



THE AMERICAN SCHOOL OF SÃO PAULO

Lower School Student/Parent Handbook 2024-25

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Mission

**inspire
challenge
succeed**

every student
every heart
every mind

Vision

Individuals empowered to reach their potential and positively impact the world.

Core Values

Graded instills these values in all members of our community:



Welcome

August 2024

Dear Graded Students and Parents,

Welcome to the 2024-25 school year! We are honored that you have chosen Graded. At Graded, we firmly believe that a successful education is founded on the relationships between student, school, and home. The lower school faculty is excited to help each child master academic skills appropriate for their grade level. We strive to assist each student in developing the many habits necessary to succeed in school.

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

Please review this handbook with your child(ren) as it provides a common framework and language for our learning community. If you have any questions or comments, please feel free to contact the Lower School Office at 3747-4834 or email lsoffice@graded.br.

Sincerely,

Ana Allen

Lower School
Principal

Andrew Hossack

Lower School
Associate Principal

Annie Neill

Lower School
Associate Principal

Calendar

The [school calendar](#) is updated annually and can be found on our school website.

Program Overview

The lower school provides an educational foundation for Graded's youngest students. Our three-year-olds enter a mixed-age Montessori classroom alongside students one and two years older. In this environment, the teacher observes and follows each child, supporting them in their personal development. To assist students in successfully transitioning from pre-primary to grade one, where they are exposed to a single-grade learning environment for the first time, our teachers provide a variety of exploratory and experiential opportunities, both social and academic. Graded offers a wide range of inclusive activities that encourage student involvement and personal accountability. Lower school students are encouraged to reflect on themselves as learners and given several opportunities to take ownership of their learning (with guidance from their teachers).

The School Day

The lower school playgrounds open at 8:00 am every school day. While all students are expected to arrive at school at 8:25 am, so that they are ready for classes to start promptly at 8:30 am, students are encouraged to arrive earlier and benefit from some movement on the playground.

The school day typically concludes at 3:30 pm, with the exception of Wednesdays when it ends at 3:00 pm. For those interested in extending their day, students can opt for after-school activities, which run from 3:40 pm to 4:40 pm (except on Wednesdays, when they run from 3:10 to 4:10 pm), providing additional learning opportunities and enrichment.

Our students' daily routines are intentionally designed, incorporating movement breaks and specialist classes throughout their academic day. In the lower school, pre-primary students follow a Montessori classroom approach, while first through fifth graders partake in daily language arts, math, science, and social studies lessons within their homeroom.

Daily Portuguese classes are a key component of our curriculum, focusing on language acquisition and Brazilian social studies. The school operates on an 8-day cycle. Specialist classes, such as physical education, music, and art, offer students a well-rounded

education, while singleton classes, including library, social-emotional learning, and STEM, provide additional opportunities for growth and development.

Montessori

[Montessori education](#) was introduced to Graded's early childhood division in 1979, and it continues to effectively lead Graded into the future. This initiative, led by former Lower School Principal Joyce Pickering (who subsequently served as president of the Board of Directors of the American Montessori Society), ensures that an early childhood education at Graded sets the [foundation for a lifetime of learning](#).

Maria Montessori's (1870-1952) legacy rests on her tremendous work on child development and successful learning. When you walk into Graded's early childhood classrooms, it is easy to spot the pillars of Montessori education: choice, movement, social interaction, independent work, and individual challenge. They are evident within the children at work and in the environment. Montessori was a scientist, and her findings have been expanded upon well into the 21st century. Psychologists Edward Deci and Richard Ryan built on her insights in their famed [self-determination theory](#): "Human beings have an inherent tendency to seek out novelty and challenges, to extend and exercise their capacities, to explore, and to learn."

In a mixed-age classroom, one can see children act as caring, respectful role models and mentors to each other. As a close community, they take on roles and do their best to maintain a peaceful and healthy community. The teachers prepare the environment so children can engage in activities of their choice or work in small groups according to their developmental level. Without a timeframe or schedule, they have the freedom to improve their concentration, self-confidence, and mastery of the fundamental skills needed to take on more advanced activities.

A Montessori classroom develops independence, as children are given autonomy in their daily work and are rewarded with deeper learning. This, in turn, develops the growth of the whole child and community and is a legacy we want to continue to build at Graded. Research shows the pillars of the Montessori education philosophy are timeless. Children who develop a love of work, concentration, self-discipline, and sociability will naturally reach the expected outcomes of individual excellence and become engaged, ethical citizens in a dynamic world.

Playgrounds

During recess, students engage in cooperative play and relaxation. At Graded, we understand the importance of providing children with opportunities for unstructured moments where they can freely choose activities. We encourage students to collaboratively design games that promote inclusivity, ensuring everyone who wishes

to participate can do so. Adult supervision mirrors that of the classroom, maintaining a safe environment, while actively fostering students' growth in self-regulation and problem-solving skills.

Field Trips and Other School Travel

Students in each grade level have the opportunity to participate in several day-long field trips. Additionally, students in grades 4 and 5 engage in three-day field trips meant to supplement the lower school curriculum. All field trips allow students to explore a variety of interests, participate in team-building activities, increase cultural awareness, and learn about themselves, others, and the wonderful country of Brazil. The itinerary and travel arrangements are thoroughly researched and analyzed by Graded and reviewed by security experts.

Students are expected to conduct themselves in a manner that adheres to Graded's core values, reflecting positively on themselves and the school community. Graded aims to assist all eligible students with trip participation. All school rules must be followed during trips and activities. If a student is involved in a severe violation of school regulations, the administration will assess whether he or she may continue to participate in the activity/trip. Those who are scheduled to go on a trip but are experiencing academic, attendance, or behavioral concerns may go through a support process to allow them to remain eligible.

Students who do not participate in field trips are considered absent from school. Due to the staffing requirements for field trips, alternative arrangements can not be made at school if a child does not attend the trip.

Trips Outside of the City of São Paulo and Overnight Trips

As per Brazilian law ([Estatuto da Criança e do Adolescente](#)), parent(s) need to complete a copy of a Travel Authorization Form provided by the school and have it notarized at the *Cartorio* so that the student can travel as well as stay in a hotel without a legal guardian. A parent or legal guardian(s) must complete the form. After the form is completed, parents must take it (or have someone take it on their behalf) to the local *Cartorio*, where the parent's signature is documented. The *Cartorio* will then notarize the signature and stamp the document.

Please be aware that during the field trip, students are required to travel with their original ID (RNE, RG, or passport). This document needs to be sent with your child on the day of the field trip, or sent to the teacher for safe-keeping one day prior to the trip.

After-school Activities

We encourage all of our students to recognize the importance of pursuing different interests inside and outside the classroom. As a result, many of them participate in [after-school activities](#) as part of their Graded experience. There are many benefits to participating in after-school activities—they allow children to explore their interests in a number of areas such as athletics, arts, academics, and/or service learning, and enable them to interact with different students and make new friends. Students are also exposed to new skills and given the opportunity to hone them through different activities. Furthermore, being part of a group based on their specific interests provides students with a sense of belonging.

At the start of each semester (typically mid-August and late-December), the Student Activities office will email the list of available after-school activities for the upcoming semester as well as when the sign-up period begins and ends. Instructions are provided for how parents can access PowerSchool to register their child(ren) for after-school activities.

