

# Lower School Student HANDBOOK



2023-2024  
SCHOOL YEAR

# Welcome to the 2023-2024 school year at The American School of Brasilia

Dear Families,

On behalf of our faculty and staff we would like to welcome you to the Lower School community at EAB. We are made up of two programs: Early Childhood (K3 & K4) and Elementary School (K5 – Grade 5).

At EAB we embrace the responsibility of providing a safe, nurturing and challenging learning environment for our students. Our world-class faculty works collaboratively to create a welcoming environment that is developmentally appropriate, fosters independence, and encourages a passion for learning through authentic exploration and hands-on experiences. Early childhood and elementary students develop both foundational understandings on which more complex learning builds, and social and emotional skills they need to better navigate and understand the world around them. All of these critical dimensions of schooling are intertwined, and require and receive focused and deliberate attention by our staff.

As a family at EAB you play a key role in your child's educational journey. You will have opportunities to support, celebrate, and partner in the learning process. We invite you to work with our FSP, attend student-led conferences, Curriculum Coffees, an assembly - in person or via Zoom, or a myriad of other opportunities that will involve you in healthy ways around your child's education. Learn what it means for students to use the BULLS - our character and learner traits. All of these opportunities allow you to better understand the educational process and our rich programs so together we can nurture the various stages of your child's development.

Get ready to be an active part of this great international school! We welcome you to join our community of learners here at Escola Americana Brasilia. If we can be of any assistance during your transition to EAB, please feel free to contact us.



**BETH OVERBY**  
LOWER SCHOOL  
PRINCIPAL



**ANGELA COLLINS**  
LOWER SCHOOL  
ASSISTANT  
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# Table of Contents

(CLICK TO GO TO PAGE)

6	OUR SCHOOL: MISSION, VISION AND VALUES
7	GETTING READY FOR K3 & K4
8	GETTING READY FOR K5
9	GETTING READY FOR GRADES 1 - 5
9	THE LOWER SCHOOL
18	ATTENDANCE, ARRIVAL, AND DISMISSAL
21	SUPPORT SERVICES
24	SOCIAL AND EMOCIONAL DEVELOPMENT
35	ACADEMICS
44	ASSESSMENT
49	HEALTH AND NUTRITION

# OUR SCHOOL

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



## 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 BELIEFS

All EAB Learners are:

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

# GETTING READY FOR K3 & K4

## SUPPLIES LIST

- **TRAVELING PACK** - sized so that the child can transport their personal items independently, such as a backpack or a compact roller bag approximately 36 x 45 x 17
- **PHOTO** - when school begins, bring one photo of the family or a favorite pet, etc., it is a powerful and comforting image to share or look at when missing home
- **TWO SNACKS** - one each for the morning and afternoon, in a child friendly container to be opened independently - practice this at home. Teachers are there to help with this. A cold, healthy snack is requested.
- **LUNCH** - in a child friendly container to open independently - practice this at home. Teachers are there to help with this. A limited access to microwaves for heating up lunch will take time and this creates waiting time. A cold lunch is preferred
- **WATER BOTTLE** - one that can be opened and filled independently at a water station
- **TWO PACKS OF WET WIPES** - two packs each semester
- **TWO EXTRA SETS OF CLOTHES** - a shirt, pants, underwear and socks in a zip lock bag labeled with the child's name
- **BLANKET** - for rest time approximately 30 x 20 x 16 cm, labeled with the child's name
- **LAUNDRY BAG** - with a drawstring to store blanket at school, comes to school Monday and is sent home on Friday to wash, approximately 32x24 cm, labeled with the child's name
- **LARGE SHIRT** - to wear while engaged in messy activities, and while this is not a guarantee that clothes will stay clean, it helps. Some families send an older sibling or adult t-shirt to pull on over school clothes

Please always label (write your child's name and Classroom number) on anything that is sent to school (clothes, bottles, books, backpacks) so that they can be returned if lost.

# GETTING READY FOR K5

## SUPPLIES LIST

- **TRAVELING PACK** - sized so that the child can transport their personal items independently, such as a backpack or a compact roller bag approximately 36 x 45 x 17. Labeled with the child's name
- **PHOTO** - when school begins, bring one photo of the family or a favorite pet, etc., it is a powerful and comforting image for children when they are missing home
- **ONE SNACK** - eaten in the morning and in a child friendly container to open independently
- **LUNCH** - in a child friendly container to open independently, there is limited access to the microwave to heat lunch, so a cold lunch is preferred. The wait time to start eating is affected by the number of students needed to heat their lunch.
- **WATER BOTTLE** - one that can be opened and filled independently at a water station. Labeled with the child's name
- **TWO PACKS OF WET WIPES** - two each semester
- **TWO EXTRA SETS OF CLOTHES** - a shirt, pants, underwear and socks in a plastic bag. Labeled with the child's name.



# GETTING READY FOR LOWER SCHOOL GRADE 1 – 5

## SUPPLIES LIST

- EAB Uniform
- Backpack or Small Roller Bag
- Lunch Box and Snacks
- Water Bottle
- Pencil Case or Small Zipper Bag - optional, to hold personal belongings

Please label every with your child's name and classroom number that is sent to school e.g. clothes, bottles, books, backpack, so that they can be returned if lost.

## THE LOWER SCHOOL

EAB's Lower School consists of seven grade levels K3, K4, K5, 1st, 2nd, 3rd, 4th, and 5th. Each grade level has two sections. Each class has a certified teacher as well as one bilingual Teaching Assistant (PK – 5th). Additional specialists work with students in the areas of art, music, physical education, language support (English Language Learners and Portuguese Language Learners), Portuguese, counseling, and learning support.

## HELPFUL PEOPLE

Beyond classroom teachers and specialists, other people who are involved with the Lower School programs are:

- Lower School Principal:
  - Beth Overby | [boverby@eabdf.br](mailto:boverby@eabdf.br)
- Lower School Assistant Principal
  - Angela Collins | [acollins@eabdf.br](mailto:acollins@eabdf.br)
- Lower School Secretary
  - Paola Zanetti | [pzanetti@eabdf.br](mailto:pzanetti@eabdf.br)
- Lower School Counselors
  - Karen Gonzalez | [kgonzalez@eabdf.br](mailto:kgonzalez@eabdf.br)
  - Lilian Rosa | [lrosa@eabdf.br](mailto:lrosa@eabdf.br)
- School Nurses
  - Amabily Souza & Anna Gabryella Martins | [healthunit@eabdf.br](mailto:healthunit@eabdf.br)
- Director of Brazilian Program
  - Denise Turati | [dturati@eabdf.br](mailto:dturati@eabdf.br)
- Director of Teaching and Learning
  - Andy Jones | [ajones@eabdf.br](mailto:ajones@eabdf.br)
- iCommons Coordinator and Support Staff
  - Karla Veras | [kveras@eabdf.br](mailto:kveras@eabdf.br)
- Activities & Athletics Director (inc. Club EAB/LS Athletics)
  - John Powell | [jpowell@eabdf.br](mailto:jpowell@eabdf.br)
- Technology Department
  - [support@eabdf.br](mailto:support@eabdf.br)

## COMMUNICATION

Open communication between school and home is essential to the success of your child's school experience, and it can occur in a variety of ways:

## EAB BULLETIN

The Bulletin is where all important communication sent from the Head of School, Divisional Principals, Director of Teaching and Learning, Principals, Brazilian Program Director, Family and School Partnership (FSP), and Canteen can be found. Families are asked to check it regularly to ensure they are up to date on the happenings at school. The Bulletin can be easily accessed through a link sent weekly through email or by visiting the school website. The EAB Administration will rarely send emails to families; therefore, it is very important that families read the Bulletin to stay informed.

## EAB WEBSITE

EAB's website maintains a wealth of information including an events calendar and resources for families.

