goal at EAB is for all students to demonstrate mastery of the standards of the curriculum of our school. With learning as our aim, we understand that students may need more time and assistance to demonstrate mastery of the prescribed skills and content. For this reason, the Reassessment Policy was created which permits all students who meet the criteria below to retake part or all of a summative assessment.

Criteria for being offered a reassessment:

- Students must complete the Retake Request Form
- Completion of all formative assessments and practice exercises on the assigned due date.
- Attendance at one after-school/FLEX session with the classroom teacher with the initial summative assessment as a basis for discussion is recommended. In general, teachers will be available to schedule times for this additional support between 3:20 and 4:00 p.m. or during the FLEX block.
- Completion of additional work from the teacher to improve understanding.

The following conditions apply to all reassessments:

- Teachers will determine when and how the reassessments will be administered within one week (for High School) of when the assessment was returned. The reassessment will be completed in the “Mandatory Study Hall” location at 3:20, except in particular instances such as the Arts and Sciences.
- Reassessment dates will be communicated to students in advance. Students will advocate for themselves by talking to teachers if they have an EAB Activity on the scheduled retake day or there is more than one reassessment on the same date.
- Students who are legitimately absent on the day of the summative assessment will complete it during the next class period, or at a time agreed upon by the classroom teacher, then will follow the regular process for reassessment if needed.
- Absence for a scheduled retake without an appropriate excuse such as a medical note will not be considered and the student will forfeit the opportunity for a retake.
- Standards that are assessed multiple times may not be eligible for reassessment.
- The maximum retake grade a student can receive on the 1-7 scale is a score of 6. Therefore, only students who earn a grade of 5 or below on the initial summative assessment are eligible for retakes;

- The student's highest earned grade for the summative assessment will be recorded and used in the final grade calculation.
- Reassessments can be completed on specific sections of, or questions on, summative assessments or in relation to specific standards, as decided by the teacher.
- Students may not be re-assessed more than once on the same summative assessment.
- Final semester and annual exams will not be re-assessed since they are already cumulative in nature.
- IB Internal and External Assessments are not eligible for a reassessment per IB regulations; assessments must be completed by the posted internal due dates. IB students may be re-assessed on EAB classroom assessments which include IB sample questions, though IB mock exams will not be reassessed.

GRADING IN THE HIGH SCHOOL

- Students will receive a formal grade report at the end of each quarter and a final grade at the end of the year;
- Grades are based on a variety of summative assessments in which students have the opportunity to display their mastery and application of standards;
- There should not be more than two in-class summative assessments per student on the same day;
- In High School, summative assessments taken throughout each semester represent 100% of the overall grade for that semester. Teachers may choose to give a final exam at the end of the year.
- Some classes may be graded on a Pass/Fail basis with no letter grade being assigned. Courses graded on a Pass/Fail basis are credit bearing.
- Students will be given advance notice of one week before a summative assessment;
- All summative assessments will be placed on the summative calendar created and maintained by the High School Dean of Academics.

RECUPERAÇÃO AT EAB

The Recuperação is an opportunity available to Brazilian students in all grades who have academic performance lower than 3 in a required class for the Brazilian diploma. The Recuperação must be offered by EAB as a form of Academic Assistance.

The Recuperação offered by EAB is immediate and continuous and is aligned with the learning process. It aims to meet the specific learning issues considering the students' individual differences and their previous schooling experience. [Click here](#) or scan the QR code below for a full description of recuperação.



SCAN AND CHECK THE
FULL DESCRIPTION OF
RECUPERAÇÃO

POWERSCHOOL

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

For the 2022-2023 school year all High School teachers will use Powerschool as the central communication center for their classes. At the very least every class page will have a course summary, course syllabus, course expectations, and a link to any external website used for the class. We encourage families to regularly access Powerschool using this website: <https://eab.powerschool.com>.

