



HIGH SCHOOL

STUDENT HANDBOOK



2023-2024
SCHOOL YEAR

Welcome to the 2023-2024 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, beliefs, histories, and cultures. The spirit of the EAB is found in these varied stories.

Our strength in this multicultural environment, and what binds us together as Bulls, are the agreed-upon values and policies found in the High School Handbook, the foundation of which 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.”

We have used a mantra for the past years: “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 we know with certainty what is expected of us as learners, teachers, and leaders in the High School of EAB.

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 2023-2024 school year. It will 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

A handwritten signature in blue ink that reads "Det. B." with a stylized flourish at the end.





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OUR SCHOOL



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.

THE RIGHTS OF THE HIGH SCHOOL COMMUNITY

All members of the High School Community have the right to be treated with dignity and decency at all times;

All members of the High School Community have the right to work and learn in a safe, supportive environment;

All members of the High School Community have the right to receive feedback about their performance in a thoughtful, consistent, and constructive manner;

All members of the High School Community have the right to work and learn in an environment free from discrimination, meanness, dishonesty, and the injustice of academic malpractice;

All members of the High School Community have the right to advocate for themselves when they feel they have been treated unfairly or inappropriately

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.

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.

In recognition of its fundamentally international and Brazilian character, EAB will seek to attract an ever-greater diversity of students, faculty, and administrators. EAB recognizes that our community is particularly strengthened by the inclusion of students with diverse backgrounds, interests, and abilities and will always strive to meet the unique needs of all of its students.

THE UPPER SCHOOL OF EAB CODE OF HONOR

During the 2014-2015 school year, the Principal's Advisory Council (PAC) members 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 document's title 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.

EXPECTATIONS FOR LEARNERS IN THE HIGH SCHOOL OF EAB

EXPECTATIONS FOR STUDENT BEHAVIOR

All students in the High School of EAB are expected to be Engaged, Principled, and Responsible by modeling the nine indicators below. Teachers will

assess student performance four times per year when measured against the Learner Expectations as either exceeding, meeting, or not meeting. Those ratings will be communicated to parents.

ENGAGED

We are **engaged** and active in our learning environment.

The student demonstrates active engagement in the class in both verbal and non-verbal ways.

The student collaborates with others by sharing thoughts and ideas.

The student is respectful of the learning environment and does not disrupt the work of the teacher or peers.

RESPONSIBLE

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

The student is prepared for class with all the necessary materials, including a charged laptop.

The student meets deadlines and completes formative assessments and practice assignments.

The student attends school consistently and arrives to class on time.

PRINCIPLED

We are **principled** and positively contribute to our learning environment through our actions.

The student treats all classmates and teachers with dignity.

The student is inclusive of all members of the learning environment.

The student is honest and trustworthy.

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 Learner Expectations. 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.

RESTORATIVE PRACTICES AT EAB

In line with the High School Discipline Philosophy, a restorative process is undertaken after a major disciplinary infraction to allow the student(s) involved to reflect deeply on the harm their choices may have caused to the High School Community and to identify concrete actions they can take to repair that harm.

THE RESTORATIVE PROCESS:

- The student's parents, teachers, Grade Level Deans, 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?
- The student will meet with their FLEX Leader, HS Principal, Counselor, or Grade Level Dean to review their responses and create a plan of action to address the the possible harm caused to the HS Community due to their actions.

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">• Equal power/friends• Equal emotional reaction• Effort to solve the problem		<p>Intentionally aggressive behavior, repeated over time, that involves an imbalance of power.</p> <ul style="list-style-type: none">• Intent to harm• Power imbalance• Repeated acts/ threats of aggression• No effort to resolve the problem
<p>RUDENESS:</p> <p>Inadvertently saying or doing something that hurts someone else.</p> <ul style="list-style-type: none">• Spontaneous;• Unplanned moments of inconsideration;• Not meant to hurt	<p>MEANNESS:</p> <p>Purposefully saying or doing something to hurt someone once (or maybe twice).</p> <ul style="list-style-type: none">• Intentional• Typically regrettable and followed by effort to make amends	

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 Learner Expectations:

BEHAVIOR AGREEMENT:

- A student may be asked to sign a new Behavior Agreement with the High School Leadership Team when they commit an infraction, and their behavior warrants change. The student is given a window of time in which to follow all school rules and become responsible for their behavior. This agreement is an internal document that will be placed in the student's file until the day they graduate or leave the EAB Community. The Behavior Agreement will not be sent to colleges or outside institutions.
- 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, and inappropriate behavior during assemblies, etc.
- Consequences that may accompany a Behavior Agreement include, but are not limited to, parent conferences, removal from co-curricular activities and athletics, letters of reflection and/or apology, etc.
- Failure to observe the behaviors stipulated in the Behavior Agreement may lead to further disciplinary action, including an additional Behavior Agreement and/or Probation.