## SEESAW

This is an online platform to help make "learning visible." With this tool, teachers and students document learning and record/share their progress in school with their families. SeeSaw includes an App that provides ongoing notifications to families' cell phones when new things have been uploaded to a child's account. It is completely private, and teachers will review all items before uploading. Teachers will reach out to families with more information on the use of SeeSaw at a particular grade level.

## CLASSROOM TEACHER

Communication through email is a recommended venue for contacting your child's teacher, particularly as it allows the teacher to respond thoughtfully and at an available time in his/her day. Also, as we strive to cultivate environmental stewards and citizenship at EAB, we send very few notes home on paper. Therefore, we ask that families check email on a regular basis to ensure they are receiving information sent home from the classroom teacher. Families can expect to receive a response to their email communication within 48 hours, or sooner, during the weekdays or periods that the school is in operation (excluding weekends).

Family members of students are encouraged to contact classroom teachers directly to share information and ask questions. Please be sensitive, however, to the importance of the teacher being available for students. It is not appropriate to meet with a teacher during instructional time. If a longer conversation is needed, please schedule an appointment with the teacher to ensure adequate time for discussion.

## PHONE CALLS AND CELL PHONE USAGE

Phone calls home may be made by the secretary, teachers, the nurse, or students (with office permission), depending on the need. It is imperative that any change of a phone number, email address or other contact information is provided to the office so that parent(s)guardian(s) can be reached when necessary. Send these changes to [admissions@eabdf.br](mailto:admissions@eabdf.br) to have them entered into PowerSchool.

Student cell phones remain in their backpack during the school day, turned to silent or turned off. Student cell phones are used with teacher permission. If the cell phone becomes a disruption to student learning, it may be held by the teacher until the end of the day. Please support your child's learning by not calling your child's cell phone and sending messages on Apple watches during the school day.

If you need to reach your child's classroom teacher by phone, please call Paola Zanetti, the Lower School Secretary at 3442-9736 and a message will be delivered to the teacher who can call you back at an available time.

## BEGINNING OF THE YEAR

### CLASS PLACEMENT

Student's class placements are emailed to families the day before school begins. During the first week of school, staff will be available to assist students in finding their classrooms.

## PARENT COFFEES

We host regular coffee meetings for parents and caretakers in order to provide ongoing communication regarding our Lower School practices. These coffee meetings include workshops on our academic and social-emotional curriculum, approaches to teaching and learning, and guidance on how students can be supported from home. We welcome input from our parent community as these workshops are designed to meet parent/caretaker needs and support parent education and partnership.

## HOURS OF OPERATION

The school day is from **8:00 A.M. to 3:10 P.M.** each day, except for every Wednesday when staff have professional development and school will be from 9:00 A.M. to 3:30 P.M. Parents will be informed about other Professional Development half days, which have a 12:00 P.M. dismissal time. Parents will be notified about these days.

## COMMUNITY AND LEARNING ZONES

We welcome parents and caretakers in our Community Zones from 7:30am until 9:00am, and after 3:10pm. The Community Zones are in the Upper School Canteen and the Butterfly Garden. These Community Zones are marked for easy accessibility. Our Learning Zones are designated for staff and students only in order to ensure quality of learning. Parents and caretakers may be invited into school for a meeting or a learning celebration, at which times we will inform security of their arrival ahead of time.

## CLASS PLACEMENT

EAB values diversity, and, as such, we attempt to have a heterogeneous mix of students in each classroom in order to provide a dynamic environment for all learners. Class placement is a collaborative, team-based approach between the current classroom teacher, LS counselors, LS Administration, and the LS Support Team. Factors that affect a blended placement are to balance of gender, culture, language, learning needs, etc. if possible. Variations in placement do occur because of the nature of international schools as family enroll and depart.

Parents receive a feedback form with a few areas in which they can comment, teacher choice is not an area for comment.

When conditions allow, a grade level classroom or another grade level classroom of students may have opportunities to collaborate. The Lower School is committed to creating a safe and nurturing environment for all learners, each year. With only two classes per grade level, it is important that a range of resources and strategies are identified in order to support any challenges.

## UNIFORMS

The school uniforms foster school pride and a sense of community. All EAB students are expected to dress in the school uniform. Children should be encouraged to choose his/her uniform in the morning and to dress him/herself. Tennis shoes/sneakers are recommended as the children play each day, and are required to wear tennis shoes to their Physical Education (P.E.) class. The uniform also includes sweatshirts, etc., which should be worn instead of personal clothing, when the weather dictates.

**Each child's clothing should be clearly marked with his/her name and grade to allow for misplaced items to be easily returned.**

All uniforms are available for purchase online or by visiting the store:

### SASSES UNIFORMES

sasseuniformes.com.br | (61) 3349-1010  
SHCGN 710/711 Bloco B Loja 43  
Asa Norte, Brasília - DF - CEP 70750-732

### Hours of Operations

Monday through Friday:

- 9:15 A.M. until 7:00 P.M.

Saturday

- 9:15 A.M. until 5:00 P.M.

## ASSEMBLIES

Assemblies are moments for Lower School (K3 - K5 and Grade 1 - Grade 5) to come together and present information (often in the form of skits, songs, videos) about EAB's mission, Learner Profile and upcoming events. Assemblies are always supported by the Counselor(s), are student-led, and typically occur on Friday mornings. The Grade 4 and 5 Service Ambassadors often are part of these gatherings. Dates and times are always published in the EAB Events Calendar and in the Bulletin.

## PARENT-TEACHER ORGANIZATIONS (PTO)

The mission of the PTO is to connect EAB families with each other and the school to create a strong community of lifelong learners.

### GUIDING PRINCIPLES:

- Family involvement supports lifelong learning and include the whole child's education
- Collaboration between school and home raises academic achievement
- Successful partnership is based upon clear communication, mutual respect, trust and professionalism
- Effective programs are led by a team of administrators, educators, and parents

The PTO is a venue to voice ideas, raise needs and concerns, and solve problems and can be contacted at [pto@eabdf.br](mailto:pto@eabdf.br). All families are encouraged to contact the PTO and participate in events.

## CLUB EAB & LS ATHLETICS

Since September of 2021, we have returned with our offerings. Please be sure to review our Club EAB & LS Athletics Virtual Guide (available at a later date) for all of our offerings and schedules

Club EAB & LS Athletics are extracurricular programs that support and enrich EAB's curriculum for Lower School students (K5-5th grade). This is successfully achieved by encouraging and supporting students to pursue the development of talents and skills based on EAB's five pillars: Academics, Activities, Arts, Leadership, and Service Learning.

Club EAB & LS Athletics assist the whole child in achieving his or her own potential through a differentiated, innovative learning experience, while cultivating responsible and contributing citizens, leaders, environmental stewards, and role-model athletes.

Please review the **Activities & Athletics Handbook** for more information on this area.

## PERSONAL BELONGINGS

A Lost and Found area is located beside the Grade 3 stairwell for items found in the Grades 1-5 area and near the PK-K5 classroom for items found in the ECP area. It is strongly recommended that all items e.g. water bottles, clothing, lunch boxes, be labeled clearly allowing these items to be returned quickly to their owner. Mid-year and year end, these items are donated after a message to the LS community to please have their student take a look for the labeled items they are missing. Remember to leave precious personal items at home as the school is not responsible for lost, stolen or damaged items from home.

**Weapons, even associated with a costume, fake or real, are not allowed on campus.**



## LANGUAGE POLICY

In class, and in other instructional environments, we speak the target language. English in an English-medium class and Portuguese in a Portuguese-medium class. A student's first language is seen as an asset, when possible it is used to leverage learning in the target language. First languages can be used as a scaffold for, but never in place of, the target language. Research says that students may benefit from "think time" in their mother tongue, in writing or with a peer. The expectation is for students to use English in class and when working in groups to complete assignments.

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. We also promote inclusion, so please be mindful of who is in the area and include them through translation when possible.



