

# GRADED

THE AMERICAN SCHOOL OF SÃO PAULO

## High School Student/Parent Handbook 2025-26



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# Welcome

Dear Students and Parents,

Welcome to Graded! Each year starts full of promise, energy, and excitement, and I look forward to the semesters ahead.

While you are a student at Graded, I would encourage each of you to work at being intentional about including others. Graded has a reputation for inclusion, and it strengthens our community in more ways than we can imagine. Graded is also known for its academic, creative, and sporting excellence, and I am excited to see the pursuit of excellence on display in our classrooms, our theaters, and on the field.

For those of you who will be graduating or moving elsewhere, this will be your last year at Graded. I hope the story you tell when you leave Graded is one that speaks of a community that welcomed and included you, challenged you to be your best self, and provided an education that thoroughly prepared you for success in the future.

Graded faculty and staff are passionate, dynamic, and talented individuals who take our Graded mission of inspiring, challenging, and succeeding seriously, both inside and outside the classroom. They are excited to work with you this year.

As a high school, we celebrate our differences, practice inclusion, commit to excellence, and build an even stronger community. An exciting, stimulating, and successful year awaits us all, and together we will embrace it to the fullest. I look forward to getting to know each and every one of you, as well as working together to make it a great year!

“We do not learn from experience ... we learn from reflecting on experience.” — John Dewey

Thanks,

**Bryan Bordelon**  
High School Principal

# Academic Program

## Graduation Requirements

Graded - The American School of São Paulo is recognized by the Secretaria da Educação do Estado de São Paulo (SEDUC) and is an International Baccalaureate World School. Graded's academic program is college-preparatory, designed to prepare students for entry into colleges and universities in the United States, Brazil, and other countries.

Programs of study are available and lead to three different diplomas. The American diploma, equal in value to those issued by accredited high schools in the United States, must be earned by all Graded graduates. The Brazilian diploma is required for entry into Brazilian universities and universities in countries with cultural agreements with Brazil (please see the Office of Brazilian Studies for the complete list). Also available is the [International Baccalaureate Diploma](#), earned by successful completion of external examinations with expectations beyond those of the traditional high school student.

## American High School Diploma

### Requirements for the American diploma:

- Eight semesters (or the equivalent) of academic work beyond grade 8
- Earning a minimum of 24 credits

Specific credit requirements for the American diploma, earned in grades 9-12, include those prescribed below:

- English (4.0 credits)
- World language (3.0 credits)
- Mathematics (3.0 credits)
- Social studies (3.0 credits)
- Science (3.0 credits)
- Visual and performing arts (1.5 credits)
- Physical education (1.5 credits)
- Health (0.5 credits)
- Electives (4.5 credits)

### Multiple Language Requirement

The following world language requirements apply:

- While enrolled in high school, students must study a language in addition to English. Portuguese or Spanish may fulfill this requirement. Exceptions must be approved by the high school administration.
- Two years of study of the same world language (e.g., Portuguese or Spanish) at the novice, intermediate, or equivalent proficiency level(s) is required, and Graded must approve the course.
- Students enrolled in the English Language Learners (ELL) Program and students with a documented language disability may be exempted from studying a language other than English, or may receive a world language

credit for enrollment in EAP.

### **Course Credit**

A final grade of 3 must be earned to be awarded credit in semester and year-long courses. Full-year courses earn 1.0 credit, and semester courses earn 0.5 credit. Credits are listed in the [High School Course Catalog](#).

### **Dropping or Adding Courses**

Changes in a student's class schedule must be made in consultation with the school, Office of College Counseling, or the high school principal. Returning students make course selections in the previous school year. *If a student has been placed incorrectly, has a course missing, or has a mistake in their schedule, changes may be made during the first two weeks at the beginning of the first semester and during the first week of the second semester.* Withdrawals and additions will be made based on need, feasibility, and availability.

## **Brazilian High School Diploma**

### **Equivalency of courses and programs:**

- Grade 9: 9º ano do Ensino Fundamental
- Grade 10: 1º ano do Ensino Médio
- Grade 11: 2º ano do Ensino Médio
- Grade 12: 3º ano do Ensino Médio

### **Requirements for the Brazilian Diploma:**

- At the end of grade 9, satisfactory completion of all requirements for the Conclusão do 9º ano do Ensino Fundamental
- Six semesters of academic work beyond grade 9
- Completion of Ensino Médio
- Satisfactory completion of all requirements for the American diploma

Specific course requirements for the Brazilian diploma, earned in grades 10, 11, and 12, include those prescribed below:

#### **Brazilian Social Studies**

- Grade 9 Brazilian Social Studies 9
- Grades 10-12 A minimum of three semesters of Brazilian Social Studies

#### **Portuguese Language**

- Grade 9 Portuguese 9
- Grade 10 Portuguese 10
- Grade 11 IB HL/SL Portuguese A Lang and Lit (Native speakers)  
or  
IB HL/SL Portuguese B I (Non-native speakers)
- Grade 12 IB HL/SL Portuguese A Lang and Lit HL II (Native speakers)

*or*  
IB HL/SL Portuguese B II (Non-native speakers)

Other levels of Portuguese must be approved by the head of the Department of World Languages, the IB coordinator (for grade 11 and 12 courses), and the HS principal.

### **Mathematics**

Students must take one mathematics course in each of the four years of high school.

### **Science**

Students must take one science course in each of the four years of high school.

### **Arts**

Students in grade 9 are encouraged to take at least one semester course in the visual and performing arts. Students in grades 10, 11, or 12, should take two additional semester courses in the arts.

### **Physical Education**

Students in grade 9 are encouraged to take one semester of physical education (PE) and one semester of health. Students in grades 10, 11, or 12 should take two additional semesters of PE—for a total of four semesters over four years.

## **International Baccalaureate Programme**

Graded offers the [IB Diploma Programme \(IBDP\)](#), a curriculum framework designed by the IB for students in the last two years of high school. Through the IBDP, students participate in an educational experience that focuses on critical thinking, intercultural understanding, and respect for others in the global community. The IBDP offers a broad and balanced curriculum that encourages students to apply what they learn in the classroom to real-world issues and problems.

### **Requirements for IB Diploma Candidates**

To earn the full IB diploma, students are required to study six subjects from the IB Curriculum:

- Three subjects **must** be studied at **Higher Level** (HL)
- Three subjects **must** be studied at **Standard Level** (SL)

Additionally, full IB Diploma students are required to complete:

- Extended Essay
- Theory of Knowledge
- Creativity, Activity, and Service
- All external IBDP examinations (including internal assessments) in all registered IB courses

To earn the IB diploma, no candidate may be found to have committed academic

misconduct by the International Baccalaureate Organization (IBO).