PROBATION:

- A student may be placed on probation for grave or consistent violations of the Upper School Code of Honor 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 of weapons; consistent or gross insubordination; the accumulation of multiple Behavior Agreements; the use of alcohol or tobacco on campus; bullying; sexual

activity on campus; sexual harassment; blatant disrespect for others including racist, sexist, homophobic or otherwise discriminatory language; theft; vandalism or linking the name of The American School of Brasilia to illicit or illegal events. This list is subject to change and is always at the discretion of the High School Principal.

- Consequences that may accompany Probation include but are not limited to, temporary or permanent removal from co-curricular 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.

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.
- 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, physical violence toward another, 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 POLICY

- In line with the High School Learner Expectations, students are expected to maximize their learning by having an excellent attendance record. Failure to do so may result in any of the following measures:
 - The student is deemed ineligible for IB Diploma in grades 11 and 12;
 - Removal from non-academic trips;
 - The student may lose the right to participate in non-academic, co-

curricular activities if they are absent more than seven percent of total classes (chronic absences). This includes all activities, practices, rehearsals, and events. A student with chronic absences may also be required to report to Lunch Supervised Study Hall at the discretion of the High School Principal or Grade Level Dean.

- Students in IB Higher Level (HL) classes are expected to have exceptional attendance. Those who have 10 or more unexcused absences in any single Higher Level (HL) subject may be removed from that HL class, thereby jeopardizing their status as an IB Diploma candidate.

TEACHER RESPONSIBILITIES

- Begin class immediately at the prescribed time;
- Take attendance at the very beginning of the class period;
- Mark students as either absent or present;
- Students who arrive late must be sent to the Upper School Office to receive a pass.

STUDENT RESPONSIBILITIES:

- Students who are absent are responsible for contacting their teacher to inquire about missed work;

PARENT RESPONSIBILITY:

- Ensure that the student has the necessary transportation to arrive to school on time. Parents of students who are continually tardy for the first block may be asked to schedule a meeting to discuss student attendance;
- Contact the school by e-mail or phone to report a student's absence;
- Provide medical documentation when their child is absent due to a medical reason;
- Work cooperatively with the school to address any issues concerning attendance;

- Understand that an excused absence is to be considered an urgent, unavoidable reason for their child to miss class. These include (but are not limited to) attending the funeral of a close relative, a documented sickness, an accident, or participation in a national or international competition. It does not include family holidays, birthdays, vacations, **or gatherings**

TARDY POLICY

EXPECTATIONS FOR TARDINESS:

- 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 tardy for a class will go immediately to the Upper School Office to collect a tardy slip and sign the tardy ledger;
- Students who are more than 20 minutes late for any class may be documented as absent unless excused by the High School Principal;
- Chronic tardiness (five percent of total classes) will affect eligibility and students may for a time lose the right to participate in non-academic, co-curricular activities. This includes all activities, practices, rehearsals, and events. A student with chronic tardiness may also be required to report to Lunch Supervised Study Hall at the discretion of the High School Principal or Grade Level Dean.

ACADEMIC INTEGRITY GUIDELINES

Mutual trust is essential to the learning environment of the High School of EAB, and our beliefs of academic integrity below outline the expectations for students regarding honesty in intellectual endeavors.

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 High School Learner Expectations;

- 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 policies on academic integrity 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 offending student to be placed on Probation and the malpractice to be reported to the High School Dean of Academics.

POSSIBLE CONSEQUENCES FOR PROBATION:

Consequences that may accompany Probation include, but are not limited to, temporary or permanent removal from co-curricular 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 may report academic malpractice to universities for students who commit the infraction in Grades 9 or 10; When students are placed on probation as a result of academic malpractice in Grades 11 or 12, EAB will report the 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 consistent and appropriate, 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, they 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 uniform is to foster school pride and a sense of community. Wearing the school uniform is mandatory.

