

LOWER SCHOOL STUDENT HANDBOOK



2024-2025
SCHOOL YEAR

Welcome to the 2024-2025 school year at The American School of Brasilia!

Dear Families,

On behalf of our faculty and staff we would like to welcome you to the Lower School community at EAB. At EAB we embrace the responsibility of providing a safe, nurturing and challenging learning environment for our students. Our world-class faculty works collaboratively to create a welcoming environment that is developmentally appropriate, fosters independence, and encourages a passion for learning through authentic exploration and hands-on experiences.

Our students develop both foundational understandings on which more complex learning builds, and social and emotional skills they need to better navigate and understand the world around them. All of these critical dimensions of schooling are intertwined, requiring and receiving focused and deliberate attention by our staff.

As a family at EAB you play a key role in your child's educational journey. You will have opportunities to support, celebrate, and partner in the learning process. We invite you to work with our teachers, attend student-led conferences, enjoy learning celebrations, and all other opportunities that will involve you in healthy ways around your child's education. Learn what it means for students to use the BULLS Traits, sharing the language and helping to model them at home. All of these opportunities allow you to better understand the educational process and our rich programs so together we can nurture the various stages of your child's development.

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



BETH OVERBY
LOWER SCHOOL
PRINCIPAL



**MIRIAM
RODRIGUEZ**
LOWER SCHOOL
ASSISTANT
PRINCIPAL

Table of Contents

(CLICK TO GO TO PAGE)

4	OUR SCHOOL: MISSION, VISION, AND BELIEFS
6	GENERAL INFORMATION
15	OUR SCHOOL DAY
21	STUDENT WELLBEING
29	STUDENT SERVICES
33	LEARNING
44	COMMUNICATION



OUR SCHOOL

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



EAB MISSION

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



EAB VISION

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

BELIEFS

All EAB Learners are engaged in their own learning, principled in their learning and actions, collaborative to enhance learning for all, contributing positively to their learning community.



DIVERSITY AND INCLUSION

The American School of Brasilia is committed to building a diverse and inclusive community that embraces difference with compassion, respect, and acceptance. Diversity is considered in its broadest definition to include race, ethnicity, nationality, gender, gender identity, sexual orientation, socio-economic background, religion, political persuasion, physical, cognitive or social ability, as well as other forms of identity. In recognition of its fundamentally international and Brazilian character, EAB seeks to attract an ever greater diversity of students, faculty, and administrators. EAB recognizes that our community is particularly strengthened by the inclusion of students with diverse backgrounds, interests, and abilities and strives to meet the unique needs of all of its students.

GLOBAL CITIZENSHIP

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.



GENERAL INFORMATION

HELPFUL PEOPLE

- **Lower School Principal:** Beth Overby boverby@eabdf.br
- **Lower School Assistant Principal:** Miriam Rodriguez mrodriguez@eabdf.br
- **Lower School Secretary:** Paola Zanetti pzanetti@eabdf.br
- **Lower School Counselors:**
 - Leticia Falconery lfalconery@eabdf.br
 - Lilian Rosa lrosa@eabdf.br
- **Learning Coach:** Megan Hoffmann mhoffmann@eabdf.br
- **School Nurses:** Amabily Souza & Anna Gabryella Martins healthunit@eabdf.br
- **Director of Brazilian Program:** Denise Turati dturati@eabdf.br
- **Director of Teaching and Learning:** Maria Sieve msieve@eabdf.br
- **iCommons Coordinator:** Karla Veras kveras@eabdf.br
- **Activities & Athletics Director:** Rishawd Watson rwatson@eabdf.br
- **Club EAB Coordinator:** Rafaella Neves rneves@eabdf.br
- **Technology Department:** support@eabdf.br

UNIFORMS

All students in Lower School are expected to follow the EAB uniform guide, which fosters school pride and a sense of community. Children should be encouraged to choose his/her uniform in the morning and to dress him/herself. Tennis shoes/sneakers are strongly recommended as the children play each day, but are required on all days with P.E. class. Shoes with wheels are not allowed. The uniform also includes sweatshirts, sweaters, and jackets, which should be worn instead of personal clothing when the weather dictates.

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

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

SASSES UNIFORMES

- sasseuniformes.com.br | (61) 3349-1010
- SHCGN 710/711 Bloco B Loja 43
Asa Norte, Brasília - DF - CEP 70750-732
- Hours of Operations
 - **Monday through Friday:**
9:15 A.M. until 7:00 P.M.
 - **Saturday**
9:15 A.M. until 5:00 P.M.

SUPPLIES

Please always write your child's name and classroom on anything that is sent to school so that they can be returned if lost.

K3-K4 SUPPLY LIST

- **TRAVELING PACK** - A backpack or a compact roller bag that can be carried independently, approximately 36 x 45 x 17cm
- **PHOTO (optional)** - When school begins, bring one photo of the family or a favorite pet, etc., which can be comforting to share or look at when missing home

- **TWO SNACKS** - One each for the morning and afternoon, in a child friendly container to be opened independently. Teachers are there to help with this, but please practice this at home. A cold, healthy snack is strongly requested.
- **LUNCH** - If your child brings lunch from home, please pack it in a child friendly container to open independently. Teachers are there to help, but please practice this at home. Limited access to microwaves for heating up lunch takes time and creates waiting time, so a cold lunch is strongly preferred.
- **WATER BOTTLE** - One that can be opened and filled independently at a water station.
- **TWO PACKS OF WET WIPES** - Two packs each semester
- **TWO EXTRA SETS OF CLOTHES** - Please put the following items in a ziplock bag labeled with your child's name: shirts, pants, underwear, and socks
- **BLANKET** - To be used during rest time, approximately 30 x 20 x 16 cm and labeled with your child's name
- **LAUNDRY BAG** - One bag with a drawstring to store the blanket at school; comes to school Monday and is sent home on Friday to wash, approximately 32x24 cm and labeled with the child's name
- **LARGE SHIRT** - To wear while engaged in messy activities. While this is not a guarantee, it helps keep uniforms clean.