### **The Extended Essay**

The [Extended Essay \(EE\)](#) provides students with an opportunity to engage in personal research on a topic of their own choice under the guidance of a supervisor (a teacher in the school). This leads to a major piece of formally presented, structured writing in which ideas and findings are communicated in a reasoned and coherent manner appropriate to the subject. The process begins in the second semester of grade 11 and is completed in the first semester of grade 12.

### **Theory of Knowledge**

The [Theory of Knowledge \(TOK\)](#) course plays a special role in the Diploma Programme by providing an opportunity for students to reflect on the nature, scope, and limitations of knowledge and the process of knowing. In this way, the main focus of TOK is not on students acquiring new knowledge but on helping them reflect on and put into perspective what they already know. TOK underpins and helps unite the subjects that students encounter in the rest of their DP studies. It engages students in explicit reflection on how knowledge is arrived at in different disciplines and areas of knowledge, what these areas have in common, and on the differences between them. (On the Graded transcript, this course appears as Theory of Knowledge I and Theory of Knowledge II.)

*The aims of the TOK course are to:*

- Encourage students to reflect on the central question, “How do we know that?”, and to recognize the value of asking that question.
- Expose students to ambiguity, uncertainty, and questions with multiple plausible answers.
- Equip students to effectively navigate and make sense of the world, and to help prepare them to encounter novel and complex situations.
- Encourage students to be more aware of their own perspectives and to reflect critically on their own beliefs and assumptions.
- Engage students with multiple perspectives, foster open-mindedness, and develop intercultural understanding.
- Encourage students to make connections between academic disciplines by exploring underlying concepts and by identifying similarities and differences in the methods of inquiry used in different areas of knowledge.
- Prompt students to consider the importance of values, responsibilities, and ethical concerns relating to the production, acquisition, application, and communication of knowledge.

Source: IB Subject Brief for TOK, 2020

### **Creativity, Activity, and Service**

Another essential component of the IB Curriculum Model is [Creativity, Activity, and Service \(CAS\)](#). To fulfill this requirement, students must participate in creative activities, sports,

expeditions, local or international projects, community or social-service projects, or other activities outside the classroom that meet the requirements.

Participation in CAS raises students' awareness of community needs and allows them to apply what they have learned in the classroom to address those needs. It also gives them confidence in their ability to bring about change. The projects must have tangible results and offer real benefits to the student and others. The holistic development supported by the CAS program prepares students for fulfilling lives beyond their education.

### **Fees for IB courses**

Parents are responsible for the payment of all IB registration and exam fees, which are subject to change. The fees for the May 2024 session were US\$140 per subject, so, for example, a full diploma student in 2024 would pay a total of US\$840 to register for the exam session. Fees are payable in November before the May IB exam session. For further details, please consult the IB coordinator.

Families are responsible for any extra IB fees incurred due to student delays in registration, changes to course levels, or changes in IB status after November 15 of grade 12. The optional legalization of results and requests for IB exam re-marks also incur an additional fee.

### **Credit and Exams**

Credit for the IB diploma is based on internal coursework and external examinations provided by the IB. Students complete all IB coursework during the final two years of high school. All coursework must be completed to be awarded credit for a course.

The IB diploma is awarded to students whose total marks for the six subjects (plus possible "core" points for TOK and Extended Essay) range from 24 to 45 and who have completed all other program requirements: CAS, TOK, and Extended Essay.

Students enrolled in IB courses are encouraged, but not required, to take the IB exams.

Students are responsible for verifying with the IB coordinator that they have registered for the correct exams at the correct levels. The registration deadline is November 15 of each school year for exams to be taken the following May.

### **IB Bilingual Diploma**

Students who take two Group 1 language courses and complete all other program requirements will receive the IB Bilingual Diploma.

**Descriptions of all courses can be found in the [High School Course Catalog](#).**

# Student Support Services

Student Support Services at Graded are designed to meet students' diverse learning needs by fostering their social-emotional growth, supporting academic development, and promoting English language acquisition, ensuring every learner can thrive in our inclusive community. Student Support Services—which includes SEL Counseling, ELL, Intervention, and OLS works collaboratively with teachers, families, and leadership to ensure that all students are provided with the tools, strategies, and services necessary for success.

Graded uses a Multi-Tiered System of Supports (MTSS) framework to organize student support across three tiers of support.

## **Tier 1: Universal Supports**

- All students benefit from high-quality, inclusive classroom instruction. Teachers implement strategies and collaborate with specialists to ensure access to core instruction.

## **Tier 2: Targeted Supports**

- Students who require additional help may receive targeted support through small group interventions or short-term pull-out sessions led by our interventionists.

## **Tier 3: Intensive Supports**

- Students with more complex or ongoing needs receive intensive support coordinated by a Graded Specialist.

# Optimal Learning Services

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

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

For more details, please refer to the [Guide to OLS at Graded](#) on the Graded website..

## **Counseling Program**

The counseling program at Graded aims to support students' academic and social-emotional development. The SEL counseling team is part of a broader Student Support Services team, which includes Optimal Learning Services (OLS) specialists, English Language Learning (ELL) specialists, and intervention specialists. This multidisciplinary structure ensures that all students receive necessary support tailored to their unique needs. It reflects Graded's commitment to holistic development and continuity of care throughout a student's time at Graded.

For more details, please refer to the [Guide to SEL Counseling at Graded](#) on the Graded website.

## **English Language Learner (ELL) Program**

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

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

Students receive support through in-class support and/or an English for Academic Purposes (EAP) class. In-class support means the ELL teacher will collaborate with the subject area teacher to ensure instruction is accessible to the language learners in their classes. The ELL teacher may co-teach with the subject teacher in a whole group, small groups or provide individualized support to help the student work towards their language goals in alignment with the content of the classroom.

## **Additional (Out-of-class) Support**

If a student has questions or difficulties with a subject, after-school help from the teacher is available upon request. In a few cases, students may need reinforcement in certain areas beyond what can be covered in class or in after-school help sessions.

## **Tutoring**

Divisional administration, teachers, and counselors may recommend to parents that a student receive tutorial assistance outside of school hours. However, providing such tutorial

assistance is the responsibility of the parents. Faculty and staff may tutor students outside of school hours, provided certain conditions are met. First, faculty, including teaching assistants, may not tutor students currently taught and/or enrolled in their classes. Secondly, no Graded employee may provide tutoring services on the Graded campus. Finally, no tutoring can take place during working hours. In isolated cases, non-Graded tutors may tutor on campus with permission. They must complete the required form and receive approval from the divisional principal. Please complete the official [tutoring form](#) prior to the commencement of on-campus tutoring.

## Scheduling

### **Block Schedule**

The high school uses a block schedule that follows an eight-day rotation - Day A through H. When students are not scheduled for classes, they are expected to be working in the library, meeting with teachers, or collaborating with peers.