At the end of the activity, parents or guardians should meet their child(ren) in the Main Parking Garage at 4:40 pm. Children who have not been picked up by 4:50 pm will wait in the Lower School Office. Regular bus riders may take the bus home at the end of their after-school activity at 4:50 pm (4:15 pm on Wednesdays). Please see [Graded's Running Start Guide](#) for additional information on the bus service. We ask parents to review the after-school activity schedule with their child(ren) to help them feel secure about the week ahead.

As students may become hungry at the end of the school day, they are permitted to bring a healthy snack to eat quickly prior to the start of their after-school activity.

Eaglets Athletics Program

Graded believes that athletics are an important pillar of school life and an integral part of a well-rounded education. Athletics offerings for our lower school students are designed to develop skills and sportsmanship. Our athletics community encourages and values teamwork, school spirit, and the development of individual abilities and self-esteem through training and competition.

Lower school students have the opportunity to join the Eaglets team, which allows them to focus on improving their athletic skills in both coed and single-gender practice. They also play in friendly games and at least one local tournament throughout the season. Students in all grades are welcome to participate, as there is a “no cuts” policy.

Please refer to the [Lower School Activities Handbook](#) for additional information on the LS Eaglets Athletics Program and a sampling of lower school after-school activities available to students.

Service Learning

Students can engage in many community service activities throughout the year. They may sponsor special programs for under-resourced communities, raise awareness and funds for the environment, or help our local Graded community. Service learning initiatives take place in class and are often part of the curriculum.

Activities to raise money for community service and class projects must be approved one week in advance by the associate principal. Students may not sell products for personal gain on school grounds at any time.

Homework

Ensuring that homework is beneficial requires a balanced approach and clear communication between the student, the teacher, and the family. Assigned homework should be purposeful and appropriate to the student's age and grade level. Beginning in grade one, students can anticipate having homework every day.

Reasons for assigning homework include practicing new skills, applying previously learned skills in new contexts, and/or fostering productive study habits and independence. Homework has the additional potential benefit of helping young children understand that learning happens everywhere, while also providing parents with information about our curriculum and opportunities to support their student(s) in their learning.

It is also important for families to recognize the importance of unstructured play as essential to fostering the cognitive, social, physical, and emotional well-being of children. Therefore, time spent on homework should be in addition to, and never a replacement for, free play.

With these ideas in mind, we practice the following approach to homework:

- A maximum of 40 minutes of homework per night allocated as follows:
 - A minimum of 20 minutes spent reading from self-selected and/or teacher assigned texts either independently or with an adult is a nightly homework requirement.
 - A maximum of 15-20 minutes total spent working on learning math facts and/or sight words in addition to assignments provided by the teacher that

are relevant to the learning taking place in class at that time.

- Homework should be able to be completed by the student independently.
- Learning occurs in a variety of ways outside of school. We encourage students and their families to explore opportunities to foster growth and responsibility in many ways, including participating in completing household chores, discussing current and global events, and through participation in local community activities.

Supplies

Graded will provide school supplies for students in pre-primary through grade 3. The supply lists for grades 4 and 5 are available at the link below. All lower school students must bring a backpack (preferably non-rolling) to school and a water bottle. In it, they may carry their favorite items, such as a pencil case with writing utensils. We ask that toys be left at home unless brought in due to a teacher's request for a special day or project.

Supply Lists: www.graded.br/supplies

Class Placement

Considerable time and careful consideration is invested in forming student groups within the classroom. We identify students who work effectively together academically, ensuring a balance of genders, a mix of native English speakers and English Language Learners (ELL), and diverse learning styles. The process also takes into account students' nationalities and peer relationships. While the process may be extensive, it is crucial for creating optimal learning environments. Given our substantial student population, we regret that we are unable to accommodate parent requests for specific teachers or student placement with particular friends.

Lower School Library

Our school highly values regular student visits to the library. The library program is designed to instill a love for reading, integrate technology and information literacy into classroom units, and collaborate with staff to improve student learning by providing physical and online resources. Our physical library is open from 8:00 am to 4:00 pm, and is staffed with skilled personnel who guide students in exploring our vast collection of exceptional books, developing critical thinking, and expanding research strategies. We also have a 24-hour online space that offers unrestricted access to various resources.

Our librarian collaborates with teachers and students to enhance the learning experience. Parents, guardians, and students are encouraged to explore the library's printed materials and the [library website](#), which offers a wealth of online resources, including LightBox, PebbleGo, TumbleBooks, Audiobooks, eBooks, the World Book Encyclopedia, and numerous popular magazines, all of which can be accessed through Flipster from any location.

Student Support

Counseling

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

Lower school counselors deliver a standards-based, social-emotional curriculum to students in their homeroom classes on a rotating basis. Topics include: friendship, social, and problem-solving skills, as well as self-identity, cultural understanding, and conflict resolution.

Our counselors are also available to meet with students or parents during the school day. Students may drop into the counselor's office or schedule an appointment for a specific meeting. Please stop by and introduce yourself, or feel free to call or email the Lower School Office to set up an appointment.

English Language Learners

The Graded ELL program values linguistic diversity to ensure belonging for all. We empower and celebrate multilingual individuals to learn and develop language to access the curriculum and reach their potential. Language instruction in this program supports access to core curricular content while honoring diverse backgrounds. The program is designed to foster the acquisition of social and academic language, and assist students in acquiring the cognitive and academic proficiency necessary for success in the mainstream curricular program of the school.

Using a combination of the WIDA Framework, student coursework, and teacher input, students' linguistic needs are assessed to determine which services will be provided, or if existing requirements are met.

Students receive support through in-class support and pull-out support. In-class support means the ELL teacher will collaborate with the classroom teacher to make sure instruction is accessible to the language learners in their homeroom. The ELL teacher may co-teach with the classroom teacher in a whole group, small groups, or provide individualized support to help the student work towards their language goals in alignment with the content of the classroom. Pull-out support refers to students working in a small group separate from the homeroom.

Optimal Learning Services

The Optimal Learning Services (OLS) Program promotes access to learning to foster student success. We value neurodiversity and belonging for all. Students who are deemed eligible for OLS receive support in the following ways:

- Direct service for students who have a Student Support Plan with specific goals, accommodations or modifications. This service may be in-class support or an academic support class which supports students with learning differences by providing intervention, remediation, and academic support towards the mastery of grade-level standards or individualized goals. OLS teachers collaborate with students, parents, and teachers to maximize the student's strengths and address specific areas of challenge.
- Consultation through a documented Accommodation Plan. Students receive accommodations for their identified areas of challenges, the classroom teacher provides the majority of the accommodations.
- Monitoring of a student who has received support in the past or has a relevant diagnosis but does not currently require services.

Student Support Services (SST) actions and decisions are not dictated by external professionals such as psycho-pedagogists, psychologists, speech therapists, medical doctors, and other private specialists. If these professionals provide directives regarding a student, they will only be implemented if the SST and school educators, based on their expertise, agree. These decisions are not influenced solely by family communications.

The SST and educators have the final authority on all decisions, including accommodations and modifications, even if external professionals disagree. This authority is particularly relevant for students with disabilities (federal law 13.146/2015), students who are sick (federal law 13.716/2018), and students in other extraordinary circumstances (including federal law 14.254/2014).