- EAB uniforms for classrooms are compulsory for all students in every class;
- EAB Sports Athletic uniforms are not classroom uniforms;
- EAB hoodies are acceptable, including clubs, teams and activities;
- 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;
- Based on supply in the Upper School Office, students may buy an EAB Uniform t-shirt, shorts, legging, or skorts. The cost of the clothing will be charged to the monthly bill of the student's parents;
- All uniforms can be purchased at Sasse Uniformes. For more information on the location of the store or how to buy online, please visit the Sasse website by clicking or scanning the QR code below:



SASSE UNIFORMES
WEBSITE

- Clothing on Jeans Days and other non-uniform days must show respect for our multi-cultural learning environment and discretion is required. For example, clothing with offensive language or symbols, visible undergarments, midriff showing tops, low cut tops, and high cut shorts would be considered inappropriate and should be avoided;
- Not using the uniform properly or following the dress code on non-uniform days is a disciplinary matter and will be dealt with according to the guidelines for discipline above.

CELLULAR PHONE POLICY

The policy regarding using of cellular phones on campus in the High School is under review as we begin the 2023-2024 school year and may change after the handbook is printed. Any changes will be communicated immediately to all students and families. In the meantime, the current statement is that 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 to keep their phones in their backpacks and out of sight unless directly permitted by the teacher to enhance learning. Failure to do so is a disciplinary matter and will be dealt with by the classroom teacher, and, if necessary, the Grade Level Dean or High School Principal. Parents are instructed to call the Upper School Office (3442-9714) in case of an emergency or if they need to contact their child.

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*

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 U.S. school systems. The Brazilian Diploma strictly follows the guidelines of the Brazilian Ministry of Education. The IB Diploma follows the specific requirements curriculum of the International Baccalaureate.

HIGH SCHOOL CREDITS AND MINIMUM GRADUATION REQUIREMENTS

The American School of Brasilia believes deeply in the mission and philosophy of the International Baccalaureate Program. Therefore, we use the IB Program 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 must complete at least four International Baccalaureate classes 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 nine 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 with two IB classes of the student’s choice.

The pathway to earning the American Diploma may be altered in exceptional circumstances 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 24 credits in the subjects listed below for grades 10–12.

US Diploma (Grades 9-12)	24 credits	Brazilian Diploma (Grades 10-12)	24 credits
English	4	Portuguese	3
Math	3	Math	3
Science	3	Science	3
Social Studies	3	Social Studies	3
Arts	1	Arts	3
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

ACADEMIC SCHEDULE

The school day is from 8:00 a.m. to 3:10 p.m. Students attend five 65-minute classes daily except for Wednesdays, when each block is 50 minutes long. Classes meet every other day. Five times per year, the class schedule rotates so that students will attend each class at five different times during the day.

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 - 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 - 9:50 am
B/G	9:55 - 10:45 am
The Wednesday Session	10:45 - 11:30 am
Lunch	11:30 - 12:30 am
C/H	12:30 - 1:20 pm
D/I	1:25 - 2:15 pm
E/J	2:20 - 3:10 PM

The Wednesday Session: Started in the 2022-2023 school year, the Wednesday Session is a weekly 40-minute period designed to provide students in the High School with targeted intervention in an area of academic need. Sessions are designed by teachers, and students are placed in sessions according to a needs assessment by teachers and student analysis of their own learning priorities. Wednesday Session cycles will last for three consecutive weeks and are obligatory for all students.

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, and 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 give 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.

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 a recommendation by the EAB Student Services Department.

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 High School 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.

ASSESSMENT AT EAB

In the Upper School at EAB, assessment empowers teachers, students, and families to understand students' strengths and areas for growth. This understanding leads to more focused, individualized instruction that leads to student metacognitive and academic growth. Academic grades at EAB are based solely on student's skills and understanding 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 grades will be given for group assignments;
- 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.
- 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 quantitative and qualitative measures that most accurately reflect the student’s progress and level of achievement when measured against the EAB Grade =Descriptors;
- Though the number may vary due to the distinct nature of each subject area, in High School students should expect approximately six summative assessments per subject over the course of a semester.

*EAB is an IB World School. All IB regulations will be adhered to for students participating in the IB Program





UPPER SCHOOL GRADE BOUNDARY DESCRIPTORS

DESCRIPTOR ASSUMPTIONS:

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:

EAB 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 analyze, 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 analyze, 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.