# ATTENDANCE, ARRIVAL, AND DISMISSAL

Punctuality and regular attendance are imperative for all students. They are a significant part of your child's character development and set the pattern for attitudes toward absences and tardiness from school for the years ahead. Most importantly, social and academic progress is significantly hindered by irregular attendance and/or consistently missing the beginning of a school day. All tardies and absences will be included on the report card and official transcripts. Every morning in all Lower School classrooms, a Morning Meeting takes place whose purpose is to connect students to each other, resolve conflicts that may be generally occurring throughout the class, and to start the students on their way for the day. Missing this meeting due to tardiness puts a student at a disadvantage with starting off the day with peers and class activities.

## ATTENDANCE

According to Brazilian law, any student who misses more than 25% of school may be automatically considered for retention in the following year. After three consecutive absences, the homeroom teacher will contact families to discuss learning needs of a student. In cases of continuous absence, the Lower School Principal may communicate via email and/or meet with families.

The protocol for the LS when your student is absent, is to notify the Lower School Secretary, Paola Zanetti, at [pzanetti@eabbr.df](mailto:pzanetti@eabbr.df) and your child's teacher.

## ARRIVAL & DISMISSAL

Students can begin arriving at 7:45 A.M. to begin at 8:00 A.M. Students are dismissed at 3:10 P.M. Back gate or front gate arrivals and dismissals are specific to each grade level, so check EAB's Weekly Bulletin or emails from the principals gate assignments.

Student not picked up by 3:25 P.M. will be brought to the Lower School Office.

After school activities students will be escorted to the Upper School iCommons and await pick up if they have not been picked up by 4:15 PM.

## IMPORTANT NOTES

- Lower School students on campus after 3:10 P.M. must be supervised at all times by an adult, either a staff or family member.
- The school will contact the parent(s)/guardian(s) of any student who is found on campus and is unsupervised. The student either will wait in the Lower School Office or Upper School iCommons until they are picked up.

## CHANGES IN DISMISSAL

Any changes in dismissal must be made by a parent/guardian directly with the Lower School Office before 1:00 P.M. each day, in order to ensure appropriate communication. The Lower School office will inform classroom teachers/teaching assistants about these changes. With the exception of extenuating circumstances, a child will not be authorized to go home with another parent/guardian unless authorization is provided to the Lower School Office by 1:00 P.M. that day. Please do not rely on your child to inform the teacher.

## EARLY DISMISSAL

Students may only leave campus with their parents/guardian. The parent/guardian must contact the Lower School Office by email for changes in student attendance e.g. a doctor or dentist appointment.. A message the day before is best and before 1 pm is appreciated, however it is understood that this is not always possible in which case a phone call is appreciated. A staff member will bring the child to the gate for pick up. If the child is in Grade 3 - 5, they may go to the gate unaccompanied.

## **TARDIES**

In order to ensure that students are mentally and physically prepared for learning, it is important that they arrive in a timely manner. School begins at 8:00 AM, any student arriving after this will be recorded by the teacher as tardy.

## **PROFESSIONAL LEARNING: HALF DAYS AND PROFESSIONAL WEDNESDAYS**

The mission of life-long learning is supported through teacher professional development. This takes place every Wednesday between 8:00 and 9:00 A.M. (student arrival starts at 8:45 A.M.

Additionally, half day professional development occurs throughout the year and student will be dismissed at 12:00 P.M. All of these days are indicated on the calendar.

## **TRANSPORTATION: SCHOOL BUSES**

Families may contract private transportation services to pick up and drop off their students. The names of these are listed in the new student guides that are available before school begins. The bus company will arrange all the routes and share with families all the necessary details.

It is the responsibility of parents/guardians to inform both the bus company and the Lower School Office if there are any changes that would impact the bus transportation of their student. Contacting the Lower School office by email, allows the school to safely assure that all the right students are gathered together at the back gate by bus route, and escorted to the correct bus. If a change occurs after 1 pm, a call to the Lower School office is appreciated. Not calling can hold up an entire bus full of students, and cause the school to believe that a student is missing.

# SUPPORT SERVICES

The American School of Brasilia offers a rigorous academic program for students in grades K3 through 12. An integral part of this academic program is the support services program which is staffed to meet the needs of students with mild academic learning needs within an inclusive educational model. Certified Learning Support Teachers, Counselors, ELL staff (as needed), classroom teachers, and administrators at all levels work cooperatively to address the majority of student needs by differentiating within the regular education classroom. If needed, and when possible, our staff collaborates with outside professionals, such as speech and language, occupational, physical therapists and psychologists, to best meet the needs of all students.

## STUDENTS WITH SPECIALIZED LEARNING NEEDS

The Lower School has a Student Success Team (SST) that is composed of the Principal, Assistant Principal, Counselor, Learning Specialist, Brazilian Program Coordinator, Classroom Teacher and any other staff member, as needed depending on the case. SST meets on a weekly basis to review any referrals or follow up on previously referred students who are demonstrating extraordinary need at school. Referrals can be made by teachers, counselors, families or outside professionals and are used for the intention of identifying student needs and working to identify strategies to meet those needs in the most appropriate way possible. Families will be informed of a student referral in advance. Goals for home and school will be set and shared with parent(s)/guardian(s) and the necessary school individuals.

Referrals to SST may be made for a variety of reasons, including but not limited to a student:

- Demonstrating academic performance that is below or above their grade level
- Demonstrating difficulty meeting social and/or emotional developmental expectations
- Demonstrating other significant needs as determined by school staff, parents or outside professionals

## COUNSELING SERVICES

The Lower School Counselor works with students from K3 through 5th grade. The focus is on students' emotional well-being, academic success, personal and social development. In order to provide a well-rounded counseling program, our counselor's services include the following:

### INDIVIDUAL COUNSELING

Students are encouraged to use the counseling office for any academic, emotional, or social needs on a short-term basis. In some cases, long term or external counseling for the child may be recommended to parent(s)/guardian(s). Teachers may also refer students for support as needed.

### GROUP COUNSELING

Academic support, study skills, support for children experiencing divorce or changing families, anger management, friendship issues, bullying, grief support, are some of the types of support provided during group counseling on an as-needed basis.

### TEACHERS AND FAMILIES

In order to provide support for social and emotional well being, our lower school counselor consults with teachers and/or families in planning individual programs and behavioral interventions, helps students solve problems on the playground and monitors student transitions by providing support when needed.

### INTEGRATED GUIDANCE

Guidance teacher intervention is a preventative program for students from 1st to 5th grades. During these classes, students practice friendship skills, problem-solving skills, learn to recognize bullying, how to reach out to someone who is being bullied, and develop bullying reporting skills. The themes are presented in a variety of formats, including skill practices, small

group and whole group activities, posters, and videos. The goal is that the students transfer the skills and concepts learned to real-life situations.

## EAB ICOMMONS

When conditions permit, the iCommons is open to all of the EAB community. The students go at various times with members of their classroom to participate in activities, check out books, and acquaint themselves with all that the library has to offer. From learning research skills, how to find information online, to all the book genres available - fables, fairy tales and poetry, to how to avoid plagiarism, there are lessons for all grade levels.

In addition, the iCommons program promotes a variety of literacy experiences to nurture the joy of reading and develop lifelong readers. These experiences include, but are not limited to, Battle of the Books, Reading Challenges, and Thematic Book Displays Kids Choice Awards, Battle of the Books, Dr. Seuss Day, Book Bingo, and Get Caught Reading.

The iCommons collection can be found in the iCommons Online Catalog. The iCommons also offers online resources such as BrainPOP, PebbleGO, and more, which can also be accessed by the school community on the iCommon web page. We ask that extra care be taken with books borrowed from the iCommons and that they be returned in a timely manner so that other children may enjoy them. It is difficult to replace books that are lost as many are ordered internationally.



# SOCIAL AND EMOTIONAL DEVELOPMENT

Your child's social and emotional growth is of prime importance. This is the time when children begin to learn how to positively interact with other children, how to manage routines and expectations, how to develop as a learner, and global citizen. In order to facilitate positive behavior in the Lower School, there are various ways that consistent expectations and opportunities for reflection are included in their daily lives. These include but are not limited to a Learner and Character Trait and the BULLS expectation framework, Kelso's Choice, and Second Step.

