



HIGH SCHOOL

STUDENT HANDBOOK



Awards Ceremony
24-2025



2025-2026
SCHOOL YEAR

Greetings, EAB Students, Parents, Distinguished Faculty, and Staff,

Welcome to the 2025-2026 school year.

The American School of Brasilia has learners from over 45 nationalities and diverse religions, races, cultures, and belief systems, who are united by fundamental beliefs about how we learn, treat one another, and engage with the world. These beliefs are encapsulated not only in the EAB Mission and Vision but also in the Five Rights of High School Community Members, the High School Learner Expectations, and seven catchphrases we use to bring clarity to our complex community.

In his book, *The Culture Code*, Daniel Coyle suggests that while catchphrases alone do not create a successful culture, when used thoughtfully and consistently, they can reinforce the group's values and contribute to a cohesive and purpose-driven environment.

So, what are the central catchphrases of the High School of EAB? The faculty and staff of the High School of the American School of Brasilia have seven catchphrases for how we do things and the type of community we aim to create:

- Whole-World Ready
- Life-Defining Community
- Healthy and Balanced
- High Expectations, High Support
- We Do What We Say We Do
- No Surprises
- Dignity Now, Dignity Always

The Vision of EAB is "To positively impact the world through excellence in academics, activities, arts, leadership, and service." This Vision guides all we do and ensures that we strive for and achieve excellence in the classroom. However, we also understand that an EAB Education goes beyond academics and provides all students with the opportunity to extend their learning through our activities, athletics, arts, leadership, and service programs. In a survey given to all high school students during the 2024-25 school year, 93% indicated they take part in at least one co-curricular activity.

More impressively, a survey of the Class of 2025 revealed that 70% participated in the arts, 72% were athletes, 82% held formal leadership positions, and an astounding 93% engaged in some form of service. This reality distinguishes our school from others and provides compelling evidence we are living the EAB Vision.

Most importantly, in the High School of EAB, we believe that every person must be treated with decency and dignity and that we all deserve to learn in a safe environment free from meanness, prejudice, and the injustice of academic malpractice. In nearly 30 years in education at five schools on three continents, EAB is the kindest, most-welcoming place I have ever been. We are proud of our caring, compassionate culture, and I have often described our school as the "huggiest" place on the planet.

This handbook's purpose is to ensure that everyone understands the importance of human dignity, that no one is surprised by any aspect of our institution, that our policies and procedures are clear, and that our high expectations and high support environment is transparent.

Fulfilling the Mission and Vision and living up to our catchphrases requires agility and constant reflection. For this reason, the High School Student Handbook is updated every semester to include what we learned about our school and our policies during the previous two quarters. It is a living document that better serves EAB with each iteration.

On behalf of the entire High School, I welcome you to the 2024-2025 school year. I am confident it will be a great one in our school's history, and I am thrilled to share the journey with you and your families.

Bulls Up! Bulls United! Bulls Forever!



DAVID BAIR
HIGH SCHOOL PRINCIPAL

A handwritten signature in blue ink that reads "Det. B." followed by a stylized flourish.





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OUR SCHOOL: MISSION, VISION, VALUES



OUR MISSION

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



OUR VISION

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

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.

BELONGING STATEMENT

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.

HIGH SCHOOL LEADERSHIP TEAM

HIGH SCHOOL ADMINISTRATION



David Bair

High School Principal



Isabel Moraes

Upper School Dean of Students/International Baccalaureate Coordinator

HIGH SCHOOL COUNSELORS/LEARNING SPECIALISTS



Aleka Bilan

Director of College Counseling



Leticia Figueiredo

Social-Emotional Counselor



Camilla Alvarenga
Social-Emotional Counselor



Brody Fulton
Learning Specialist

HIGH SCHOOL ADVISORY COUNCIL



Luciana Conrado
Portuguese Department Chair



Danielle Sherdan
Science Department Chair



Marina Procopio
Social Sciences Department Chair



Chris Hochstetler
Mathematics Department Chair



Robin Branson
English Department Chair



Diana Campre
Arts Department Chair



Rennan Vogel
PE Department Chair

HIGH SCHOOL GRADE-LEVEL DEANS



Connie Hedderson

Grade 12



Ana Luisa Cazetta

Grade 11



Priya Branson

Grade 10



Brody Fulton

Grade 9

THE RIGHTS OF THE HIGH SCHOOL COMMUNITY

In the pre-pandemic world, EAB worked with an organization from the United States called Cultures of Dignity. The definition of dignity from CoD is below, and all interactions in the High School of EAB are based on dignity. It is a given and the minimum expectation for all.

DIGNITY: The Latin word dignitas means “to be worthy.” Dignity is a given. All people have the inherent right to be treated with an essential value and treated ethically.

1. All members of the High School Community have the right to be treated with dignity and decency at all times.
2. All members of the High School Community have the right to work and learn in a safe, supportive environment.
3. All members of the High School Community have the right to work and learn in an environment free from dishonesty and the injustice of academic malpractice.
4. All members of the High School Community have the right to receive feedback about their performance in a thoughtful, consistent, and constructive manner.
5. All members of the High School Community have the right to advocate for themselves.

THE HIGH SCHOOL OF EAB: NURTURING RELATIONSHIPS TO BUILD A LIFE-CHANGING COMMUNITY

HIGH SCHOOL FLEX

The 20-minute FLEX Block in the High School is designed to allow the High School Community to gather in various forums four times per week to individualize and expand the EAB Education, provide dedicated time for students to work with teachers to improve performance, strengthen the EAB High School Community and celebrate individual and common achievements.

HIGH SCHOOL TEAMS

The FLEX Team is the anchor for High School students. Generally, Teams consist of 12 students who meet four times per week for 20 minutes.

The Purposes of Teams

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

THE HIGH SCHOOL HOUSE SYSTEM

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

The Purposes of the High School House System

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

House Cup Championship Coordinators



Connie Hedderson



Diana Campre

Much has been accomplished since the inception of the House System in August 2022. A system for accumulating points has been created, a multitude of creative competitions have evolved, and two champions have been crowned. Each EAB House has a name and color that will grow to be an important part of the experience of the High School of EAB.



HOUSE CUP CHAMPIONS 2024-2025

House of the Purple Scorpions



- **Second Place:** House of the Green Jarcares
- **Third Place:** House of the Red Lobos Guaras
- **Fourth Place:** House of the Black Jaguars
- **Fifth Place:** House of the Blue Tubarões

2023-2024

- **First Place:** House of the Purple Scorpions
- **Second Place:** House of the Green Jarcarés
- **Third Place:** House of the Blue Tubarões
- **Fourth Place:** House of the Red Lobos Guará
- **Fifth Place:** House of the Black Jaguars

2022-2023 Champions: House One (Became Blue Tubarões in 2023-2024)

SEATING CHARTS

The first line of the EAB Diversity and Inclusion Statements states, “*The American School of Brasilia is committed to building a diverse and inclusive community...*” To ensure that all high school students have opportunities to develop relationships with all members of our diverse community, seating charts were implemented during the second semester of the 2023-2024 school year. Though they may vary slightly due to class makeup, seating charts will be broken down into the following categories.

- Joining of students of different genders
- Joining of students of different nationalities
- Joining of students of different mother tongues
- Separation of students with a history of academic or behavioral struggles

HIGH SCHOOL PORTFOLIOS

The Objectives of High School Portfolios

- **Metacognition:** Students will develop awareness of their thought processes and systems through intentional reflection.
- **Self-Efficacy:** Students will develop the belief in their own ability to succeed in specific situations.
- **Priority and Goal Setting:** Students will identify priorities and use data to develop goals for their forthcoming academic journey at EAB and reflect upon them throughout the year.