	<p>BASIC MASTERY - The student demonstrates, with some gaps, basic knowledge and understanding, some conceptual and contextual awareness, and some evidence of critical thinking, to meet the standards. Technical skills are evident but not thoroughly developed.</p>
	<p>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.</p>
 (No Credit)	<p>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 complete the course successfully. No credit is awarded for the course.</p>
 (No Credit)	<p>NO LEARNING - The student demonstrates no understanding of the standards for the course. No credit is awarded for the course.</p>

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.

GRADING IN THE HIGH SCHOOL

- Grades are based on a variety of summative assessments in which students have the opportunity to display their mastery and application of the standards of the course;
- 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;
- There should not be more than two in-class summative assessments per student on the same day;
- All summative assessments will be announced and placed on the summative calendar at least one week before an assessment. The High School Dean of Academics oversees all aspects of the Summative Calendar;
- 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.

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.

For the 23-24 school year all High School teachers will use Powerschool as the central communication center for their classes. We encourage families to regularly access Powerschool using this website: <https://eab.powerschool.com>.

HIGH SCHOOL GUARANTEES

- Parents will receive formal feedback on student performance based on the following schedule:
 - Semester One Academic Progress Report (October)
 - Semester One Report Card (December)
 - Semester Two Academic Progress Report (April)
 - Year-End Report Card (June)
- Parents will be able to continuously monitor student progress through Powerschool;
- 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 evaluations related to three non-academic dispositions: Engaged, Responsible, Principled;
- Dates for report card distribution will be included on the EAB Events Calendar.

PROMOTION AND RETENTION

Promotion in an individual course is based on successfully completing all requirements with a grade of at least 3. Students with a final grade below three 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 several factors, including the number of classes

failed in a single year and whether the student is on pace to graduate with their class. Should a student fail two or more classes in a school year and is not on pace to graduate with their class, they 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.

POLICY ON MISSED DEADLINES FOR OUT-OF-CLASS SUMMATIVE ASSESSMENTS: PILLAR PROBATION, LUNCH SUPERVISED STUDY HALL, AND MANDATORY STUDY HALL

There may be instances when students do not complete out-of-class summative assessment by the due date. As EAB does not punish students by lowering their academic grades, the structure below was created to ensure students complete late summative assessments within roughly 48 hours (including weekends) of the moment a student requests to receive an extension by being placed on Pillar Probation.

Students must submit any work on the project or paper that has been completed to that point and inform the teacher that they intend to finalize the assessment and using the Pillar Probation process. At that point, the student has 48 hours to update the material for a final submission. At the end of 48 hours the teacher will mark whatever has been turned in at that point.

DAY ONE

- The Pillar Probation process begins when a student completes the Pillar Probation Form indicating they request a 48-hour extension for a deadline;
- Once the Grade Level Dean receives notice of the Pillar Probation Form, the student is placed on Pillar Probation for that day and is not allowed to participate in any co-curricular activities until the assessment is submitted. The parents of the student will be informed of the missing assessment. The Grade Level Dean will alert the Activities/Athletics Director (AD), Activities Coordinator, FLEX Team Leader, Reporting Teacher, and HS Principal of the Pillar Probation;
- The Athletic Director and Activities Coordinator are responsible for ensuring that all students on Pillar Probation do not participate in any activity that day;
- If the student is placed on Pillar Probation before lunch, s/he will attend Lunch Supervised Study Hall to work on the uncompleted summative task.

DAY TWO

- The student will inform their Grade Level Dean and teacher when they have completed and submitted the assessment. Pillar Probation is then over and the student may return to activities and athletics;
- If the work is not completed by lunch, the student will attend Lunch Supervised Study Hall in order to work on the uncompleted summative task;
- If the student has not completed the task after the second Lunch Supervised Study Hall, they will remain on Pillar Probation and cannot participate in co-curricular activities.

DAY THREE

- The student must turn in whatever work they have completed at the end of the 48-hour extension;
- If the student fails to submit their work at the end of the 48-hour time limit, they will receive a grade of No Learning for the assignment.

POLICY ON MISSED IN-CLASS SUMMATIVE ASSESSMENTS**TEACHER RESPONSIBILITIES:**

- Teachers will complete the Missed Summative Form when a student is absent on an in-class summative assessment day.

STUDENT RESPONSIBILITIES:

- When a student is absent for a test, they must complete it immediately upon their return to school during Lunch Structured Study Session or the After School Structured Study Session;
- When a student is absent on the day a project/out of class summative is due, they must submit the summative on the due date;
- If a student leaves campus before a summative assessment is given or due, they are expected to complete or submit the assessment that day before departing;

- If a student arrives late to campus and misses a summative assessment, they are expected to complete the assessment after arrival that in the After School Structured Study Session.