If an external professional's recommendation is deemed appropriate for accommodating a student at Graded, the family must promptly provide the necessary documentation and data to the school. The SST team and educators will review,

evaluate, and may accept the recommendation, either fully or partially. After receiving the documentation, the school has at least twenty school days to analyze it and decide on the accommodation. Once a decision is made, the school has an additional twenty school days to implement it.

Tutoring

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

Graded Mentoring and Tutoring Program

The Graded Mentoring and Tutoring Program (GMT) is a teacher-inspired, student-run initiative. By pairing high school students with lower and middle school students, the program aims to create a helpful learning environment and long-lasting bonds between tutors and tutees. This tutoring opportunity is available to all high school students in grades 10 and above, with tutees in grades 3 through 8. For further information about this program and to obtain an application form, please contact your school counselor.

Attendance

Success in the lower school academic program depends on regular and punctual attendance. Our educational philosophy places high value on the learning process during these formative years. Students need to be active participants in their classes to achieve the maximum benefits of a Graded education.

We realize, however, that there are some times when students cannot be in school. Graded trusts that parents will remove their child(ren) from school only when they feel it is absolutely necessary. In consultation with the classroom teacher, the administration will contact parents if absences are recurring and affecting the student's academic performance.

To comply with Brazilian law, students must attend a minimum of 75% of class time. It is the responsibility of the student and family to be aware of and understand the attendance policy in order to do everything possible to minimize absences from school.

Extended Absences

If a student has to miss school, the parent must submit this notification through the Parent Portal on PowerSchool. When a student is absent for more than three days, teachers may provide students with reading and homework assignments that can be completed while away from school.

Longer absences (more than three days) should be communicated in writing to the associate principal, who will collaborate with the student's teachers to design a plan that addresses missed content and classroom activities. **The school cannot be held accountable for reduced achievement as a result of a student's absence.** Teachers and administrators are unanimous in recommending that, whenever possible, trips and home leave should be planned to coincide with school holidays and breaks according to the [academic calendar](#). Parents are responsible for ensuring the student makes up all of their missed work.

Punctuality

Student success in school is dependent on regular and consistent attendance, and students are expected to be prepared and on time for all classes. When students arrive late for class, their learning and the learning of other students suffers. Therefore, arriving on time to class is regarded as a sign of respect for the members of the Graded community.

Being on time implies being physically present in the classroom at 8:30 am and ready to participate in the morning activities. Tardiness is considered any time after 8:30 am and will be recorded on PowerSchool and reflected on official school documents (report card and transcripts).

The following protocol is used in the event of tardiness: Parents must call the Lower School Office if their child is late to school, and students must go straight to class.

Habitual tardiness is unacceptable. Students who are habitually tardy will receive an email from an associate principal to address the issue.

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

To obtain a gate pass, notify us of an absence, or alert us of any changes in transportation, you must use PowerSchool. If you are requesting a different departure method for your child, you must input the information in PowerSchool by 1:00 pm.

School Dismissal

Students must leave the campus once they have been dismissed from class at the end of the school day (or after-school activities) unless they are under direct adult supervision. If a student needs to wait for a ride home, he or she may wait in the Lower School Office. Lower school students are not permitted to wander around campus after school hours without adult supervision.

Requesting Early Dismissal

We discourage students from missing any part of their school day. However, if there is an essential reason to request early dismissal, parents are asked to input this in PowerSchool at least four hours prior to the dismissal time. Only family members are permitted to pick up students on campus. Family employees must wait in the parking garage. Our staff may not be able to accommodate exact pick-up times due to interruptions in their work with all our students. Also, please note that requesting early dismissal to get an early start on a holiday is not beneficial to your child's learning experience.

Class Parties

Parents often ask to have birthday celebrations for their children at school (enrolled siblings are not allowed to attend). Requests should be directed to the classroom teacher. Celebrations may occur during a natural break in the day or the last 15 minutes of the day. If providing treats for students, please prepare small individual portions before entering the classroom and inquire with the classroom teacher if there are any dietary restrictions. Do not send gifts as part of the celebration. Invitations for parties outside of school should be distributed outside of the classroom. Please be inclusive when inviting a large group of students (i.e., include all girls and/or boys in the class).

Special Transportation for Off-Campus Private Events

To ensure the safety of student transportation to off-campus, private events on school days (e.g., buffets, birthday parties, and amusement parks), families that hire transportation services must follow the guidelines below:

- a) Contact the Transportation Office at least one day before the event with the following information: the vehicle license plate, the driver's full name and ID, the phone number of a responsible adult, and the **destination address**.
- b) Birthday party buses or special transportation may access the Bus Parking Lot immediately after school buses have departed. This is typically at 3:55 pm on Mondays, Tuesdays, Thursdays, and Fridays and 3:25 pm on Wednesdays.

- c) Ensure that invitees' parents upload a request in PowerSchool under the Student Logistics tab before the day of the event.
- d) Once permission is granted in PowerSchool, divisional assistants will provide students with a pass, which they have to present to the Security team before boarding the vehicle.
- e) A responsible adult **must** be at school to meet the children and coordinate loading them onto the bus. We also recommend that a responsible adult, in addition to the driver, remain with students during transit to and from the event.
- f) Make sure to confirm your reservation and discuss the route directly with the hired transportation company on the day of the event.

Please contact the divisional offices and the Transportation Office with any questions or concerns. You may find their contact information below.

Transportation Office: josias.andrade@graded.br - Ext. 146

Security Office: cco@graded.br - Ext. 184

LS Office: lsoffice@graded.br - Ext. 402

MS Office: msoffice@graded.br - Ext. 302

HS Office: hsoffice@graded.br - Ext. 204

Graded Phone number: +55-11-3747-4800

Citizenship, Community, and Conduct

Graded students are expected to conduct themselves, both on and off-campus, in a manner that reflects well on themselves, the school, their families, and their countries. They should maintain standards of conduct that model Graded's mission statement, core values, and the school's [DEIB statement](#). The superintendent and/or the principal reserve the right to take appropriate disciplinary action in the case of a violation of these standards.

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

Lower School Community Building

At Graded, we uphold a culture centered on safety, respect, responsibility, and personal growth. Through adherence to The Eagle Way throughout our campus, students actively contribute to the creation of a secure and supportive community. By embodying these principles, students foster an environment where every individual can flourish academically and personally. This underscores the importance of our community members understanding and upholding the guidelines and agreements

that promote our collective well-being.

The first few weeks of school are critical for students to integrate into their new classroom community. During these days, teachers focus on essential skills. The class collaborates to create agreements for expected behaviors as well as actions of respect, kindness, and responsibility. Teachers establish a common language and understanding of classroom collaboration. Students are recognized for their efforts and positive behaviors in and out of the classroom.

Eagle's Nest Assemblies

The lower school community convenes bi-weekly in the lower school gym for our student-led assemblies known as the Eagle's Nest. Here, students and teachers come together to participate in collaborative learning experiences. These gatherings provide a platform for our community members to share messages about our five core values and announce upcoming events. Lasting around 20 minutes, these assemblies are designed to foster a sense of unity and belonging within our community, emphasizing collective learning and growth.