EXHIBITIONS

Exhibitions will be held in both semesters of the 2024-2025 and are meant to achieve the following objectives:

The Objectives of High School Exhibitions:

- **Presentation and Communication:** Students will develop presentation and communication skills through their exhibitions
- **Increased Parent Participation and Understanding:** Students will provide parents a window into their worlds as learners and young people in High School.

A HIGH EXPECTATIONS, HIGH SUPPORT ENVIRONMENT

"The standard is the standard."
Mike Tomlin

LEARNER EXPECTATIONS FOR THE EAB BULLS

All students in the High School of EAB are to be Responsible, Engaged, and Principled by consistently modeling the standards below. In a “high expectations” environment, meeting the standard for each indicator is challenging, and exceeding a standard is rare.

The Learner Standards are the basis on which we determine eligibility to travel as a representative of EAB and are the main determining factor when considering eligibility for the full International Baccalaureate Diploma.

Teachers will assess and communicate student performance against the Learner Standards at the end of each quarter. Students who meet the below criterion will be celebrated as “Excellent” or “Elite” performers on the Learner Standards. The MILE (Most-Improved in Learner Expectations) Award will be given each quarter to the student who has improved the most in percentage terms when measured against the Learner Standards.

- Excellent: 25%-39% Exceeding Expectations
- Elite: 40% and above Exceeding Expectations

Exceeds Expectations: The student is a role model for their peers, elevates those around them, takes responsibility for what they are not responsible for, and improves the learning environment at the High School of the American School of Brasilia.

Meets Expectations: The student consistently meets the high expectations of the High School of the American School of Brasilia.

Does Not Meet Expectations: The learner is not currently meeting the expectations of the High School of The American School of Brasilia.

Responsible

We are present, prepared, timely, and complete what is required of us. We own our actions and their consequences.

Engaged

We participate through active listening, intense focus, positive collaboration, and the sharing of ideas.

Principled

We treat others with dignity and are open to learning from the ideas and experiences of others. We respect the sanctity of the learning environment and are honest and trustworthy.

HIGH SUPPORT

There are many support structures to help all students attain the high expectations of our school, including: Math and Science Tutoring, Pillar Probation, Lunch Study Hall, Scheduled Study Hall, Extension Study Hall, FLEX Teams, Grade-Level Deans, Learning Support, the Wednesday Session, after-school support, and three high school counselors.

A RESTORATIVE APPROACH TO ENSURING THE SANCTITY OF THE EAB LEARNING ENVIRONMENT

HIGH SCHOOL DISCIPLINE PHILOSOPHY

Within a safe, nurturing environment, students are expected to guarantee the Rights of all members of the High School Community. We realize the

embodiment of these values is a continuous, developmental process and believe errors in judgment provide opportunities for the reflection and learning necessary to help students become principled, self-regulating members of our community. All disciplinary policies are derived from these beliefs.

RESTORATIVE PRACTICES AT EAB

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

The Restorative Process

- The student's parents, teachers, Grade Level Deans, and FLEX Team Leader will be informed of the reported infraction.
- The student will write a detailed report that answers the questions below.
 - What happened?
 - What were you thinking at the time?
 - What have your thoughts about it been since?
 - Who has been affected by the choice you made?
 - In what way have they been affected?
 - What's an action you can take to make things right?
- The student will meet with their FLEX Leader, HS Principal, Counselor, or Grade Level Dean to review their responses and create a plan of action to address the possible harm caused to the HS Community due to their actions.

LEVELS OF CONSEQUENCES FOR VIOLATIONS OF THE RIGHTS OF THE HIGH SCHOOL COMMUNITY

There are three possible levels of consequences for violations of the Learner Expectations:

Behavior Agreement:

- Students may be asked to sign a new Behavior Agreement with the High School Leadership Team when they commit an infraction and their behavior warrants change. The student is given time to follow all school rules and become responsible for their behavior. This agreement is an internal document that will be placed in the student's file until they graduate or leave the EAB Community. The Behavior Agreement will not be sent to colleges or outside institutions.
- Examples of behavior that may warrant a Behavior Agreement include but are not limited to, skipping class, public displays of affection, disrupting the learning environment, leaving campus without permission, failing to wear the school uniform, consistent tardiness or absence from class, and inappropriate behavior during assemblies, etc.
- Consequences that may accompany a Behavior Agreement include, but are not limited to, parent conferences, removal from co-curricular activities and athletics, letters of reflection and/or apology, etc.
- Failure to observe the behaviors stipulated in the Behavior Agreement may lead to further disciplinary action, including an additional Behavior Agreement and/or Probation.

Probation:

- A student may be placed on probation for grave or consistent violations of the Rights of the High School Community or for endangering the health or general well-being of members of the EAB Community.
- Examples of behavior that may warrant a student being placed on probation include, but are not limited to, academic dishonesty, fighting, possession of dangerous items or replicas of weapons, consistent or gross insubordination, the accumulation of multiple Behavior Agreements, the use of alcohol, tobacco or vaping on campus, bullying, sexual activity on campus, sexual harassment, blatant disrespect for others including racist, sexist, homophobic or otherwise discriminatory language, theft, vandalism or linking the

name of The American School of Brasilia to illicit or illegal events. This list is subject to change and is always at the discretion of the High School Principal.

- Consequences that may accompany Probation include but are not limited to temporary or permanent removal from co-curricular activities, temporary or permanent removal from leadership positions, limitations to times allowed on campus, structured meetings with the High School Leadership Team, suspension, etc.
- Probation will be noted in the student's permanent school file. It 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 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 Rights of the High School Community.
- Examples of behavior that may warrant immediate expulsion include but are not limited to possession, use, or selling of narcotics on or around campus, possession of weapons, physical violence toward another, consistent violation of another's person or property, selling or buying tickets to illicit or illegal events on campus, multiple times on probation, extreme vandalism, theft, etc.

Definition of Bullying: The repetitive, intentional hurting of one person or group by another person or group, where the relationship involves an imbalance of power. Bullying can be physical, verbal, or psychological. It can happen face-to-face or online.

(https://anti-bullyingalliance.org.uk/tools-information/all-about-bullying/understanding-bullying/definition_)

MAJOR INFRACTIONS AND THE CONSELHO DE CLASSE

In coordination with the Upper School Dean of Students and Grade Level Deans, the High School Principal will initially judge the appropriate consequence for a major infraction based on the Level of Consequences statement below. This decision will be communicated to the student and their parents. At this point, the student and their family may disagree with the initial judgment and appeal the decision to the HS Conselho de Classe.

The Conselho de Classe Process

- A Conselho de Classe of EAB High School Faculty Members will be formed, which may include:
 - High School Principal
 - Upper School Dean of Students
 - Grade Level Deans
 - The student's FLEX Team Leader
 - The student's classroom teachers
 - The student's counselor
 - The student's parents
- 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 verbally explain the incident and what learning has happened through the reflection and writing process.
 - The student will also propose a series of steps to repair the damage done to the community.
- After the student's statement, the Conselho will question the student to clarify the situation.
- Once the student has answered all questions, the principal, student, and parents will leave the meeting. The Conselho will discuss the incident, the quality of the reflection, and the student proposal's effectiveness and decide if the principal's initial determination remains appropriate.
- The student will be immediately informed of the decision. The High School Principal will then write a letter to the parents to inform them of the decision, describe the process that led to it, and explain the consequences.

CELLULAR PHONE POLICY

In accordance with Law 15.100, which was enacted across Brazil, students in Middle School will not be allowed to have cell phones or smart watches, such as an Apple watch, in school from 8:00 am - 3:10 pm.

Any student found using a phone during the school day will have their device confiscated. The phone will be stored in the Upper School office and the student can collect it from that office at the end of the school day.

