



MIDDLE SCHOOL STUDENT HANDBOOK



2024-2025
SCHOOL YEAR

Welcome to the 2024–2025 school year at The American School of Brasilia.

It is my pleasure to join this journey with your child, family, and the faculty of our school.

Crossing the Bridge - The purpose of the Middle School (MS) program is to support children in the transition to adolescence through a comprehensive and meaningful academic and social program. We build the complex thinking skills required for High School, while allowing students to grow, explore, and pursue multiple paths as they begin to understand themselves as learners more fully.

Our learning program develops students' potential, which enables them to be successful at EAB.

Learners Inspiring Learners- We encourage the natural curiosity of emerging adolescents, while providing the guidance and structure they need to broaden their knowledge. This is a process that empowers them and allows them more independence and responsibility for their own learning.

Inquisitive in Life & Bold in Vision. In each of the subject areas, students develop key skills that are authentic. Students will be encouraged to apply their knowledge and skills in real world contexts where they can act like scientists, think like historians, or problem-solve like mathematicians.

Principled in Character. Students thrive when they feel safe, supported, and known by teachers and their peers. Our highly qualified and experienced educators create a warm and engaging environment where students are guided to explore who they are as learners during this key developmental phase.

The MS program provides opportunities for students to connect with themselves, our community, and the world. Learning in MS is fun, meaningful, and promotes the development of lifelong learning.

Please don't hesitate to contact us for further information.



REBEKAH ADAMEK
MIDDLE SCHOOL PRINCIPAL





THE SCHOOL AND THE EAB COMMUNITY

Founded in 1961, the American School of Brasilia (EAB) is a private, co-educational school that offers an educational program that begins with the Early Childhood Program and culminates in the 12th grade. Our curriculum offers a U.S. style education in a Brazilian setting to an international student body, offering the U.S., International Baccalaureate, and Brazilian diplomas. The five-acre campus boasts a panoramic view of Lake Paranoá, and the layout of the buildings consists of several interconnected structures containing 50 classrooms, four science labs, a Lower School computer lab, two separate iCommons learning centers, a gymnasium, and a Center for the Arts. Surrounding the buildings, a regulation soccer field, basketball courts, and elementary playgrounds enhance the physical plant facilities.

Table of Contents

(CLICK TO GO TO PAGE)

6	OUR SCHOOL: MISSION, VISION AND VALUES
8	ACADEMICS: THE ESSENTIAL PILLAR OF THE EAB EDUCATION
17	EAB PILLARS: ACTIVITIES, ARTS, LEADERSHIP, SERVICE
20	WELLBEING
27	GENERAL INFORMATION

OUR SCHOOL: MISSION, VISION, VALUES



EAB MISSION

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



EAB VISION

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

EAB LEARNER TRAITS

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

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

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

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

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

EAB'S DIVERSITY AND INCLUSION STATEMENT

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

EAB'S DEFINITION OF A GLOBAL CITIZEN

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

THE UPPER SCHOOL OF EAB CODE OF HONOR

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

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

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

ACADEMICS: THE ESSENTIAL PILLAR OF THE EAB EDUCATION

CURRICULUM

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

COURSE OFFERINGS

Grade 6	Grade 7	Grade 8
Humanities 6 (English & World History)	Humanities 7 (English & World History)	Humanities 8 (English & World History)
Math	Math	Math
Science	Science	Science
Physical Education	Physical Education	Physical Education
Brazilian Social Studies (Brazilian Students Only)	Brazilian Social Studies (Brazilian Students Only)	Brazilian Social Studies (Brazilian Students Only)

Portuguese (Brazilian Students)	Portuguese (Brazilian Students)	Portuguese (Brazilian Students)
Language - PLA Portuguese Learning Language (International Students)	Language - PLA Portuguese Learning Language (International Students)	Language - PLA Portuguese Learning Language (International Students)

COURSE OFFERINGS

Grade 6	Grade 7	Grade 8
Beginner Band Advanced Band Music	Beginner Band Advanced Band Choir	Beginner Band Advanced Band Choir
Visual Arts Theatre	Visual Arts Theatre	Visual Arts Theatre
Integrated Technology Digital Music Digital Media Coding	Integrated Technology Digital Media Digital Music Robotics Design Personal Exploration Program	Integrated Technology Digital Media Digital Music Robotics Design Personal Exploration Program
Geography Study Hall / Middle School Skills Presentation and Research Brazilian Culture	Filosofia (Brazilian Students only) Graphic Novels Study Hall Science Elective	Filosofia (Brazilian Students only) Graphic Novels Study Hall Science Elective

WELLBEING

Grade 6	Grade 7	Grade 8
FLEX (Advisory) Physical Education	FLEX (Advisory) Physical Education	FLEX (Advisory) Physical Education

GRADING IN THE MIDDLE SCHOOL

- Students will receive a formal grade report at the end of each quarter and a final grade at the end of the year;
- Grades are based on a variety of summative assessments in which students have the opportunity to display their mastery and application of standards and benchmarks;
- There should not be more than two in-class summative assessments per student on the same day. This does not include project due dates;
- Some classes may be graded on a Pass/Fail basis with no letter grade being assigned.