K5 SUPPLY LIST

- **TRAVELING PACK**- A backpack or a compact roller bag that can be carried independently, approximately 36 x 45 x 17cm sized
- **PHOTO (optional)** - When school begins, bring one photo of the family or a favorite pet, etc., which can be comforting to share or look at when missing home

- **ONE SNACK** - For the morning, in a child friendly container to be opened independently. A cold, healthy snack is strongly requested.
- **LUNCH** - If your child brings lunch from home, please pack it in a child friendly container to open independently. Limited access to microwaves for heating up lunch takes time and creates waiting time, so a cold lunch is strongly preferred.
- **WATER BOTTLE** - One that can be opened and filled independently at a water station.
- **TWO PACKS OF WET WIPES** - Two packs each semester
- **TWO EXTRA SETS OF CLOTHES** - Please put the following items in a ziplock bag labeled with your child's name: shirts, pants, underwear, and socks

GRADES 1-5 SUPPLY LIST

- **TRAVELING PACK**- A backpack or a compact roller bag that can be carried independently, approximately 36 x 45 x 17 cm sized
- **ONE SNACK** - For the morning, in a child friendly container to be opened independently. A cold, healthy snack is strongly requested.
- **LUNCH** - If your child brings lunch from home, please pack it in a child friendly container to open independently. Limited access to microwaves for heating up lunch takes time and creates waiting time, so a cold lunch is strongly preferred.
- **WATER BOTTLE** - One that can be opened and filled independently at a water station.
- **PENCIL CASE OR SMALL ZIPPER BAG (optional)** - To hold personal belongings

SCHOOL READINESS FOR EARLY CHILDHOOD PROGRAM (ECP)

TOILET LEARNING

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

- A child is able to tell someone when a bathroom is needed or can go to the bathroom independently.
- A child is able to pull pants down and up without assistance.
- A child is able to use the toilet in the room or on occasion in other locations.
- A child is able to wipe without help.
- A child is able to wash their hands with soap and dry them.
- A child wears only underwear (no diapers) throughout the day, including nap time

PACIFIERS

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

COMMUNITY AND LEARNING ZONES

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

PARENT-TEACHER ORGANIZATION

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

GUIDING PRINCIPLES

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

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

BIRTHDAYS

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

- There will be one birthday celebration each month, in each classroom, for all students whose birthdays fall in that month.
- Summer birthdays will be celebrated and the teacher will choose the month that the summer birthday celebration will be held.
- The class can prepare a card for the birthday students, or some other community generated acknowledgement.
- Due to safety, no balloons or poppers are allowed.
- Families whose student's birthdays are celebrated during the same month can decide to collaborate together on what individually packaged items will be brought to class or if they want to order from the canteen.
- Due to allergies, no items with nuts are allowed.
- Students who have allergies are welcome to bring their own treat since allergies vary so widely between students e.g. egg, nut, dairy, soy, etc.
- Each classroom teacher will be responsible for communicating any other details, such as the date in the month that all birthdays will be celebrated and connecting families who may want to coordinate their birthday celebration treat.

PHONE CALLS AND CELL PHONE USAGE

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

As per **Brazilian law**, Lower School does not allow cell phone or smartwatch (such as Apple watches) usage during the school day. If a student has a cell

phone or smart watch, it must remain in their backpack during the school day, turned to silent or turned off. If this is not followed, the device may be held by the teacher until the end of the day and a message sent home.

If you need to reach your child or their teacher, please call Paola Zanetti, the Lower School Secretary at 3442-9736 and a message will be delivered.

CLASS PLACEMENT

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

EAB values diversity, and, as such, we attempt to have a heterogeneous mix of students in each classroom in order to provide a dynamic environment for all learners. When we determine class placements each year, our homeroom teachers, specialist teachers (art, music, PE, and Portuguese/PLA), assistants, counselors, and administrators collaborate to develop class lists that are most effective for student learning in the context of each grade. We take into careful consideration the data and experience we have regarding a diverse range of factors, such as individual academic objectives, social-emotional wellbeing, specific learning requirements and needs, and the balance of students in each class. Students also have a voice into their class placement by having them identify people who they feel successful with, who they enjoy, and who they believe would not support their success in the classroom. Although we cannot meet every single request, we ensure that all students' voices are being heard and valued.

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

PERSONAL ITEMS

It is strongly recommended that all items e.g. water bottles, clothing, lunch boxes, be labeled clearly allowing these items to be returned quickly to their owner. Mid-year and year end, these items are donated after we send a message to the Lower School community to please have their student take a look for the labeled items they are missing. Remember to leave precious personal items at home as the school is not responsible for lost, stolen or damaged items from home.

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

LOST AND FOUND

A Lost and Found area is located beside the Grade 3 stairwell for items found in the Grades 1-5 area and near the PK-K5 classroom for items found in the ECP area.

PETS/ANIMALS

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

WITHDRAWAL

All withdrawals from EAB are processed through our Admissions department. Our teachers and administrators can complete confidential recommendations once processed through Admissions.

OUR SCHOOL DAY

The school day is from 8:00 A.M. to 3:10 P.M. each day, except for every Wednesday when staff have professional development and school will be from 9:00 A.M. to 3:30 P.M.