ATTENDANCE POLICY

- In line with the High School Learner Expectations, students are expected to maximize their learning by having an excellent attendance record. Failure to do so may result in any of the following measures:
 - Removal from non-academic trips.
 - Students may lose the right to participate in non-academic, co-curricular activities if they are absent from more than seven percent (7%) of total classes (chronic absences). This includes all activities, practices, rehearsals, and events. A student with chronic absences may also be required to report to Lunch Supervised Study Hall at the discretion of the High School Principal, Upper School Dean of Students, and/or Grade-Level Dean.
- Students in IB Higher Level (HL) classes are expected to have exceptional attendance. Those with 10 or more unexcused absences in any Higher Level (HL) subject may be removed from that HL class, thereby jeopardizing their status as an IB Diploma candidate.

Teacher Responsibilities

1. Begin class immediately at the prescribed time.
2. Take attendance at the very beginning of the class period.
1. Mark students as either absent or present.
2. Late students must be sent to the Upper School Office for a pass.

Student Responsibilities

1. Absent students are responsible for contacting their teacher to inquire about missed work.
2. Students who are absent on the day of a summative are responsible to schedule a make-up time.
3. Students who will be away for a planned absence are responsible to contact teachers prior to their absence to complete any work that will be missed.

Parent Responsibility:

1. Ensure the student has the necessary transportation to arrive at school on time. Parents of students who are continually tardy for the first block may be asked to schedule a meeting to discuss student attendance.
2. Contact the school by e-mail or phone to report a student's absence.
3. Provide medical documentation when their child is absent due to a medical reason.
4. Work cooperatively with the school to address any issues concerning attendance.
5. Understand that an excused absence is an urgent, unavoidable reason for their child to miss class. These include (but are not limited to) attending the funeral of a close relative, a documented sickness, an accident, or participation in a national or international competition. It does not include family holidays, birthdays, vacations, or gatherings.

TARDY POLICY

Expectations for Tardiness

1. Students are expected to be in their first-period class at 8:00 a.m. (9:00 a.m. on late start Wednesdays).

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

END-OF-SEMESTER EARLY DEPARTURE POLICY

Except in extreme circumstances, as determined and approved by the High School Leadership Team, there will be no early final exams. In the unusual case that parents need to consider early departure for a student, the parents must submit a written request to the High School Principal and schedule a meeting to discuss the rationale at least two weeks prior to the date of early departure. If the High School Leadership Team approves the request for early departure, the student will be allowed to complete a different end-of-semester exam, equal in difficulty, on a date specified by the school prior to the student's departure.

SCHOOL UNIFORM

The goal of the uniform is to foster school pride and a sense of community. Wearing the school uniform is mandatory. Failure to do so according to the expectations will result in the following consequences.

1. Behaviour Agreement where parents are informed
2. Students remain in the office until a uniform is attained
3. Students are sent home

High School Community representatives will team with other school divisions and the EAB Advancement to complete a thorough review of the EAB Uniform Policy in the 2024-2025 school year. Changes will be communicated appropriately as the policy evolves.

1. EAB uniforms for classrooms are compulsory for all students in every class.
2. EAB athletic uniforms are not classroom uniforms, Field Day shirts and non-EAB colored shirts are not classroom uniforms, though shirts that represent EAB on the front with the school logo and colours are acceptable.
3. EAB hoodies approved by the Advancement Department and High School Leadership Team are acceptable for clubs, teams, and activities.
4. EAB House Cup Shirts are appropriate only on the days of House Cup events.
5. Appropriate length is expected for all shorts, skorts, and skirts. Specifically, shorts and skorts should reach the tip of the thumb when arms are extended to the sides, and skirts should reach the tip of the fingers.
6. EAB bike shorts are to be used only in physical education.
7. Based on supply in the Upper School Office, students may buy an EAB Uniform t-shirt, shorts, leggings, or skorts. The cost of the clothing will be charged to the student's parents' monthly bill.
8. All uniforms can be purchased at Sasse Uniformes. For more information on the location of the store or how to buy online, please visit the Sasse website listed below:
 - **Sasse Uniformes:** <https://asanorte.sasseuniformes.com.br/colégio/escola-americana>
9. Before production, the EAB Advancement Department must approve any clothing for a team or activity not produced by Sasse Uniformes.
10. Clothing on Jeans Days and other non-uniform days must respect 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.

11. Not using the uniform properly or following the dress code on non-uniform days is a disciplinary matter and will be dealt with according to the guidelines stated above.

TECHNOLOGY ACCEPTABLE USE POLICY (UPDATED ON AUGUST 4, 2018)

The goal of the Acceptable Use Policy (AUP) at the American School of Brasilia (EAB) is to encourage the appropriate utilization of technology for educational purposes while outlining prohibited activities and consequences. Every student is expected to follow all guidelines stated below, as well as those outlined in the student handbook, and to demonstrate good citizenship and ethical behavior at all times.

Click here or access the QR code below for the complete Acceptable Use Policy.



ACADEMICS: THE ESSENTIAL PILLAR OF THE EAB EDUCATION

CURRICULUM

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

HIGH SCHOOL CREDITS AND MINIMUM GRADUATION REQUIREMENTS

The American School of Brasilia believes deeply in the mission and philosophy of the International Baccalaureate Program. Therefore, we use the IB Program to guarantee an engaging, rigorous, and balanced learning experience to ensure that all EAB students leave the school with the ability to analyze skillfully, think critically, synthesize information effectively, and engage their communities as global citizens.

Therefore, unless there are exceptional circumstances, all students, for the 2025-2026 school year, in Grades 11 and 12 must complete at least four International Baccalaureate classes to graduate. These include mandatory classes in both mathematics and English, with students free to pursue two IB courses of their choice. For the 2026-2027 school year, all members of the EAB Class of 2028 will be enrolled in the full International Baccalaureate Program (IBDP) with the goal of having 100% of our graduates successfully completing the the full IBDP. Though between 70% and 90% of graduates have successfully completed the IBDP in previous years, the step to full participation is significant and is the realization of our high expectations environment.

To graduate from the American School of Brasilia, a student must earn the American Diploma through the completion of the following courses:

- Complete 30 courses in grades 9–12.
- Earn 24 credits in the specific subjects below.
- Be enrolled in nine classes during grades 9 and 10.
- Be enrolled in at least seven classes in grades 11 and 12.
- Complete at least four Standard Level IB classes in grades 11 and 12, including English and math, with two IB classes of the student's choice.

The pathway to earning the American Diploma may be altered in exceptional circumstances to accommodate extraordinary individual student needs. The High School Principal will make final decisions in such cases.

To graduate with the Brazilian Diploma, students must earn 24 credits in the subjects listed below for grades 10–12, including Standard Level IB classes in mathematics, English, Portuguese, Theory of Knowledge, and a Group Three course of their choice.

US DIPLOMA GRADES 9–12	24 CREDITS	BRAZILIAN DIPLOMA GRADES 10–12	24 CREDITS
English	4	Portuguese	3
Math	3	Math	3
Science	3	Science	3
Social Studies	3	Social Studies	3
Arts	1	Arts	3
Physical Education	2	Physical Education	3
Foreign Languages	3	English (Foreign Language)	3
Electives	5	Philosophy/Sociology	3

BRAZILIAN PROGRAM CREDIT REQUIREMENTS FOR GRADE 9

Though considered part of the High School for the American Diploma Program, Grade 9 is considered part of the Middle School for the Brazilian Program. Below are the credit requirements for Grade 9 for the Brazilian Program.