EAB MIDDLE & HIGH SCHOOL GRADE BOUNDARY DESCRIPTORS

DESCRIPTOR ASSUMPTIONS:

EAB GRADE

- *When using these descriptors it is understood that students are assessed based on the course standards.*
- These descriptors were adapted from the International Baccalaureate Grade Boundaries.

7

EXCEPTIONAL - The student demonstrates excellent content knowledge and understanding, conceptual and contextual awareness and critical, reflective thinking. Highly effective technical skills are evident, as is the ability to analyze, evaluate and synthesize qualitative and quantitative evidence, knowledge and concepts to reach valid conclusions or solve problems.

6

ADVANCED MASTERY - The student demonstrates very good content knowledge and understanding, conceptual and contextual awareness and critical, reflective thinking, as required by the standards. Advanced technical skills are evident, as is the ability to analyze, evaluate and synthesize evidence, knowledge and concepts.

<p style="text-align: center;">5</p>	<p>PROFICIENT MASTERY - The student demonstrates proficient knowledge and understanding, good conceptual and contextual awareness and evidence of critical, reflective thinking, as required by the standards. Competent technical skills are evident and sometimes well developed.</p>
<p style="text-align: center;">4</p>	<p>BASIC MASTERY - The student demonstrates, with some gaps, basic knowledge and understanding, some conceptual and contextual awareness and some evidence of critical thinking, in order to meet the standards. Technical skills are evident, but not thoroughly developed.</p>
<p style="text-align: center;">3</p>	<p>LIMITED MASTERY - The student demonstrates limited knowledge and understanding of the standards, with limited evidence of conceptual and contextual awareness. Research and/ or investigation is evident, but remains undeveloped. There is some ability to comprehend and solve problems.</p>
<p style="text-align: center;">2</p> <p>(No Credit)</p>	<p>INSUFFICIENT MASTERY - The student demonstrates insufficient knowledge and understanding of the standards, with very little evidence of conceptual and contextual awareness. Research and/ or investigation is not evident and remains undeveloped. The student has not achieved a sufficient level of mastery to successfully complete the course. No credit is awarded for the course.</p>
<p style="text-align: center;">1</p> <p>(No Credit)</p>	<p>NO LEARNING - The student demonstrates no understanding of the standards for the course. No credit is awarded for the course.</p>

ASSESSMENT AT EAB

In the Middle School at EAB, assessment is used as a means of empowering teachers, students, and families to understand students' strengths and areas for growth. This understanding leads to more focused, individualized instruction, which in turn leads to student metacognitive and academic

growth. Academic grades at EAB are based solely on the skills and understanding students demonstrate on summative assessments.

TYPES OF ASSESSMENT AT EAB

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

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

PURPOSE OF ASSESSMENT AT EAB:

For students:

- To inform and enable students to monitor their current skill/knowledge levels and progress
- To empower students to develop as independent, self-reliant, and self-critical learners
- To help students set goals for their learning and develop learning strategies
- To build positive self-esteem and a sense of achievement

For teachers:

- To recognize students' academic strengths and areas of growth so that teachers can better design appropriate classroom instruction.
- To ascertain students' prior knowledge and determine appropriate instruction in the classroom
- For the teacher to gauge the effectiveness of teachers' classroom instruction
- To give students feedback to improve their performance and achieve learning goals
- To strive for consistent and reliable understanding of student work among subject area teachers
- To identify student support needs
- To provide external confirmation of classroom practices through appropriate assessments

For families:

- To communicate the strengths, weaknesses, progress, achievements, areas for growth and learning style(s) of their child
- To develop the partnership between home and school in supporting student learning
- To communicate the essential EAB curriculum and required learning for students

For teachers and administrators:

- To deliver longitudinal data to analyze and evaluate current programs and/or determine the introduction of new programs through the curriculum review process

- To generate information through constant internal research and analysis, to develop future school plans
- To plan appropriate professional development programs