ARRIVAL AND DISMISSAL

Students can begin arriving at 7:45 A.M. to begin class at 8:00 A.M. Students are dismissed at 3:15 P.M. ECP students are dropped off at and picked up from the front gate. Grades 1-5 students are dropped off at and picked up from the back gate.

Lower School students on campus after 3:15 P.M. must be supervised at all times by an adult, either a staff or family member. The school will contact the parent(s)/guardian(s) of any student who is found on campus and is unsupervised.

Students not picked up by 3:25 P.M. will be brought to the Lower School Office. Students in Club EAB/Athletics will await pick up with the Club EAB staff if they have not been picked up by 4:15 PM.

CHANGES IN DISMISSAL

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

Students may only leave campus with their parents/guardians. The parent/guardian must contact the Lower School Office by email for changes in student attendance e.g. a doctor or dentist appointment. A message the day before is best, but before 1:00 P.M. on the day of the appointment is required. A staff member will bring the child to the gate for pick up. If the child is in Grade 3 - 5, they may go to the gate unaccompanied.

ATTENDANCE

Punctuality and regular attendance are imperative for all students. They are a significant part of your child's character development and set the pattern for attitudes toward absences and tardiness from school for the years ahead. Most importantly, social and academic progress is significantly hindered by irregular attendance and/or consistently missing the beginning of a school day. All tardies and absences will be included on the report card and official transcripts.

ABSENCES

The protocol for when your student is absent is to notify the Lower School Secretary and your child's teacher.

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

LATE ARRIVAL/TARDIES

In order to ensure that students are mentally and physically prepared for learning, it is important that they arrive on time. School begins at 8:00 A.M. Any student arriving after this will be recorded by the teacher as tardy.

PROFESSIONAL WEDNESDAYS AND HALF DAYS

The mission of life-long learning is supported through teacher professional development. This takes place every Wednesday between 8:00 and 9:00 A.M. On Wednesdays, student arrival starts at 8:45 A.M. Additionally, half day professional development occurs throughout the year and students will be dismissed at 12:00 P.M. All of these days are indicated on the calendar.

TRANSPORTATION

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

share with families all the necessary details. It is the responsibility of parents/guardians to inform both the bus company and the Lower School Office if there are any changes that would impact the bus transportation of their student. Contacting the Lower School office by email allows the school to safely assure that all the right students are gathered together at the back gate by bus route, and escorted to the correct bus. If a change occurs after 1:00P.M. a call to the Lower School office is appreciated. Not calling can hold up an entire bus full of students and cause the school to believe that a student is missing.

DURING THE DAY

SAMPLE LEARNING SCHEDULE

This is an example of what a Lower School learning schedule might look like.

	MONDAY	TUESDAY	WEDNESDAY	THURSDAY	FRIDAY
8:00 – 8:20	Morning Meeting		Late Start	Morning Meeting	
8:20 – 9:20					
9:20–9:40	SNACK/RECESS		Morning Meeting 9:00 - 9:20	SNACK/RECESS	
9:40 – 10:20			SNACK/ RECESS 10:00 - 10:20		
10:20 – 11:10					
11:10 – 12:00	PORT/PLA	PORT/PLA	PORT/PLA	PORT/PLA	PORT/PLA
12:00 – 1:00	Lunch / Recess				
1:00 – 1:50				PORT/PLA	
1:50 – 2:40	PE	MUSIC	PE		ART
2:40 – 3:10					

MORNING MEETING

Every morning in all Lower School classrooms, a Morning Meeting takes place whose purpose is to connect students to each other, resolve conflicts that may be generally occurring throughout the class, and to start the students on their way for the day. Missing this meeting due to tardiness puts a student at a disadvantage with starting off the day with peers and class activities.

ASSEMBLIES

Assemblies are opportunities for Lower School students to come together and share their learning in authentic ways, including through presentations, songs, skits, dances, videos, and more. Assemblies are meant to be student-led with support from teachers and counselors. During assemblies, we also share about upcoming events, celebrate each other, recognize our BULLS Traits, and acknowledge successes in the Lower School.

LUNCH & SNACK

Lower School students eat lunch in the Lower School and ECP cafeterias, and they eat snack in outdoor areas with tables and chairs near their classrooms. A healthy and nutritious snack should be sent in every day and stored in a child's cubby or locker. K3 and K4 students eat two snacks each day, while all others eat only one snack each day. Please only send nutritious food such as yogurt, fruit, or a sandwich and juice as snacks. PLEASE do not send soda, soft drinks or other unhealthy food items.

Parents and caretakers are not allowed to come to school to help with or accompany students for lunch, as we develop independence in our students as well as follow efficient routines for lunchtime.

Deliveries from home or outside of school are not allowed. Parents must remember to send their kid's lunch or buy it from the school canteen.

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

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

RECESS

We believe that recess is an essential component of our students' overall education and wellbeing. Several key philosophies underpin the importance of recess:

- It benefits **social-emotional skills**, such as cooperation, rule following, problem solving, sharing, and communication.
- It provides a **mental break** from the academic curriculum, reducing stress and anxiety, and improving mood and self-esteem.
- It helps students **positively engage** in classroom activities, such as being on task and mental focus.
- It enhances **cognitive performance**, such as attention, concentration, memory, and imagination.
- It increases **physical activity** and improves health, coordination, strength, and motor skills.
- It fosters **inclusivity** by providing social interaction and play, where children of diverse backgrounds can come together, form friendships, and learn from one another.

Please click here to access our Lower School [Recess Soccer Guidelines](#).

FIELD TRIPS

Field trips provide students with opportunities for learning outside of the school environment. Each grade level has the opportunity to go on two field trips a year. Families will be notified well in advance of all field trips scheduled with a description of the trip, what each child should bring and wear, and a parent/guardian permission slip.