GRADE 9 CREDIT REQUIREMENTS FOR THE BRAZILIAN PROGRAM
English 9
Portuguese 9
Integrated Math 1 and 2
Integrated Science 9
PE 9
World Studies 9
Fine Arts: Visual Arts, Digital Arts, Theater, Band
Elective

ACADEMIC SCHEDULE

The school day is from 8:00 a.m. to 3:10 p.m. Students attend five 65-minute classes on Monday, Tuesday, Thursday, and Friday. Classes meet every other day. To vary the meeting times of classes for students, the class rotation schedule has changed for the 2024-2025 school year and will follow the schedule below.

TIME	1	2	3	4	5	6	7	8	9	10
8:00-9:05	A	F	E	J	D	I	C	H	B	G
9:10-9:30	FLEX									
9:30-9:40	BREAK									
9:40-10:45	B	G	A	F	E	J	D	I	C	H
10:50-11:55	C	H	B	G	A	F	E	J	D	I
11:55-12:55	LUNCH									
12:55-2:00	D	I	C	H	B	G	A	F	E	J
2:05-3:10	E	J	D	I	C	H	B	G	A	F

LATE START WEDNESDAY SCHEDULE

Due to an hour-long professional development session for EAB Faculty, Staff, and Leadership from 8:00-9:00 on Wednesdays, classes for students only begin at 9:00 a.m. and will follow the schedule below. The daily rotation will remain the same as in the colored table above.

PERIOD	TIME
A	9:00-9:50
B	9:55-10:45
The Wednesday Session	10:45-11:30
Lunch	11:30-12:30
C	12:30-1:20
D	1:25-2:15
E	2:20-3:10

The Wednesday Session: Started in the 2022-2023 school year, the Wednesday Session is a weekly 40-minute period designed to provide students in the High School with targeted intervention in an area of academic need. Sessions are designed by teachers, with student input. Students may choose their session or be assigned a specific session to support their needs at that time.

1:1 LAPTOP PROGRAM

Purpose:

The Upper School at EAB is a 1:1 laptop environment. Teachers and students use technology when it is the best tool for the desired learning and to fulfill the EAB Mission for all members of the community to be “Learners inspiring learners to be inquisitive in life, principled in character and bold in vision”.

Bring Your Own Device:

BYOD is a form of collaboration between home and school where parents ensure that each student has a laptop that meets his or her individual needs and meets the basic requirements of the Upper School at EAB’s 1:1 Program. EAB, in turn, supplies high-speed wireless Internet access, and technical support for a suite of software and teachers skilled at teaching in the digital age. This model supports improved teaching and learning and will give students the skills and habits necessary to become highly effective members of an interconnected world.

Minimum Requirements:

The EAB 1:1 Program is platform independent, but EAB recommends and can assist with support for Mac OS, MS Windows or Chromebook.

Click here or scan the QR Code below to view the minimum requirements for the laptop and accessories that each student needs to bring to EAB each day.



A Statement on School Loaners:

If my device is broken or stolen, I will report it immediately to the school and bring a note from my parents stating the time until a repair or replacement will be made. In these cases, the school has a very limited supply of laptops to loan out for the school day. The safekeeping of a laptop loaned out by EAB is the responsibility of the student. The laptop must be returned by 3:20 p.m. the same day and may not be taken home unless arrangements for longer-term use have been made. Failure to follow these guidelines is a disciplinary matter and will be reported to the Upper School Dean of Students or High School Principal by the Technology Department.

SCHEDULE CHANGES

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

- The change is necessary to meet graduation requirements.
- A prerequisite for the course in question is missing.
- There is a medical reason for a class change.
- A teacher recommends the change with various points of data supporting the move (e.g., MAP testing, previous assessments, placement test, etc.).
- A change is made to balance class sizes.

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

LETTER OF RECOMMENDATION AND TRANSCRIPT GUIDELINES

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

ASSESSMENT AT EAB

In the High School at EAB, assessment empowers teachers, students, and families to understand students' strengths and areas for growth. This understanding leads to more focused, individualized instruction that leads to student metacognitive and academic growth. Academic grades at EAB are based solely on student's skills and understanding on summative assessments. Below is a summary of the EAB Assessment Policy.

EAB'S UNDERLYING PRINCIPLES FOR ASSESSMENT:

- All students can learn.
- The purpose of assessment is to determine if students have learned.
- Assessments should have context to ensure understanding.
- Pre-assessments support differentiation and meaningful instructional time.
- Teachers design assessments to assess learning.
- Teachers assess students all day, every day.
- Learning targets align with assessment objectives to ensure growth.
- Students need to be able to share their learning in multiple ways.
- Self-assessment supports learning.

- Feedback is one of the most effective ways to affect student learning (both evaluative and descriptive).
- Grading is a neutral form of feedback based entirely on data, which does not enhance learning.
- Assessment should serve as a guide for all instructional decisions.

EAB'S ESSENTIAL AGREEMENTS FOR ASSESSMENT:

- Grades and standards-based reporting will only include academic achievement.
- Grades should reflect the actual level of achievement.
- Academic dishonesty or cheating is a disciplinary issue that will result in an appearance before the Faculty Council. Any such instances will be treated as behavioral issues and not reflected in the academic grade.
- Clear descriptions of achievement expectations should be given to students when the assessment is assigned.
- Individual grades will be given for group assignments.
- Grades should not be reduced for "late" work.
- Absences should not be considered when determining grades. They should be reported separately.
- Zeros should not be included in grade determination when evidence is missing or as a punishment.
- Formative assessment should be used to promote success in summative assessments by providing feedback directly related to the achievement of the standards and benchmarks. Only summative assessments will be considered in end-of-semester grades.
- Questions that challenge students beyond the grade-level standards/benchmarks are encouraged because they provide enrichment.

However, bonus points for this work are not appropriate because they distort the assessment of the student's knowledge, skills, and understanding related to the course/grade level.

- The creation of grades will not rely only on the mean when creating a grade. we will use professional judgment and consider other quantitative and qualitative measures that most accurately reflect the student's progress and level of achievement when measured against the EAB Grade Descriptors.
- Though the number may vary due to the distinct nature of each subject area, high school students should expect between four and six summative assessments per subject per semester.

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



EAB UPPER SCHOOL GRADE BOUNDARY DESCRIPTORS

DESCRIPTOR ASSUMPTIONS:

- When using these descriptors, students are assessed based on the course standards.
- These descriptors were adapted from the International Baccalaureate Grade Boundaries.

EAB
GRADE

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.

→ 7

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.

→ 6

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.

→ 5

Basic Mastery - The student demonstrates, with some gaps, basic knowledge and understanding, some conceptual and contextual awareness, and some evidence of critical thinking, to meet the standards. Technical skills are evident but not thoroughly developed.

→ 4

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.

→ 3

Insufficient Mastery - The student demonstrates insufficient knowledge and understanding of the standards, with very little evidence of conceptual and contextual awareness. Research and/ or investigation is not evident and remains undeveloped. The student has not achieved a sufficient level of mastery to complete the course successfully. No credit is awarded for the course.

→ 2

No Learning - The student demonstrates no understanding of the standards for the course. No credit is awarded for the course.

→ 1

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 domains addressed during the unit of study. At EAB, students have multiple opportunities to show their understanding throughout a unit of study.

GRADING IN THE HIGH SCHOOL

- Grades are based on a variety of summative assessments in which students have the opportunity to display their mastery and application of the domains of the subject.
- In High School, summative assessments represent 100% of the overall grade for the year. Final exams will be given at the end of each semester, except for the senior class, which will have its final mock exams in January of their final semester.
- There should not be more than two in-class summative assessments per student on the same day.
- All summative assessments will be announced and placed on the summative calendar at least one week before an assessment. The Upper School Dean of Students/IB Coordinator oversees all aspects of the Summative Calendar.