Lower School Discipline Policy

At Graded, we view the realization of our mission and core values as an ongoing developmental journey. We recognize that mistakes and lapses in judgment present invaluable learning opportunities. Our community works to instill Graded's shared values through open dialogue, teaching, and counseling. The ultimate goal for all Graded students is to develop appropriate, autonomous, and self-correcting behavior.

Our priority as a school is to provide a safe learning environment free of disruptions. To achieve this, we have established rights, responsibilities, and school rules designed to safeguard the well-being of all students. These regulations extend to school premises, buses, and related activities. Additionally, any incident occurring beyond school grounds that affects the learning environment, such as inappropriate technology use, will be addressed as a disciplinary matter. In situations where a specific rule has not been articulated, we rely on common sense and a commitment to ensuring the safety and welfare of every member of our community.

Lower School Rights and Responsibilities

Graded is committed to helping each student achieve academic success, explore interests, and discover their strengths as unique individuals. Students will grow and change in many ways during their lower school years. We are committed to supporting students as well as recognizing and celebrating their many skills, talents, and accomplishments. As part of a community, we have formulated rights and responsibilities based on the school's mission and values.

Lower School Student Rights

- You have the right to an outstanding education. It should be engaging, challenging, and involve you in important learning activities at your ability level.
- You have the right to feel cared for and valued. Your teachers are your primary adult advocates while at school. They will be there for you throughout the year. Reach out to them if you are not feeling cared for by any member(s) of our school community.
- You have the right to express yourself respectfully without being interrupted or punished if you disagree with someone or something. We celebrate the many perspectives and learn from the differences in our school community.
- You have the right to dignity and fairness. If you feel that an adult has made a decision that is not fair, you can make an appointment to talk to the teacher, the counselor, the associate principal, or the principal. If you break a rule or hurt someone, you have the right to explain what happened.
- You have the right to a safe school. Your school community should be free from bullying, labeling, harassment, and hurtful behavior. Our community will not allow anyone to make you feel oppressed; therefore, we will not allow you to do that to anyone else.

Lower School Student Responsibilities

- You have the responsibility to participate actively in your own learning and accept the responsibility to take intellectual risks and stretch yourself.
- You have the responsibility to exhibit growth in the areas of personal responsibility for learning, social relationships, character development, and learning habits. You will make mistakes, but these are opportunities for growth.
- You have the responsibility to care for, be kind, and value others in this community. You are responsible for reporting events or situations that result in you or another member of our school community feeling uncared for or not valued.
- You are responsible for demonstrating the core values of intellectual curiosity, perseverance, respect, integrity, and kindness, while valuing other's rights to their own beliefs and opinions.
- You have a responsibility to act. You must not permit anyone to frighten or harass another member of our community. If you do not take action, such as telling an adult when you know this is happening, you are participating in this oppression and are just as guilty.

Behavioral Offenses

The school works to turn mistakes and lapses in good judgment into learning opportunities. Students who have lapses in behavior or cannot fulfill their responsibilities will be subject to a progressive response by staff. The severity of the violation and the student's discipline record will be considered when responding to and

assigning consequences. Because of the various influences that affect the nature of discipline cases, each situation is handled individually. School staff will generally follow the steps below but may assign alternative consequences if extenuating circumstances merit a different response.

Students will be given fair notice and warning when they stray outside the school guidelines. They will be reminded of the Classroom Agreements and the expectation for the specific area of concern. These responses are designed to help students understand and learn from their mistakes. The lower school uses a ladder approach for behavior missteps.

Minor Behavioral Offenses

The agreements and responsibilities provide guidance to students and teachers regarding behavioral expectations. When those are violated, the infraction is brought to the student's attention and is followed up by warnings and/or consequences.

The ladder approach we use includes levels of infraction. The first level is considered incidental. Teachers will address the infraction in the classroom and redirect the student. These usually manifest as off-task or disruptive behaviors in class and can usually be handled with a simple reminder of the expectation. The second level of infraction can be a completely different misbehavior or a repetition of incidental infractions. Often these are breaking rules such as leaving the class without permission, inappropriate words or physical action, or damage to school property. Infractions can be tracked in PowerSchool and can sometimes warrant an email or reflection form sent to the student's home.

More severe infractions involve administration, teachers, and parents. Students who take part in bullying, fighting, lying, cheating, or other significant misbehaviors will be sent to the office for a discussion with an administrator. Follow-up includes a discussion with problem-solving, a determination of consequences, and communication with parents and others involved.

Major Behavioral Offenses

Students may be given immediate in- or out-of-school suspensions for major offenses. In these cases, the administrator, consulting the homeroom teacher and reporting staff member, will determine the length and nature of the suspension and make appropriate arrangements with the parents. The suspension will be documented in PowerSchool for the duration of their time at Graded. In addition, a behavior plan or contract may be written as a proactive measure to minimize recurring behavior offenses.

In some cases, if the infraction is of a serious enough nature, or if students do not comply with the terms of a behavior contract, it may raise the question of whether or

not a student may remain part of the Graded community. In these cases, the principal makes a recommendation to the superintendent, who makes a final decision on continued enrollment in the school.

Those students who apply to transfer to new schools should note that, if requested, Graded may be required to disclose and report major behavioral offenses.

Students are expected to act in accordance with prevailing local laws at all times. The possession of illegal drugs, the possession or use of a weapon, or other more serious offenses will raise the question of whether or not the student may remain part of the Graded community.

Harassment and Bullying Statement

We are committed to providing a caring, friendly, and safe environment for all of our students so they can learn in a relaxed and secure atmosphere. Bullying of any kind is unacceptable at our school and is against Brazilian law. Reports of harassment or bullying will prompt an inquiry by the principal, associate principal, and/or school counselors. They will determine if the situation will be treated as a minor offense or a major offense, as outlined in the previous section, and respond accordingly.

Definition of Harassment and Bullying

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

Verbal Harassment

- Name-calling, teasing, insulting, calling someone pejorative nicknames.
- Making fun of or being disrespectful of another person - for example, but not limited to, physical characteristics, nationality, religion, race, color, size, sexual orientation, physical disabilities, family structure, economic means, ability to learn, or athletic ability.
- Using inappropriate language.
- Spreading lies or rumors about a person.
- Laughing at another's misfortune.
- Inciting others to fight or bully someone in any way.
- Putting people down.
- Mocking someone.

- Sexually harassing someone.

Threatening

- Saying that someone will be hurt if they do not comply.
- Using antagonistic language towards someone (e.g., saying things like, “I don’t like the way you’re looking at me!”).

Social Exclusion

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

Physical Harassment

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

Cyberbullying

Any bullying as outlined in this policy through online means (using any application, tool, or forum via the internet)

- Tampering with someone else’s electronic files, photos, personal data and/or device.
- Disparaging, embarrassing, intimidating, insulting, humiliating, hurting, and/or threatening someone through online means, including sending text messages or photos/videos/memes (e.g., WhatsApp, TikTok, Snapchat).

Vandalism

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

Extortion or Theft

- Taking someone's money.
- Taking or hiding something that belongs to someone else (i.e., books, laptops, iPads).
- Obtaining money, property, or service from a person by threatening them, their property, or family.