END OF TERM POLICY ON LATE ASSESSMENTS

- If a student does not complete an in-class or out-of-class summative assessment during the week before grades are due, they may not be eligible for a retake and may receive a grade of No Learning on the assignment.

RETAKES 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 to permit 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. on Mondays, Wednesdays, Thursdays, and Fridays or during study halls;
- Completion of additional work from the teacher to improve understanding.

THE FOLLOWING CONDITIONS APPLY TO ALL REASSESSMENTS:

- Teachers will determine when and how the retakes will be administered within one week (for High School) of when the assessment was returned. The reassessment will be completed in the After School Structured Study Session location at 3:20, except in particular instances in specific classes such as the Arts and Sciences;
- Retake dates will be communicated to students in advance. Students will advocate for themselves by talking to teachers if they have an EAB activity or event on the scheduled retake day or if there is more than one retake on the same date;
- Students who are absent due to a medical issue or school-related event 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, and then will follow the regular process for retakes if needed;
- Absence for a scheduled retake without an appropriate reason 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 exams and assessments are those that are marked and/or moderated externally by the IB and are not eligible for retakes.

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*

INTERNATIONAL BACCALAUREATE (IB) DIPLOMA PROGRAMME

The International Baccalaureate Diploma Program (IBDP) 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 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:

The enrollment process for the IBDP begins in the first semester of ninth grade when parents and students are formally introduced to the International Baccalaureate and IBDP. Beginning in grade nine, students will be rated each quarter by their teachers, counselors, Grade Level Deans, and the High School Dean of Academics based on their grades, attendance, and Learner Expectation results.

- Green: Eligible for the IBDP.
- Orange: Eligible for the IBDP on a probationary basis with a signed contract for improvement.
- Red: Ineligible for the IBDP.

Eligibility for entry to the IBDP will be determined in December of grade ten when a final color rating is given. Students will then seek teacher recommendations for their desired courses before the student’s final schedule is created in a mandatory meeting between the IB Coordinator, counselor, student, and parents.

All students in the High School of EAB take at least four Standard Level IB classes in grades 11 and 12. The following chart provides general academic guidelines for what is expected from students who hope to enter certain IB courses. However, a student may not be admitted into a HL course, even with these grades, based on their attendance and Learner Expectations. Conversely, a student who does not meet the academic requirements outlined below may be admitted to a specific class based on excellent performance on the Learner Expectations, teacher recommendation, or passion for the subject.

COURSE NAME	COURSE REQUIREMENTS
English A HL	Minimum grade of 5 for their 10th grade English course
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
Biology HL	Minimum grade of 5 for their 10th grade science course

COURSE NAME	COURSE REQUIREMENTS
Chemistry HL	Minimum grade of 5 for their 10th grade science course
Physics HL	Minimum grade of 5 for their 10th grade science course Cannot take IB Math AI SL
Math AI HL	Minimum grade of 5 for Integrated 2.
Math AA SL	Minimum grade of 5 for Integrated 2.
Math AA HL	Minimum grade of 5 for Integrated 3.
Visual Arts HL	Minimum grade of 5 for Art Themes or approval of a portfolio of work
Theatre HL	Minimum grade of 5 for HS Theatre or approval of a portfolio of related 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 placement 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 they do not meet the above requirements and/or do not secure teacher recommendations, they will be given until the end of 10th grade to improve their grades and effort.

If a student still wishes to pursue these courses, they will be given one semester in that class to show that they can succeed. If the student does not demonstrate the level of commitment necessary to succeed in a Higher Level course, they will be moved to a lower level of the course. This will affect their ability to earn an IB Diploma. It also may affect their 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 needing 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 the school does not offer face-to-face. The grades for these online courses will appear on a student's EAB reports. Families pay all costs of online courses.

The IB Coordinator will supervise students taking the online option and offer 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 classes 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 are 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.
- EAB pays all costs for students' IB examinations;
- If, however, a student misses an examination, they will be billed for the cost of the IB examination fees

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IB RETAKE EXAMS

If an alumni chooses to retake an IB examination in November of the following year (or later), the alumni will bear the cost of the IB examination fees and the proctor fees.