- Some classes may be graded on a Pass/Fail basis with no number grade being assigned. Courses graded on a Pass/Fail basis are credit-bearing..

POWERSCHOOL

Powerschool is the Upper School's academic progress reporting Internet platform that allows teachers to post grades, attendance and other information that will empower students and parents to monitor student academic progress in each class daily. We encourage families to regularly access Powerschool using this website: <https://eab.powerschool.com/>

HIGH SCHOOL GUARANTEES

- Students will have multiple opportunities to demonstrate mastery of a standard, topic, or domain area over a semester.
- Parents will receive formal feedback on student performance based on the following schedule:
 - Semester One Academic Progress Report (October)
 - Semester One Report Card (December)
 - Semester Two Academic Progress Report (April)
 - Year-End Report Card (June)
- Parents will be able to continuously monitor student progress through PowerSchool.
- The teacher will notify parents directly if a student has a grade below 3 for an extended period or when there has been a significant change in the student's academic performance or behavior.
- Student grades are cumulative over the entire year. For example, if a student's semester one report shows a grade of 5, that student will begin the first day of the second semester with a grade of 5.

- Report cards will include evaluations of three High School of EAB Learner Expectations: Responsible, Engaged, and Principled.

ACADEMIC INTEGRITY GUIDELINES

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

EAB's Fundamental Beliefs on Academic Integrity

1. EAB students are expected to adhere to the values and expectations found in the Rights of the High School Community and High School Learner Standards.
2. Every student has the right to an academic environment that is free from the injustices caused by academic misconduct.
3. All members of the EAB community will be involved in supporting and modeling EAB's Academic Integrity Policy and adhering to the spirit of the rights of the High School Community.
4. All EAB students are expected to be scrupulously honest in how they carry out and present their work. This means that all parts of all work submitted for assessment, whether formative or summative, internal or external, must either be original to the student or must be properly cited to its source.
5. All policies on academic integrity are derived from these beliefs.

VIOLATIONS OF ACADEMIC INTEGRITY GUIDELINES

As a matter of professional responsibility, teachers must inform the Upper School Dean of Students immediately if a case of academic malpractice occurs. The initial consequence of academic malpractice is that the offending student is placed on probation and the malpractice is reported to the Upper School Dean of Students.

Possible Consequences for Probation:

Consequences that may accompany Probation include but are not limited to, temporary or permanent removal from co-curricular activities, temporary or permanent removal from leadership positions, limitations to times allowed on campus, structured meetings with the High School Leadership Team, suspension, etc. Probation will be noted in the student's permanent school file. It 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 placed on Probation a second time may be expelled from the school.

Academic Malpractice and Universities

- Based on the severity and/or repeated nature of the instance(s) of academic malpractice, EAB may report academic malpractice to universities for students who commit the infraction in Grades 9 or 10.
- When students in Grades 11 or 12 are placed on probation due to academic malpractice, EAB may report the malpractice to universities.

Academic Malpractice on IB Internal or External Assessment

IB Assessment Policy: if a student commits academic malpractice on an IB assessment, one or more of the following may occur, depending on the severity of the malpractice and prior history of academic malpractice:

- The student will be given a set amount of time to complete the assessment.
- The student will remain in the IB course and remain registered for the exam, but the assessment will not be submitted to the IB. This option would allow for a retake in November.
- The student will be removed from the IB course and the IB examination, which could result in losing the diploma.

THE FACULTY COUNCIL

Purpose:

The creation of a Faculty Council is part of a formal process for dealing with academic malpractice. This council will aim to hold students accountable, ensure consistent and appropriate consequences for offenders, and be part of the overall learning process for students who have made mistakes.

The Makeup of the Faculty Council

1. The Faculty Council will include four EAB High School Faculty members from a range of grade levels and subject areas who will be selected through a formal selection process.
 - Faculty Members Selection Process.
 - Submission of a formal application to the Upper School Dean of Students.
 - A formal vote by the High School Faculty and Staff will determine the successful candidates.
 - If a member of the Faculty Council is involved in the case of academic malpractice to be discussed, they will recuse themselves from the Council when the case is considered and the second administrator will sit in for that case.
2. The Student's FLEX Team Leader and/or HS Counselor
 - The FLEX Team Leader of the student and/or HS Counselor can join the student to provide support at the Faculty Council meeting.
3. High School FC Student Representative
 - The Student Representative will be determined through a three-step process.
 - Application
 - Faculty Vetting
 - Student Vote
 - The FC Student Representative provides input but does not have a vote. this student will serve as an advocate.
 - The FC Student Representative ensures that all meeting participants adhere to the rights of the High School Community and the Statement on the Rights of EAB Community Members.

4. The Division Principal and/or Dean of Academics
 - The High School Principal will attend all Faculty Council meetings.
 - The Principal has an equal voice and one vote, as do all other members of the Council.
 - Once the Faculty Council makes a determination, the Principal and/or Dean of Academics will communicate the official decision to the student's parents.

Appeal:

There is no appeal after the Faculty Council decides, as the student's interpretation of the incident has been heard, and all extenuating circumstances have been considered before the FC makes its final decision.

PROBATION FORGIVENESS FOR ACADEMIC MALPRACTICE:

1. Students in Grades 9 and 10 can apply for Probation Forgiveness one year after the malpractice case, assuming that there have been no other incidents of academic malpractice during that time.
2. To be removed from probation, students will present responses to the following questions to the Faculty Council.
 - What happened?
 - What were you thinking at the time?
 - What have your thoughts about it been since?
 - Who has been affected by the choice you made?
 - In what way have they been affected?
 - What's a choice you can make to make things right?
3. The Faculty Council will determine if the student will be removed from probation based on the quality of the responses to the above questions, the student's behavior since the original infraction, and other pertinent factors.

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

There may be instances when students do not complete an out-of-class summative assessment by the due date. As EAB does not penalize students by lowering their academic grades, the structure below was created to ensure that students complete late summative assessments within approximately 48 hours (including weekends) of the Pillar Probation email being sent by the Grade-Level Dean. This applies to all essential IB coursework for both draft and final deadlines for work, including but not limited to IA drafts and finals, EE drafts, the Arts components, and more. Failure to meet a deadline may result in forfeiting feedback.

Individual students will not be given deadline extensions outside of the Pillar Probation guidelines except for cases deemed extraordinary by the teacher and approved by the High School Principal and IB Coordinator. In such cases, students are expected to advocate for themselves with their teacher.

PILLAR PROBATION

Day One:

- The Pillar Probation process begins when the Grade-Level Dean sends the official email Pillar Probation notice. At that point, the student is placed on Pillar Probation and is not allowed to participate in any co-curricular activities until the assessment is submitted. The student's parents will be informed of the missing assessment.
- The Grade Level Dean will include the Activities/Athletics Director (AD), Activities Supervisor, FLEX Team Leader, Reporting Teacher, and HS Principal on the official Pillar Probation notice email.
- The student will attend the mandatory Lunch Supervised Study Hall for the final 35 minutes of the lunch hour to work on the incomplete summative task.

Day Two:

- The student will inform their Grade-Level Dean and teacher when they have completed and submitted the assessment. Pillar Probation is then over, and the student may return to activities and athletics.
- If the work is not completed by lunch, the student will attend the mandatory Lunch Supervised Study Hall for the final 35 minutes of the lunch hour to work on the uncompleted summative task.
- If the student has not completed the task after the second Lunch Supervised Study Hall, they will remain on Pillar Probation and will remain ineligible to participate in co-curricular activities.
- On the second day, at the end of the Lunch Supervised Study Hall, students will submit whatever work they have completed to the teacher.

Day Three:

- The student will have until the end of the 48-hour Pillar Probation period to update and improve the work submitted the day before.
- If the student fails to submit any work at the end of the 48-hour time limit, they will receive a grade of No Learning for the assignment.