Reference: Brazilian Law

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

Reporting Incidents of Harassment or Bullying

Suspected incidents of harassment or bullying can be reported to any adult at the school. Individuals to whom students and/or parents report harassment or bullying include classroom teachers, school counselors, and the principal or associate principal. Your report will initiate an inquiry which, in most cases, will be completed within a week. The school will work with the reporting student to decide next steps to help address the issue.

At Graded, you have the right to be free from bullying, labeling, harassment, and hurtful behavior. Our community does not tolerate students being oppressed, frightened, or harassed by another member of our community. **All students are required to report any incident of these behaviors that they witness.** Hurtful bystanders, those who instigate, passively accept, encourage, or join, are considered participants. Witnessing and not reporting also defines a participant. It is the responsibility of every member of the Graded community to prevent these behaviors.

Lower School Dress Code

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

Clothing items that are prohibited are those that include pejoratives (i.e. sexist,

homophobic, racist, other derogatory language/images), and the promotion of underage alcohol and drug consumption. Infractions will result in either covering the piece of clothing, turning it inside-out, or requiring the student to wear Graded athletic apparel on top.

Graded respects students' choices on how to dress. Faculty will only orient students regarding inappropriate clothing if there is a clear violation of the infractions above, the clothing presents a safety concern (e.g., open-toed shoes), or they are inappropriate for daily activities. In a situation where a faculty member is concerned about the way a student is dressing, the faculty member may discreetly approach the student. The faculty member can also approach the counselor, who will initiate a conversation with the student. Students who repeatedly violate the infractions above will be asked to meet with the associate principal.

Physical Education Clothing

Loose-fitting, comfortable clothing and running shoes are required for physical education classes. Students and parents will receive their schedule of physical education classes at the beginning of the school year.

Swimming Program at Graded

Each semester, students will have a mandatory swimming unit. The swim program is focused on:

- Learning in a fun, game-based environment.
- Developing students as safe and confident swimmers.
- Teaching students the fundamentals of freestyle, backstroke, breaststroke, and butterfly.
- Teaching them water skills like diving, treading water, and breath regulation.
- Reinforcing invasion game skills and concepts learned in other PE classes.
- Reinforcing movement skills and patterns.

With all the teachers in the pool, we cannot offer any other alternative physical learning activities for children who do not have a medical certificate (*atestado médico*). Students not participating will be required to stay in the stands next to the pool during the lesson. As this is a mandatory unit, lack of participation will be documented on official transcripts.

Swimming Medical Certificate (*atestado médico*)

Prior to the beginning of the first swimming unit, all students must present a medical certificate (*atestado médico*) which certifies the child is able to participate in the

classes. The examination for this certificate requires checking skin to ensure there are no contagious conditions present. Providing this medical certificate is a Brazilian legal requirement. An email will be sent prior to the swimming unit to describe the process for sharing the certificate.

Items to Bring on Swimming Days

Your child should bring the following items on the days they have swimming lessons:

- A well-fitting, one-piece swimsuit
- Goggles
- A swim cap
- A towel
- A waterproof bag/sports bag
- Flip flops (optional)
- A rash guard shirt (optional)

For students who have swimming in the morning, we recommend they come to school with their swimsuits on under their clothes. This will make the changing process quicker and result in more time in the pool.

Children will change in the boys' and girls' changing rooms in the Athletic Center. There will be non-intrusive adult supervision of the changing rooms to support students.

Graded's Language Statement

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

Language Philosophy

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

As an expression of culture and identity, the continued development of home language(s) is critical. Language learning promotes internationalism and cross-cultural understanding and must be fostered in all aspects of the school community.

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

Language Aims

Our language program aims to enable students to learn and use language effectively, accurately, and confidently in various contexts for a variety of purposes, in both oral and written forms.

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

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

Languages Offered at Graded in Lower School

From K4 through grade 12, all students study English as well as Portuguese language and literature. All classes except Portuguese language classes and Brazilian social studies are taught in English. Portuguese is taught either as a first or additional language.

In class, Graded students speak the target language (English in an English-medium class, Portuguese in a Portuguese-medium class).

In Graded's public spaces, the social importance, educational value, and comfort of people speaking a "mother tongue" is recognized. Thus, in the halls, we may hear an array of different languages. In lower school homeroom and special classes, Graded's group interactions are in English, as it is the language of inclusion at Graded.

Academic Integrity

Graded aims to develop "engaged ethical citizens" who use information ethically and value the work of others. Academic honesty means to be trustworthy (display our core value of integrity) and responsible in all academic work. This includes creating and expressing a student's own ideas and acknowledging the intellectual contributions of others. Graded believes that the well-being of its community depends on the creation of a trusting, caring, and kind environment that values each individual's honest contributions. Academic honesty is a fundamental aspect of integrity, a Graded core value.

Academic dishonesty includes but is not limited to:

- **Cheating**, which may involve:

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

Consequences of Academic Dishonesty

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

Further Disciplinary Consequences

If a student commits academic dishonesty for a second time, further disciplinary consequences will be applied (as per the division's disciplinary policy), and can include:

- Further conference with the parents and associate principal or principal.
- A behavior plan may be collaboratively developed.

- A note will be placed on the student's official file on PowerSchool, which is part of a student's official record.
- The student may serve an internal or external suspension.
- For repeated offenses, a behavior contract will be put in place.

Information and Communication Technology (ICT) Rights and Responsibilities

School Devices

All lower school students are able to use school-provided devices (tablets, laptops, cameras). Most of our school resources are accessible online. All lower school students are provided access to school-provided devices such as iPads, laptops, and cameras, which are essential tools for their learning journey. These devices grant access to a wealth of online educational resources. However, it is important to note that students are expected to treat these devices with care and respect.

Information and Communication Technology (ICT)

The following guidelines are intended to help lower school students understand the appropriate use of all information and communication technology at Graded, both school- and student-owned. The primary use of ICT resources is to further the school's educational goals.

Using ICT in the Lower School

- Computers are only to be used for educational purposes as directed by teachers in classroom settings. Non-educational gaming is not allowed during class.
- Any malicious attempt to harm or destroy school technology equipment or materials, the data of another user, or any of the institutions or other networks connected to the internet is prohibited.
- All data created within the school domain and on associated online spaces is governed by Graded's core values and educational expectations. There are occasions when a member of the technology staff may need to access data for security or maintenance reasons.
- Students are not permitted to play video games in the hallways between classes.

Legal, Appropriate, Responsible, and Kind (LARK) Guidelines

The following LARK guidelines are designed to provide users with an ethical framework to use digital tools in a way that supports their learning.

Legal (Respect and protect intellectual properties)

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

Appropriate (Digital footprint)

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

Responsible (Protect yourself and others)

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

Kind (Respect yourself and others)

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

Online Publication and Student Authorship

We are committed to protecting the privacy of students and families while still providing opportunities for global sharing and collaboration. Students and teachers share work in a variety of online spaces. They are expected to treat these spaces as they would a classroom environment and to act safely by keeping personal information private.

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

Cell Phone Use

Graded values the development of interpersonal communication. Deliberate skills are taught across subjects, taking into account multiple modes and mediums. However, research today points to the adverse effects of cell phone technology on education. Lower school-aged students do not always have the maturity, understanding, and self-control to utilize these devices appropriately and in moderation. While students can perform many of the same functions on laptop computers that they can perform on cell phones, the portability of these devices makes them an impediment and distraction to learning. Research points to academic gains when these devices are removed. Both research, as well as on-the-ground experience of diverse schools, reveal that removing cell phone devices and smart watches during the school day also reduces cyberbullying incidents and disciplinary infractions while encouraging more play and personal interactions.