Social and emotional learning (SEL) is a core part of the curriculum. The frameworks used are meant to set students up to become healthy adults by providing them with tools and strategies, and time for reflection.

## **BULLS FRAMEWORK: CHARACTER AND LEARNER TRAITS**

This transdisciplinary framework includes both learner and character traits that are infused into daily life in the LS. The framework is used to support development of one's self, friends, and the community PK to Grade 5. The BULLS are the LS foundation to the MS and HS Learner and Character Traits. This framework is delivered in an age appropriate way, being sensitive to the various stages of development and understanding that move from concrete thinking to abstract thinking.



LS BULLS	STATEMENT	CORRESPONDING CAMPUS-WIDE EAB CHARACTER TRAIT	CORRESPONDING CAMPUS-WIDE EAB LEARNER TRAIT
B >	Be respectful.	Respectful Responsible Honest	
U >	Understand feelings.	Compassionate Inclusive	
L >	Lead by example.	→	Courageous Collaborative
L >	Learn and reflect.	→	Reflective Inquisitive
S >	Show perseverance.	→	Resilient

## INDEPENDENCE

An essential element of development for students in the Lower School is to develop skills of independence. In the Lower School independent activities set the stage for students to become self-reliant by taking responsibility for daily basic routines and there are always adults nearby to support them. These include:

- Using the bathroom at school independently (see Toilet Learning criteria for K3, K4 and K5)
- Remembering and carrying their own belongings e.g. backpack, iCommons books
- Eating independently
- Completing home learning independently
- Carrying or rolling their bag, and putting away their belongings

## K3 & K4: ITEMS TO LEAVE AT HOME

It is important that students leave pacifiers at home. A pacifier is not sanitary to have at school and can be picked up and shared innocently by another child. Pacifiers begin to affect articulation, especially when children talk with them in their mouth. A pacifier can also affect the shape of the mouth and teeth. A pacifier plan should begin well in advance of the start of school.

## TOILET LEARNING - K3, K4 & K5

The expectation is that your child be 100% toilet ready by the time school starts. Occasional bathroom accidents may happen at school for any number of reasons, so very brief accommodations may be made in partnership with families. Toilet learning will be a shared responsibility within the classroom community especially at the beginning of the school year. Regular routines and reminders will be included in the daily schedule. The goal is for all children to feel confident and comfortable using any toilet at school. EAB uses the following definition of being 100% toilet ready:

- A child is able to tell someone when a bathroom is needed or can go to the bathroom independently
- A child is able to pull pants down and up without assistance.
- A child is able to use the toilet in the room or on occasion in other locations.
- A child is able to wipe without help
- A child is able to wash hands with soap and dry them
- A child wears only underwear throughout the day, including nap time

The above conditions will be met to remain in the program part or full day. Help support your child to be successful in toilet learning by providing easy-to-remove clothing for school such as elastic waistband pants, when they are not in their uniform. Consider allowing students to show you at home,

well before school begins, that they have learned their toileting routines using the EAB criteria.

## SOCIAL AND EMOTIONAL DEVELOPMENT IN EARLY CHILDHOOD

Social and emotional development during the early years (PK-K5) involves socialization, the process by which children learn the values and behaviors accepted by society. It also involves becoming a competent and confident person. For young children, social-emotional development involves learning how to understand their own and others' feelings, regulate and express their emotions appropriately, build relationships with others, and interact in groups.

Social and emotional competence is essential to children's well-being and their success in school and throughout life. Social-emotional readiness is critical to a successful transition to kindergarten, early school success, and even later accomplishments in the workplace. A child who is socially and emotionally ready for later school years is:

- Confident, friendly, and able to develop good relationships with peers
- Able to concentrate on and persist at challenging tasks
- Able to communicate frustration, anger, and joy effectively
- Able to listen to instructions and be attentive

As children are developing and learning, there are situations that need to be addressed with a child. We view these as learning opportunities and do everything we can to handle behavioral situations in a positive manner. If a teacher has concerns about a child's recurrent behaviors, the parent(s)/guardian(s) will be contacted in order to develop a plan to support the child.

## **GUIDING POSITIVE BEHAVIORS AND SUPPORTING CHALLENGING BEHAVIORS**

Strong emotions of students may result in varying degrees of disruptive behavior during the elementary school years. In Pre-kindergarten through Grade 2, students are learning to self-regulate, control their emotions, they need to develop language skills, strategies to problem solve and the ability to think in more concrete ways. With these skills developing, everyday peer interactions and other strong emotions can result in varying degrees of disruptive behavior, such as biting, hitting, and unkind words.

During Grades 3 through 5, self-regulation and self-control continue to develop and students need less adult support to manage their own behaviors. They have a great sense of what is acceptable, a better understanding of the desired behaviors, are developing a conscience, and think more abstractly.

The goals of behavior are supported through what is referred to as Social-Emotional Learning (SEL) in a partnership between teachers, teaching assistants, counselors and administrators who work in with students and their families to clarify shared goals to keep all students safe, respecting all property, and to create an environment conducive to learning. The partnership should always focus on solutions!

Children are supported with a three-tiered level:

### **TIER ONE: CLASSROOM LEVEL**

Positive Behavior Techniques: establishing predictable routines, maintaining a well-organized environment with appropriate materials independently accessible by students, setting clear rules and expectations, and modeling kindness and respect. Making a plan with the child and giving them choices of how to respond to help them to control their own actions. When responding to children's behaviors or questions, teachers may use reflective statements, "I" statements, "When...then..." statements, model specific language, offer limited choices, redirect behaviors, change the environment and/or show a behavior while explaining the behavior, and/or create a cozy and inviting space in the classroom as a choice, to use to calm down. Students may be required to complete a "Reflection Form", where they identify the problem and set a goal for changing or modifying their behavior.

**Natural Consequences:** natural consequences often help children learn responsibility because a child immediately experiences or feels a consequence from their choice. These are any experiences that happen naturally, without adult interference. For example, a child who goes outside without an umbrella when it is raining, will get wet and then typically return to retrieve an umbrella. Most often, they will remember to bring an umbrella the next time they observe rain.

**Logical Consequences:** logical consequences are directly related to children's behaviors and help them to fix their mistakes. They require intervention of an adult - or other children in a family or class meeting. The consequences fit the criteria of:

- Related - the consequence is related to the child's behavior and has the intention of directly fixing or correcting the behavior or mistakes
- Respectful - the is respectful of the child, without shame or blame, helps the child to take responsibility for their actions
- Reasonable - is reasonable with age appropriate consideration of a child's internal understanding, ability to maintain self-control, and a desire to follow the rules
- Helpful - is helpful because the child takes responsibility for their actions

With reflection and practice, children will want to do better, logical and natural consequences can help them, whereas the belief behind punishment is that children will do better only because they fear punishment and will seek to avoid it. For example, if a child were to tear a page of a book, if, after a conversation with the teacher, the behavior was decided to be intentional, a teacher may require a child to repair the book by taping the page together.

**Kelso's Choice:** This program teaches young children peace-making skills. It is a resource to increase confidence, promote self-control, and is a tool to prevent bullying and teaching young children peace-making skills. At EAB, it is primarily used for children to have a variety of strategies, which they can choose, to solve "small problems" between children, independently.

**Second Step:** Students develop their social-emotional skills—including making friends, managing emotions, and solving problems—to set them on the path for social success and academic readiness. This approach is designed to teach children how to understand and manage their emotions, control their reactions, be aware of others’ feelings, and have the skills to problem-solve and make responsible decisions. At EAB, classroom teachers (K5- Grade 5) and counselors hold periodic meetings with students, using visuals, role-playing activities, music and videos, and focus on identifying and describing a specific skill which is later explored throughout the week.