POLICY ON MISSED IN-CLASS SUMMATIVE ASSESSMENTS

Teacher Responsibilities:

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

Student Responsibilities:

1. When a student is absent for a test, they must complete it immediately upon their return to school during Lunch Structured Study Session or study hall.
2. When a student is absent on the day a project/out of class summative is due, they must submit the summative on the due date.

3. If a student leaves campus before a summative assessment is given or due, they are expected to complete or submit the assessment that day before departing.
4. If a student arrives late to campus and misses a summative assessment, they are expected to complete the assessment after their arrival.
5. If a student misses a summative assessment due to a late arrival or early departure and does not make arrangements with the teacher to take the assessment that day, it is a disciplinary matter to be addressed by the Upper School Dean of Students and/or Grade-Level Dean.

END OF TERM POLICY ON LATE ASSESSMENTS

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

RETAKE IN THE HIGH SCHOOL

Developed with EAB's Assessment Council October 2014 / Revised May 2017

The goal at EAB is for all students to demonstrate mastery of the standards of the curriculum of our school. With learning as our aim, we understand that students may need more time and assistance to demonstrate mastery of the prescribed skills and content. For this reason, the Reassessment Policy was created to permit all students who meet the criteria below to retake part or all of a summative assessment.

Criteria for being offered a reassessment:

1. Students must complete the Retake Request Form.
2. Completion of all formative assessments and practice exercises on the assigned due date.

3. Attendance at one after-school/FLEX session with the classroom teacher with the initial summative assessment as a basis for discussion is recommended. In general, teachers will be available to schedule times for this additional support between 3:20 and 4:00 p.m. on Mondays, Wednesdays, Thursdays, and Fridays or during study halls.
4. Completion of additional work from the teacher to improve understanding.

The following conditions apply to all retakes:

1. Teachers will determine when and how the retakes will be administered within one week (for High School) of when the assessment was returned. The reassessment will be completed in the After School Structured Study Session location at 3:20, except in particular instances in specific classes such as the Arts and Sciences.
2. Retake dates will be communicated to students in advance. Students will advocate for themselves by talking to teachers if they have an EAB activity or event on the scheduled retake day or if there is more than one retake on the same date.
3. Students who are absent due to a medical issue or school-related event on the day of the summative assessment will complete it during the next class period, or at a time agreed upon by the classroom teacher, and then will follow the regular process for retakes if needed.
4. Absence for a scheduled retake without an appropriate reason, such as a medical note, will not be considered, and the student will forfeit the opportunity for a retake.
5. Standards assessed multiple times over a semester or year may not be eligible for reassessment, assuming that the higher grade will be the one factored into the grade for the semester or year.
6. The maximum retake grade a student can receive on the 1-7 scale is a score of 6. Therefore, only students who earn a grade of 5 or below on the initial summative assessment are eligible for retakes.
7. The student's highest earned grade for the summative assessment will be recorded and used in the final grade calculation.

8. Reassessments can be completed on specific sections of, or questions on, summative assessments or in relation to specific standards, as decided by the teacher.
9. Students may not be re-assessed more than once on the same summative assessment.
10. Final semester and annual exams will not be re-assessed since they are already cumulative in nature.
11. IB exams and assessments are those that are marked and/or moderated externally by the IB and are not eligible for retakes.

PROMOTION AND RETENTION

Promotion in an individual course is based on successfully completing all requirements with a grade of at least three. Students with a final grade below three will not receive credit for the course. In most cases, this will mean the student will repeat the course the following year. (See *recuperação* policies for exceptions regarding the Brazilian Diploma). Promotion to the next grade level is based on several factors, including the number of classes failed in a single year and whether the student is on pace to graduate with their class. Should a student fail two or more classes in a school year and is not on pace to graduate with their class, they may be required to repeat the grade level. The student may not repeat successive grade levels and will not be re-enrolled at EAB after the second failing year.

RECUPERAÇÃO AT EAB

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

The *Recuperação* offered by EAB is immediate and continuous and is aligned with the learning process. It aims to meet the specific learning issues

considering the students' individual differences and their previous schooling experience. **Click here** or access the QR code below for a full description of recuperação.



INTERNATIONAL BACCALAUREATE DIPLOMA PROGRAM

The International Baccalaureate Diploma Program (IBDP) is the cornerstone of the academic program at EAB. Although the IB Diploma Program is only available to students in grades 11 and 12, the philosophy, methodology, and Learner Profile of the IB greatly influence student learning throughout High School. Except in extraordinary circumstances, as determined by the High School Principal and IB Coordinator, students who enroll in an IB Diploma Program are expected to write the formal externally assessed IB exam to earn credit for the course.

Beginning with the EAB Class of 2028, all students will be enrolled in the full International Baccalaureate Diploma Program. Students should attain the levels below in their Year 10 classes to be recommended for higher-level IB classes.

IB COURSE	COURSE REQUIREMENTS
English A HL	Minimum grade of 5 for their 10th-grade English course
Portuguese A HL	Minimum grade of 5 for their 10th-grade English course
Spanish ab initio SL	Must have previously studied Spanish for a maximum of three years.
Economics HL	Minimum grade of 5 for their 10th-grade World Studies course
Business HL	Minimum grade of 5 for their 10th-grade World Studies course
History HL	Minimum grade of 5 for their 10th-grade World Studies course
Psychology HL	Minimum grade of 5 for their 10th-grade World Studies and English courses
Biology HL	Minimum grade of 5 for their 10th-grade Integrated Science course
Chemistry HL	Minimum grade of 5 for their 10th-grade Integrated Science course
Physics HL	Minimum grade of 5 for their 10th-grade Integrated Science course Cannot take IB Math AI SL
Math AI HL	Minimum grade of 5 for Integrated 3.
Math AA SL	Minimum grade of 5 for Integrated 3.
Math AA HL	Minimum grade of 5 for Integrated 3.
Visual Arts HL	Minimum grade of 5 for Art Themes or approval of a portfolio of work
Theatre HL	Minimum grade of 5 for HS Theatre or approval of a portfolio of related work

Admission into IB subjects—new students

Students who are new to EAB will be admitted into the above subjects based on reports from their previous schools, letters of recommendation, and MAP placement scores. Additionally, all new students will take placement tests in English and math to determine the correct levels for their subjects and complete an interview with the IBDP Coordinator and the Counselor.

Appealing IB Subject Decisions

If a student wishes to select courses for which they do not meet the above requirements and/or do not secure teacher recommendations, they will be given until the end of 10th grade to improve their grades and effort.

If a student still wishes to pursue these courses, they will be given one semester in that class to demonstrate their ability to succeed. During this time, the student will be offered all support necessary to be successful in the class and prove they are capable of acceptable levels of achievement and understanding. If the student does not demonstrate the level of commitment necessary to succeed in a Higher Level course, they may be required to enter into a mandatory study support programme to improve performance.

Virtual IB Courses through Pamoja

At EAB, students can take a maximum of one online IB subject with Pamoja Education. The purpose of this is to allow some flexibility for students to be able to take a subject online that the school does not offer face-to-face. The grades for these online courses will appear on a student's EAB reports. Families pay all costs of online courses.

The IB Coordinator will supervise students taking the online option and offer relevant support for these students as per the Pamoja Education and EAB policies and procedures.

IB Exams

The last day of new learning for Seniors in IB classes will occur in mid-April, and a week of study leave will be given before the official IB exams. EAB grades in IB classes will be closed at this time. During the exam period in May, IB Seniors remain on study leave. They may meet with teachers or attend study groups at school, or they may study on their own.