HIGH SCHOOL GUARANTEES

- Parents will be able to access evidence of student progress through Powerschool on a regular basis.
- Parents will be notified directly by telephone or email if a student has a grade below 3 for a prolonged period of time or when there has been a significant change in the student's grade or behavior;

- Student grades are cumulative over the course of the entire semester. For example, if a student's quarter one report shows a 5, that student will begin the first day of the second quarter with a 5;
- Report cards will include non-academic evaluation based on three dispositions: Engaged, Principled, Responsible;
- Academic Progress Reports are distributed online four times a year at the end of each eight to nine-week academic quarter;
- Dates for report card distribution will be included on the EAB Event Calendar.

HIGH SCHOOL STUDENT-LED CONFERENCES

In the first semester of the 2019-2020 school year, the High School of EAB introduced the EAB Student-Led Conferences (EAB SLC's). During the SLCs, all students are required to discuss their learning from the semester, as well as their strengths and challenges, with their parents in a formal setting on a designated day. In this way, students will develop both metacognition and self-efficacy through an analysis of what they have done well and in which areas they would like to improve.

The first SLCs were in late October 2020 and they clearly demonstrated the thoughtfulness of our students and celebrated the great work being done at EAB each day. Though the coronavirus disrupted the SLCs in the next two semesters, we successfully held the second round of SLCs in February 2021. As we begin the 2022-2023 school year we will continue with SLCs in both semesters in order to make them a central part of the relationship between students, parents, and The American School of Brasilia.



DAY TO DAY

SCHOOL YEAR/DAY

The school year is from early August to mid-June. There is an extended December break and a week-long vacation in the second semester for Carnival. The school day is from 8:00 a.m. - 3:10 p.m. Students attend five 65-minute classes four days a week with the sole exception of Wednesdays when each block is 55-minutes long. Classes meet every other day. Each quarter the class schedule rotates so that students will attend each class at four different times throughout the year.

DAILY SCHEDULE: HIGH SCHOOL

PERIOD	TIME
A/F	8:00 - 9:05 AM
FLEX/Break	9:05 - 9:40 AM
B/G	9:40 - 10:45 AM
C/H	10:50 - 11:55 AM
Lunch	11:55 AM - 12:55 PM
D/I	12:55 - 2:00 PM
E/J	2:05 - 3:10 PM

LATE START WEDNESDAY SCHEDULE

PERIOD	TIME
A/F	9:00 - 9:55 AM
B/G	10:00 - 10:55 AM
FLEX Groups	10:55 - 11:20 AM
C/H	11:20 - 12:15 AM
Lunch	12:15 AM - 1:15 PM
D/I	1:15 - 2:10 PM
E/J	2:15 - 3:10 PM

HIGH SCHOOL FLEX

The 30-minute FLEX Block in the High School is designed to allow the High School Community to gather in various forums four times per week to individualize and expand the EAB Education, provide dedicated time for students to work with teachers to improve performance, strengthen the EAB High School Community and celebrate individual and common achievements.

FLEX GROUPS

Our Teams Are Our Anchor: The FLEX Team is the anchor for students in High School. It is the one group students will meet with every day and it is where the core values of the school, as stated in the Mission, Vision, Character and Learner Traits, and Code of Honor are explored and understood.

The Four Purposes of Teams:

- **Ensure Mentor/Advocate:** "...provide the time and environment for developing significant relationships between each student and an adult..."
- **Wellness:** "...promote students' social, emotional, and moral growth while providing personal and academic guidance."
- **Metacognition:** Provide the time and structure necessary to develop metacognition in all High School Students. ([Learn more](#))
- **Self-Efficacy:** Provide the time and structure necessary to develop self-efficacy in all High School Students.



THROUGH THE YEAR

SCHEDULE CHANGES

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

- The change is necessary to meet graduation requirements;
- A prerequisite for the course in question is missing;
- There is a medical reason for a class change;
- A teacher recommends the change with three points of data supporting the move (e.g. MAP testing, previous assessments, placement test etc.);
- A change is made in order to balance class sizes.

Except in extreme circumstances as determined by the High School Principal, students will not be allowed to drop a course after the end of the second week of the semester. Second-semester course change requests will only be considered for semester long courses.