During the second semester of each school year, students will work closely with counselors, and in consultation with their parents and teachers, to select the courses for the following school year. Careful consideration must be given to student interests, future educational and career goals, and previous and current performance in courses when selecting an appropriate course of study. Courses should not be chosen based on what friends are taking or which teacher a student believes will teach a class. Schedules will not be changed for either of these reasons. Schedule changes will occur only when there are course conflicts or when a student is incorrectly placed in a course.

## School Calendar

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

### **National Holidays**

Curricular activities are not normally scheduled on Brazilian national holidays.

## High School Trips (Classroom Without Walls)

Every year, high school students in grades 9-11 travel on Classroom Without Walls (CWW) trips to various parts of Brazil to enhance their education. All students are expected to travel on their respective trips. CWW trip itineraries and travel arrangements are reviewed by security experts in addition to the scrutiny and analysis provided by the school. Students who do not participate in field trips and CWW are considered absent from school.

## High School Assessment for Learning Policy

Assessment at Graded is designed to support and measure student learning through a balanced and equitable framework. It emphasizes deeper learning, student growth, and active engagement, guided by clear expectations and ongoing feedback. Assessment practices promote student agency and well-being while ensuring alignment with rigorous academic standards. For more details about high school assessment principles, practices, and policies, [click here](#).

## Recognizing Excellence

Graded does not average grades, nor does it rank its students. Academic achievement in high school is recognized throughout the year, as well as at an award assembly at the end of each year. The following are some of the awards issued:

### Eagle Award for Academic Excellence - Grades 9-12

The Eagle Award is a recognition of academic excellence awarded to any student who has earned a final grade of Mastery or above (6-7) in all classes to conclude their high school career. Students who receive this award across multiple years between grades 9-12 will be recognized during the Senior Awards assembly. All recipients will receive certificates, while two-, three-, and four-year award winners will wear a golden cord during graduation as recognition of their academic achievement.

### David Tully Award - Grade 12

This award is given in honor of the late Mr. David Tully, a former Graded superintendent and lifelong sports and fitness enthusiast. It recognizes a senior athlete who most embodies the ideals of teamwork, effort, and sportsmanship.

### Superintendent's Award - Grade 12

This award recognizes a well-rounded senior who exemplifies active engagement in school life. The recipient demonstrates a broad range of interests and makes meaningful contributions across academic, extracurricular, and community activities. While not necessarily the top academic performer, this student consistently strives for personal excellence and growth, showing determination and integrity in their efforts. Above all, the awardee is distinguished by their character, demonstrating empathy, generosity, and a genuine openness in their interactions with others.

## **Award for International Understanding - Grade 12**

This award is given to a student who is a good representative of their own country, with a positive attitude toward the life and culture of others, who can converse in at least two languages, and is a contributing force in the life of the school.

## **PTA Goodwill Scholarship Award - Grade 12**

The PTA Goodwill Scholarship Award was established to support and honor the dedication of Graded students to community service work. The PTA will award R\$5,000 to the charity of the recipient's choice.

## **Rob Neeleman Humanitarian Award - Grade 12**

The Rob Neeleman Humanitarian Award was established by a group of teachers in 1996 after Rob's tragic death. This award is meant to recognize an unsung hero of the senior class. It is given to someone compassionate, caring, creative, and loving. Students nominate individuals for this award, so the individual must be recognized by their peers to be considered. The recipient will receive R\$1,000 to be donated to their chosen charity or community service group.

## **Robert Bingham Triptych Award - Grade 12**

The Robert Bingham Triptych award, named in honor of the beloved Graded High School IB English teacher and Debate Advisor, recognizes a student whose passions paralleled his dedication to three areas – humanities, arts, and athletics – and whose engagement in those areas has strengthened not only their own skills, but the communities, teams, and classrooms of which they are a part.

## **George Washington University Alumni Association Book Award - Grade 11**

The George Washington University Alumni Association Book Award recognizes high school juniors who embody drive and spirit, academic excellence, leadership outside of the classroom, diversity of thought, and the ability to put knowledge into action.

## **Graded Spirit Award (Grades 9-11)**

This award recognizes a student who embodies the school's core values through their actions and attitude. The recipient consistently strives to reach their full potential and encourages others to do the same. Known for their positive influence, they inspire those around them to excel. A well-rounded individual, the awardee actively participates in and contributes to a variety of school activities, demonstrating a broad range of interests and a deep commitment to the school community.

## Senior Recognition

At the **Senior Awards** assembly, seniors who have completed all requirements for the Graded high school diploma will wear a Graded stole identified with the year of their graduation. Seniors who have earned a final grade of Mastery or above (6-7) in all their classes for the final two, three, or four years of high school will receive the **Eagle Award for Academic Excellence** and be recognized by a gold cord worn over their graduation gown.

Seniors who have completed the International Baccalaureate Diploma Program will be recognized by an IB pin on their stole. Those who have completed the requirements for the Brazilian Ensino Médio program will be recognized with a pin of the Brazilian and American flags.

Speakers at the graduation ceremony will be selected by the following criteria:

- Speaker One: senior selected by the senior class student body (highest vote).
- Speaker Two: senior selected by the High School Faculty Awards Committee, who has:
  - Expressed an interest in speaking
  - Completed the application
  - Passed committee review interviews
- Speaker Three: faculty member selected by the senior class (highest vote).

## Attendance

At Graded, we believe that having an excellent attendance record allows students to contribute to the Graded learning community through engagement with classmates and teachers. This daily intellectual interaction empowers students to maximize their potential and enhance the learning of others. When students are absent or late to school or class, their learning suffers significantly, and the learning of other students is also affected. Therefore, we expect students to be present in school and on time for classes. To fulfill Brazilian Law, Carnegie Units (American High School Diploma Credits), and the IBDP requirement of minimum contact hours, students are required to be in attendance for a minimum of 75% of class time **in each subject**.

If Graded receives multiple and or conflicting recommendations from outside mental health professionals regarding a student's ability to safely attend Graded, the school reserves the right to choose which report its attendance decisions will be guided by.

### **Student and Parent Responsibilities:**

- It is the responsibility of the student and family to know and understand the attendance policy to ensure that students do everything possible to minimize absences from school.
- Students should arrive at class promptly by 8:30 am. Students arriving after this point are considered tardy and should proceed straight to class.

- Arrive at every class on time.

## Absences

Absences are not permitted **unless a parent provides valid documentation or a student is absent for a religious observance**. However, we realize that there are instances in which students cannot be in school due to medical issues or appointments. Graded trusts that parents will remove their child(ren) from school only when it is essential. Extending vacations and service commitments is not allowed. For full clarity:

- All absences are unexcused unless a parent provides valid documentation from a medical professional or an official document for a visa/embassy/government office appointment that is outside individual control. This documentation may not be from a family member or a clinic/hospital/government office that a direct or extended family member owns or is employed at.
- Students may not enter the campus after lunch has finished (12:40 pm) without prior permission from the high school administration.
- To ensure the whereabouts of all students, parents/guardians are asked to complete the [Student Logistics](#) feature in PowerSchool by 8:30 am on the day that their child is absent or if their child will be arriving late to school.
- Students who feel sick and need to go home must have a note from the nurse confirming the illness before they are permitted to leave school.