**BULLS:** This framework is an essential component of our SEL curriculum. Teachers and staff will use the BULLS acronym contextually in and out of their classrooms to reinforce behavioral expectations. BULLS is a tool for self-reflection, and it will support children with the on-going development of their self-regulation skills and bring clarity to behavioral expectations throughout the campus, out into the community, and at home. See BULLS Framework section.

## **TIER TWO: TEACHER, COUNSELOR, ADMINISTRATOR LEVEL**

In the event of more serious, frequent behavior concerns, Lower School staff and administration will work closely with students and parent(s)/guardian(s) to determine the most appropriate action to help maintain a safe and positive learning environment for all students. Possible actions may include, but are not limited to: revisiting the behavioral interventions in Tier 1, a written student reflections, meeting with the counselor/administration, Student Success Team members meeting with the family, in-school suspension. The school may consult with local professionals.

## **TIER THREE: ADMINISTRATIVE LEVEL**

In rare instances when there is a serious misbehavior, such as repeated aggression (hitting, kicking, biting, strong, unkind and/or disrespectful language) any disrespect through an action or word used against any adult, destruction of property, lying repeatedly, etc. A conference with parents/guardians will take place, and the student will be brought into the conversation. The response may be, but is not limited to: a formal action plan, a referral to the Student Success Team for an initial review, resulting

in providing new strategies to be used in the classroom, the creation of a Behavior Support Plan (BSP) or Student Success Plan (SSP) in order to continue to support the student's development, community service work on the campus, psychological assessment or mandated counseling, placement on a behavioral plan and or a signed behavioral agreement, in-school suspension 1 to 3 days (student comes to the office and stays there for the entire day(s) and works toward remediating their behavior, may complete their classroom work, and may require parents/guardians to pick their student up from school, out of school suspension 1 to 10 days. Out of school suspension requires a family meeting with an administrator before a return to school is possible. Non-renewal of enrollment and up to an immediate and formal expulsion from school are also possible, working in accordance with Brazilian law.

**School Counselor(s):** The role is to focus on students' emotional well-being, academic success, personal and social development. In order to provide a well-rounded counseling program, our counselor's services include the following: individual counseling, group counseling, school and community trainings, teachers and family consultations, and integrated guidance. Families are encouraged to contact the counselor if ever having questions or concerns related to their child's social and emotional development. Students may voluntarily or be directed to visit a school counselor for additional support.

**Principal or Assistant Principal involvement:** Tier two and three meetings with the Principal/Assistant Principal includes a time for reflection and goal-setting. Students may be required to complete a "Reflection Form", where they identify the problem and set a goal for changing or modifying their behavior. The Principal/Assistant Principal will review the form and discuss strategies with the student and classroom teacher for remediation and student goals.

**Family involvement with an Action Plan:** Parent(s)/guardian(s) may be contacted by the Principal or Assistant Principal for instances that involve challenges or concerns occurring in the classroom or within the school. Families will be informed of any events and asked to provide additional information. At this point, a shared Action Plan will be established. This plan may include structured family meetings for a period of time or loss of privileges.

## STUDENT WELLNESS AND SAFETY

Our school is committed to provide a safe educational environment to our students. EAB's practices are based on prevention as well as intervention, fostering a culture of safety and wellbeing of all students.

In terms of prevention, EAB offers a variety of initiatives in the context of wellness, with different approaches to students, families and teachers. When it comes to intervention, once we have a disclosure from a member of our community, EAB has assigned the Lower School and Middle School Counselors as the Child Wellness and Safety Officers who are responsible for taking the next steps to support our students.

We ask from all stakeholders to please report to the Child Wellness and Safety Officers about students who appear to be in a state of crisis, whether due to abuse, bullying, self-injury, or other behaviors of concern. All EAB members support all EAB students. In the Lower School, the Child Wellness and Safety Officer is the Lower School Counselor. You can also contact us through email at [wellnessandsafety@eabdf.br](mailto:wellnessandsafety@eabdf.br) if any concerns arise.

**EAB Student Wellness and Safety Referral Form** (any information submitted will be reported to the Child Wellness and Safety Officers and kept confidential and non-disciplinary)

## PEER CONFLICT VS BULLYING

While misbehaviors may be typical for an age group, this does not make them acceptable behaviors and if misbehaviors are noted or shared, they will be addressed. One such behavior is the ability to establish and sustain positive relationships to handle peer conflict. A distinction is made between normal peer conflict and bullying.



## NORMAL PEER CONFLICT

- A disagreement where children want different things and have equal power to solve the conflict
- “Rude” or “mean” behaviours in the form of hurtful comments and actions occurring during conflicts, such as hitting, teasing, or ignoring, and are a result of strong emotions from both sides and not a result of premeditated intention to harm
- After the conflict occurs, there often is effort on both sides to come up with a solution to the problem

## BULLYING

- Repeated aggression or harassment of a student carried out within or outside the school grounds
- Individual or collective threats toward another student, making use of a situation of superiority or authority or defenselessness of the affected student
- provoked mistreatment, humiliation or instilling fear in a student using physical actions or words in person or through technology
- A disrespectful action or word that targets sex, race, and/or gender identity Peer

# CONFLICT VS BULLYING/ HARASSMENT AT A GLANCE

NORMAL PEER CONFLICT		BULLYING
<p>Normal/peer conflict happens occasionally and results in a disagreement where children want different things.</p> <ul style="list-style-type: none"> <li>• Equal power/friends</li> <li>• Equal emotional reaction</li> <li>• Effort to solve the problem</li> </ul>		<p>Intentionally aggressive behavior, repeated over time, that involves an imbalance of power.</p> <ul style="list-style-type: none"> <li>• Intent to harm</li> <li>• Power imbalance</li> <li>• Repeated acts/ threats of aggression</li> <li>• No effort to resolve the problem</li> </ul>
<p><b>RUDENESS:</b></p> <p>Inadvertently saying or doing something that hurts someone else.</p> <ul style="list-style-type: none"> <li>• Spontaneous;</li> <li>• Unplanned moments of inconsideration;</li> <li>• Not meant to hurt</li> </ul>	<p><b>MEANNESS:</b></p> <p>Purposefully saying or doing something to hurt someone once (or maybe twice).</p> <ul style="list-style-type: none"> <li>• Intentional</li> <li>• Typically regrettable and followed by effort to make amends</li> </ul>	



# ACADEMICS

The American School of Brasilia is fully accredited by AdvancEd and the Southern Association of Colleges and Schools Council on Accreditation and School Improvement (SACS CASI), as well as the Ministry of Education of the Federal District. The school is also an authorized IB World School (IBO) and a member of the following organizations: The Association of American Schools of South America (AASSA), the Association of American Schools of Brazil (AASB), and the Association for the Advancement of International Education (AAIE).

## ENGLISH LANGUAGE LEARNING

EAB is an inclusive school where all academic instruction, beyond Portuguese (for Brazilian and foreign students), Brazilian History and Geography (BHB) or Spanish language classes, takes place in English.

EAB uses the WIDA Model to determine the needs of students in relation to English language learning in Grades 1-5. This tool provides data regarding instructional needs for the ELL and classroom teacher. The WIDA Model is also used annually to determine student growth and to determine the level of support that they may need throughout the year. WIDA retesting is done annually based on the month of the student's entry.

There is no minimum WIDA Model score required by admissions for grades K3-Grade 4. The standard expected for a student entering Grade 5 is level 2.0. The level of support ranges from pull-out for Level 1 learners, to monitoring through collaboration between the ELL and classroom teacher.

Students will have the freedom to express themselves in their mother tongue when aiming to achieve higher learning efficiency, this is because prior knowledge plays an essential role in the learning process. The student's teacher will evaluate the circumstances in which cross-linguistic transfer will benefit the students. Teachers will explore concrete instructional strategies to optimize and develop linguistic proficiency in the target language without undermining the student's bilingual development.