MISSED ASSESSMENTS

- In case of absence on the day of a summative assessment, parents should send written documentation for the absence to the Upper School Office, along with a parent contact to the teacher on the day of the summative assessment, to reschedule the assessment.
- In case of a summative assessment missed due to travel, students must contact the teacher prior to departure to make arrangements for making up the missed assessment.
- A missed summative assessment (given during the time the student is absent) should be scheduled within two days of the student's return to school following any absence.
- If a student returns on the day of a scheduled summative assessment, they should be prepared to take the assessment on its scheduled date, as these assessments are announced well in advance.
- If a student fails to appear for a rescheduled assessment and must reschedule a second time, this makes them ineligible for a retake. If the student fails to appear for a second time, they will receive a grade of one (1) on this assessment.
- It is the student's responsibility to make sure they have made up missed assessments within the guidelines established above.

MIDDLE SCHOOL REASSESSMENT POLICY

The goal at EAB is for all students to learn the concepts and skills identified in EAB's assessment objectives. With the understanding that some students need more time and assistance to develop understanding, the Reassessment Policy was created. Reassessment will be available to students in the following circumstances:

- Students who have not yet demonstrated or exceeded mastery (1 - 4) are expected to apply feedback from the teacher to the following learning and assessment opportunities. Students who still want to be re-assessed, and have demonstrated completion of all formative tasks, have met set deadlines, and have shown additional effort to improve their skills and/or understanding, **should** complete the reassessment.
- Re-assessments will not exceed a score of 5 when reported out on a student's report card.
- Students should schedule reassessments with their teachers, and should complete the reassessment within a reasonable amount of time (1 week after seeing the original score);
- Students have one retake per quarter in addition to getting extra help from their teacher.

RECUPERAÇÃO AT EAB

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

Recuperação offered by EAB is immediate and continuous and is aligned with the learning process. It aims to meet the specific learning issues considering the students' individual differences and their previous schooling experience.

Click here

POWERSCHOOL

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

We encourage families to regularly access Powerschool using this website: <https://eab.powerschool.com/>

HOW DOES REPORTING LOOK IN MIDDLESCHOOL?

1st Quarter Report Card	<ul style="list-style-type: none"> Feedback and goal setting with families based on data collected on student progress - Snapshot of Progress
1st Quarter	<ul style="list-style-type: none"> Student Portfolio as evidence of learning Students will complete a reflection with their FLEX teacher. Students should be present with parents during parent teacher conferences.
End of Semester 1 Report Card	<ul style="list-style-type: none"> This report will be based on data collected on student progress in Semester 1.
3rd Quarter Report Card	<ul style="list-style-type: none"> Feedback on student progress - Progress Report
3rd Quarter Conference	<ul style="list-style-type: none"> Student portfolio as evidence of learning Students should be present with parents during parent teacher conferences.
End of Year Report Card	<ul style="list-style-type: none"> This report will be based on data collected on student progress in Semester 2 and include an overall grade for the school year.

- Parents will be able to access evidence of student progress through Powerschool on a regular basis.
- Parents will be notified directly if a student has a grade below 3 for a prolonged period of time or when there has been a significant change in the student's grade or behavior;
- Report cards will include evaluation related to non-academic areas based on the EAB Learner Traits.
- Academic Progress Reports are distributed online four times a year at the end of each quarter.

EAB LEARNER PROFILE:

The EAB Learner Profile means to measure the non-cognitive skills that are central to success as a learner at EAB and include the Character and Learner traits: principled in character, respect, and engaged in learning.

EAB PILLARS: ARTS, ACTIVITIES, SERVICE, LEADERSHIP

ACTIVITIES AND ATHLETICS:

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

Participation in athletics and activities is dependent on students exhibiting positive character traits and meeting attendance and tardy expectations.

US Clubs generally occur during lunch, depending on the needs and constraints of the participants and the availability of the advisors/facilities. Please access the Activities and Athletics Handbook for more information about the programs and activities offered.

LEADERSHIP:

Our goal is to empower our students to make positive change on our campus, in the larger community of Brasília, and around the world as global citizens. Students are therefore encouraged to lead on a daily basis and in all they do.

Whether it be in the classroom, on the athletic fields, while participating in activities or the arts, or while simply walking down the hall, EAB students are empowered and expected to demonstrate the capacity to lead others towards fulfilling our Mission of being “Inquisitive in life, principled in character, and bold in vision.”

MIDDLE SCHOOL STUDENT COUNCIL:

STUCO members are elected by the students of the Middle School to represent the voice of the student body in the Middle School. This organization also seeks to promote the good of all members of the school community and to cultivate and expand the positive culture of the school. These objectives are achieved by providing an organized and democratic government in which students can address school-related issues affecting the community. This encourages a proper atmosphere for high levels of academic achievement and high standards of personal conduct among students. This also maintains constant communication with all members of the school community, fostering better relationships within and outside the school community. The Student Council offers a year-long program of events and activities to unify the school’s community, and promote good global citizenship.