ADMISSIONS

The Admissions Department will recommend that students enter EAB at the beginning of a semester. If, however, they must leave before the semester ends at a previous school, it is recommended that they attempt to complete all work before leaving to receive grades and credits for the semester from that school before entering EAB. In the case, this is not possible and a student enters late in the semester, he/she will be expected to meet with her teacher to determine which previously assigned tasks and assessments must be completed to successfully transition into their classes. In order to be successful in certain subjects, a significant amount of work may be necessary, based on teacher discretion, to master content and skills covered prior to arrival.

Though each case is unique, in general, if a student arrives at EAB after the first quarter of the year (approximately nine weeks) he/she may receive an incomplete for the semester of their arrival and then receive a final grade for both semesters based on their grades for work completed during their time at EAB in both the first and second semesters. The student will receive one full credit for the course upon successful completion of the second semester. If a student arrives after the third quarter of the year, he/she will receive a pass/fail grade for both the semester and the year, based on the work completed at their previous school.

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 terms of 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 must 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 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 or program;
- 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 a 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.

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.

TEAMS

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 PURPOSES OF TEAMS:

- **Ensure Mentor/Advocate:** Provide the time and environment for each student to develop a trusting relationship with their Team Leader;
- **Wellness:** Provide the time and environment to ensure each student's social and emotional growth while providing personal and academic guidance;
- **Trusted Group:** Provide the time and environment for the Team to become a safe space for each student and a group on which they can rely.

HIGH SCHOOL EXHIBITIONS

Exhibitions will be held in both semesters of the 2023-2024 and are meant to achieve the following three objectives:

THE PURPOSES OF STUDENT-LED CONFERENCES:

- **Metacognition:** Provide the time and environment necessary for each student to develop the skill of metacognition;
- **Self-Efficacy:** Provide the time and environment necessary for each student to develop self-efficacy;

- **Increased Parent Participation and Understanding:** Provide an opportunity for students to give their parents a window into their worlds as learners and young people in the High School.

THE HIGH SCHOOL HOUSE SYSTEM

The House System in the High School will be initiated in the 2022-2023 school year to develop an increased sense of community in the High School and integrate students on a deeper level.

THE PURPOSES OF THE HIGH SCHOOL HOUSE SYSTEM:

- **Competition and Fun:** Provide the time and structure to build a stronger, more integrated community through competition and fun;
- **Student Mentorship:** Provide the time and structure to build a stronger, more integrated community through student mentorship.



THE PILLARS: ARTS, ACTIVITIES, SERVICE AND LEADERSHIP

ACTIVITIES & ATHLETICS

EAB Activities & Athletics is committed to enhancing a student's life through positive experiences in co-curricular offerings. We value connecting with our Mission & Vision statements and 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 growth areas 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 the availability of the advisors/facilities. Athletics run from 4:30 - 6:00 p.m. on Monday, Wednesday, Friday, or Tuesday, Thursday, and Saturday (times vary on Saturday mornings). Please access the [Activities and Athletics Handbook](#) for more information about the programs and activities offered.

PROJECTED ACTIVITIES FOR 2023-2024

- EAB Goes Green
- Bulls Community Service
- National Honor Society
- Math and Science Tutoring
- Man Up!
- Bullseye
- Chess
- Investment Club (tentative)
- Yarn Club
- TEDx
- EAB Arts Club
- EAB Fashion Club: Runway!
- Diversity, Equity, and Inclusion
- Ultimate Frisbee
- EduArtes
- MedLife
- Gender Sexuality Alliance
- EAB Moments
- US Musical Production
- Musical Theater Club
- Bulls Weekly Broadcast
- EAB Debate
- HS MUN
- SALT
- Film Club
- HS Book Club
- HS Podcast
- Medlife
- HS Robotics Club

PROJECTED ACTIVITIES FOR 2023-2024

AUGUST TO DECEMBER

- Basketball
- Cheer
- Golf
- Jiu Jitsu
- Soccer

JANUARY TO MAY

- Cheer
- Cross Country
- Futsal
- Volleyball

LEADERSHIP

A central goal for the faculty and administration is for EAB to be a world leader in the empowerment of students to make positive change on our campus, in the larger community of Brasília, and around the world. The young people of the High School are therefore encouraged to lead daily 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 toward fulfilling our Mission to be “inquisitive in life, principled in character, and bold in vision.” Examples of leadership opportunities include serving on the schoolwide Student Council, as Class Representatives, House Captains, or 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, reflection, and performance in the visual, digital, musical, technical 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 five areas. Examples of opportunities to explore the arts include Visual Arts, Digital Arts, Musical Arts, Design 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 completing 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 2023-2024

- EAB Goes Green
- Bulls Community Service
- National Honor Society
- Math and Science Tutoring
- EduArtes
- MedLife
- Gender Sexuality Alliance
- EAB Moments
- Musical Theater Club

ELIGIBILITY FOR NON-ACADEMIC PILLARS

Participation in a co-curricular activity at the American School of Brasilia (EAB) is both a privilege and a responsibility, and students must be in good standing academically and as members of the EAB Community to represent the school in any co-curricular program.