## EARLY CHILDHOOD PROGRAM: LEARNING THROUGH STUDIES

The kindergarten program uses a Reggio Inspired Approach and constructivists philosophy to design curriculum that provides discovery-based learning experiences, in context, engaging students in topics that are of interest.

### PROCESS SKILLS

Among the skills that extend across all areas of development and learning are process skills, which are the skills children use to learn.

- **Observing and exploring** involves noticing things and thinking about how, when and why they change. As children observe and explore, they manipulate objects to understand their properties and how they work.
- **Connecting** involves linking new learning to prior experience. Connecting anchors new learning, puts it into a broader context, and enables children to apply it in a variety of situations.
- **Problem solving** involves identifying a problem, thinking of ways to solve it, and trying possible solutions. It involves generating ideas, using materials in different ways, and taking risks to try something new.
- **Organizing information** includes breaking an idea or problem into parts, classifying, and comparing. Organization makes gathering, tracking, and using information possible.
- **Communicating and representing** involves sharing thoughts, ideas, and feelings with others in many different ways: through gestures, facial expressions, drawings, writing, and speaking. Communicating also includes using representations, such as drawings, dramatizations, graphs, or clay models.

## THE REGGIO-INSPIRED APPROACH

The Kindergarten program is Reggio-Inspired. This means that essential elements of the Reggio Emilia philosophy are present in our program. Reggio inspired implies a relation with teaching and learning, that teachers act on an image of the child viewing them as competent, resourceful and strong:

- **Image of a Child:** children are viewed as competent and capable of building their own theories. They are seen as full of potential, as protagonists and active constructors of their own knowledge.
- **The environment as the third teacher:** environments are designed to encourage creative expression, communication, relationship collaboration, discovery and social responsibility. The environment is set up with learning invitations, displaying open ended resources, natural and recycled materials that are thoughtful and purposefully combined and arranged for children to explore, investigate and create. Teachers intentionally and beautifully prepare the classroom environment in response to children's interests and targeted academic goals.
- **The role of the teacher:** the teacher's role is to learn alongside children, becoming involved in group learning experiences as a guide and resource. As Reggio Inspired teachers, they carefully observe and track the growth of children and the classroom community. The main goal for the teachers is to listen and observe the children, as well as question and list for opportunities to encourage further exploration of the child's interests.
- **Project Work:** projects are developed based on observations and conversation with the children, as well as from things that are known to be interesting to children. The teachers collaborate to decide which projects would be best suited to children in the classes, what materials will be needed and how to encourage parents to become involved when it is appropriate.
- **Documentation:** the children's work is displayed (and shared on SeeSaw) with photos and work samples along with some dictation of their experiences. This practice helps teachers and parents to learn more and plan further invitations.

- **Parents as collaborators:** education is a shared responsibility, and parents are valued as having a central role in their child's education and development. Parents are encouraged to participate in events and projects, offering their expertise and learning alongside the children.

## COGNITIVE DEVELOPMENT

Cognitive development is influenced by the child's approach to learning, his or her biological makeup, and the environment. A child's background knowledge - what he or she already knows - also affects the child's ability to make sense of new information and experiences. Background knowledge influences the child's ability to process information, remember, classify, solve problems, acquire language, read, and understand mathematics

Studies are exciting and engaging firsthand explorations of topics that are relevant to children's everyday experiences. The study approach is a method of integrating content learning through children's in-depth investigations of a meaningful topic. Children raise questions about the topic, and through exploration and discovery they find answers to their questions. The hands-on experimental nature of studies taps into children's natural curiosity, resulting in a learning environment that is both fun and intentional.

The advantage of the study approach is that it allows for deep, first-hand exploration of topics that are of interest to children, offering myriad ways to learn about them. Plus, the study approach not only allows children to gain a deeper understanding of the topic but encourages them to develop skills across all domains as they apply the investigative process. Studies integrate learning across developmental and content areas, and enable teachers to plan primarily hands-on experiences.

## LITERACY

From a student's entrance to their graduation, EAB wants to create a culture of lifelong learning and enjoyment, by supporting students to become active and effective readers, writers, and communicators. Literacy empowers students to showcase their own thinking, creativity, understanding, and bold

visions for the future. We strive for learners who are culturally responsive and who fully participate in society to expand their knowledge while reading and listening. Being literate is at the heart of learning in every subject area and, therefore, the foundation of our academic pillar.

Across all subjects within our curriculum, students are exposed to both literary and informational texts, in which they identify themes, key ideas and details, as well as analyze craft and structure. Picture books and leveled texts increase in difficulty from Kindergarten to grade 12 so that students are prepared to access complex reading across all disciplines.

Readers Writers Workshop: At EAB, Readers, Writers Workshop (RWW) Is the framework, often called a Model, which is used K5 through Grade 5. K3 and K4 students engage in pre-RWW activities. The RWW Model is an approach that is designed to offer a simple and predictable instructional environment so that the teacher can focus on the complex work of observing students' progress and teaching into their needs. The RWW framework has essential components: a short (mini) lesson delivered by the teacher, active engagement that provides students time to apply the lesson and expand their proficiency, a mid-workshop teaching point, and usually includes teacher-student conferencing, small group instruction and often ends with a debrief where students can reflect on or share their learning together.

Speaking and listening are an integral part of being literate. Students will continually develop skills to have intellectual conversations and debates through borrowing, reshuffling, clarifying, quantifying, and evaluating their own thinking and that of their peers, authors, and teachers. Oral language is an essential component of our daily lives and is regularly and intentionally integrated into the curriculum.

Media literacy is a highly significant area of focus in our new digital age. Information is now presented in new and changing formats that require active reading, viewing and listening skills to be used in order to make use of these texts in a meaningful way. Consequently, integrating and evaluating information from these diverse formats is increasingly important. Students understand how to identify, access, and analyze reliable sources found on a variety of media platforms.

While our primary goals are to support the development of engaged and principled literate learners, we also strive to instill a love of literature.

## MATHEMATICS

EAB's Lower School bases its mathematics curriculum on the Common Core State Standards. Instruction is based on the idea that children need time for exploration and hands-on experiences in order to build a strong foundation in mathematical thinking. The primary resource PK - Grade 5 is the San Francisco Unified School District framework. The focus of all instruction is on developing conceptual understanding through the use of manipulatives, drawings, and ultimately abstract numbers. Teachers, however, will use a variety of resources to support their varied learners. Additionally, the mode of delivery is a workshop model: a mini-lesson, active engagement, and work sharing and reflection. Students spend more of their time exploring and reflecting on concepts through rich, real-world tasks.

## SCIENCE

EAB's Lower School bases its science curriculum on Next Generation Science Standards (NGSS). The aim of science education at EAB is to support and inspire students as they construct understanding of the universe we live in. We strive to provide students with a solid foundation in science while also encouraging the development of their innate curiosity. This process leads them to observe, question and understand the natural world. We nurture innovative and critical thinkers by fostering inquiry, supporting students to take risks, and encouraging them to persist through obstacles.

Through both integrated and subject-specific courses, K3-12 students explore their universe, developing an understanding of the traditional sciences, environmental sciences and the relationships between scientific fields and other disciplines. In all science courses at EAB, students are encouraged to analyze patterns, systems, stability, and changes in nature; construct and deconstruct scientific concepts; and understand the connection between structure and function. They also gain an awareness of ethical implications in science, which allows them to critically evaluate the world around them and be principled in their actions.



Science is more than an accumulation of information. A scientifically literate student with a global mindset should also possess a set of skills that allows the student to make sense of the world in which we live. A significant part of an EAB student's experience is to demonstrate lab skills by performing and designing investigations where the cycles of inquiry, experimentation, and innovation are explored. Our vision for students is that they will integrate and apply scientific skills, knowledge, and critical thinking when making informed decisions in their daily lives.