MIDDLE SCHOOL STUDENT AMBASSADORS:

Ambassadors are students in the Middle School who have a passion for supporting new students. Students will help to make sure new students are adjusting well. They will plan group meetings with new students to share how they are feeling in their new environment. Students will help with New Family Orientation Day by creating team building activities and tours of EAB. Students will also be in charge of MS Farewell Assemblies for students who are leaving our community.

THE ARTS

As one of the Pillars of EAB, the Middle School Arts Program helps fulfill the Mission and Vision of the school by developing the artistic ability that exists in every child through theory, application, practice, and performance in the visual, digital, musical and dramatic arts.

SERVICE

A core component of EAB's Mission is that students become "principled in character and bold in vision," and the Service Program in the Upper School is central to this. Throughout both the Middle and High Schools students are given myriad opportunities to serve the EAB and larger communities in and around Brasília. It is a core belief of the school community that through hard work, vision and dedication, students can positively affect their environments and, through their efforts, make the world a more kind, inclusive place as global citizens.

PROJECTED SERVICE ACTIVITIES FOR 2024/2025

- EAB Goes Green
- Bulls Community Service
- National Junior Honor Society
- Middle School Student Council (STUCO)
- Week Without Walls Service Learning activities

NATIONAL JUNIOR HONOR SOCIETY:

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

Minimum requirements for NJHS include all of the following:

- Grade 7-9 standing;
- EAB student for at least two quarters in grades 7-9;

- Cumulative grade point average of 5.8 from EAB.
- Twenty service hours a year.

STUDENT WELLBEING

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

PEER CONFLICT VS. BULLYING

Misbehaviors are not acceptable behaviors and if misbehaviors are shared or seen, they will be addressed. The difference between peer conflict and bullying is outlined below.

NORMAL PEER CONFLICT

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

BULLYING

- Repeated aggression or harassment of a student carried out within or outside the school grounds
- Individual or collective threats toward another student, making use of a situation of superiority or authority or defenselessness of the affected student provoked mistreatment, humiliation or instilling fear in a student using physical actions or words in person or through technology disrespectful action or word that targets sex, race, and/or gender identity.
- Intentionally aggressive behavior, repeated over time, that involves an imbalance of power.
- Intent to harm
- Power imbalance
- Repeated acts/threats of aggression
- No effort to resolve the problem

RESTORATIVE PRACTICES AT EAB

Restorative practices at EAB aim to create opportunities for students to reflect deeply on the effects of their actions on the community. To do so, EAB Faculty and Leadership believe the restorative process not only focuses on individuals and consequences, but more so on how students can take concrete steps to repair the harm their choices caused to the EAB Community.

THE RESTORATIVE PROCESS

The student's parents, teachers, and FLEX Team Leader will be informed of the reported behavior.

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

STUDENT BEHAVIOR

Consequences related to behavior issues may include:

- Student **refocus reflection** form outside of the classroom;
 - Students will be directed to the US office.
 - Students will be given a refocus form to address his/her behavior.
 - Students will be given the opportunity to reflect on his/her behavior with the Principal or Upper School Dean of Students.
 - Students will be given the opportunity to follow through with the expectations with the teacher preferably, right after class.
 - Refocus form will be completed for staff documentation purposes. (Student, Grade Level Leader, Teacher signatures)
 - Note: If a student receives multiple refocus forms the student will meet with the principal and may be given a more serious consequence.
- Teacher works with the student and applies classroom management strategies;
- Teacher makes referral to the Middle School Principal and or the Middle School Counselor;
- Consequences as determined by the Middle School Principal in relation to the Middle School Handbook; (see below)
- Behavior is documented on PowerSchool.
- Consequences could include, but are not limited to: restrictions from clubs, activities, and athletics.

DISCRIMINATORY LANGUAGE & ACTIONS:

- The use of discriminatory language or actions, in English or any other language, at our school and in our community is **not allowed**.

- Discriminatory language or actions may include: the n-word, b word, or the n-word pass, imitating another person based on their ethnic, religious, racial, political, disability, or, LGBTQAI+ affiliations, any words that are hateful toward someone's ethnic, religious, racial, LGBTQAI+ affiliations, disability, or political views, drawing (memes, gifs) or writing on objects (personal or public) or on paper, chats, saying words that mimic or sound like discriminatory words that can replace these words.
- EAB uses the Middle School handbook to identify consequences when responding to discriminatory language and can result in suspension or expulsion.