### Consequences for Unexcused Absences

If a student is absent from school for unexcused reasons for any part of the school day:

- The student will not be allowed to participate in after-school or evening school events on the day of the student's absence.
- Juniors and seniors will lose their sign-in late/leave early privileges.
- If they cut class, students will face disciplinary consequences of one written warning followed by an in-school suspension to make up the class work missed.

### Absences due to school-sponsored trips

For all absences associated with school trips, activities, or other travel, the [Student Planned Absence](#) form must be completed in advance. This form is the basis for student completion of the [Traveling Student Planning Document](#).

The form is to be completed at least 48 hours before departure. The associate principal and the director of athletics and activities will oversee the process in coordination with coaches, advisors, and teachers.

We realize that students are typically immersed in activities while attending these events and that there may be little time for students to complete homework. While we encourage students to complete the work prior to leaving for the trip, we understand that much of the work will be turned in afterwards.

Students and teachers will both benefit from assignments, quizzes, and EoLs that can be completed before the trip.

The HS Student Handbook outlines the timelines that are in place for those assessments that are completed upon returning from a school-related absence.

It is the student's responsibility to communicate directly with the teacher to define the due date. Not knowing the due date is not an acceptable excuse for extensions.

- If the plan below is not met by the student, the student can be asked to complete assessments in academic prep periods or after school until the assessments are completed. There is no guarantee that the student will be given class time to make up the assignments in question.
- When the form is filled out, please bring it to the high school administrative assistant, who will make copies and return a copy to the student.
- Students who do not complete and turn in the form may be prohibited from participating in the school activity or trip.

### Assessment Due Date Guidelines

Original Due Date	New Due Date
Assigned on the day of departure and due on the first day back after the school-related absence	Within 2 days of returning to school
The first day that the student is absent due to a school-related absence	Within 2 days of returning to school
The second day that the student is absent due to a school-related absence.	Within 3 days of returning to school
The third day that the student is absent due to a school-related absence.	Within 4 days of returning to school

*\*The same pattern applies to longer absences due to school-related activities.*

### Tardiness

Students are expected to be prepared and on time for classes. Tardiness is disrespectful to teachers and fellow students. "On time" means being physically present in the classroom and prepared to be an active member of the Graded learning community when class starts.

If students are tardy:

- To ensure the whereabouts of all students, parents/guardians are required to complete the [Student Logistics](#) feature in PowerSchool by 8:30 am on the day that their child is absent or if their child will be arriving late to school.

- If students are late to school (after 8:30 am but before the lunch period), they must go straight to class, where they will be marked tardy by their teacher in PowerSchool. Students with an unexcused absence from the morning are not permitted on campus after lunch.
- Attendance is taken at the beginning of each block. Therefore, students who arrive late may be marked absent.

### **Consequences for Tardiness**

Each school year, tardiness records will be reset to zero with no carry-over. If students are tardy, they will receive the following disciplinary consequences:

- If a student receives five tardies, they will be required to spend a Wednesday Flex in detention. This detention will result in their tardy count being reset to zero.
- If a student serves three detentions, they will be required to attend a meeting with the associate principal and their parent/guardian to sign a Tardy Improvement Plan. Juniors and Seniors who require a Tardy Improvement Plan will lose the leaving campus early privilege for the same number of days as the number of tardies given since the beginning of the school year.
- If a student earns three additional tardies after signing a Tardy Improvement Plan, they will lose their eligibility to travel on any school trip outside of São Paulo.
- If a student earns five additional tardies after signing a Tardy Improvement Plan, they will be required to attend another parent meeting. This time, the Tardy Improvement Plan will be replaced by a Behavioral Improvement Plan, which will result in more serious consequences for subsequent tardies.
- If a student is present in school, is given a personal reminder and still chooses not to attend Wednesday detention, they will receive the following consequences:
  - An alternative detention time on Friday from 3.35 - 5.00 pm.
  - An email home to parents as this will be considered as a skipped class.
  - The handbook consequences for a skipped class.

Juniors and Seniors that are planning to arrive late should make sure they arrive in time to complete their detention or the consequences listed above will be applied.

### **Early Departures and Gate Passes**

Students who need to depart early for urgent family matters or medical appointments (or use something other than their normal method of transportation) must obtain a departure gate pass from the High School Office only to leave class or campus. Students who leave campus early are not permitted to return to campus until after 6:00 pm. Authorized parents and guardians with a password to log in to the PowerSchool system can notify the school of changes in attendance or changes to the mode of transportation. **No gate passes or changes to transportation will be authorized without parental permission given through PowerSchool.**

The [Student Logistics](#) feature in PowerSchool allows parents to:

- Request a **gate pass**, which authorizes a student to arrive late or leave early.
- Report a single or multi-day **absence**.

- Request a **change in transportation** for a student.

All high school students are able to leave school by any means when they have completed and returned the [Leave Campus Form](#). Without this form, signed by parents or guardians, the student will require parental permission via PowerSchool whenever they wish to leave the school grounds by a different means (e.g., by foot when the normal transportation method is by taxi).

**All gate pass requests must be submitted to the High School Office by 10:30 am.** Parents or guardians requesting passes after 10:30 am may not have the pass granted in a timely manner. In such cases, students may be required to wait until an appropriate time is available to address the request. Gate passes for medical appointments require a follow-up letter or note from a medical professional. Parents may be called to verify a gate pass request in some situations.

### **Communication of Absences and Tardiness**

Parents/guardians of students who have accrued many absences or tardies will be emailed to notify them of the infraction level and school concerns.

### **Extended Absences**

In extreme circumstances, when a family must take a student away from school for an extended period, prior notice (equal to the anticipated time away) must be given to the High School Office and the student's advisor and teachers. Any absence that is not due to medical circumstances will be considered unexcused. Parents are requested to use the [Student Logistics](#) feature in PowerSchool to communicate the expected extended absence.

In most circumstances, for excused extended absences, an effort will be made to provide students with work that might be accomplished outside of school. Lengthy absences (more than one week, excluding absences due to school-sponsored activities) should be reported to the counselor and associate principal. They will help the student work out a make-up plan that is fair to the student and teachers.

The school cannot take responsibility for diminished achievement resulting from a student's absence. Teachers and administrators are unanimous in recommending that, whenever possible, trips and home leave be planned to coincide with school holidays.