## STEAM

STEAM is a model of an integrated approach to learning that uses Science, Technology, Engineering, the Arts and Mathematics all as access points for guiding student inquiry, dialogue, and critical thinking. This model is used by multiple professions, to build models and design, and engage in behaviors that support investigations, build theories and solve problems in the natural world. To help cultivate a STEAM-oriented mindset, EAB has a MakerSpace area in which students will practice and apply design thinking skills in a hands-on setting with a real-world focus.

## SOCIAL STUDIES

The Lower School Social Studies curriculum is based on AERO (American Education Reaches Out) Standards. It moves from self, family and friends, to communities and cultures, as children become ready to expand their own worlds. The aim of social studies education at EAB, whether in English or in Portuguese, is to develop global citizens with a critical and creative understanding of the present as it is connected to the past. We strive to instill in our students the desire and ability to communicate effectively and collaborate constructively with people from diverse backgrounds.

We believe students should acquire a common knowledge base that includes major global events, key turning points in history, social, political and cultural trends, an understanding of the earth's geography and the modern world economic system. Citizenship, social responsibility and environmental stewardship are important components of all social studies classes at EAB. Our interdisciplinary approach allows us to focus on key concepts while respecting the cultural plurality of our student population.

## MUSIC

Music curriculum in PK to Grade 5, is based on the National Core Arts Framework. Children enjoy singing, playing instruments and moving to music so EAB provides opportunities to develop the musical potential that every child has. Our musical concepts are developed sequentially to expose students to so the children understand music and its parameters: beats, register, duration, tone, form, tempo and dynamics.

The standards taught enable students to sing and perform with instruments, alone and with others, a varied repertoire of music; improvise melodies, variations, and accompaniments; compose and arrange music within specified guidelines; read and notate music; know and apply appropriate criteria to music and music performances; understand the relationship between music and history and culture.

## VISUAL ARTS

Art curriculum in grades PK to Grade 5 is based on the National Core Arts Framework. In EAB's two Lower School art studios, all have the chance to be artists. It is a place where students can take risks, try new materials, and use them to express themselves. The environment supports every artist; there are no wrong questions or right answers, there is no critiquing of a student's work, just celebrations of what each artist creates. Artists problem solve and learn multiple approaches to their artistic endeavors. Art is also part of integrated units, where homeroom teachers collaborate with the art studio teacher to bring other cultures, times, and places into the students' artwork. All students are artists who can bring the beauty of the world into their creative expressions.

## PHYSICAL EDUCATION (P.E.)

Physical development in K3-K5 includes children's gross-motor (large-muscle) and fine-motor (small-muscle) skills. Balance; coordination; and locomotion, or traveling, are part of gross-motor development. Children gain control of their bodies in a predictable sequence, from the center of their bodies and outward to their fingers and toes. In K5, movement and music take place in both their P.E. class and in their music class. In K3 and K4,

movement is integrated into music class, so they are not taught as separate from one another.

P.E. curriculum in Grades 1-5, is currently based on the S.H.A.P.E. standards. The emphasis in this domain is on physical development as an integral part of children's well-being, personal health and safety. The standards taught in P.E. enable students to use a variety of basic and advanced movement forms; use movement concepts and principles in the development of motor skills; be aware of the benefits and costs associated with participation in physical activity; get to know how to monitor and maintain a health-enhancing level of physical fitness; understand the social and personal responsibility associated with participation in physical activity.

## TECHNOLOGY

The aim of this Acceptable Use Policy (AUP) is to ensure that students will benefit from learning opportunities offered by the school's Internet resources in a safe and effective manner.

- **AUP Poster in English**
- **AUP Contract (Grades 3-5) in English**
- **AUP Poster in Portuguese**
- **AUP Contract (Grades 3-5) in Portuguese**

## PERSONAL DEVICES

- Pupils using their own technology in school, such as mobile phones, tablets or laptops are also subject to the AUP.
- Use of these devices inside the classrooms, labs and iCommons is subject to the approval of the teacher, assistant or administrator supervising the area.
- Sending nuisance text messages, or the unauthorized taking of images with a mobile phone camera, still or moving, is in direct breach of the school's acceptable use policy.
- Students are responsible for the safekeeping and storage of all personal devices on campus.

Counselors also use Common Sense Media to deliver lessons to educate and protect students, on the social and emotional components of using technology. Technology use is outlined in the [Acceptable Use Policy](#).

## HOME LEARNING

Home Learning at EAB is a step toward lifelong learning. Each teacher will share his or her home learning expectations during the Curriculum Coffee at the beginning of the year. Students, if they choose, may pursue independent learning in an area of their interest or passion or they may use home learning time for independent practice to further their understanding of concepts and development of skills. Students will be given the opportunity to share their learning with their classmates throughout the school year. All students, in every grade level, are asked to read each night and/or be read to every night.

### Home Learning Guidelines

# ASSESSMENT

The developmental process is unique to each child as children master concepts and skills at different ages. As a framework for meeting and assessing the needs of all our students, the Lower School at EAB has developed common grade-level assessments to be conducted as a consistent means of measuring student progress. These assessments have been developed by teachers, with EAB's standards and benchmarks in mind, to accurately measure the overall progress of all students at EAB, as well as to look at each student's needs. Through on-going, specific and differentiated assessments, as well as multiple opportunities for mastery, our vision is for students to develop a strong academic skill set. The following common assessments may be used throughout the course of the year to gather both programmatic and individual student data to assist teachers in making instructional decisions.

- Observation notes and documentation (photographs, audio/video clips, samples of children's work, diagrams and checklists) are collected and analyzed throughout the year from K3 - Grade 5.
- Fountas and Pinnell Reading Assessment from K5 to Grade 5 (K5 as determined by teacher)
- MAP™ - Measures of Academic Progress. MAP™ is given three times a year to students from Grades 1-5 to determine their instructional level and to measure academic growth throughout the school years in the areas of reading, English language usage, and mathematics.
- An in-house writing assessment is given twice a year to students in grades 1 – 5, to determine their strengths and areas of growth in writing.

## ASSESSMENT IN K3 AND K4

In our program, we use a system of ongoing assessment done through play in a student's everyday setting e.g. games, drawings, small group or large group gatherings, individual observations, and artwork. Careful observation provides most of the needed data and the growth is tracked using Teaching Strategies GOLD® Developmental Assessment. The recorded observations and artifacts collected, provide the data needed to track growth and to individualize activities to target specific needs. Assessment does ensure that every child is making progress using their strengths, skills, and interests. We know how important these early years are to children's success in school and in life. The goal is to support development and build social and emotional competence for a strong foundation. Remember, growth is a journey, not a race, and each child grows at their own pace.

## ASSESSMENT IN GRADES 1-5

Students in grades 1 to 5 receive ongoing evaluative feedback throughout the year, set goals, and reflect on their achievements. Report cards provided descriptors: Not Applicable (N/A), New to English (NTE), Requires Support (RS), Not Yet (NY) Meeting (M) Above (A). The descriptors are based on a minimum of three summative and performance-based assessments per unit in which students have the opportunity to display their understanding and application of standards and benchmarks.

The BULLS are used as the framework for character and learner traits. They are assessed using “I can” statements to bring understanding of a students’ achievement and growth in this area.

## REPORT CARDS AND FAMILY CONFERENCES

**For Students:** to communicate student achievement and growth up until that date, and to independently be able to share their individual learning journey

**For Families:** To communicate student achievement and growth to parent(s)/guardian(s) and students up until that date and to ensure the development of a partnership between home and school related to the achievement of academic and non-academic goals.