BEHAVIOR AGREEMENT:

- A student may be asked to sign a Behavior Agreement. The student is given a window of time in which to follow all school rules and become responsible for his or her behavior. The Behavior Agreement will not be sent to colleges or any other outside institution.
- Examples of behavior that may warrant a Behavior Agreement include, but are not limited to, skipping class, public displays of affection, disrupting the learning environment, leaving campus without permission, academic dishonesty, consistent tardiness or absence from class, inappropriate behavior on campus, etc.

PROBATION:

- A student may be placed on probation for grave or consistent violations of the School Code of Honor and/or EAB Learner Traits for endangering the health or general well-being of members of the EAB Community;
- Examples of behavior that may warrant a student being placed on probation include, but are not limited to, academic dishonesty, fighting, possession of dangerous items or replicas or weapons, consistent or gross insubordination, the accumulation of multiple Behavior Agreements, the use of alcohol or tobacco on campus, bullying,

blatant disrespect for others, including racist, sexist, homophobic, etc. language, theft, vandalism, linking the name of The American School of Brasilia to illicit or illegal events, etc;

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

EXPULSION:

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

STUDENT SUPPORT SERVICES

The Student Support Services faculty at the American School of Brasilia supports student learning and personal growth by offering a holistic, student-centered support program.

Student Support Services Program Aims:

- To provide support toward a successful academic experience for students in the Middle school.

- To enhance student learning through skill remediation and/or academic support.
- To help teachers address a student's needs in the mainstream academic classroom through collaboration and professional development.
- To support social/emotional learning.
- To review academic progress using data.
- To accurately identify and serve students with mild learning needs.
- To support successful transitions for students entering and leaving EAB, moving between divisions, and moving toward graduation and post-high school life.

HEALTH SERVICES

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

MIDDLE SCHOOL COUNSELORS

At EAB, the Counseling Program is based on the International Model for School Counseling (ISCA). The International Model represents what a school counseling program should include and serves as an organizational tool to identify and prioritize the elements of a quality school counseling program. The program focuses on what all students, K-12, should know, understand and be able to do in the four domain areas: academic, career, personal/social, and global perspective.

Counselors as members of the student support team, work in partnership with teachers, parents, and other community professionals to best meet students' different learning styles. In addition, we provide developmentally sensitive counseling strategies for different age groups, which include but are not limited to assemblies, guest speakers, student and/or parent workshops.

Short term, educationally based counseling is currently offered (ie: six to eight sessions) at EAB by EAB counselors. Students are referred to outside agencies if the needs extend beyond these sessions. However, external support is nearly entirely in Portuguese in Brasilia. Thus, international students have difficulty receiving support in their native language.

Please contact our counselor Clara Andaló: candalo@eabdf.br.

GENERAL INFORMATION

OUR MIDDLE SCHOOL A-Z DIRECTORY

ACADEMIC INTEGRITY GUIDELINES

Mutual trust and intellectual honesty are essential in an educational environment. This spirit embodies the EAB Learner Profile, and the Learner Traits shared by all members of the Middle School community.

ATTENDANCE

The purpose of monitoring attendance is to both ensure student safety while on EAB's campus and empower every student to maximize his or her participation in the EAB Learning Community. While we believe there are unavoidable natural consequences for missing school, we realize that at times students may miss class. In the interest of student progress, and to maintain the integrity of our learning community, the school will work with parents and students to provide support.

Family Responsibility:

- Empower their students by ensuring and promoting an optimal attendance record;
- Contact the school by e-mail or phone to report a student's absence due to illness;
- Work cooperatively with the school to address any issues concerning attendance;
- If a family has planned travel, the family is responsible for contacting the Upper School Office at least 1 week in advance.

Student Responsibility:

- Students are expected to attend all scheduled classes, activities, and events.
- Students must continue their learning while absent via Google Classroom.
- Students are expected to contact the teacher with questions or set a time for office hours when they return to school.

Teacher Responsibility:

- Teachers are expected to take accurate and timely attendance on Powerschool.
- Teachers are responsible for responding to student requests for information regarding missed work, topics covered, or other relevant information before the absence and during school hours while the student is absent. There is no expectation that teachers check email or any electronic communication during non-school hours.