AFTER SCHOOL

CLUB EAB AND LS ATHLETICS

Club EAB & LS Athletics are extracurricular programs that support and enrich EAB's curriculum for Lower School students in K4 through Grade 5. This is successfully achieved by encouraging and supporting students to pursue the development of talents and skills based on EAB's five pillars: Academics, Activities, Arts, Leadership, and Service Learning. Club EAB & LS Athletics assist the whole child in achieving his or her own potential through a differentiated, innovative learning experience, while cultivating responsible and contributing citizens, leaders, environmental stewards, and role-model athletes.

Please review the [Activities & Athletics Handbook](#) for more information on this area.



STUDENT WELLBEING

BULLS TRAITS

Our BULLS Traits framework are learner and character traits that are infused into daily life in the Lower School. This framework is a shared language for students to learn about and respect themselves, others, and the EAB community. These traits are taught and lived in age appropriate ways, being sensitive to the various stages of development and understanding the Lower School student's development from concrete thinking to abstract thinking.

B > Be respectful.

U > Understand feelings.

L > Lead by example.

L > Learn and reflect.

S > Show perseverance.

SOCIAL EMOTIONAL LEARNING

In Lower School, social-emotional learning (SEL) is of equal importance to academic learning. We teach SEL through the International School Counselor Association (ISCA) standards. Our counselors collaborate with teachers in order to co-teach SEL within the classroom in order to intentionally develop social, self-management, communication, and problem-solving skills.

Social and emotional development during Lower School years involves socialization, the process by which children learn the values and behaviors accepted by society. It also involves becoming a competent and confident

person. For young children, social-emotional development involves learning how to understand their own and others' feelings, regulate and express their emotions appropriately, resolve conflict appropriately, build relationships with others, and interact in groups.

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

- Confident, friendly, and able to develop good relationships with peers
- Able to concentrate on and persist at challenging tasks
- Able to communicate frustration, anger, and joy effectively
- Able to listen to instructions and be attentive
- Able to resolve conflict in constructive ways and understand others' perspectives

INDEPENDENCE

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

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

- Carrying or rolling their bag and putting away their belongings independently

BEHAVIOR MANAGEMENT

We are committed to creating a positive and nurturing environment where every student can thrive academically, socially, and emotionally. Our approach to behavior management is rooted in promoting positive behaviors, teaching responsibility and respect, and fostering a sense of community. We believe in addressing behavior with empathy, understanding, and proactive strategies that support the development of each student.

As children are developing and learning, there are inevitably situations that need to be addressed in different ways. We partner with parents/caretakers in order to promote positive behavior, address behavioral concerns, and implement strategies for success.

POSITIVE BEHAVIOR

We believe in the power of positive reinforcement to encourage and strengthen desired behaviors. Teachers actively promote positive behaviors through verbal praise, acknowledgment, and tangible recognition such as stickers, class points, or agreed-upon privileges. By focusing on what students are doing well, we create a supportive atmosphere where students feel valued and motivated to make positive choices.

PREVENTATIVE CARE

To prevent behavioral issues, we emphasize proactive strategies that promote positive behavior and create a supportive learning environment. All classes develop essential agreements for behavior, and our teachers teach social-emotional skills and model respectful interactions. Classroom routines and consistent reinforcement of expectations help students understand what is expected of them and how to succeed. We also implement strategies that prioritize understanding each child's unique needs in order to mitigate challenges before or as they arise.

RESPONSIVE CARE

When conflicts or incidents inevitably arise, we must respond to them accordingly. Responsive care is crucial for fostering a supportive and productive learning environment in Lower School. By actively listening and observing, teachers anticipate and address behavioral challenges promptly and effectively. We emphasize empathy and consistency, reinforcing expectations through clear communication, as well as natural and logical consequences. Through responsive care, we cultivate a sense of trust and respect, empowering students to develop self-regulation skills and fostering a community where every child feels valued and supported in their growth and learning journey.

RESTORATIVE PRACTICES

When conflicts or incidents occur, we implement restorative practices to address harm and repair relationships within our school community. Restorative practices involve bringing together those affected by an incident to discuss what happened, how it impacted everyone involved, and what can be done to make things right. These practices promote empathy, understanding, and accountability among students and staff.

Restorative conversations are used to facilitate meaningful dialogue, allowing students to express their feelings, take responsibility for their actions, and work towards resolving conflicts peacefully. By focusing on understanding the root causes of behavior and repairing harm, we help students learn from their mistakes and grow in their ability to make positive choices in the future.

Restorative practices include consequences with direct focus on repairing harm caused and fostering accountability. Natural consequences occur as a direct result of a child's behavior without adult intervention or involvement, while logical consequences are constructed with adult support and are directly related to what happened to help children learn positively from their actions.

TIERS OF SUPPORT

We use a tiered system of support in order to prevent and respond to student behavior.

TIER ONE: CLASSROOM LEVEL

Tier 1 serves as the foundation of our elementary school's behavior support framework, encompassing the entire school community with essential guidelines and initial interventions. This tier focuses on establishing positive relationships between teachers and students through proactive classroom management strategies designed to foster a supportive learning environment. Examples of Tier 1 strategies include establishing predictable routines, maintaining a well-organized environment with appropriate materials independently accessible by students, setting clear rules and expectations, and modeling kindness and respect.

On an individual level, teachers may give students choices of how to respond to help them to control their own actions, ask reflective questions to generate and model problem-solving communication skills, redirect behaviors, change the environment, and/or model specific desired behaviors. In response to a Tier 1 behavior issue, students may be also required to complete a reflection form, where they identify the problem and set a goal for changing or modifying their behavior.