# Co-curricular Program

## Upper School Activities and Trips: Participation and Eligibility

### Participation

- Participation in co-curricular opportunities and trips at Graded is a privilege earned by maintaining good conduct, behavior, and attendance.
- Students intent on attending overnight school trips must have a grade of **3** or higher in every subject. All **due work** must be completed by the student according to the director of athletics and activities' time frame. Students with grades of 1 or 2, or overdue classwork, may not be eligible to participate in the activity.
- Unless prior arrangements have been made with the high school administration, a student *must be in attendance at school for the full day* to participate in a co-curricular event on the same day.
- Participation will be extended only to those who meet the standards of eligibility established by Graded and the host organization (e.g., AASSA, MUN). All students have the right to participate. The school, however, is not required to allow student participation as outlined in the Student Conduct and Behavior During Trips and Attendance categories below.

### Student Conduct and Behavior During Trips

- Participants are expected to conduct themselves appropriately and respectfully.
- All school and team rules must be adhered to. This is in addition to the code of conduct from the governing organizations (AASB, SAAC, ISTA, and AMIS).
- Behavior and conduct that reflect poorly on the school may constitute grounds for suspension or dismissal from the team or school, depending on the gravity of the offense.

### Attendance

- Student attendance at practices and events is mandatory unless they are ill or cannot attend due to family circumstances. The student must inform the coach or sponsor before the practice or event is missed.
- Poor attendance in the activity or sport may jeopardize the student's placement in the activity, team, or group.
- Participants are expected to attend all classes on days of games, activities, events, and practice sessions.
- Participants are expected to attend all community events during the school year, such as CWW, Peer Group Connection (PGC), and the grade 9 retreat.
- Students who return to São Paulo from a school-sponsored trip before midnight on a school day are expected to attend school the next day. If the student returns between 12:00 am and 3:00 am on a school day, they are excused from the first two periods of the next day of school. Students are not expected to attend school the next day if they return from a school-sponsored trip after 3:00 am on a school day.

## Overnight Trips

Graded aims to support all students selected to participate in overnight trips. Those that are scheduled to go on a trip but are experiencing academic, attendance, or behavioral issues may go through a process to support their eligibility. Students intent on attending overnight school trips must have a grade of 3 or higher in all subjects. Final decisions about eligibility will be made by the school administration.

Graded aims to inform students and parents as soon as possible if there are any eligibility concerns. This communication will be made at least three days before departure for domestic trips.

Students that are going on an overnight trip are responsible for completing the [Planned Absence Form](#) and handing it in to the HS office 48 hours prior to departure.

Students are responsible for all work missed during an overnight trip. They should check PowerSchool or the teacher's website for daily assignments in addition to completing the Planned Absence Form. Work missed due to trips is due upon return or a previously agreed upon date with the teacher.

## Multiple Co-curricular Events

At the discretion of HS administration, a student is limited to 10 school days per semester to participate in co-curricular multiple-day on and off-campus events. These days include non-active participation (e.g., student ambassador) in events hosted on the Graded campus.

Within the allocated 10 days, there can be no more than six consecutive days of absence. All requests to participate in events that would exceed 10 days or six consecutive days need to be communicated in writing to the associate principal at least two months before the relevant event. The high school administration will make all final decisions about this type of request.

With the approval of the HS administration, there is no limit to the number of multi-day trips or events in which a student may participate. This is true as long as the student remains in good academic and behavioral standing and has no attendance problems.

## Athletics Program

Please see the [Athletics and Activities Handbook](#) or contact the director of athletics and activities for additional information, schedules, and specific Athletics Department policies, rules, and expectations regarding student participation in the sports program.

## Activities Program

The Graded Activities Program offers its students the opportunity to participate in many activities that complement, but are not part of, the regular curriculum. Through the program, students can pursue an area of personal interest in a collaborative setting while building

intercultural competence and becoming engaged, ethical citizens. We believe that:

- Activities are an integral part of Graded's overall curricular program.
- Every student should have the opportunity to become involved to some extent.
- Sponsors and students should, at all levels, develop and exhibit accepted attitudes of cooperation, citizenship, good sportsmanship, and dedication.

The program is intentionally divided into a framework that includes academics, leadership, the arts, athletics, and service. Students may sign up for activities throughout the year, but are encouraged to do so during the Activities Fair during Flex/Community Time early in the semester.

Activities offered may vary from semester to semester. Please consult the Graded High School Athletics and Activities Handbook for the most current list and for specifics such as times, location, requirements, and the best ways to join.

## **Community Service**

Students can engage in many community service activities throughout the year. They may sponsor special programs for underserved communities, raise awareness and funds for the environment, and help our local Graded community. Community service initiatives are pre-approved by the director of athletics and activities.

Activities to raise money for community service and class projects must be approved one week in advance by the director of athletics and activities. Students may not sell products for personal gain on school grounds.

## **Social Media Policy for High School Clubs**

To establish a Graded social media account, high school club leaders must request and receive permission from Graded's Communications Department by [completing this form](#). A Graded account includes any account that uses Graded's name (including a derivation or shortening of the name) and/or school logo in any way that could be interpreted as suggesting Graded's endorsement of social media activity. Graded legally reserves the right to stop social media activity of this type.

Clubs must demonstrate a reason or need for the use of social media to fulfill their club goals or missions and submit a simple social media plan. Graded accounts must never publish the full names of any students but may use a student's first name and last initial.

A faculty club advisor must agree to create the account on behalf of the club with their Graded employee email address. The advisor must provide the account username and password to the Communications Department, maintain a record of which students are managing the account and posting, monitor the account regularly, and delete inappropriate content if needed.

For more information about our After-School Activities, visit the [Upper School Athletics and Activities Handbook](#).  
For information about Athletics, visit [www.graded.br/athletics](http://www.graded.br/athletics)

## Citizenship, Community, and Conduct

### Student Code of Conduct

Every community develops a unique set of commitments that reflects its beliefs and outlines its members' expectations. These are Graded's core values. Respect and consideration are both critical components in making our school a great place.

- **Students are expected to be respectful to all members of the Graded community.**
  - Be kind, honest, and respectful.
  - Use appropriate language. Do not use hurtful words that might offend others.
  - Show respect for all people and their cultures.
  - Arrive at all classes, meetings, and assemblies before the start times.
  - Respect and be responsible for your own, the school's, and other people's property.
  - Demonstrate good sportsmanship on and off the court or field.
  
- **Students are expected to leave distractions to learning at home.**
  - Do not use cell phones during school hours without explicit teacher permission.
  - Do not bring large sums of money or other valuables to school (except learning tools such as laptops and calculators). The school is not responsible for your valuables.
  
- **Students are expected to self-regulate.**
  - If somebody else does something that bothers you, please do not be tempted to retaliate. Instead, reach out to a trusted adult.
  - Be mindful of how you say things that may offend others.
  - Please keep in mind the K-12 nature of our campus when displaying affection.
  - Wear clothing that is appropriate to an educational institution.
  - Sporting equipment, including skateboards, are for field and court use—never for use in the hallways or classroom areas.
  