**For Others:** to ensure that transcripts are accurate for students when they are moving to another school

### HOW DOES REPORTING LOOK IN LOWER SCHOOL?

#### 1st Quarter Conference



- Feedback and goal setting with families based on data collected on student progress
- Three-way Conferences (parent, teacher, student)

#### 2nd Quarter Conference



- This report will be based on data collected on student progress in Semester 1
- A narrative will accompany the report

#### 3rd Quarter Conference



- Feedback to families will be based on data collected on student progress
- Student-led Conferences (parent, teacher, student)

#### End-of-Year Conference



- This report will be based on data collected on student progress in Semester 2
- A narrative will accompany the report

The purpose of the report card is to accurately communicate students' academic progress toward grade level standards and his/her development of the characteristics and behaviors of EAB's learner profile - BULLS. The information shared is meant to promote reflection, discussion, and further learning. The report card documents the extent to which the student is meeting quarterly expectations in relation to grade level standards. It highlights specific areas of strength and indicates where there are opportunities for additional focus, effort and support to facilitate students' progress toward independent mastery

English Language Learners and students who receive support from Learning Specialists will be assessed based on grade appropriate standards and benchmarks. Grades will be determined by the classroom teacher in collaboration with the specialist teacher. Accommodations will be noted for all assessments.

Formal Family Conferences to discuss student progress are held two times per year - at the end of the First and Third Quarter. At least one parent/guardian is expected to attend each Family Conference.

Teachers or parent(s)/guardian(s) may schedule conferences at any time when social, emotional or academic concerns develop

Dates for report card distribution will be included on the EAB Event Calendar. Report cards will be sent home electronically at the end of the First and Second Semesters. Report cards in Grades 1-5 will include evaluation related to non-academic areas based on the EAB Learner Profile including EAB students being: Engaged, Collaborative, Principled, Contributors.



# PROGRESS AND ACHIEVEMENT INDICATORS

Not Applicable (NA)	>	<ul style="list-style-type: none"> <li>This aspect of the curriculum has not been taught yet.</li> </ul>
New to English (NTE)	>	<ul style="list-style-type: none"> <li>Due to the fact that the student is beginning to learn English, he/she is unable to be assessed as yet.</li> </ul>
Requires Support (RS)	>	<ul style="list-style-type: none"> <li>Student is well below the expectations for this grade and requires support most of the time.</li> </ul>
Not Yet (NY)	>	<ul style="list-style-type: none"> <li>Student is achieving below the level expected for the grade for this time of the year.</li> </ul>
Meeting (ME)	>	<ul style="list-style-type: none"> <li>Student consistently meets expectations for this grade at this time of the year.</li> </ul>
Above (A)	>	<ul style="list-style-type: none"> <li>Student exceeds expectations for this grade at this time of the year.</li> </ul>

# ACCESS TO STUDENT RECORDS

In order to receive formal student records or to send information to external organizations (such as a future school), please contact the Lower School Office to complete an official request. All requests should be made by a parent/guardian and will take up to one week. Families may also review data by accessing information in PowerSchool.

# FIELD TRIPS

Families will be notified well in advance of all field trips scheduled with a description of the trip, what each child should bring and wear, and a parent/guardian permission slip.



# HEALTH AND NUTRITION

At school, children will be in close contact with many other children. Parent(s)/ guardian(s) should be alert for signs of contagious diseases or communicable skin infections. If symptoms are present, children should be kept home for their own protection and that of their classmates.

For Covid related details, please refer to the **EAB website**, which includes protocols and is regularly updated.

Parent(s)/guardian(s) should notify the School Nurse if their child is ill with any contagious disease or will be absent from school for an extended period of time due to health-related reasons. The School Nurse will contact the classroom teacher if a student will be absent from school for an extended period of time.

## ILLNESS AT SCHOOL

If a child becomes ill at school, he/she will be brought to the nurse and a parent/guardian will be notified as quickly as possible. During school hours, students will only be allowed to leave campus with written permission from a Principal, Assistant Principal, Lower School Secretary or Nurse once a parent or guardian has been reached.

**Reminder:** *any change of address, telephone numbers and emails should be reported promptly to Paola Zanetti, Lower School Secretary, via email at [pzanetti@eabdf.br](mailto:pzanetti@eabdf.br) or via telephone (61) 3442-9736, so that parent(s) and/or guardian(s) can be reached as quickly as possible if needed.*

## MEDICATION

Medication can be administered to a student during the school day only at the written request of the student's parent(s)/guardian(s) and physician.

All medicines must be given to the nurse who will monitor the dosage and frequency of medication. The nurse will not give students any medication without the written authorization described above.

## WATER

Children may have a refillable water bottle kept at school to ensure they are drinking plenty of water. Children should bring it home at the end of every week to be cleaned and we ask that it is returned at the beginning of each week. Please write the student's name on the water bottle so it can be returned as soon as possible.

## FOOD ON CAMPUS

Please only send nutritious food such as yogurt, fruit, or a sandwich and juice as snacks. PLEASE do not send soda, soft drinks or other unhealthy food items. Just as we want our students to be making healthy choices, we will also help enable them to do so by ensuring that we will not give them candy as rewards during the school day. These foods are sometimes available at special events such as Halloween and birthdays, but in a very limited way.

## LUNCH AND SNACKS

**Lunch:** K3 - K5 students eat at tables outside in front of their classroom. Grade 1- 5 students eat in areas with tables and chairs set up in various locations around the Lower School. Building independence is an integral part of our Lower School program therefore neither parents nor caretakers are allowed to come to school to help with the lunch routines.

Lunch can be purchased through a company that supplies this service to EAB. [Click here for more information.](#)

**Snack:** A healthy and nutritious snack should be sent in every day and stored in a child's cubby or locker. Your classroom teacher will communicate the schedule for snacks at the beginning of the year. PK students eat two snacks each day, while all others eat only one snack each day.

## FOOD DELIVERY FROM HOME

Deliveries from home are not allowed. Parents must remember to send their kid's lunch or buy it from the school canteen, as previously stated.

## FOOD ALLERGIES

Please ensure all updated allergies or dietary restrictions are communicated with the nurse, classroom teacher and assistant teacher.

## SLEEP

The American Academy of Pediatrics recommends that children get adequate sleep each night in order to reach their full developmental potential. The following is recommended:

- Infants (4-12 months) need 12-16 hours of sleep in a 24 hour period
- Toddlers (1-2 years) need 11-14 hours of sleep in a 24 hour period
- Preschoolers (3-5 years) need 10-13 hours of sleep in a 24 hour period
- School-aged children (6-13 years) should sleep 9-12 in a 24 hour period
- Teenagers (13 to 18 years) should sleep 8-10 hours in a 24 hour period

## PETS

For the safety and security of everyone in the EAB Community, the Head of School and Security Office do not allow pets on the EAB Campus unless there has been advanced authorization (at least 24 hours notice) in writing by the Lower School Principal or Assistant Principal. There may be times when the Lower School Administration, due to allergies from students and/or teachers, will not be able to approve the pet on campus.

## BIRTHDAYS

Birthdays are special in every classroom and deserve to be celebrated by the classroom community. The following celebration of birthdays protocols for all classrooms:

- There will be one birthday celebration each month, in each classroom, for all students whose birthdays fall in that month.
- Summer birthdays will be celebrated and the teacher will choose the month that the summer birthday celebration will be held.
- The class will prepare a card for the birthday students, or some other community generated acknowledgement.
- Families whose student's birthdays are celebrated during the same month can decide to collaborate together on what packaged item will be brought to class. Only one item per each birthday student e.g. 3 student birthdays = 3 packaged items, totalling 3 for each member of the class.
- The items must all be commercially packed and in a single serving size. Examples include: an individual serving of chips or crackers; an individual serving of cheese; an individual serving of cookies; an individual serving of fruit or applesauce; an individual serving of candy, such as a candy bar; an individual serving of ice cream that can be stored if brought in first thing in the morning. There are freezers available but space is limited and would only accommodate small cups of ice cream or popsicles.
- Students who have allergies are welcome to bring their own treat since allergies vary so widely between students e.g. egg, nut, dairy, soy, etc.
- The celebration will only include these individual items and not other items, such as balloons, party bags filled with multiple items, toys etc. decorations, or individual gifts for the birthday student.
- Each classroom teacher will be responsible for communicating any other details, such as the date in the month that all birthdays will be celebrated and connecting families who may want to coordinate their birthday celebration treat.





# American School of Brasilia