Therefore, the use of cell phones and other personal technology is prohibited in the lower school. Such devices should remain out of sight, stored in cubbies, and turned off during school hours. A child may make a call after school hours to arrange transportation when necessary. However, they must put their phone away when done. The school is not responsible for any personal devices should they go missing.

Violations of this rule will result in:

- First offense: Reminder and confiscation of the device until the end of the school day.
- Second and further offenses: Confiscation of the device until the end of the school day. A parent or guardian (not a driver) must pick up the device from the Lower School Office.

If students need to speak to a family member during the school day, our administrative assistants in the office may support them by calling from the office. Please note, if a family member calls for a child during the day, a message will be taken and given to the child.

Furthermore, the use of audio/video recording devices without the express consent of the teacher or administrator is prohibited. Violating this rule may be considered a serious infraction, causing students to face disciplinary consequences as identified in our disciplinary policies. Students and parents should also be aware that secret audio or

video recording (recording of an individual without his/her knowledge) is against the law in Brazil and in many other countries.

Parent Volunteers

At Graded, we value and appreciate the time parents commit to helping in classrooms. Parent involvement in school is one indicator of a positive school climate, and we all realize the importance of taking an active part in education both at home and at school. To ensure the volunteer experience is positive for everyone involved, we ask parent volunteers to:

- Be a positive adult role model within the school.
- Practice confidentiality at all times and leave information they have learned about students and staff members in the classroom.
- Ask for clarification if they are unclear of instructions or directions the teacher has given.
- Talk to the teacher if they see a problem in the classroom; if the problem remains unresolved, they should speak to an administrator.
- Call in advance, when possible, if they are unable to keep a prior commitment.
- Understand that their support is voluntary, non-paid, and that they are not a contracted employee of the school.

Thank you for your consideration in being a parent volunteer. Education is a cooperative effort which Graded greatly values and we appreciate parental assistance.

Parent-Teacher Association

Parents are encouraged to attend all Parent Teacher Association (PTA) coffees and social events. Please find the dates and times on the school calendar or in the *Eagle News*. These meetings are designed to update parents on all events taking place at school. This is a good time to clarify any questions and contribute suggestions on school-wide endeavors.

Parent Code of Conduct

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

As a Graded parent, I commit to:

- Recognizing that the education of children is the joint responsibility of the parents and the Graded school community.
- Supporting the respectful ethos of the school by setting a good example in my own speech and behavior towards all members of the Graded community.
- Working together with teachers for the benefit of children, including approaching the school to resolve any issues of concern and to discuss and clarify specific events in order to bring about a positive solution.
- Following Graded's protocol to resolve issues: speaking to the teacher first, if unresolved, then the principal, and if still unresolved, the superintendent.
- Reinforcing and supporting the school's code of conduct for students.
- Not engaging in disruptive behavior that interferes with the operation of a classroom, an office area, or any other part of the school grounds.
- Building positive relationships with teachers, parents, and my child(ren)'s friends.
- Not using any form of communication, including emails, phone, or social network messaging in an abusive, threatening, malicious, or inflammatory manner regarding any member of the Graded community.

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

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

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

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

Communication

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

Graded families should ensure their PowerSchool account is updated regularly with their most recent email and contact information. Parents should make changes directly in PowerSchool as the lower school administrative assistants are unable to update this information.

There are a number of ways the school will communicate with parents. These include, but are not restricted to:

Electronic Communication

- **Email correspondence:** Parents should ensure their email addresses in PowerSchool are updated. We aim to respond to emails within 24 hours or the next business day on weekends.
- **Website:** The school's website is www.graded.br.
- **Graded Gazette:** This all-school publication, distributed via email, features articles about the school's people and programs.
- **Eagle News:** The *Eagle News* is an e-newsletter sent every Sunday to Graded parents and contains critical school announcements, event details, and deadlines. Families are expected to read the *Eagle News* each week to stay informed. The lower school section is called News from the Nest.
- **Emergencies:** The school website will provide up-to-date information in the case of very rare school closings due to emergencies.

In-person communication

- **Lower School Back to School Night:** Early in the school year, parents are invited to an evening meeting to meet their child(ren)'s teachers and to learn more about our curriculum.
- **Parent/Teacher Meetings:** Teachers may contact parents to discuss student progress. Parents are also welcome to request and schedule a meeting with the teacher at any time.
- **Parent-Teacher and Student-led Conferences:** Parents will meet with teachers upon the completion of the first trimester to discuss the child's progress and goals for the next trimester. Student-led conferences also take place at the completion of the second trimester. The student, parent(s), and teachers will review learning from the school year and set goals for the final trimester.
- **Parent Coffees:** Periodically, parents are invited to attend meetings with the superintendent, principal, or other school members to receive updates and to

share questions and concerns. Meetings are also conducted by the PTA and often involve guest speakers. For detailed times and locations, please consult the school calendar and the *Eagle News*.

- **Open Door Policy:** Members of the school community are welcome to visit the Lower School Office if support is needed. As the lower school is an active place, arranging an appointment prior to visiting may reduce the wait time.

Addressing Concerns

Parents or students should work proactively to address concerns and resolve issues. They should follow Graded's protocol for resolving issues, which starts by speaking to the teacher first. If unresolved, the associate principal, and if still unresolved, the principal.

Families Addressing Concerns

We believe in working in partnership with families to resolve issues quickly and proactively. Families are requested to contact the relevant teachers and counselors about any issues, and then, if necessary, follow up with the associate principals, then the principal. As we teach our students to be self-advocates, we want adult communication to serve as an example to our students.

We always encourage and expect constructive feedback from parents. We welcome parents to speak to the administration about their concerns. Although, when the conversation veers away from being constructive and solution-focused (e.g., using WhatsApp messages, emails, or public conversations to complain, defame, or speak ill of individuals or the school without talking to the school or the individual directly), those involved will be asked to speak with the principal to review the parent code of conduct. We aim to model what we teach our students.

Assessment of Learning

Graded recognizes that teaching, learning, and assessment are deeply linked. Students and teachers work together to enable students to demonstrate what they have learned, assess their progress, and identify specific strategies to maximize their potential.

We are guided by the following:

- We believe that an assessment is effective when it is appropriate, engaging, and targeted at standards.
- Assessments may be diagnostic, formative, or summative, and each type of assessment serves a different purpose.
- Assessments should be well-structured and differentiated, often requiring

collaboration among different learners.

- Meaningful assessments require a variety of tools, including informal checks in class, observation and student dialogue, formal quizzes and tests, academic prompts, and open-ended assessment tasks.
- Quality assessments are authentic and transparent, providing students with a fair and attainable venue to proudly exhibit what they have learned.
- Assessments provide feedback to students so that they can understand their current level of achievement and take responsibility for their own learning.