Eligibility for co-curricular activities at EAB is an ongoing process based on the indicators below:

- An Excellent Attendance Record
 - A 93% attendance rate;
 - A 95% punctuality rate.
- Satisfactory Academic Performance
 - Grades of 4 (Basic Mastery);
 - Three or Fewer Pillar Probations.

- Excellent Learner Expectations Performance
 - Grades of Meeting Expectations for 90% of Total Indicators.
- Excellent Behavior Record
 - No Major Infractions and Minimal Behavior Agreements.
- Attendance of the Day Off Co-Curricular Activity
 - 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.) to participate in co-curricular activities. If a student arrives on campus later than 8:20 a.m., they are 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.
- Excellent Attendance and Participation in the Co-Curricular Activity
 - The Activities Coordinator and Athletic Director will determine the acceptable attendance rate for each co-curricular activity.

Eligibility does not end from one semester to the next. Students with academic, attendance, or behavioral problems in the first semester may be deemed ineligible for the second semester or begin the semester on an eligibility plan that can include Lunch Structured 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 High School Leadership Team's recommendation, students not meeting EAB's academic and attendance expectations 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 Lunch Structured 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 canceled for a student due to their behavior, grades, or attendance.

ELIGIBILITY TIMELINE FOR STUDENTS TO TRAVEL:

- Field Trip Request form and rosters/class lists are submitted to the Activities and Athletics Department;
- Eligibility List is created and sent off to the Business Office and to the Department Principal;
- Business Office eligibility is confirmed;
- Academic eligibility is confirmed;
- Itinerary and hotels are arranged by the Activities and Athletics Department and/or travel agency (if applicable);
- Field trip information, costs, and the deadline is emailed to parents of eligible students (students must maintain eligibility before the field trip 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 deemed ineligible 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, signed by ALL NECESSARY PARTIES, and turned in to the Activities Department at least one week before the trip.

NON-ACADEMIC FIELD TRIPS

The eligibility list of traveling students will be sent directly to High School Grade-Level Deans at least two weeks before the trip. The Deans will indicate if the students are in good academic standing in classes and are free to travel. If not, they will contact the student that requires assistance. However, all students planning to miss class time to attend a non-curricular school trip must complete an Upper School Absence Form/Field Trip form and have it signed by their parent/legal guardian.

TRAVEL RULES FOR HIGH SCHOOL TRIPS

This document aims to provide clarity, consistency, and security for students on all trips 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. That location is generally the Juscelino Kubitschek International Airport for regional and international trips;
- 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.

HIGH SCHOOL SUPERVISION POLICY

- 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;
- All High School staff play an active role in the supervision of all High School Students and are available to support students during lesson transition; break and lunchtimes;

- During lunch and break, the students in the High School are free to use their time as they believe necessary;
- 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;
- For the safety of both teachers and students, 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 HS 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.

DAY TO DAY INFORMATION

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 their 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 their 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 AND LOCKDOWN DRILLS

Emergency evacuation and lockdown drills are scheduled at intervals throughout the school year. These processes are under review for the 2023-2024 school year. In the interim, classroom teachers are responsible to get the students in the classes to the appropriate place on campus in the event of either of these drills.

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 high value materials such as wallets, phones, glasses 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.