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

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

- Related - related to the child's behavior and has the intention of directly fixing or correcting the behavior or mistakes
- Respectful - respectful of the child, without shame or blame, helps the child to take responsibility for their actions

- Reasonable - reasonable with age appropriate consideration of a child's internal understanding, ability to maintain self-control, and a desire to follow the rules
- Helpful - helpful because the child takes responsibility for their actions

TIER TWO: TEACHER, COUNSELOR, OR ADMINISTRATIVE LEVEL

In the event of more serious behavior concerns, or frequent Tier 1 behavior concerns, Lower School staff will work closely with individual students and parents/caretakers to determine the most appropriate action to help maintain a safe and positive learning environment for all students. Possible actions may include, but are not limited to, required parent/caretaker meetings with staff, developing an in-class behavior plan, revisiting the behavioral interventions in Tier 1, ongoing student reflections, meeting(s) with the counselor/administration, meeting with the Student Support Team, or consequences directly tied to the behavior. The school may consult with local professionals as needed.

TIER THREE: ADMINISTRATIVE LEVEL

In rare instances when there is a serious misbehavior (such as, but not limited to, physical aggression outside of age-appropriate Tier 1 and 2 expectations, any disrespect through an action or word used against an adult, destruction of property, or repeated Tier 2 behaviors without improvement), a conference with parents/caretakers will take place, and the student will be brought into the conversation. The response may be, but is not limited to, a formal action plan and regular parent/caretaker meetings, a referral to the Student Success Team for an initial review, specific new strategies implemented in the classroom, the development of a Behavior Support Plan (BSP) or Student Success Plan (SSP) in order to continue to support the student's development, community service work on campus directly related to the behavioral concern, required psychological assessment or mandated counseling, in-school suspension for 1-3 days, or out-of-school suspension from 1-10 days. Out-of-school suspension requires a family meeting with an administrator before a return to school is possible. Non-renewal of enrollment and up to an immediate and formal expulsion from school are also possible, working in accordance with Brazilian law.

PEER CONFLICT VERSUS BULLYING

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

NORMAL PEER CONFLICT

- A disagreement where children want different things and have equal power to solve the conflict
- “Rude” or “mean” 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 often is effort on both sides to come up with a solution to the problem

BULLYING

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



PEER CONFLICT VS. BULLYING AT A GLANCE

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

STUDENT WELLNESS AND SAFETY

Our school is committed to provide a safe educational environment to our students. EAB’s practices are based on prevention as well as intervention, fostering a culture of safety and wellbeing of all students. In terms of prevention, EAB offers a variety of initiatives in the context of wellness, with different approaches to students, families and teachers. When it comes to intervention, once we have a disclosure from a member of our community, EAB has assigned the Lower School and Middle School Counselors as the

Child Wellness and Safety Officers who are responsible for taking the next steps to support our students.

We ask all stakeholders to report to the Child Wellness and Safety Officers about students who appear to be in a state of crisis, whether due to abuse, bullying, self-injury, or other behaviors of concern. All EAB members support all EAB students.

In the Lower School, the Child Wellness and Safety Officer are the Lower School Counselors. You can also contact us through email at wellnessandsafety@eabdf.br if any concerns arise. Any information submitted will be reported to the Child Wellness and Safety Officers and kept confidential and non-disciplinary.

STUDENT SERVICES

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

LEARNING SUPPORT

Our Learning Support department supports students with Individual Education Plans (IEPs) or Student Success Plans (SSPs). They also facilitate the referral process for identifying and addressing learning and behavioral needs.

REFERRALS

The Lower School has a Student Success Team (SST) that is composed of the Principal, Assistant Principal, Counselor, Learning Specialist, Classroom Teacher and any other staff member, as needed depending on the case. SST meets on a regular basis to review any referrals or follow up on previously referred students who are demonstrating extraordinary need at school. Referrals can be made by teachers, counselors, families or outside professionals and are used for the intention of identifying student needs and working to identify strategies to meet those needs in the most appropriate way possible. Families will be informed of a student referral in advance. Goals for home and school will be set and shared with parent(s)/guardian(s) and the necessary school individuals. Referrals to SST may be made for a variety of reasons, including but not limited to a student:

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

When required, the SST process may include recommendations for external assessments for behavioral or academic needs. All report results must be translated into English when submitting them to EAB.

LANGUAGE SUPPORT

English is the primary language of instruction at EAB, with all students also studying Portuguese through Grade 10. However, as most students' home language is not English, EAB recognizes the importance of translanguaging as a way to access content in English, Portuguese, and other languages. All teachers are language teachers who support both academic and social acquisition of the target language. EAB celebrates and values each child's unique language and cultural profile.

The target language of all Lower School homeroom classes is English and the target language of all Portuguese/Portuguese Language Acquisition classes is Portuguese. Teachers in those classes teach subject-specific content in the target language, scaffolding language learning and promoting opportunities for students to communicate their learning in the target language. Students are encouraged to communicate in the target language across multiple contexts, in and out of the classroom, and continuously strive to improve their academic and social acquisition of both English and Portuguese. We utilize their other language(s) to access and improve learning in the target language.

EAB uses the WIDA Model to determine the needs of students in relation to English language learning in Grades 1-5. This tool provides data regarding instructional needs for the ELL and classroom teacher. The WIDA Model is also used annually to determine student growth and to determine the level of support that they may need throughout the year. WIDA retesting is done annually based on the month of the student's entry. There is no minimum WIDA Model score required by admissions for grades K3 - Grade 4. The standard expected for a student entering Grade 5 is level 2.0. The level of support ranges from pull-out for Level 1 learners, to monitoring through collaboration between the ELL and classroom teacher.