Types of Assessment

Formative Assessments:

Formative assessments:

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

Teachers will:

- Ensure that students and parents know which assessments are for practice (formative assessment) and which will count towards the final grade (summative assessment).
- Consider performance on work intended for practice (formative assessment) in the final grade only if it provides extra opportunity to show evidence of proficiency.
- Provide descriptive feedback on formative assessments. If the formative assessment is scored, teachers will provide a score using a rubric with descriptors in order to give students a clear understanding of where they are at (in relation to the learning being assessed).

Feedback provided by the teacher on assessments aims to be:

- **Timely:** It is provided when the student is in the learning process and there's still time for improvement.
- **Descriptive of the work:** It focuses on one or more strengths of the work and provides at least one suggestion for the next step.
- **Positive:** It shows how learning is a journey forward, and is honest about both strengths to build on and weaknesses to improve.

- **Clear and specific:** It's specific enough so the student knows what to do next and provides sufficient applicable and actionable feedback and information to act upon on the next assessment.
- **Differentiated:** It meets the needs of each student with respect to the current work. For some students, a reminder is all that's needed for the next step; others may need prompts or examples.

Summative Assessments

Summative assessments are:

- Assessments that provide evidence of student achievement and are used to evaluate student proficiency in the learning objectives at the end of a learning period.

Teachers will:

- Ensure that students and parents know which assessments are for practice (formative assessment) and which will count toward the final grade (summative assessment).
- Consider performance on summative assessments when determining grades.
- Provide descriptive feedback on summative assessments.

Descriptors of Achievement

Graded's descriptors of achievement support students and parents in understanding students' progress in developmentally appropriate structures. In the lower school, we have four progress indicators wherein achievement aligns with deepening levels of application, critical thinking, and originality.

| Grade | Descriptors |
|-------|--|
| E | Exceeds Benchmarks: Within the classroom setting, the student consistently and independently demonstrates understanding of the content and skills in original and insightful ways. Within the classroom setting, the student independently identifies opportunities for application. |
| M | Meets Benchmarks: The student meets grade-level benchmarks for the trimester. There are no major errors or omissions regarding any content and skills that are explicitly taught. |
| P | Progressing Towards Benchmarks: The student shows emerging mastery of the content and skills explicitly taught but has not yet met grade-level benchmarks. The student needs time and support within a classroom setting, including additional instruction, to demonstrate understanding. |

| | |
|----|---|
| AC | Area of Concern: The student has difficulty applying the skills which should be secure at this point. Even with additional support and assistance, the student has not yet met grade-level benchmarks. This indicator requires additional monitoring and a support plan. |
|----|---|

Grade Reporting

Purpose of Grades

All grading and reporting, as part of the school's overarching assessment philosophy, strives to be comprehensive, equitable, and transparent in the spirit of continuous improvement. The purpose of grading is to communicate achievement of academic standards and habits of learning to all stakeholders.

Student Progress Reports

Parents are informed of their child(ren)'s progress in a student progress report sent three times each year: in October, March, and June. This report will include the following components:

- Narrative comments from the teacher.
- The current level of achievement for each subject area, including habits of a learner descriptors.
- A summary of attendance and tardiness.

Please understand that these reports are not released early to allow teachers adequate time to assess the child.

Grade Calculations

The grade for each trimester will be based on the **most consistent, most relevant, and most recent data**. This system gives us much more accurate grades that clearly reflect student achievement levels and encourages students towards continuous growth.

Habits of a Learner Descriptors

In the lower school, we value not only the academic achievement of each student, but also the development of healthy learning habits that will serve our students as lifelong learners. The learning habits are evaluated and reported on the student progress report each trimester.

The Habits of a Learner for pre-primary include:

- Completes work cycle
- Explores environment
- Concentrates/filters distractions
- Follows directions
- Listens attentively
- Organizes work/space
- Works independently

The Habits of a Learner beginning in grade 1 include:

| Habits of a Learner | Exceeding 4 | Meeting 3 | Progressing 2 | Area of Concern 1 |
|--|---|--|---|--|
| Inclusive: Demonstrates respect for others and the community and works collaboratively with others | <ul style="list-style-type: none"> - I consistently include others with the words and language that I use. - I always listen with an open mind to the opinions and ideas of others and ask thoughtful questions to understand their point of view. - I consistently show leadership during group work, ensuring teamwork and best efforts. | <ul style="list-style-type: none"> - I usually include others with the words and language that I use. - I usually listen with an open mind to the opinions and ideas of others and ask thoughtful questions to understand their point of view. - I typically show leadership during group work, ensuring teamwork and best efforts. | <ul style="list-style-type: none"> - I am learning to include others with the words and language that I use. - I sometimes listen with an open mind to the opinions and ideas of others and sometimes ask thoughtful questions to better understand their point of view. - I am learning how to work in a group. | <ul style="list-style-type: none"> - I need support to include others with the words and language that I use. - I need support in listening to different opinions and asking thoughtful questions to understand another person's point of view. - I need assistance to work in a group. |
| Risk Taker: Explores new ideas and exhibits perseverance when faced with challenges | <ul style="list-style-type: none"> - I consistently stay on task when faced with challenging work. - I always look for multiple ways to accomplish a task and use my resources when I get stuck before asking for help. - I consistently try new experiences. | <ul style="list-style-type: none"> - I typically stay on task when faced with challenging work. - I usually look for multiple ways to accomplish a task and use my resources when I get stuck before asking for help. - I usually try new experiences. | <ul style="list-style-type: none"> - I am learning to stay on task when faced with challenging work. - I sometimes look for multiple ways to accomplish a task and use my resources when I get stuck before asking for help. - I am learning to try new experiences. | <ul style="list-style-type: none"> - I need support to stay on task when faced with challenging work. - I need support to look for alternate ways to accomplish a task and use my resources. - I need assistance to try new experiences. |
| Curious: Exhibits an active learning style which demonstrates a commitment to deepening | <ul style="list-style-type: none"> - I consistently ask quality questions and seek out answers. - I consistently engage in thoughtful ways during classroom discussions and activities. - I consistently look for ways to take my | <ul style="list-style-type: none"> - I typically ask quality questions and often seek out answers. - I typically engage in thoughtful ways during classroom discussions and activities. - I usually look for ways to take my learning beyond the classroom. | <ul style="list-style-type: none"> - I am learning to ask quality questions and seek out answers. - I am learning to engage in thoughtful ways during classroom discussions and activities. - I sometimes look for ways to take my | <ul style="list-style-type: none"> - I need assistance in asking quality questions and seeking answers. - I need support to better engage in thoughtful ways during classroom discussions and activities. |

| | | | | |
|--|---|---|---|--|
| their understanding | learning beyond the classroom. | | learning beyond the classroom. | - I need support in finding ways to take my learning beyond the classroom. |
| Responsible: Assumes responsibility for assignments, organizes self and materials, and successfully follows classroom routines | <ul style="list-style-type: none"> - I consistently complete my assignments. - I consistently organize my personal belongings and am prepared with materials for class. - I consistently follow classroom routines and rules independently. - I consistently arrive to class on time. - I always present work to the best of my ability. - I consistently and effectively manage my time. - I consistently move and interact positively throughout the school day. | <ul style="list-style-type: none"> - I usually complete my assignments. - I typically organize my personal belongings and am prepared with materials for class. - I usually follow classroom routines and rules. - I usually arrive to class on time. - I usually present work to the best of my ability. - I typically manage my time in productive ways. - I typically move and interact positively throughout the school day. | <ul style="list-style-type: none"> - I sometimes complete my assignments. - I am learning to better organize my personal belongings and materials for class. - I sometimes follow classroom routines and rules. - I sometimes arrive to class on time. - I am learning to present work to the best of my ability. - I am learning to manage my own time in productive ways. - I am learning to move and interact positively throughout the school day. | <ul style="list-style-type: none"> - I need support to complete my assignments. - I need support to better organize my personal belongings and materials for class. - I need reminders and prompts to follow classroom routines and rules. - I need assistance in arriving to class on time. - I need support with presenting work to the best of my ability. - I need support in knowing how to best manage my time. - I need support to move and interact positively throughout the school day. |

Promotion and Retention

We believe in the success of every child. Children are promoted to the next grade level with the successful completion of the current grade. If a child does not satisfactorily complete the academic work in his or her grade and does not indicate readiness for the next grade, the student may be considered for retention in the current grade level for the following year (in consultation with a group of teachers, parents, and other specialists, as appropriate). Please note that students not meeting grade-level requirements a second time during their lower school years may be counseled to seek alternative school options.