Though there will be exceptions in rare circumstances, the guidelines regarding school attendance for seniors taking IB exams are as follows:

- Students can remain off campus to prepare for the formal IB exams.
- Seniors taking IB exams can leave campus and return if the school receives written permission from their parents allowing them to do so.
- Students must return all textbooks and materials borrowed from each subject department before graduation day.

- EAB pays all costs for students' IB examinations.
- If a student misses an examination, they will be billed for the cost of the IB examination fees.

IB Retake Exams

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

LATE ADMISSIONS

Students are recommended to enter EAB at the beginning of the school year. If this is not the case, the following stipulations may apply.

- A student who enters after the beginning of the semester will be expected to meet with their teacher to determine which previously assigned tasks and assessments must be completed to transition into their classes successfully. To be successful in certain subjects, a significant amount of work may be necessary, based on teacher discretion, to master the content and skills covered before arrival.
- If a student arrives late in a semester, it is recommended that they attempt to complete all work before leaving to receive grades and credits from that school before entering EAB.
- If a student arrives late, EAB cannot provide a semester grade for a student who arrives after the first quarter (roughly nine weeks) of the school year. In this case, the student's second-semester grade will serve as both the first and second-semester grades shown on the student's transcript.
- If students arrive after the third quarter of the year, they will not receive a grade or credit for the course. In this case, it is recommended that the student obtain their completed transcripts from their previous school.

INDEPENDENT STUDY

Students may register for an online program if they have specific needs that are not met within EAB's formal course offerings. The expectation is that independent study will be the equivalent of a class in terms of length and content. Independent study programs are graded externally. There are two instances when online courses may be taken at EAB: enrichment and credit acquisition.

Guidelines for Enrichment Online Courses:

- Parents must pay the full cost for all online courses.
- Completion of online courses must be validated with an official transcript from the issuing institution.
- Only one online course is recommended at any time. Beyond that, the parent, student, and counselor must meet to discuss registering for additional courses to ensure that they can still successfully meet the requirements of EAB's High School Diploma and any online course they are registered in.
- Online courses cannot be taken to substitute an EAB course scheduled by the school to meet graduation requirements.
- The Upper School Student Services Department will analyze exceptions to the above guidelines, which will be approved by the High School Principal.
- No credit will be accepted from an unaccredited school or program.
- Online classes do not earn credit for the Brazilian Diploma.

Guidelines for Credit Acquisition:

- Online courses taken by High School students to fulfill graduation requirements will be added to the student's transcript, and a credit will be granted in case EAB does not offer the specific course or if there is a scheduling conflict that prevents the course from being added to the individual schedule.

- These courses will be added to the EAB transcript, and a credit will be given. However, the earned grade will not show on the official EAB transcript.
- The earned grade will only be available for reference on the report card from the issuing institution.

STUDY HALL GUIDELINES

In line with the High School Faculty's commitment to creating a "high support" environment for all learners, study halls have been added to every student's schedule in the high school. Study hall time will therefore be utilized for further academic purposes. The following guidelines are consistent with that goal.

- Except when listening to music, the use of cell phones is prohibited;
- Conversations will not be allowed during Study Hall.
- Students must make preparations in advance to leave the study hall to work with another member of the HS Faculty (email or note from teacher/counselor/IB coordinator);
- The student's use of time is for homework, class assignments, or reading a book.
- No food allowed in the classroom.
- Students must attend study halls during the first or last block of the school day.
- Students should not be released to the iCommons.
- Students should not be released to the Weight and Fitness Room unless permitted by a member of the EAB Physical Education department, who will supervise the area.

- Each study hall will have a seating chart that is designed to optimize learning.
- To ensure a quiet study environment for all students, study halls are not to be used for collaborative work.

LIVING THE EAB VISION IN THE HIGH SCHOOL

EAB Vision: “To positively impact the world through excellence in academics, activities, the arts, leadership, and service.”

ACTIVITIES AND ATHLETICS:

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

US Clubs generally run from 3:20 - 4:10 p.m. or during lunch, depending on the needs and constraints of the participants and the availability of the advisors/facilities. Athletics run from 4:30 - 6:00 p.m. on Monday, Wednesday, Friday, or Tuesday, Thursday, and Saturday (times vary on Saturday mornings). Please access the **Activities and Athletics Handbook** for more information about the programs and activities offered.

Students who participate in athletics who are not meeting the Learner Expectations or the minimum academic performance will be required to attend Office Hours and/or Lunchtime Study Hall to improve performance. It is the student’s responsibility to arrange time with his/her teacher to receive this support. Grade Level Deans may support students in organising support.

PROJECTED ACTIVITIES FOR 2024 - 2025	
EAB Goes Green Bulls Community Service National Honor Society Math and Science Tutoring Bullseye Chess Investment Club Yarn Club TEDx EAB Arts Club EAB Fashion Club: Runway! The American Football Club	EduArtes MedLife Gender Sexuality Alliance Musical Theater Club Bulls Weekly Broadcast EAB Debate Model United Nations Film Club HS Book Club HS Podcast Medlife Robotics Club

PROJECTED ATHLETICS FOR 2024 - 2025	
August to December Basketball Cheer Golf Jiu Jitsu Soccer	January to May Cheer Cross Country Futsal Volleyball

LEADERSHIP:

A central goal for the faculty and administration is for EAB to be a world leader in the empowerment of students to make positive change on our campus, in the larger community of Brasília, and around the world. The young people of the High School are therefore encouraged to lead daily and in all they do. Whether it be in the classroom, on the athletics fields, while participating in activities or the arts, or while simply walking down the hall, EAB students are empowered and expected to demonstrate the capacity to lead others toward fulfilling our Mission to be “inquisitive in life, principled in character, and bold in vision.” Examples of leadership opportunities

include serving as Class Representatives, Captains of Athletic Teams, House Captains, Principal’s Advisory Council (PAC), ABC, Student-Athlete Leadership Team (SALT) members, or as formal leaders of one of the myriad activities or groups on campus.

THE ARTS:

As one of the Pillars of EAB, the Upper School Arts Program helps fulfill the Mission and Vision of the school by developing the artistic ability that exists in every child through theory, application, practice, reflection, and performance in the visual, digital, musical, technical and dramatic arts. To graduate from EAB, every student is required to earn at least one credit through the successful completion of classes in one of these five areas. Examples of opportunities to explore the arts include Visual Arts, Digital Arts, Musical Arts, Design and Theatre.

SERVICE:

A core component of EAB’s Mission is that students become “principled in character and bold in vision,” and the Service Program in the High School is central to completing that lofty goal. Throughout High School, students are given myriad opportunities to serve the EAB and the larger community in and around Brasília. It is a core belief of the school community that through hard work, vision, and dedication, students can “positively impact the world” and through their efforts make the world “more peaceful, sustainable, and equitable.”

PROJECTED SERVICE ACTIVITIES FOR 2024–2025	
EAB Goes Green Bulls Community Service National Honor Society Math and Science Tutoring	EduArtes MedLife Gender Sexuality Alliance EAB Moments Musical Theater Club

ELIGIBILITY FOR NON-ACADEMIC PILLARS

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

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

- An Acceptable Attendance Record
 - A 93% attendance rate.
 - A 95% punctuality rate.
- Satisfactory Academic Performance
 - Grades of 4 (Basic Mastery).
 - Three or Fewer Pillar Probations.
- Acceptable Learner Expectations Performance
 - Grades of Meeting Expectations for 90% of Total Indicators.
- Acceptable Behavior Record
 - No Major Infractions and Minimal Behavior Agreements.
- Attendance of the Day Of Co-Curricular Activities
 - Students must be in school for the full day (8:00 a.m. - 3:10 p.m.) and attend all academic classes (including arts, physical education, etc.) to participate in co-curricular activities. If a student arrives on campus later than 8:20 a.m., they are ineligible for that day.
 - Exceptions may be made if a student clearly communicates the need to miss school in advance and produces a valid reason for the absence. In rare cases, students may need to produce official documentation to explain the absence.
- Acceptable Attendance and Participation in the Co-Curricular Activity
 - The Activities Coordinator and Athletic Director will determine the acceptable attendance rate for each co-curricular activity.