We encourage parents to support their child's learning of their home language, as well as work in partnership with the school to provide students with opportunities to use English and Portuguese outside of the school environment.

COUNSELORS

The role of the counselor is to focus on students' emotional wellbeing, academic success, and personal and social development. In order to provide a well-rounded counseling program, our counselors' services include individual counseling, group counseling, school and community workshops and training, teacher and family consultations, and integrated guidance. Families are encouraged to contact the counselors if ever having questions or concerns related to their child's social and emotional development. Students may voluntarily or be directed to visit a school counselor for additional support.

ICOMMONS

The iCommons is open to all of the EAB community. Students go at various times with members of their classroom to participate in activities, check out books, and enjoy all that the library has to offer. Our librarians help students check out books and provide reminders of when to return them. The iCommons also provides learning opportunities for research, literacy, and media. In addition, the iCommons promotes a variety of literacy-based experiences to nurture the joy of reading and develop lifelong readers, such as Battle of the Books and Book Fairs.

The iCommons collection can be found in the iCommons Online Catalog. The iCommons also offers online resources such as BrainPOP, PebbleGO, and more, which can also be accessed by the school community on the iCommons web page.

HEALTH UNIT

Our Health Unit has two qualified nurses who support EAB in health and wellbeing. If a child becomes ill or gets injured at school, he or she will be brought to the nurse and a parent/caretaker will be notified as needed as quickly as possible. During school hours, students will only be allowed to leave campus with written permission from a Principal, Assistant Principal, Lower School Secretary or Nurse once a parent or guardian has been reached.

Parents/Caretakers should be alert for signs of contagious illnesses or communicable skin infections. If symptoms are present, children should be kept home for their own and our community's health and safety. Parents/Caretakers should notify the Health Unit if their child is ill with any contagious illness or will be absent from school for an extended period of time due to health-related reasons. The Health Unit will contact the classroom teacher if a student will be absent from school for an extended period of time.

All medication in Lower School is administered through the Health Unit. Medication must be delivered to the Health Unit with written information regarding its dosage and frequency of administration. The Health Unit will not give any students any medication without this written authorization. No student should be taking medication without going to the Health Unit.

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

LEARNING

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

ECP (K3-K5)

EAB's Early Childhood Program (ECP) embraces a purposeful play-based approach to learning, which fosters development of the whole child. This approach integrates play with intentional teaching practices, creating an environment where children can explore, discover and learn in meaningful ways.

ECP's Units of Inquiry are integrated units that encompass:

- Literacy: Developing early reading, writing, speaking and listening skills through playful and engaging activities
- Mathematics: Introducing foundational math concepts through hands-on exploration and problem-solving.
- Fine and Gross Motor Skills: Enhancing physical development that require coordination and control

- Cognitive Development: Stimulating thinking and reasoning ability through play.
- Science: Encouraging curiosity and investigation of the natural world
- Social Studies: Exploring community roles and the environment
- Social Emotional Learning: Promoting empathy, social and self awareness, and social skills

Our classrooms are set up to encourage investigations and explorations of concepts. Each area is designed to inspire curiosity and support various aspects of learning.

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

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

GRADES 1-5

Grades 1-5 centers on conceptual-based teaching and learning approaches that empower students to become active participants in their own education. We foster and develop student agency at age-appropriate levels by encouraging curiosity, critical thinking, and creativity. Students are encouraged to ask questions, investigate topics of interest, and collaborate with peers and the environment to construct their understanding. This approach not only promotes deep engagement but also nurtures a lifelong love for learning.

Our curriculum is structured around conceptual units of study that integrate various subjects and curriculum standards. By connecting learning across disciplines such as science, social studies, language arts, and mathematics, students develop a holistic understanding of concepts and their real-world applications. This interdisciplinary approach encourages students to make meaningful connections between different areas of knowledge and promotes a deeper understanding of how concepts relate to one another. Through this integrated approach, we aim to equip students with the knowledge, skills, and dispositions necessary to succeed academically, socially, emotionally, and personally.

CURRICULUM

LITERACY

From a student's entrance to their graduation, EAB wants to create a culture of lifelong learning and enjoyment, by supporting students to become active and effective readers, writers, and communicators. Literacy empowers students to showcase their own thinking, creativity, understanding, and bold visions for the future. We strive for learners who are culturally responsive and who fully participate in society to expand their knowledge while reading and listening. Being literate is at the heart of learning in every subject area and, therefore, the foundation of our academic pillar.

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

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

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

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

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

MATH

EAB's Lower School bases its mathematics curriculum on the Common Core State Standards. Instruction is based on the idea that children need time for exploration and hands-on experiences in order to build a strong foundation in mathematical thinking. The focus of all instruction is on developing conceptual understanding through the use of manipulatives, drawings, and ultimately abstract numbers. Teachers, however, will use a variety of resources to support their varied learners. Additionally, the mode

of delivery is a workshop model: a mini-lesson, active engagement, and work sharing and reflection. Students spend more of their time exploring and reflecting on concepts through rich, real-world tasks.

We teach mathematical concepts through a wide variety of practices, providing students with the skills and strategies needed to make sense of problems, reason abstractly and quantitatively, construct arguments and critique reasoning, model mathematics, use appropriate tools and resources, attend to precision, and identify and reason with patterns, structure and regularity.

We do not only solve problems using algorithms, as this simply shows a student's ability to follow rules. We teach our students to become critical thinkers, problem solvers, and logic reasoners who can explain their mathematical thinking and apply their skills to find solutions in the world around them. This depth of knowledge is critical in today's world where our students are going to be the leaders in solving problems that we do not yet even know exist.