Tardy Policy

Arriving at class in a timely manner demonstrates respect for the EAB Learning Community. In the Middle School at EAB, tardiness is tracked daily by classroom teachers and the main office:

- All students are expected to be in their first period class at 8:00 a.m. (9:00 a.m. on late start Wednesdays) if a student is tardy, they are expected to go to the office to collect their tardy slip.
- In the case that a student is late due to being released late from a previous class, the teacher of that class is responsible for communicating with the teacher of the next class. For example, if the teacher holds students for three minutes after the end of class, then it is the teacher's responsibility to inform the next period teachers that the tardiness of the students was caused by the teacher. Teachers mark tardies in PowerSchool.
- Tardies are checked on a regular basis by Grade Level Leaders.
- Consequences;
 - 4 tardies = 15 minutes loss of lunch in Grade Leaders' Classroom on Friday (no device)
 - Email will be sent to parents.
 - Each week, students start fresh with zero tardies.
 - If the student tardiness continues, then refer to the Middle School Principal.
 - Repeated tardiness in a semester that meets or exceeds 5% of classes can result in an inability to travel for extracurricular activities.

BOOK LISTS AND BOOK CHOICES

We value a strong partnership between home and family. From school, book lists will be provided by teachers in advance of a unit of study. Middle School students will have a choice of books during book clubs and independent reading. Students and families should have discussions at home about their book choices, and families need to communicate any restrictions on their child's reading choices to school to their teacher.

BRING YOUR OWN DEVICE: B.Y.O.D.

Teachers and students use technology when it is the best tool for the desired learning and to fulfill the EAB Mission for all members of the community to be “Learners inspiring learners to be inquisitive in life, principled in character, and bold in vision”.

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

Minimum Requirements: EAB recommends and can assist with support for Mac OS, MS Windows or Chromebook.

CAMPUS GUESTS AND VISITORS

All guests and visitors are required to present photo identification to the guard at the front gate who will then issue the visitor a “Visitor Pass”. The “Pass” must be worn and visible at all times while on campus. Students who wish to have student guests at school **MUST RECEIVE PERMISSION 48 HOURS IN ADVANCE** from each of their teachers and from the Upper School Principals. The visiting student must attend all classes with his/her sponsoring student. Guests are limited to a specified amount of time. All guest passes are issued at the discretion of the school administration and may be rescinded or revoked at any time. Upon surrender of the visitor pass, the visitor’s photo identification will be returned.

CAMPUS RESTRICTIONS

Students should stay on campus throughout the day. Students are only allowed to leave the campus with the authorization of a parent during school hours and accompanied by a parent or guardian. Students who have afterschool activities must stay on campus, students are not allowed to leave

campus and reenter. If a student does not have an after school activity they are expected to leave campus at 3:10 pm. If a student is waiting for a ride home they should wait at the front gate.

CELL PHONE POLICY

Students are to keep their phones completely out of sight at all times (with the exception of break and lunch recess) unless directly permitted by the teacher to enhance learning. Failure to do so is a disciplinary matter and will be dealt with by the classroom teacher, and, if necessary, the Middle School Principal. Students may be asked to leave their cell phone with the Upper School Office in the event they are using it in class.

Parents are instructed to call the Upper School Office (3442-9714) in case of an emergency or if they need to contact their child. If a student needs to contact a parent at any time other than during break or lunch, they will be asked to go to the Upper School Office with their cell phone to make the call.

COMMUNICATION

Providing timely, consistent, and effective communication is an ongoing goal at EAB. To that end, the following guarantees are in place to ensure all members of our community are up to date on events in the Middle School:

- **Announcements:** Every Monday all students in the Middle School receive the “Announcements” which outlines all events for the week. Students are responsible for knowing its contents.
- **Docket:** Every Friday all students in the Middle School receive the “Docket” which outlines all events for the week.
- **Events Calendar:** All school events can be found on the “School Calendar” page on the EAB website. This page is updated frequently and as necessary to ensure that all necessary information on upcoming events is accurate.

- **E-mail:**
 - **Administration:** Please contact our Upper School Secretary Diva Belo - dbelo@eabdf.br
 - **Teachers:** Teachers are expected to communicate as needed with parents about student progress. Therefore, direct teacher-to-parent and parent-to-teacher emails will be sent when required.
 - **Counselors:** We have one counselor Clara Andaló candalo@eabdf.br

COMPREHENSIVE SEXUAL EDUCATION

Education that is comprehensive and which supports young people to develop the knowledge, skills, ethical values and attitudes they need to make conscious, healthy and respectful choices about relationships.

Comprehensive sexuality will equip you with knowledge, skills, attitudes and values that will empower you to: realize your health, well-being, and dignity; develop respectful relationships; consider how your choices affect your own well-being and that of others; and understand and ensure the protection of your rights through your lives.