LETTER OF RECOMMENDATION AND TRANSCRIPT GUIDELINES

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

PROMOTION AND RETENTION

Promotion in an individual course is based on the successful completion of all requirements with a grade of at least 3. Students with a final grade below 3 will not receive credit for the course. In most cases, this will mean the student will repeat the course the following year. (See recuperação policies for exceptions regarding the Brazilian

Diploma). Promotion to the next grade level is based on a number of factors, including the number of classes failed in a single year and whether the student is on pace to graduate with his or her class. Should a student fail two or more classes in a school year and is not on pace to graduate with his or her class, s/he may be required to repeat the grade level. The student may not repeat successive grade levels and will not be re-enrolled at EAB after the second failing year.

END-OF-SEMESTER EARLY DEPARTURE POLICY

Except in extreme circumstances as determined and approved by the High School Leadership Team, there will be NO EARLY FINAL EXAMS. In the unusual case that parents need to consider early departure for a student, the parents must submit a written request to the High School Principal and schedule a meeting to discuss the rationale at least two weeks prior to the date of early departure. If the HS Leadership Team approves the request for early departure, the student will be allowed to complete a different end-of-semester exam, equal in difficulty, on a date specified by the school prior to the student's departure.

HIGH SCHOOL SUPERVISION POLICY

Guiding Principles:

- The High School of EAB should be a place where students are encouraged to use personal time as they feel necessary so as to become independent learners.
- The High School of EAB should be a place where students may use the school grounds as a place to study, collaborate with others, and grow as learners and people.

Procedures:

- High School staff play an active role in the supervision of all High School Students.
- High School Teachers are responsible for the students in their rooms at all times.

- Accurate attendance is recorded for students during school hours and for all after school activities.
- Before school (7:45-8:00 a.m.) the High School Administration will be responsible for supervision around the High School.
- During lunch students in the High School are free to use their time as they believe necessary.
- HS FLEX Study Hall is designed to provide students with a significant amount of autonomy to use their time as needed. FLEX schedules will be posted in weekly correspondence with students and families.
- The EAB School Day ends at 3:10 p.m. Students may remain on campus after 3:10 p.m. but may not leave campus and then return to school.
- After 4:00 p.m. teachers must work with individual students in common areas such as the iCommons. Teachers may work with two or more students in their rooms after 4:00 p.m.
- Doors should remain open and blinds up when EAB Faculty members are working with individual students or small groups.
- The following areas are to remain locked unless an adult is present:
 - Upper Auditorium
 - Lower Auditorium
 - Weight Room
 - Locker Rooms
 - Practice Rooms under the auditorium stage
- The school nurse will remain in the Health Room throughout the duration of EAB Athletics practices and competitions.
- The Activities & Athletics Director is responsible for ensuring that all students are off campus or in the designated waiting area beside the guard station after the final practice or US Club meeting of the day.
- With the exception of using the courts during lunch, High School students may not be in the Lower School at any time without a clear purpose and with consent from the Lower School administration.

THE PILLARS: ARTS, ACTIVITIES, SERVICE AND LEADERSHIP

ACTIVITIES & ATHLETICS

EAB Activities & Athletics is committed to enhancing a student's life through positive experiences in extracurricular offerings. We value connecting with our Mission & Vision statements - along with EAB's 5 Pillars - through our programs of Club EAB, Upper School (US) Clubs, and Athletics. We value helping students achieve excellence beyond the classroom, promoting new areas of growth by positively impacting character, and enhancing interactions through leadership opportunities.

US Clubs generally run from 3:20 - 4:10 p.m. or during lunch, depending on the needs and constraints of the participants and availability of the advisors/facilities. Please access the Activities and Athletics Handbook for more information about the programs and activities offered.

LEADERSHIP

A central goal for the faculty and administration is for EAB to be a world leader in the empowerment of students to make positive change on our campus, in the larger community of Brasilia, and around the world. The young men and women of the High School are therefore encouraged to lead on a daily basis and in all they do. Whether it be in the classroom, on the athletics fields, while participating in activities or the arts, or while simply walking down the hall, EAB students are empowered and expected to demonstrate the capacity to lead others towards fulfilling our Mission of being "Inquisitive in life, principled in character, and bold in vision." Examples of leadership opportunities include serving on the schoolwide Student Council, as Grade Level Leaders, members of the Principal's Advisory Council and Student Athlete Leadership Team, or as formal leaders of one of the myriad activities or groups on campus.