- **Students are expected to maintain a safe, calm, and clean school environment.**
  - Please refrain from pushing, shoving, and horseplay.
  - Facilities are shared during breaks, lunch, and recess. Please be mindful of other classes and groups.

- Please help the Cafeteria function smoothly by cleaning your table, pushing in your chair, and taking dishes and cutlery to the appropriate areas.
- If a teacher on duty is unhappy with the state of the dining space, you will be expected to rectify it, regardless of your personal contribution to the mess.
- Please recycle or dispose of trash in appropriate containers.

**Graded inspires, challenges, and promotes a successful mindset in every student by providing:**

- **An outstanding education** that is engaging, rigorous, and involves students in important differentiated learning activities. Students are encouraged to participate actively in their own learning and take intellectual risks to broaden their minds. Students will have the opportunity to exhibit growth in personal responsibility, learning habits, social relationships, and character development. Mistakes will be made, but these are great growth opportunities.
- **An environment where students feel cared for and valued.** Counselors, advisors, and teachers are the primary adult advocates. Students are encouraged to reach out to them.
- **An environment that celebrates multiple perspectives,** where each community member can learn from others' differences.
- **An environment where students are free from bullying,** labeling, harassment, and hurtful behavior.

## Parent Code of Conduct

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

As a Graded parent, I commit to:

- Building positive relationships with teachers, other parents, and my children's friends.
- Recognizing that children's education is the joint responsibility of the parents and the Graded community.
- Supporting the respectful ethos of the school by setting a good example in my own speech and behavior towards all members of the Graded community.
- Working together with teachers for the benefit of children, including approaching the school to resolve any issues of concern and discussing and clarifying specific events to bring about a positive solution.
- Following Graded's protocol on resolving issues, which includes first consulting with the teacher, then the principal, and finally the superintendent if the matter remains unsolved.
- Reinforcing and supporting the school's **Student Code of Conduct**.
- Not engaging in disruptive behavior that interferes with the operation of a classroom, an office area, or any other part of the school grounds.
- Not using any form of communication, including email, phone, or social network messaging, in an abusive, threatening, malicious, or inflammatory manner regarding any member of the Graded community.

## **Acordo de Parceria com Pais - Parent Code of Conduct in Portuguese**

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

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

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

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

## **Graded Disciplinary Policy**

We believe that realizing Graded's mission and core values is a continuous, developmental process and that mistakes and lapses in judgment are learning opportunities. Our community works to instill Graded's shared core values through open dialogue, teaching, mentoring, and counseling. The ultimate goal for all Graded students is to develop appropriate, autonomous, and self-correcting behavior. All Graded disciplinary procedures are derived from these beliefs.

Students at Graded are expected to conduct themselves, both on and off-campus, in a manner that reflects well on themselves, the school, their families, and their communities. They should maintain standards of conduct that model the school's mission statement and core values. The principal and/or associate principal reserves the right to take appropriate

disciplinary action in the case of a violation of these standards. Any incident that happens outside of school but still affects the learning environment at school will be handled as a disciplinary incident.

## Consequences for School Rule Violations

The school works to turn mistakes and lapses in good judgment into learning opportunities. Students who neglect their responsibilities or violate school rules will be subject to consequences. The severity of the violation and the student's discipline record will be considered when assigning consequences. Due to the various influences that affect the nature of disciplinary cases, it is difficult to codify offenses and consequences. If a student has violated a school rule within the classroom, the teacher will initiate procedures to correct the observed behavior.

The typical consequences for violations of school rules are outlined below; however, the principal, associate principal, and IB coordinator reserve the right to assign alternate consequences where deemed appropriate.

- **Individual Conversation and Warning:** Teachers and administrators will first have an individual conversation with a student. Individual teachers may assign appropriate consequences based on class or school rules. Conversations, if minor, are not recorded.
- **After-school Detention:** Students may be issued after-school detention for behavioral infractions. Detention will be held during Flex Time (usually on Wednesdays). Students and parents will be given notice via email up to 24 hours beforehand by the High School Office. Unless there is a valid reason that has been approved ahead of time by the associate principal, students will be expected to attend detention. Students are expected to work quietly during this staff-supervised, mandatory event. Parents and students will be notified of detention with at least one day's notice and asked to make appropriate transportation arrangements. Students who are unable to attend because of a medical appointment must bring a doctor's note (*atestado*) from that appointment the following day. Failure to do this will result in increasing consequences for the student.
- **Behavior Report:** Students will receive a behavior report and an additional appropriate consequence for behavioral missteps. A behavior report is a letter/email home documenting the behavioral infraction to be acknowledged by the student and their parents or guardians. The behavior report is created by the associate principal in collaboration with the individual witnessing the infraction. In all cases, students are encouraged to advocate for themselves and discuss what happened with the teacher or administrator. Behavior reports are recorded on the student's file in PowerSchool and kept for the duration of the student's stay at Graded.
- **Behavior Improvement Plan:** If a student fails to improve within an appropriate amount of time after a behavior report, the principal and/or associate principal will meet with the student and parents to go over a more formal list of behavioral expectations. Improvement plans are considered a final attempt to clarify the school's behavioral expectations and spell out the steps necessary to remain a member of the Graded school community. An improvement plan will also include whether a student

can participate in school-sponsored activities, trips, and athletics during the term of the contract. A behavior improvement plan and consequences are non-negotiable and can include a final decision on whether the student should continue as a member of the Graded community.

## **Consequences for Major School Rule Violations**

Some actions require a more immediate response. Students may be given immediate in- or out-of-school suspensions for major offenses. Such offenses may include, but are not limited to:

- Insubordination or defiance (e.g., failure to comply with requests of faculty/staff).
- Fighting, hitting, pushing, kicking, slapping, or play-fighting.
- Inappropriate physical touching or physical displays (self or others).
- Academic integrity issues.
- Vandalism, theft, or damage to property.
- Bullying or harassment (refer to the Harassment and Bullying Policy for the full policy and definition of bullying).
- Threats or intimidation.
- Activities that endanger the health or well-being of the student or another person.
- Possession, use, or distribution of alcohol or illegal substances.
- Smoking/vaping on campus.
- Possession of a weapon or something that could be perceived as or used as a weapon (including laser pens, matches, lighters, or fireworks).
- Gambling or betting, regardless of whether or not it involves real money.

### **Suspension**

Suspensions may be in-school or out-of-school. During in-school suspension, the student spends the entire day studying in school but is not allowed to attend classes or socialize during breaks and lunch. An out-of-school suspension is when the student is not allowed on campus for the term of the suspension.. Both types of suspension are recorded as an excused absence by the HS Office. Students who are suspended are allowed to make up and receive credit for all the work missed during the suspension. The student will sit for any assessments during the suspension at the scheduled time. The assessments will be given in a location determined by the class teacher. It is the student's responsibility to speak with the teacher about a timeline for completing all missed work and to speak to peers about what they missed. While teachers will be available for after-school help, they are not expected to re-teach the material. Students and the school may be required (if requested) to report suspensions when students apply to other schools or colleges.