Through scientifically accurate content based on facts and evidence, discussion, and building on previous learning, comprehensive sexuality education (CSE) seeks to equip young people with the knowledge, skills, attitudes and values they need to make decisions regarding their sexuality—physically and emotionally, individually and in relationships. CSE covers a broad range of issues relating to the physical, biological, emotional and social aspects of sexuality. CSE programs should be adapted to the age and stage of development of the target group.

CONTACTS

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

- **Principal:** Rebekah Adamek radamek@eabdf.br
- **Upper School Secretary:** Diva Belo dbelo@eabdf.br
- **Counselor:** Clara Andaló candalo@eabdf.br
- **School Nurse:** Amabily Souza and Anna Gabryella Martins healthunit@eabdf.br
- **Director of Brazilian Program:** Denise Turati dturati@eabdf.br
- **Director of Teaching and Learning:** Dr. Maria Sieve dsieve@eabdf.br
- **Student Support Services:** Brody Fulton bfulton@eabdf.br
- **iCommons Coordinator:** Karla Veras kveras@eabdf.br
- **Activities Supervisor:** Rafaella Neves rneves@eabdf.br
- **Activities & Athletics Director:** Rishawd Watson rwatson@eabdf.br
- **Technology Department:** support@eabdf.br

SAMPLE DAILY SCHEDULE**DAILY SCHEDULE
MONDAY - FRIDAY**

PERIOD	TIME
A	8:00 - 9:05 am
FLEX/Break	9:05 - 9:40 am
B	9:40-10:45 am
C	10:50-11:55 am
Lunch	11:55-12:55 pm
D	12:55-2:00 pm
E	2:05 - 3:10 pm
Activities	3:15-4:30 pm
Athletics	4:30-6:00

**LATE START WEDNESDAY
SCHEDULE**

PERIOD	TIME
F	9:00 - 9:50 am
G	9:55 - 10:45 am
FLEX Teams/ Break	10:45 - 11:30 am
H	11:30 -12:25 am
Lunch	12:30 - 1:15 pm
I	1:20 - 2:10 pm
J	2:15 - 3:10 pm
Activities	3:15-4:30 pm
Athletics	4:30-6:00

FLEX TEAMS

FLEX in the Middle School is a fundamental structure intended to create a more personalized learning environment where all students are known by a core group of peers and adults. The FLEX program aims to support students in their development in three domains: academic, career, and SEL (social and emotional curriculum). This is a 15 minute or 30 minute block.

EMERGENCY EVACUATION

Emergency evacuation drills are scheduled at intervals throughout the school year. Classroom teachers will give their classes specific instructions. Each classroom has an evacuation plan posted near the exit door. Teachers should ensure that all students are familiar with proper evacuation procedures.

FOOD FROM OUTSIDE (LUNCH)

Students may choose either a full hot meal served in the upper cafeteria, food from the snack bar in the upper canteen, or provide their own lunch. Students may purchase all items individually with Brazilian Reais. No food delivery is allowed from outside school sources including but not limited to iFood for any reason.

HEALTH SERVICES

Registered nurses provide the school services. The school nurses treat minor injuries, assesses more serious medical conditions and recommends additional treatment.

- Medication can be provided by trained professionals in the health unit, do not send your child with their own medication unless it is prescribed and with written authorization/permission from a medical professional.
- During evaluation, if serious illness or injury is suspected the health unit will contact parents/guardians.
- Over-the-counter medications are only issued with parent's written authorization/permission (e-mail or WhatsApp).
- Students who become ill during the school day are required to consult the school nurse before calling/ departing home.
- It is the parents' responsibility to notify the school of any changes in a student's health that may affect the student's performance at school.
- Ill students should stay home for a period of 24 hours and after notifying the nurses through healthunit@eabdf.br or +55(61)98318-0504, wait for instructions about next steps.
- Changes of address or phone numbers should be sent to the divisional secretary for them to register in case needed during an emergency.

LETTER OF RECOMMENDATION AND TRANSCRIPT GUIDELINES

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

LOCKS AND LOCKERS

Each student will be assigned a locker. It is the individual student's responsibility to provide a lock to keep his/her possessions safe. Students are not to write on or place stickers or signs or in any way deface their locker. Students will be responsible for any damage to their locker. Additionally, students are encouraged to keep their lockers locked and are discouraged from keeping valuables in their lockers. The school is not responsible for lost items.

LOST AND FOUND

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

MIDDLE SCHOOL EXPERIENTIAL LEARNING TRIPS

At EAB, we believe the curriculum extends far beyond the classroom. The MS Experiential Learning Trips connect directly to EAB's Vision of developing the whole child through "excellence in academics, activities, arts, leadership, and service."