THE ARTS

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

SERVICE

A core component of EAB’s Mission is that students become “principled in character and bold in vision” and the Service Program in the High School is central to the completion of that lofty goal. Throughout High School, students are given myriad opportunities to serve the EAB and the larger community in and around Brasília. It is a core belief of the school community that through hard work, vision, and dedication, students can “positively impact the world” and through their efforts make the world “more peaceful, sustainable, and equitable.”

PROJECTED SERVICE ACTIVITIES FOR 2022-2023

- EAB Goes Green
- Bulls Community Service
- National Honor Society
- Math and Science Tutoring

- Eduartes
- MedLife
- Gender Sexuality Alliance
- EAB Moments

NATIONAL HONOR SOCIETY/NATIONAL JUNIOR HONOR SOCIETY

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



SCAN FOR MORE
INFORMATION ABOUT
NHS AND NJHS

ELIGIBILITY FOR NON-ACADEMIC PILLARS

Participation in an extracurricular activity at the American School of Brasilia (EAB) is both a privilege and a responsibility. All members of EAB's extracurricular program will be held to the highest standards for behavior and responsibility both inside and outside of the classroom.

At EAB, academic endeavors take precedence over extracurricular activities, so a student must be in good academic and attendance standing (generally less than 10% of classes missed) to represent EAB in any extracurricular program. This includes High School clubs, athletics, drama, academic competitions, student government, music trips, etc. Eligibility status includes, but is not limited to, the following:

- Attendance:
 - Students who are consistently absent (10% or more of classes) or are absent from school on the day or days before a tournament or extracurricular trip may be deemed ineligible at any moment by the High School Dean of Students.

- Students must be in school for the full day (8:00 a.m. - 3:10 p.m.) and attend all academic classes (including arts, physical education, etc.) in order to participate in extracurricular activities. If a student arrives on campus later than 8:15 a.m. s/he is ineligible for that day.
- Exceptions may be made if a student clearly communicates the need to miss school in advance and produces a valid reason for the absence. In rare cases, students may need to produce official documentation to explain the absence.
- Consistent Participation in the extracurricular activity
- Behavior as a student and member of the EAB Community
- Academic Performance

Eligibility at EAB is an ongoing process and does not end from one semester to the next. Students who have academic, attendance or behavioral problems in the first semester may begin the second semester on an eligibility plan that may include Mandatory FLEX Study Hall or other measures deemed necessary by the HS Leadership Team to ensure optimal academic performance.

HIGH SCHOOL ELIGIBILITY SUPPORT PROGRAM

Based on the recommendation of the High School Leadership Team, students not meeting the academic and attendance expectations of EAB may remain eligible on a probationary basis.

During the probationary period the student must show tangible evidence of a commitment to improvement and a determination to perform to his or her best ability inside the classroom. Tangible evidence may include improved attendance, attendance at Mandatory (or Lunch) Study Hall each day, a documented record of meeting with teachers to receive support, or attendance at HS Math and Science Tutoring.

COSTS RELATED TO INELIGIBILITY

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

ELIGIBILITY TIMELINE FOR STUDENTS TO TRAVEL:

- Field Trip Request form and rosters are submitted to Activities and Athletics Director
- Business Office eligibility is confirmed
- Academic eligibility is confirmed
- Itinerary and hotels are arranged by the travel agency
- Field trip information, costs, and deadline is emailed to parents of **eligible students** (students must maintain eligibility prior to the field trip in order to travel)
 - Deadline for purchasing group flights depend on the airline's terms and conditions, and may vary between 24 and 72 hours
 - Plane tickets bought with the travel agency are non-refundable and EAB does not take responsibility for tickets and hotel reservations of students that are no longer eligible to travel
 - Plane tickets do not have to be purchased through the travel agency arranging the group reservations, however, students must travel on the same flight as school chaperones and follow the same itinerary thereafter
- Field Trip Permission form, Health form, and Travel and Hotel Authorization form are handed to students and emailed to parents, when applicable
- Forms must be completely filled out and turned in to the Activities Department a week prior to the trip