2023-2024 SCHOOL CALENDAR

JULY 2023

S	M	T	W	T	F	S
						1
2	3	4	5	6	7	8
9	10	11	12	13	14	15
16	17	18	19	20	21	22
23/ 30	24/ 31	25	26	27	28	29

JULY 31: First Day of Classes (Half Day*)

AUGUST 2023

S	M	T	W	T	F	S
		1	2	3	4	5
6	7	8	9	10	11	12
13	14	15	16	17	18	19
20	21	22	23	24	25	26
27	28	29	30	31		

AUG 5: Sábado Legal
AUG 18: Half Day*
AUG 26: Sábado Legal

SEPTEMBER 2023

S	M	T	W	T	F	S
					1	2
3	4	5	6	7	8	9
10	11	12	13	14	15	16
17	18	19	20	21	22	23
24	25	26	27	28	29	30

SEP 2: Sábado Legal
SEP 7: Brazilian
Independence Day
SEP 8: School Holiday
SEP 16: Sábado Legal
SEP 22: Half Day*
SEP 30: Sábado Legal

OCTOBER 2023

S	M	T	W	T	F	S
1	2	3	4	5	6	7
8	9	10	11	12	13	14
15	16	17	18	19	20	21
22	23	24	25	26	27	28
29	30	31				

OCT 9-10: School Holiday
OCT 12: Our Lady of Mercy Holiday
OCT 12-13: Educators' Day Holiday
OCT 28: Sábado Legal

NOVEMBER 2023

S	M	T	W	T	F	S
			1	2	3	4
5	6	7	8	9	10	11
12	13	14	15	16	17	18
19	20	21	22	23	24	25
26	27	28	29	30		

NOV 2: All Souls Day Holiday
NOV 4: Sábado Legal
NOV 15: Proclamation of the Republic Holiday
NOV 18: Sábado Legal
NOV 23-24: Thanksgiving Holiday
NOV 30: Protestant's Day Holiday

DECEMBER 2023

S	M	T	W	T	F	S
					1	2
3	4	5	6	7	8	9
10	11	12	13	14	15	16
17	18	19	20	21	22	23
24/ 31	25	26	27	28	29	30

DEC 02: Sábado Legal/SAT
DEC 08: Half Day*
DEC 15: Last Day of Classes (Half Day)

*STUDENTS ARE DISMISSED AT 12 PM ON ALL "HALF DAYS".

2023-2024 SCHOOL CALENDAR

JANUARY 2024

S	M	T	W	T	F	S
	1	2	3	4	5	6
7	8	9	10	11	12	13
14	15	16	17	18	19	20
21	22	23	24	25	26	27
28	29	30	31			

JAN 17: First Day of Classes
JAN 20: Sábado Legal

FEBRUARY 2024

S	M	T	W	T	F	S
				1	2	3
4	5	6		8	9	10
11	12	13	14	15	16	17
18	19	20	21	22	23	24
25	26	27	28	29	30	

FEB 3: Sábado Legal
FEB 12-13: Carnaval Holiday
FEB 14-16: School Holiday

MARCH 2024

S	M	T	W	T	F	S
					1	2
3	4	5	6	7	8	9
10	11	12	13	14	15	16
17	18	19	20	21	22	23
24/31	25	26	27	28	29	30

MAR 2: Sábado Legal
MAR 12: Half Day*
MAR 16: Sábado Legal
MAR 28: Half Day*
MAR 29: Good Friday Holiday

APRIL 2024

S	M	T	W	T	F	S
	1	2	3	4	5	6
7	8	9	10	11	12	13
14	15	16	17	18	19	20
21	22	23	24	25	26	27
28	29	30	31			

APR 1: School Holiday
APR 9: Half Day*
APR 13: Sábado Legal
APR 21: Tiradentes Holiday/
Brasilia's Anniversary
APR 27: Sábado Legal

MAY 2024

S	M	T	W	T	F	S
			1	2	3	4
5	6	7	8	9	10	11
12	13	14	15	16	17	18
19	20	21	22	23	24	25
26	27	28	29	30	31	

MAY 1: Labor Day
MAY 11: Sábado Legal
MAY 18: Sábado Legal
MAY 27: Half Day*
MAY 30: Corpus Christi

JUNE 2024

S	M	T	W	T	F	S
						1
2	3	4	5	6	7	8
9	10	11	12	13	14	15
16	17	18	19	20	21	22
23/30	24	25	26	27	28	29

JUN 1: Sábado Legal
JUN 7: Last Day of Classes (Half Day*)

*STUDENTS ARE DISMISSED AT 12 PM ON ALL "HALF DAYS".

NOTES

This image shows a single sheet of white paper with horizontal blue lines, resembling notebook paper. The lines are evenly spaced and run across the width of the page. There are no margins, text, or other markings on the paper.

NOTES

This image shows a full page of blank, lined paper. It features approximately 20 horizontal blue lines spaced evenly across the page, typical of notebook paper. The lines are thin and light blue, set against a plain white background. There are no margins, text, or other markings on the page.



American School of Brasilia