SCIENCE

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

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

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

SOCIAL STUDIES

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

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

PORTUGUESE

Na EAB, o currículo de Língua Portuguesa é pautado em expectativas definidas pela Base Nacional Comum Curricular (BNCC). Diante dessa proposta, oferecemos aos nossos alunos diferentes oportunidades para que compreendam a língua como um fenômeno cultural e sensível aos contextos de uso, tendo o ato lúdico e a experimentação como centros do processo. Preparamos nossas crianças para participar da cultura letrada como leitores, escritores e comunicadores protagonistas, capazes de compartilhar seus pensamentos, ideias, informações, experiências e sentimentos de maneira assertiva e criativa; além de compreender o mundo ao seu redor

com autonomia e respeito à diversidade. Nesse contexto, as crianças são expostas a diferentes gêneros textuais sobre diversos assuntos, incluindo temáticas de Ciências da Natureza e Humanas, de maneira a percebê-los como lugar de manifestação, comunicação, negociação, aprendizado e produção de sentidos. Esta prática favorece a ampliação de vocabulário e a descoberta de um mundo novo, onde avança do aprender a ler para o ler para aprender, tornando-se um ser ativo, cada vez mais pensante e responsável pelo próprio aprendizado. Por meio da leitura, os alunos são incentivados a refletir criticamente sobre as formas de falar e escrever, percebendo as diferenças significativas associadas aos níveis de escrita. São incentivadas a se expressar com sequência lógica, tanto oralmente quanto por escrito, e a registrar o pensamento em forma de textos estruturados, pautados em fatos e argumentos que validam seus pensamentos e ideias. Sistemáticamente, se envolvem em práticas literárias que possibilitam a valorização do processo de aquisição da leitura e da escrita, além de ampliarem as dimensões lúdicas através do trabalho literário intencionalmente estruturado, visando o desenvolvimento das quatro habilidades: ler, escrever, falar e compreender.

PORTUGUESE LANGUAGE ACQUISITION

At EAB, Portuguese Language Acquisition (PLA) is designed to provide students, according to their levels, the necessary communication skills to engage into Portuguese language situations such as emergent or developing oral interactions, as well as writing and reading comprehension based on school and real life contexts. It focuses on students' language needs, academic vocabulary, contextualized grammar and a variety of aspects from Brazilian culture. Our students are strongly encouraged to participate in role plays; express their thoughts, opinions, preferences and feelings in Portuguese, even using translanguaging; ask and answer simple and/or complex questions; and read and write in Portuguese.

MUSIC

The music curriculum in PK to Grade 5, is based on the National Core Arts Framework. EAB provides opportunities to develop musical skills in singing, playing instruments, and movement, with the goal of building foundational knowledge and an enjoyment for music. Our musical concepts are developed sequentially to expose students to so the children understand music and its parameters: beats, register, duration, tone, form, tempo and dynamics.

The standards taught enable students to sing and perform with instruments alone and with others, with a varied repertoire of music. We teach students to improvise melodies, variations, and accompaniments, compose and arrange music within specified guidelines, read and notate music, know and apply appropriate criteria to music and music performance, and transfer their understanding of the relationship between music and other disciplines.

ART

The art curriculum in grades PK to Grade 5 is based on the National Core Arts Framework. In our Art classes, all have the chance to be artists. It is a place where students can take risks, try new materials, and use their creativity to express themselves. The environment supports every artist; there are no wrong questions or right answers. Artists problem solve and learn multiple approaches to their artistic endeavors, reflecting on their own art and others' art in order to deepen their understanding of the world around them. Students balance creating and responding to art through a wide range of mediums and a growing exposure to materials.

PHYSICAL EDUCATION (P.E.)

The P.E. curriculum is based on the S.H.A.P.E. America standards. The emphasis in this domain is on physical development as an integral part of children's well-being, personal health, and safety. The standards taught in P.E. enable students to use a variety of basic and advanced skills and concepts in the development of motor skills. Students gain awareness of the benefits and challenges associated with physical activity, and they develop their communication skills, spatial awareness, teamwork, and self-management. Students begin to learn how to monitor and maintain a health-enhancing level of fitness while participating in a wide range of physical activities and units of study.

HOME LEARNING

At EAB, we strive to provide a balanced approach to home learning. We encourage reading as the primary form of home learning, recognizing its crucial role in developing language skills in all subject areas and disciplines. All students, in every grade level, are asked to read each night and/or be read to in any language. In addition to reading, home learning may be assigned to

support personalized learning needs and reinforce concepts taught in the classroom.

TECHNOLOGY

We use the International Society for Technology in Education (ISTE) standards for teaching and learning in technology. We authentically integrate technology into daily learning in Lower School. We provide age-appropriate access to iPads and laptops in order to enhance learning, and we view technology as a tool for learning.

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

Please click to access:

- [AUP Poster in English](#)
- [AUP Contract \(Grades 3-5\) in English](#)
- [AUP Poster in Portuguese](#)
- [AUP Contract \(Grades 3-5\) in Portuguese](#)

ASSESSMENT AND REPORTING

In Lower School, we regularly assess student learning in order to evidence progress and gain data on how to meet the needs of individual students. We emphasize ongoing assessment developed to measure growth in our curricular standards, providing feedback to students and parents in a variety of ways. Through on-going, specific and differentiated assessments, as well as multiple opportunities for mastery, our vision is for students to develop a strong academic skill set. We use data from assessments to differentiate and personalize instruction and support continued growth.

ECP

In ECP, teachers use a system of ongoing assessment done through play in a student's everyday setting, e.g. games, drawings, small group or large group gatherings, individual observations, and artwork. Teachers also use a benchmark assessment called the Early Years Evaluation (EYE) at the beginning and end of the school year to measure growth. It is important to remember that growth is a journey, not a race, and that each child grows at their own pace.