TEACHER SIGNATURES

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

HIGH SCHOOL TRAVEL RULES

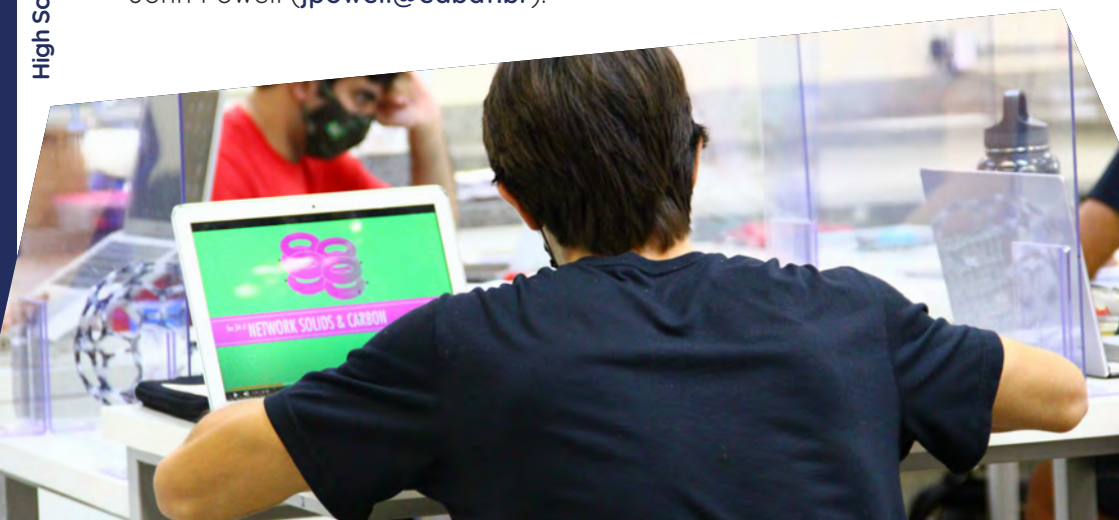
High School Trips:

This purpose of this document is to provide clarity, consistency, and security for students on all trips for students in the High School of The American School of Brasilia.

- All EAB High School Trips begin at a time and location chosen by the High School Leadership Team. For regional and international trips, that location is generally the Juscelino Kubitschek International Airport.
- Except in extraordinary circumstances as determined by the High School Leadership Team, all students must travel to and from school trips with their groups.
- As a matter of process, eligibility status also includes the following requirements:
 - Confirmation of a purchased airline ticket on the flight (round trip) designated by EAB
 - Business Office confirmation of payment of all costs associated with the trip.

Scholarship Opportunities:

Students whose families are in need of financial support may request financial aid by contacting the Activities and Athletics Director, Mr. John Powell (jpowell@eabdf.br).



OUR CODE

HIGH SCHOOL DISCIPLINE PHILOSOPHY

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

STUDENT BEHAVIOR

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

RESTORATIVE PRACTICES AT EAB

In line with the High School Discipline Philosophy, and based largely on the work of Ron Berger and Expeditionary Learning, restorative practices at EAB aim to create opportunities for students to reflect deeply on the effects of their actions on the community. To do so, EAB Faculty and Leadership believe the discipline process not only focuses on individuals and consequences, but more so on how students can take concrete steps to repair the harm their choices caused to the EAB Community.

DISCIPLINE PROCESS FOR MAJOR INFRACTIONS

In coordination with the High School Deans of Students and Academics, the High School Principal will make an initial determination as to

whether a student infraction should be referred to the Conselho de Classe. If referred, the following process will begin:

- The student's parents, teachers, and FLEX Team Leader will be informed of the reported infraction.
- The student will write a detailed report that answers the questions below.
 - What happened?
 - What were you thinking at the time?
 - What have your thoughts about it been since?
 - Who has been affected by the choice you made?
 - In what way have they been affected?
 - What's a choice you can make to make things right?
- A Conselho de Classe will be formed that will include the following EAB Faculty Members:
 - High School Principal
 - High School Dean of Students
 - High School Dean of Academics
 - The student's FLEX Team Leader
 - The student's classroom teachers
- A meeting with the student and the Conselho de Classe will be scheduled.
 - The student will share his/her written report with the Conselho 48 hours before the meeting.
 - At the meeting, the student will give a verbal account of the incident and what learning has happened through the reflection and writing process.
 - The student will also propose a series of steps to be taken to repair the damage done to the community.
- After the student's statement, the Conselho will discuss the incident, the quality of the reflection, and the effectiveness of the student proposal and make a decision about an appropriate path forward which could include the consequences listed below.