From the development of social skills, to allowing students to feel a sense of wonder and curiosity, to building an EAB community culture, to pushing students out of their comfort zone to take risks and feel pride in their accomplishments, our vision is to provide meaningful experiential learning opportunities annually for all Middle School students to enhance learning at EAB.

All Middle School students are expected to participate in a week-long experience that is professionally researched, organized and led. The theme of each trip represents an important opportunity for students to build upon their knowledge outside the classroom, gain new life skills, interact with their peers in a different environment, experience the beauty and culture of Brazil and develop deeper relationships with their teachers and peers in a non-traditional classroom setting.

Some Past Middle School Trips Themes and Locations:

- Be a Marine Biologist/Be a Diver: Paraty
- Be a Conservationist: The Pantanal
- Be an Adventurer: Pirenopolis
- Be a Surfer: Santa Catarina
- Local Experiences in Brasilia
 - Culinary School
 - Local tours

PARTIES AND CELEBRATIONS

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

PROMOTION AND RETENTION

Promotion in an individual course is based on the successful completion of all requirements with a grade of at least 3. In most cases of retention, the student repeats the course the following year. (See recuperação policies for exceptions regarding the Brazilian Diploma).

POLITICAL PROPAGANDA

It is against Brazilian law for any type of political propaganda to be worn or posted on a school campus.

SCHEDULE CHANGES

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

- A change is made in order to balance class sizes;
- There is a medical reason for a class change;
- A teacher recommends the change

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

SCHOOL SUPPLIES

Students will be required to provide their own notebooks, paper, pens, pencils, and other supplies. Individual grade level and subject teachers will provide students with a list of required materials needed for their specific classes.

SCHOOL YEAR/DAY

The school year is from early August to mid-June. There is an extended December break and a week-long vacation in the second semester for Carnival. Additional days off include Brazilian National holidays as well as some US Holidays. The school day is from 8:00 a.m. - 3:10 p.m. Students attend five 65-minute classes four days a week, with the sole exception of Wednesdays, when each block is 50-minutes long. Classes meet every other day. Each quarter, the class schedule rotates so that students will attend each class at four different times throughout the year.

STUDENT MANAGEMENT SYSTEM (SMS)

Students will use two platforms for managing their schedule and school work. PowerSchool is used for their schedule, attendance, and reporting. The PowerSchool app can be accessed after the parent logs in to the PowerSchool platform. If any parent needs help logging in to PowerSchool, please contact tech@eabdf.br for more assistance. The second platform students will use is Google Classroom. Teachers will post all their learning on this platform. If parents have accepted the Google Classroom email invite, they can receive a weekly update email from Google Classroom. The best way to see classroom materials and assignments on Google Classroom is for parents to ask their child to show them the GC page and updates for each class.

TECHNOLOGY ACCEPTABLE USE POLICY

The goal of the Acceptable Use Policy is to encourage the appropriate utilization of technology (including cell phones) for educational purposes while outlining prohibited activities and consequences. Every student is expected to follow all guidelines in the technology policy.

Artificial Intelligence (AI) can be used as a search tool and should be cited properly. AI cannot be used to produce student work. More information about the dishonest use of artificial intelligence can be found in EAB's Academic Integrity Policy.

TEXTBOOK LOAN

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

UNIFORM

The goal of the uniform is to foster school pride and a sense of community. The colors of the uniform are red, black, and white. The uniform should include:

- A shirt with the EAB logo or an athletic jersey, EAB club shirt, or an EAB sports competition;
- Outerwear or sweaters can be a solid school color (red, white, or black) with no other logos or writing.

Students may wear open toed shoes, but must wear sneakers for PE and while playing on the field or courts. All other requests for other footwear should be made through the office with a doctor's note.

Jeans or Spirits Day Dress

- Clothing on Jeans Days and other non-uniform days must show respect for our multicultural learning environment, and discretion is required. For example, clothing with offensive language or symbols, visible undergarments, midriff-showing tops, low-cut tops, and high-cut shorts would be considered inappropriate and should be avoided;
- If you are not contributing to Jeans Day or the theme of Spirit Days, students are expected to be in school uniform.

Wearing the school uniform is mandatory. Consequences include:

- 1 infraction = 15 min loss of lunch in Grade Leaders' Classroom on Friday (no device)
- 2 or more infractions in a week: Communication will be sent to parents.
- Each week, students start fresh on zero uniform violations.
- If the student uniform infractions continue, then refer to the Middle School Principal.

YEAR END CELEBRATIONS & AWARDS

The Middle School Awards are based on academic, behavioral, and character traits. The Middle School Faculty will nominate a list of student candidates and vote on these candidates.





American School of Brasilia