Eligibility does not end from one semester to the next. Students with academic, attendance, or behavioral problems in the first semester may

be deemed ineligible for the second semester or begin the semester on an eligibility plan that can include Lunch Structured Study Hall or other measures deemed necessary by the HS Leadership Team to ensure optimal academic performance.

HIGH SCHOOL ELIGIBILITY SUPPORT PROGRAM

Based on the High School Leadership Team's recommendation, students not meeting EAB's academic and attendance expectations may remain eligible on a probationary basis.

During the probationary period, the student must show tangible evidence of a commitment to improvement and a determination to perform to his or her best ability inside the classroom. Tangible evidence may include improved attendance, attendance at Lunch Structured Study Hall each day, a documented record of meeting with teachers to receive support, or attendance at HS Math and Science Tutoring.

COSTS RELATED TO INELIGIBILITY

EAB will not be responsible for plane tickets, hotel bookings, sporting clothes, or any other costs or penalties for a trip that has been canceled for a student due to their behavior, grades, attendance, or performance on the Learner Expectations.

ELIGIBILITY TIMELINE FOR STUDENTS TO TRAVEL:

- Field Trip Request form and rosters/class lists are submitted to the Activities and Athletics Department.
- Eligibility List is created and sent off to the Business Office and to the Department Principal.
- Business Office eligibility is confirmed.
- Academic eligibility is confirmed.

- Itinerary and hotels are arranged by the Activities and Athletics Department and/or travel agency (if applicable).
- Field trip information, costs, and the deadline is emailed to parents of eligible students (students must maintain eligibility before the field trip to travel).
- Deadline for purchasing group flights depend on the airline's terms and conditions, and may vary between 24 and 72 hours.
- Plane tickets bought with the travel agency are non-refundable and EAB does not take responsibility for tickets and hotel reservations of students deemed ineligible to travel.
- Plane tickets do not have to be purchased through the travel agency arranging the group reservations, however, **students must travel on the same flight as school chaperones and follow the same itinerary thereafter.**
- Field Trip Permission form, Health Form, and Travel and Hotel Authorization form are handed to students and emailed to parents, when applicable.
- Forms must be completely filled out, signed by ALL NECESSARY PARTIES, and turned in to the Activities Department at least one week before the trip.

NON-ACADEMIC FIELD TRIPS

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

TRAVEL RULES FOR HIGH SCHOOL TRIPS

This document aims to provide clarity, consistency, and security for students on all trips in the High School of The American School of Brasilia.

- All EAB High School Trips begin at a time and location chosen by the High School Leadership Team. That location is generally the Juscelino Kubitschek International Airport for regional and international trips.
- Except in extraordinary circumstances as determined by the High School Leadership Team, all students must travel to and from school trips with their groups.
- As a matter of process, eligibility status also includes the following requirements:
 - Confirmation of a purchased airline ticket on the flight (round trip) designated by EAB.
 - Business Office confirmation of payment of all costs associated with the trip.

HIGH SCHOOL SUPERVISION POLICY

- The High School of EAB should be a place where students may use the school grounds as a place to study, collaborate with others, and grow as learners and people.
- All High School staff play an active role in the supervision of all High School Students and are available to support students during lesson transition, break, and lunch.
- During lunch and break, the students in the High School are free to use their time as they believe necessary.
- The EAB School Day ends at 3:10 p.m. Students may remain on campus after 3:10 p.m. but may not leave campus and then return to school.
- For the safety of both teachers and students, after 4:00 p.m., teachers must work with individual students in common areas such as the iCommons. Teachers may work with two or more students in their rooms after 4:00 p.m.

- Doors should remain open and blinds up when EAB Faculty members are working with individual students or small groups.
- The following areas are to remain locked unless an adult is present:
 - Upper Auditorium.
 - Lower Auditorium.
 - Weight Room.
 - Locker Rooms.
 - Practice Rooms under the auditorium stage.
- The school nurse will remain in the Health Room throughout the duration of official EAB Athletics practices and competitions.
- The Activities & Athletics Director is responsible for ensuring that all students are off campus or in the designated waiting area beside the guard station after the final practice or HS Club meeting of the day.
- Except when using the courts during lunch, High School students may not be in the Lower School at any time without a clear purpose and with consent from the Lower School administration.

DAY-TO-DAY INFORMATION

CLOSED CAMPUS

For security reasons, EAB is a closed campus and students may not leave the school grounds during the day and return to campus. Exceptions will be made only in the case a student is picked up and returned to campus by his or her parent(s).

FOOD FROM OUTSIDE SERVICES

Students are expected to bring their lunch from home or purchase lunch from the school's food provider. Therefore, students in the High School are not allowed to order food from restaurants outside of EAB or have food delivered during the day.

STUDENT NAMES FOR OFFICIAL PURPOSES

Unless otherwise agreed to by the school, student and family, student names for all official documents and ceremonies will be written or read as the name appears in the EAB database for enrollment.

HEALTH SERVICES

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

LOCKS AND LOCKERS

Each student will be assigned a locker. It is the individual student's responsibility to provide a lock to keep their possessions safe. Students must store all of their books, supplies and personal belongings in the lockers. Students are not to write on or place stickers or signs or in any way deface their locker. Students will be responsible for any damage to their locker. Additionally, students are encouraged to keep their lockers locked and are discouraged from keeping valuables in their lockers. The school is not

responsible for lost items. The school administration reserves the right to inspect lockers at any time, should the need arise.

SCHOOL SUPPLIES

Students will be required to provide their own notebooks, paper, pens, pencils, and other supplies. Individual grade level and subject teachers will provide students with a list of required materials needed for their specific classes. The Math Department requires students to purchase a TI-84 calculator for some classes.

TEXTBOOK LOAN

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

CAMPUS GUESTS AND VISITORS

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

PARTIES AND CELEBRATIONS

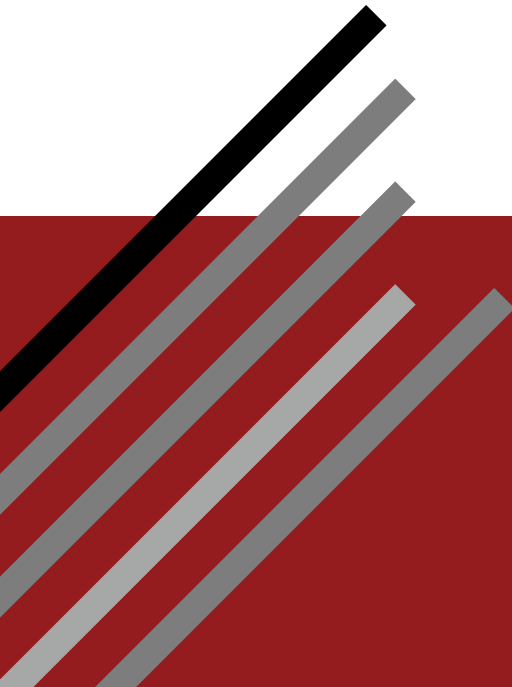
For the protection of the privacy and security of our students while on campus, EAB will not grant approval of private filming of any celebrations or activities by parents or hired services on campus.

EMERGENCY EVACUATION AND LOCKDOWN DRILLS

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

LOST AND FOUND

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



NOTES

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American School of Brasilia