Recognizing Excellence

In the lower school, we recognize achievement throughout the year, often highlighting excellent work, effort, or service within our classes. At the culmination of the lower school years, we celebrate our grade 5 students with a ceremony. Students are eligible to receive Presidential Awards at this time.

Wellness

Strong Body – Strong Mind

The Graded cafeteria is administered by a certified dietitian. The school strives to present balanced and nutritious meals every day. Hot lunches are served daily with a variety of options. Students are strongly encouraged to make healthy choices from our cafeteria and eat healthy snacks. Graded recommends that neither students nor adults eat junk food or consume carbonated soft drinks during the school day. The practices above, combined with enjoying the outdoors and engaging in mild exercise at breaks (in appropriate locations), are important to promoting good health.

Water

Drinking water comes from a well on the site, which is periodically analyzed for purity. There are numerous water stations around campus. Students are expected to bring a water bottle for daily use. We encourage water conservation at all grade levels due to the limited reserves in São Paulo.

Health Services

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

Illness or Injuries at School

The Nurse's Office is equipped to provide immediate first aid and to treat minor injuries. All students who visit the Nurse's Office must sign-in through the health kiosk upon their arrival. Nurses will assist as necessary. Following the evaluation of the student's symptoms and/or complaints, the nurses will record the treatment actions taken, and an email notification will be sent to parents. The school nurses will not contact parents by telephone for minor cuts, scrapes, bruises, or complaints.

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

Medication

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

Immunization

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

Facilities Policies and Procedures

The Graded community is fortunate to have ample space and a variety of facilities. The following information helps us understand how everyone can safely enjoy the facilities the school has to offer.

Regulations for Use of Campus Facilities

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

Athletic Facilities

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

Snack Bar

The snack bar is run by an external vendor, Yurban Food, and will only be open to lower school students after school until 6:30 pm on school days. The snack bar is staffed by three people: two salespeople and a nutritionist.

Yurban Food accepts credit and debit card payments, as well as cash. Parents may also use their child's PowerSchool ID number to add funds to their Yurban account, which can be accessed by their Graded ID Card. To add funds to this account, please visit the snack bar cashier or follow the instructions below to do so online.

How to access your child's Yurban Food online account:

1. Download and install the *Connect Dez Sapore* app from Google Play or the App Store. Alternatively, visit <https://pay.sapore.com.br/connectdez>.
2. Enter your child's PowerSchool ID number in both the login and password fields.
3. Click the "Recharge Card" button.
4. Enter the recharge amount and choose the payment method.

If you have questions, you may contact Yurban Food via the following:

- Phone extension: +55 (11) 3747-4800 ext. 251
- WhatsApp: +55 (19) 99977-3304

For additional information, please visit the Yurban Food [website](#).

Graded Booster Club

Graded gear can be purchased through the Booster Club. The physical store is located in the Student Center (next to the washrooms), or you can purchase online at the [Booster Club website](#). Orders will be reviewed during volunteer hours on Monday mornings. All orders will be available for pickup and payment (credit/debit card payments accepted) from Wednesday to Friday at Reception (located in the Parking Garage). We regret to inform you that we are unable to ship items domestically or internationally.

Personal Effects

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

Cubbies

Students have cubbies to store their personal belongings during the school day.

Students are responsible for their own cubby and are to treat it with respect and keep it organized. Cubbies are the property of the school, and assignment to individuals does not indicate a transfer of ownership. As property of the school, they are subject to inspection at any time deemed appropriate by the school administration.

Valuables

All personal belongings and articles of clothing brought to school are the students' responsibility. It is unwise for students to bring considerable amounts of money or valuable equipment such as cameras, music devices, electronics, or other valuable items to school. The school is unable to accept liability for missing articles, including cell phones.

Lost and Found

The lost and found area is located on the floor below the Lower School Office. Parents and students may check this area for missing items. Sometimes lost items are turned in at the Security Office. Any missing items not claimed after a reasonable period of time will be donated to local community organizations in need of clothing and school supplies.

Safety and Emergency Drills

Emergency drills at regular intervals are an important safety precaution. Students and parents on campus must quietly evacuate the building under faculty supervision. Students at lunch should exit the cafeteria and move to the Lower School Playground where they must report to their pre-assigned place on the field with their homeroom teacher. Detailed emergency procedures are in the classrooms, offices, and other areas of the school.

School Visitors

All adult visitors must check in at reception in the main parking garage. Permission to bring a student guest to the school must be requested in advance from the Lower School Office. Depending on the circumstances, visiting students may be granted permission to attend school for a predetermined time (generally during lunch and recess). Any visiting student is expected to follow all the school rules and the host parent is responsible for the behavior of the guest.

Employees of Graded Families

Employees of Graded families (for example: nannies and/or drivers) are not permitted on campus. They may wait in the parking garage to pick up children at the end of the day. For any other adults that are not related to Graded community members, special permission to enter campus must be granted by an administrator.

Bus Transportation

The transportation system at Graded is offered as an optional service because of the widely separated areas of São Paulo in which students live. Twenty-seven routes deliver students to school by 8:20 am and return students to their homes in the afternoon, leaving school at 3:45 pm (3:15 pm on Wednesdays). Lower school students are also permitted to depart on the 4:50 pm (4:20 pm on Wednesdays) bus following their after-school activities, if the bus route is offered.

Bus drivers are screened, licensed, and responsible for the safe conduct of students through São Paulo traffic. Students who do not behave properly on the bus are a safety hazard to all passengers and can lose the privilege of school bus transportation. Regular school rules apply to buses. More information about Graded's transportation system [may be found here](#).

Lower School Car Pickup and Drop-off Area

The Lower School Car Pickup and Drop-off Area on Av. José Galante is only for the use of students in **K3, K4, K5, as well as their older lower school siblings**. (Older MS and HS siblings should be dropped off in the Main Parking Garage.) No parking is allowed in the Lower School Car Pickup and Drop-off Area.

Gate opening and closing times:

- Drop-off: 8:00 - 8:40 am
- Pickup: 12:00 pm - 3:30 pm (3:00 pm on Wednesdays).

Check-out Procedures

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

transcripts may be available earlier.

Lower School Student/Parent Handbook Updated June 2024