### **Expulsion**

In some cases, if the infraction is serious enough or if students do not comply with the terms of a behavior contract, a student may be expelled from the school. In addition, accumulated behavioral infractions may lead to suspension or expulsion. Any decision on expulsion is reviewed by the superintendent.

Those students who apply to transfer to new schools during their time in high school should note that, if requested, we may be required to disclose and report major behavioral offenses that result in suspension to those schools.

Students are expected to act at all times within prevailing local laws. The possession of illegal drugs, the possession of a weapon, the use of a weapon, or other more serious offenses will lead to expulsion.

## **Drugs and Alcohol**

Abuse of chemicals and controlled substances (illegal drugs) is an extremely serious matter in Brazil and can result in legal consequences. The school is not in a position to protect students involved in drug abuse, although it does attempt to prevent such problems by providing information in health classes and other forums. The school may facilitate the treatment of a student who wants help with addiction and wishes to remain in school. Students who possess or bring these substances onto the campus or appear under their influence could face a variety of consequences, up to and including expulsion. In certain circumstances, the school is obligated to report these incidents to the local authorities. The supplying or sale of drugs on campus will result in expulsion and notification of the authorities.

## **Racist and/or Discriminatory Language and Behavior**

In alignment with Graded's DEIB statement, Graded is committed to providing an environment free from racist and discriminatory language and behavior. The use of discriminatory or racist language or behavior of any kind is unacceptable at our school and will be addressed as a major school rule violation.

## **Harassment and Bullying Policy**

We are committed to providing a caring, friendly, and safe environment for all of our students so they can learn in a relaxed and secure atmosphere. Bullying of any kind is unacceptable at our school and is against Brazilian law (Law 14.811/2024).

**At Graded, you have the right to be free from bullying, labeling, harassment, and hurtful behavior.**

Our community does not tolerate students being oppressed; therefore, we do not allow students to bully one another. Furthermore, all students must not permit anyone to frighten or harass another community member. All students are required to report any incident of bullying they witness. Hurtful bystanders, those who instigate, passively accept, encourage, or join, are participants in bullying. Witnessing and not reporting makes you a participant in bullying. It is the responsibility of every member of the Graded community to prevent bullying.

## **Sexual Harassment**

Graded is committed to a positive and productive education free from discrimination, including freedom from sexual harassment. This commitment applies to all students in any school program or activity, whether they are at school, on school transportation, or at an off-site school event. It also applies to situations both on and off school grounds, including events like parties with schoolmates, when such situations impact enrolled students.

Harassment or transgressions are actions that violate established norms or boundaries related to sexual behavior, potentially or actually harming an individual's well-being. These actions are unwelcome conduct or communication of a sexual nature, whether physical or not. Examples of transgressions include those described in law, such as blackmail, discrimination, possession, or distribution of sexual content (including nudes, caricatures, letters, and messages).

The school does not tolerate any type of sexual harassment, which is considered a major rule violation subject to disciplinary action, up to and including expulsion. Students should report any form of sexual harassment or transgression to any school faculty member.

All cases of suspected sexual harassment or transgression will be thoroughly investigated by the school for disciplinary and legal purposes, in accordance with this Handbook and the school's Regimento Escolar. Anyone found guilty of sexual harassment or transgression will face significant consequences and may be reported to the public authorities.

Graded's sexual harassment policy is based on the following legal materials, in addition to the school's disciplinary considerations: Brazilian Penal Code, arts. 146-A, 147-A, 213-234-C; Child and Adolescent Statute, arts. 240-241-E; Youth Statute (law 12.852\13), art. 17, I-II; Anti-Bullying Statute (law 13.185\2015); São Paulo state law 10.948\01 (against sexual discrimination); and Supreme Court Decision (MI 4733).

## **Definition of Bullying**

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

### **Verbal Bullying**

- Name-calling, teasing, insulting, calling someone pejorative nicknames.
- Making fun of or being disrespectful of another person's physical characteristics, nationality, religion, race, color, size, sexual orientation, physical disabilities, family situations (e.g., divorce), economic means, ability to learn, athletic ability, and the like.
- Using inappropriate language.
- Spreading lies or rumors about a person.
- Laughing at another's misfortune.

- Inciting others to fight or bully someone in any way.
- Putting people down.
- Mocking someone.

### **Threatening**

- Saying that someone will be hurt if they do not comply with the bully's requests.
- Using antagonistic language toward someone.

### **Social Exclusion**

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

### **Physical Bullying**

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

### **Cyberbullying**

- Any bullying as outlined in this policy through online means (using any application, tool, or forum/social media platform).
- Tampering with someone else's photos or personal data.
- Disparaging, embarrassing, intimidating, insulting, humiliating, hurting, or threatening someone through online means, including text messages and messaging services (e.g., WhatsApp).
- Publicly humiliating someone or sharing inappropriate pictures online (e.g., Facebook, WhatsApp, Snapchat, Instagram, TikTok).

### **Vandalism**

- Damaging someone's books or locker.
- Breaking someone's pencils, pens, or art supplies.
- Writing on/in someone's notebook or binder.
- Digital vandalism (e.g., adding something to another student's device without the owner's permission).
- Writing derogatory graffiti.

### **Extortion or Theft**

- Taking someone's money.

- Taking or hiding something that belongs to someone else (e.g., books, laptops, iPads).

### **REFERENCE: Brazilian Law**

Brazilian law prevents and combats systematic oppression and intimidation known as bullying. The law aims to promote citizenship, empathy, and a culture of peace and mutual tolerance. It outlines the duty of educational institutions to train their communities, including teachers, students, and parents, to discuss, create awareness of, and prevent bullying. It also calls for schools to establish codes of conduct and guidance for students and families that includes identifying bullying, its victims, and its perpetrators. It promotes a rehabilitative approach to the education of bullying offenders.

(Lei n° 13.185/2015)

## **Academic Integrity**

### **What is academic integrity?**

Academic integrity means being trustworthy and responsible, displaying integrity in all academic work, creating and expressing one's ideas, and, when necessary, acknowledging the intellectual contributions of others.

### **Issues of Academic Integrity include but are not limited to:**

- **Cheating:**
  - Receiving unauthorized assistance from another student or adult (such as a tutor or family member) when the work has been given to assess the student's ability.
  - Copying parts of or an entire assignment or assessment.
  - Use of internet translators as a substitute for a student's own work in language study.
  - Resubmitting work already submitted to a previous class (at Graded or another school).
  - Submitting work completed in a different class.
  - Accessing notes or other sources of help during an in-class assessment.
- **Fabrication:** intentionally making up data, information, documents, or research.
- **Facilitating academic dishonesty (collusion):** intentionally or knowingly helping or attempting to help another engage in academic dishonesty, including telling peers what will appear on tests and quizzes in advance.
- **Plagiarism:** representing another person's ideas or original work without giving proper credit (e.g., in-text citations, works cited, footnotes, endnotes). This includes handing in assignments or coursework downloaded or copied from the internet or created using artificial intelligence (AI).
- **Failure to cite sources:**
  - Using writing presented as one's own ideas and creation, without crediting the original source (including AI).
  - Using an exact phrase or sentence without appropriate citation.