- The student will be immediately informed of the decision. The High School Principal will then write a letter to the parents informing them of the decision, describing the process that led to the decision, and explaining the consequences.

LEVELS OF CONSEQUENCES FOR VIOLATIONS OF CODE OF HONOR

There are three possible levels of consequences for violations of the Upper School Code of Honor and EAB Learner and Character Traits:

Behavior Agreement:

- A student may be asked to sign a new Behavior Agreement with the High School Leadership when he or she commits an infraction and his or her behavior warrants change. The student is given a window of time in which to follow all school rules and become responsible for his or her behavior. This agreement is an internal document that will be placed in the student's file until the day he or she graduates or leaves our community. The Behavior Agreement will not be sent to colleges or any other outside institution.
- Examples of behavior that may warrant a Behavior Agreement include, but are not limited to, skipping class, public displays of affection, disrupting the learning environment, leaving campus without permission, consistent tardiness or absence from class, inappropriate behavior during assemblies etc.
- Consequences that may accompany a Behavior Agreement include, but are not limited to, parent conferences, removal from extracurricular activities and athletics, letters of reflection and/or apology etc.

Probation:

- A student may be placed on probation for grave or consistent violations of the Upper School Code of Honor and/or EAB Learner and Character Traits or for endangering the health or general well-being of members of the EAB Community;

- Examples of behavior that may warrant a student being placed on probation include, but are not limited to, academic dishonesty, fighting, possession of dangerous items or replicas or weapons, consistent or gross insubordination, the accumulation of multiple Behavior Agreements, the use of alcohol or tobacco on campus, bullying, blatant disrespect for others including racist, sexist, homophobic, etc. language, theft, vandalism, linking the name of The American School of Brasilia to illicit or illegal events, etc;
- Consequences that may accompany Probation include, but are not limited to, temporary or permanent removal from extracurricular activities, temporary or permanent removal from leadership positions, limitations to times allowed on campus, structured meetings with the Upper School Administration, suspension etc. Probation will be noted in the student's permanent school file and may be included in the school's recommendation to universities or other outside institutions requiring a statement on student behavior while at EAB. A student who is placed on Probation a second time may be expelled from the school.

Expulsion:

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

ATTENDANCE

The interactions between students and their teachers in a dynamic learning environment provide the foundation of an EAB Education. These interactions are our most important resource for learning

and we believe they are essential and irreplaceable. The purpose of monitoring attendance is to both ensure student safety while on EAB's campus and to empower every student to maximize his or her participation in the EAB Learning Community.

Parent Responsibility:

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

Student Responsibility:

- It is expected to the highest degree possible that students continue their learning while absent via preparation before the absence, contact with teachers during the absence, and timely completion of all work missed while absent;
- Though time to make up tests and assignments will vary with each situation, students returning after absences will be given sufficient time to complete missed assignments and tests. However, the maximum amount of time given to complete missed work will be equal to the number of days of school missed;
- If the student was present in class when a summative assessment was announced and was absent on the day that the in-class assessment was given, the student must complete or the assessment immediately upon returning to school;
- If a student leaves school before or arrives at school after an in-class summative assessment is given, he or she must complete the assessment that day before leaving or after arriving. For example, if a student has a test during the first block and only arrives at school at the beginning of the second block, the student must take the assessment that day. Similarly, if a student plans to leave school before the end of the day and has a test scheduled for the last block, the student must arrange to take the test before

leaving campus. If the assessment is not completed the student will immediately be placed on Pillar Probation and be ineligible for extracurricular activities until the assessment is complete.