GRADES 1-5

Assessment in Grades 1-5 is done in alignment with curricular standards and may be differentiated to support individual student needs. Our assessment practices are designed to evaluate students' understanding of key ideas and their ability to apply these concepts across different contexts. Assessments are varied and include tasks that require students to demonstrate their knowledge through practical applications. For instance, in mathematics, students may be assessed not only on their ability to solve arithmetic problems, but also on their understanding and explanation of mathematical concepts such as patterns or fractions through real-life scenarios. In literacy, assessments may focus on students' comprehension of themes and characterization in literature rather than a recall of facts. Our assessments are designed to encourage critical thinking, creativity, and a deep understanding of concepts, ensuring that students are able to transfer their learning to new situations effectively. Assessments take place in many ways, including discussions, conferences, written tests, drawings, skits, projects, models, and more.

CELEBRATIONS OF LEARNING

One way we report on learning in Lower School is through celebrations of learning. These are organized by classroom teachers, and community members are invited into the classroom as students share what they learned throughout a unit. Parents/Caregivers will be notified in advance if they are invited to participate in a celebration of learning.

REPORT CARDS

Lower School provides two formal report cards per academic year at the end of each semester. Our report cards are a formal and summative report for parents/caregivers and students in order to identify where students are in relation to the grade level expectations and track progress over time. Our report cards are evidence-based and personalized, using a proficiency-based scale to measure student learning in our taught discipline areas.

We believe that our report cards should not include any “surprises,” meaning that our ongoing communication with students throughout the year allows the school and home to partner in support of academic and behavioral learning.

CONFERENCES

After the first quarter and the third quarter, we hold Parent-Teacher-Student conferences in order to discuss student growth and goal progress. All parents/caretakers are expected to attend these formal conferences.

Teachers and parents/caregivers can request informal conferences at any time as needed in order to continue discussions on student goals and growth, or to discuss any academic, behavioral, or social-emotional concerns as they develop.

BENCHMARK ASSESSMENTS

We use internal benchmark assessments at the beginning, middle, and end of the academic year to provide formal data on reading, writing, phonics, and mathematics. Our benchmark assessments are not necessarily reported on in report cards, but are used specifically to target learning for each child. Depending on students’ grade and developmental stage, we use assessments such as NWEA Measures of Academic Progress (MAP) Assessment, Fountas and Pinnell Reading Assessment, internal school-wide writing narrative and opinion assessments, Early Years Evaluation (EYE), Words Their Way spelling inventories, and Heggerty Phonemic Awareness assessment.

We recognize that benchmark assessments are only one snapshot of student learning, so we use it as an important data tool in conjunction with our ongoing classroom assessments to provide the whole picture of each student’s growth and achievement.

PORTFOLIOS

Lower School evidences learning over time through portfolios and learning stories on the platform Seesaw. Portfolios serve as dynamic, ongoing records of student learning, growth, and achievements. They reflect EAB's commitment to conceptual transfer of learning and our values of personalized learning, student agency, and self-efficacy. Our portfolios act as a platform for students to evidence their progress and reflect on their learning and goals, and they are a tool for educators to understand and support individual learning journeys. The purposes of our portfolios are to assess and document student development over time and to provide evidence of student learning aligned with curriculum standards. Our portfolios foster collaboration between students, parents, and teachers in line with our reporting philosophy and our value of ongoing communication of progress.

COMMUNICATION

HOME-SCHOOL COMMUNICATION

We believe that the partnership between home and school is essential to each of our student's success. We encourage ongoing communication in order to best meet the needs of our students. We encourage and value proactive communication from parents/caretakers, inviting them to ask questions whenever clarification is needed or if their child shares any concerns at home. Our approach to investigating issues ensures a comprehensive understanding from multiple perspectives, enhancing our ability to support each student effectively. Collaboration between parents and school staff is pivotal in providing consistent care and guidance in a child's education. We prioritize being active partners in the lives of our students, fostering a supportive environment with open dialogue and mutual trust.

LINES OF COMMUNICATION

Typically, the first line of communication is to the student's homeroom teacher, as they are the primary contact for the student throughout the

day. We follow the following lines of communication in order to streamline information processes. If you are unsure who to go to for communication, please see below or email to ask who the best person to speak to is.

- Information on student absence, illness, or arrival/dismissal › Homeroom teacher and Lower School Secretary
- Questions/concerns regarding academics, assessments, or learning progress › Homeroom teacher or appropriate Specialist teacher
- Initial questions/concerns regarding behavioral or social-emotional needs › Homeroom teacher or appropriate Specialist teacher
 - Ongoing questions/concerns regarding behavioral or social-emotional needs › Counselors/Principals
- Initial questions/concerns regarding peer conflicts or teasing › Homeroom teacher
 - Ongoing questions/concerns regarding peer conflicts or teasing › Counselors/Principals
- Questions/Concerns regarding class placement › Counselors/Principals
- Questions/Concerns regarding transition into or out of EAB › Counselors/Principals
- Information/Processes of withdrawal out of EAB › Admissions

SEESAW

K3-Grade 4 teachers communicate via Seesaw. We ask that families check SeeSaw on a regular basis to ensure they are receiving information sent home from the classroom teacher. Families can expect to receive a response to their SeeSaw communication within 24 hours, or sooner, during the weekdays or periods that the school is in operation.

In order to prepare Grade 5 students for Middle School, Grade 5 uses email to communicate with families.

PARENT COFFEES

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

BULLETIN

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







American School of Brasilia