Lunch Supervised Study Hall:

When a student is chronically absent (more than 10% of academic class periods), s/he will be given a form to fill out. This form will list each class, and the student will meet with each teacher to discuss any outstanding tasks that need to be completed. If the student has outstanding work, s/he will attend Lunch Supervised Study Hall until the tasks have been completed and the student has caught up on all missed learning. If a teacher prefers for the student to visit his/her classroom in order to receive extra support, the student can spend the study hall in the classroom of this teacher.

Tardy Policy:

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

- All students are expected to be in their first-period class at 8:00 a.m. (9:00 a.m. on late start Wednesdays);
- Students who are more than 20 minutes late for any class will be documented as absent unless excused by the High School Principal;
- Chronic tardiness will affect eligibility and students will for a time lose the right to participate in extracurricular activities after the accumulation of more than four tardies. On the fifth tardy a student will miss one entire day of activities, practices, rehearsals and events. Also on the fifth tardy, the student will report to Lunch

Supervised Study Hall. For each subsequent tardy, up to ten, the student will miss another entire day. A student tardy more than ten times will miss two entire days of activities, practices, rehearsals and events for each subsequent tardy.

ACADEMIC INTEGRITY GUIDELINES

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

EAB's Fundamental Beliefs on Academic Integrity:

- EAB students are expected to adhere to the values and expectations found in the Upper School Code of Honor and EAB Learner and Character Traits;
- Every student has the right to an academic environment that is free from the injustices caused by academic misconduct;
- All members of the EAB community will be involved in supporting and modeling EAB's Academic Integrity Policy and adhering to the spirit of the Upper School Code of Honor.
- We realize the embodiment of EAB Values is a continuous, developmental process and believe errors in judgment provide opportunities for the reflection and learning necessary to help students become principled, self-regulating members of our community.
- All EAB students are expected to be scrupulously honest in the way in which they carry out and present their work. This means that all parts of all work submitted for assessment, whether formative or summative, internal or external, must either be original to the student, or must be properly cited to its source.
- All disciplinary policies are derived from these beliefs.

VIOLATIONS OF CODE OF HONOR AND ACADEMIC INTEGRITY GUIDELINES

As a matter of professional responsibility, teachers must inform the High School Leadership Team immediately if a case of academic malpractice occurs. The initial consequence for academic malpractice is for the student to be placed on Probation and for the malpractice to be reported to the Faculty Council.

Possible Consequences for Probation:

Consequences that may accompany Probation include, but are not limited to, temporary or permanent removal from extracurricular activities, temporary or permanent removal from leadership positions, limitations to times allowed on campus, structured meetings with the High School Leadership Team, suspension etc. Probation will be noted in the student's permanent school file and may be included in the school's recommendation to universities or other outside institutions requiring a statement on student behavior while at EAB. A student who is placed on Probation a second time may be expelled from the school.

Academic Malpractice and Universities:

Based on the severity and/or repeated nature of the instance(s) of academic malpractice, EAB might report academic malpractice to universities for students who commit the infraction in Grades 9 or 10.

When students commit academic malpractice in Grades 11 and/or 12, EAB will report academic malpractice to universities.

Academic Malpractice on IB Internal or External Assessment:

IB Assessment Policy: if a student commits academic malpractice on an IB assessment, one or more of the following may occur, depending on the severity of the malpractice and prior history of academic malpractice:

- The student will be given a set amount of time to complete the assessment.
- The student will remain in the IB course and remain registered for the exam, but the assessment will not be submitted to the IB. This option would allow for a retake in November.
- The student will be removed from the IB course and the IB examination, which could result in you losing your diploma.

THE FACULTY COUNCIL

Purpose: The creation of a Faculty Council is part of a formal process for dealing with occurrences of academic malpractice. This council will aim to hold students accountable, ensure consequences for offenders are both consistent and appropriate in nature, and be part of the overall learning process for students who have made mistakes.

The Makeup of the Faculty Council:

- The Faculty Council will include four EAB High School Faculty members from a range of grade levels and subject areas who will be selected through a formal selection process.
 - Faculty Members Selection Process
 - Submission of a formal application to the High School Dean of Academics
 - A formal vote by the High School Faculty and Staff will determine the successful candidates.
 - If a member of the Faculty Council is involved in the case of academic malpractice to be discussed, he or she will recuse themselves from the Council when the case is considered and the second administrator will sit in for that case.
- The Student's FLEX Team Leader and/or HS Counselor
 - The FLEX Team Leader of the student and/or HS Counselor can join the student to provide support at the Faculty Council meeting.
- High School FC Student Representative
 - The Student Representative will be determined through a three-step process.

- Application
- Faculty Vetting
- Student Vote
- The FC Student Representative provides input, but does not have a vote; this student will serve as an advocate.
- The FC Student Representative ensures all meeting participants adhere to the Upper School Code of Honor and Statement on the Rights of EAB Community Members.
- The Division Principal and/or Dean of Students
 - The High School Principal will attend all Faculty Council meetings.
 - The Principal has an equal voice and one vote, as do all other members of the Council.
 - Once a determination is made by the Faculty Council, the Principal and/or Dean of Academics will communicate the official decision from the Faculty Council to the student's parents.

APPEAL

There is no appeal after a decision is made by the Faculty Council as the student's interpretation of the incident has been heard and all extenuating circumstances have been considered before the FC makes its final decision.

PROBATION FORGIVENESS FOR ACADEMIC MALPRACTICE:

- Students in Grades 9 and 10 can apply for Probation Forgiveness one year after the case of malpractice, assuming that there have been no other incidents of academic malpractice during that time.
- To be removed from probation students will present responses to the following questions to the Faculty Council.
 - What happened?
 - What were you thinking at the time?
 - What have your thoughts about it been since?
 - Who has been affected by the choice you made?
 - In what way have they been affected?

- What's a choice you can make to make things right?
- The Faculty Council will determine if the student is to be removed from probation based on the quality of the responses to the above questions, the student's behavior since the time of the original infraction, and other pertinent factors.

SCHOOL UNIFORM

The goal of the dress code is to foster school pride and a sense of community. The colors of the dress code are red, black and white. Wearing the school uniform is mandatory and the uniforms must be purchased at **Sasse Uniformes**. Appropriate length is expected for all shorts, skorts and skirts. Specifically, shorts and skorts should reach the tip of the thumb when arms are extended to the sides and skirts should reach the tip of the fingers.

CONSEQUENCES

Not using the uniform is a disciplinary matter and will be dealt with according to the guidelines for discipline above. Based on supply in the Upper School Office, students may buy an EAB Uniform t-shirt, shorts or skorts in the case of an inappropriate uniform. The cost of the clothing will be charged to the monthly bill of the student's parents.

TECHNOLOGY ACCEPTABLE USE POLICY

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



SCAN TO ACCESS THE
COMPLETE TECHNOLOGY
ACCEPTABLE USE POLICY

GENERAL INFORMATION

CELLULAR PHONE POLICY

In a 1:1 laptop environment such as EAB's, there is little educational use for a cellular phone in the learning environment. Therefore, students are not to have their phones visible or on their person during class unless directly permitted by the teacher to enhance learning. Phones may be left in lockers or backpacks during class time. Parents are instructed to call the Upper School Office (+55 61 3442-9714) in the case of an emergency or if they need to contact their child.

CLOSED CAMPUS

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

FOOD FROM OUTSIDE SERVICES

Students are expected to bring their lunch from home or purchase lunch from the school's food provider. Therefore, students in the High School are not allowed to order food from restaurants outside of EAB or have food delivered during the day.

STUDENT NAMES FOR OFFICIAL PURPOSES

Unless otherwise agreed to by the school, student and family, student names for all official documents and ceremonies will be written or read as the name appears in the EAB database for enrollment.

HEALTH SERVICES

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

LOCKS AND LOCKERS

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

SCHOOL SUPPLIES

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

TEXTBOOK LOAN

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

CAMPUS GUESTS AND VISITORS

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

PARTIES AND CELEBRATIONS

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

EMERGENCY EVACUATION

Emergency evacuation drills are scheduled at intervals throughout the school year. FLEX Team Leaders will give their Teams specific instructions. Each FLEX Team Leader should ensure that all students are familiar with proper evacuation procedures.

LOST AND FOUND

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