- Using phrases or sentences (paraphrasing) from sources *that are then put into a student's own words* without clearly stating whose idea it is.
- Using a photo or picture without citing its source.
- Fabrication of a source.
- Intentionally citing a source incorrectly.
- Other actions of academic dishonesty not listed above, as determined by the teacher and administration.

## Consequences of Academic Integrity Issues

### First confirmed incident:

- This will serve as a formal warning.
- The student will meet with the teacher or the associate principal. This meeting will be documented.
- The student will be asked to redo the assignment under supervised conditions and with a new timeline set by the teacher.
- The associate principal will contact parents in writing to notify them of the event.
- The high school principal, in consultation with the athletics and activities director, may decide to prohibit a student from taking part in any extra-curricular activities if there is a delay in completing the newly assigned tasks.
- The event is recorded on the student's Graded record.
- Students will be required to complete a workshop on how to avoid academic malpractice.

### Second confirmed incident:

- The student will be assigned a single-day in-school suspension.
- The student will be asked to redo the assignment under supervised conditions and with a new timeline set by the teacher.
- A conference will be scheduled with parents, faculty members, and the associate principal. The meeting will be documented. A behavior plan will be developed to avoid more academic dishonesty cases.
- The event is recorded on the student's Graded record.

### Third confirmed incident:

- The student will be assigned a single-day out-of-school suspension.
- The student will rewrite the assignment under supervision.
- A conference will be scheduled with parents, faculty members, and the associate principal. The meeting will be documented.
- The event is recorded on the student's Graded record.
- If asked for or required by a university or college, Graded will report this out-of-school suspension.

### Fourth confirmed incident:

- If a fourth incident is confirmed, the student may be asked to leave the school.

### Investigating possible incidents:

- All teachers have a responsibility to inform the associate principal if they suspect academic malpractice has occurred.
- The students and parents involved will be notified in writing that an investigation will take place.
- To respect the student's privacy and the integrity of the process, the teacher and the associate principal will be discreet with all of the information and will keep the investigation confidential. It is strongly recommended that the student maintains the same confidentiality during the investigation.
- If no grounds for establishing academic integrity issues can be determined, no further action will be taken, and the assessment will be submitted for grading.
- If an incident has occurred, the consequences will be followed according to the Regimento Escolar and the guidelines listed above.
- If necessary, the HS principal will make the final determination in regards to academic integrity.

Reference: SFS Academic Integrity Form, AISR Academic Dishonesty Policy

## Communication

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

To that end, the following general procedures are recommended:

1. When you have a question concerning your child(ren)'s work in school, the best and first person to contact is their classroom teacher. You may email the teacher directly to make an appointment.
2. Questions around the implementation of the IB program at Graded, including questions that arise after the issuing of IB results (and the subsequent enquiry upon results [EUR] procedure) in July each year, may be directed to the IB coordinator. Appointments may be made by calling the high school office at 3747-4800, ext. 204 or ext. 208, or you may email the IB coordinator directly.
3. Questions of a personal nature or questions about a student's program, their overall potential, and general progress may also be discussed with the OCC
4. Questions that cannot be answered through the appropriate channels mentioned above, or questions of a more general nature concerning the school's operations, may be discussed with the high school principal or associate principal. Appointments may be made by calling the high school office at 3747-4800, ext. 204 or ext. 208.
5. Questions not resolved after conferences with the principal may be taken to the superintendent. An appointment may be made by calling the superintendent's office.
6. If parents have any questions for teachers, please feel free to email or call, and allow up to 48 hours for a response. If you do not hear back after two days, sending a follow-up reminder or contacting the counselor or principal about your question or concern is appropriate.
7. Please remember that teachers are asked not to email students or parents after 6:00

pm on weekdays or weekends. This ensures privacy and a healthy environment for teachers and students after school hours.

The preferred method of communication between students and teachers is face-to-face. In circumstances where students are sick, away from school, or need to communicate with a faculty member who is not their teacher, email communication is appropriate. In these situations, please allow up to 48 hours for a response.

### **Electronic Communication**

The school uses the Graded website and Toddle as online portals to facilitate communication between students, teachers, and parents. In high school, many teachers use Google Classroom to post weekly summaries of the upcoming week's work, future summative assessments, and electronic copies of class material. Students and parents will see materials only for the relevant courses. Faculty and students use two other platforms, in addition to the portals: Managebac and Turnitin.com, to collect work, assessments, student project collaboration, online discussion, and access to other Graded online resources. Each student and parent will receive their own PowerSchool username and password. Families must provide the school with a personal email account. Students will be issued a Graded Gmail account. The *Eagle News* is an e-newsletter sent to Graded parents and high school students every Sunday. *The Docket*, the *Eagle News*' high school section, contains critical school announcements, event details, and deadlines. Families are expected to read the *Eagle News* each week to stay informed. Students are expected to read *The Docket* every Sunday.

### **Emergencies**

In case of emergencies, please contact the high school office at 3747-4800 ext. 202.

### **Change of Contact Information**

Please make any updates on the [Student Logistics](#) page on PowerSchool and notify the high school office ([hsoffice@graded.br](mailto:hsoffice@graded.br)) of any changes to email addresses or home/cell phone numbers as soon as they occur. Parents/guardians may be contacted in case of an emergency or for other reasons.

## **Acceptable Technology Use Guidelines (Legal, Appropriate, Responsible, Kind - LARK)**

### **Using Technology**

- Students must own and maintain a laptop, as defined by the laptop [requirements](#).
- Computers are only to be used for educational purposes as directed by teachers in classroom settings. Non-educational gaming is not allowed during class, and students found to be gaming may have their computer removed for the lesson.
- Any malicious attempt to harm or destroy school technology equipment or materials or the data of another user, is prohibited.
- All data created within the school domain and on associated online spaces are governed by the core values and educational expectations of Graded. There are

occasions when a technology staff member may need to access data for security or maintenance reasons.

- Cell phones are only to be used with the teacher's express permission. Students found to be using their phones during lessons may have them confiscated for the remainder of the school day, and the incident will be recorded on PowerSchool. More information may be found on cell phone policies below.

### **Cell Phone Use**

- All phones must remain at home or stay switched off in lockers or student backpacks from 8:00 am - 3:30 pm. This includes break times, lunch, and Flex.
- Students may use their phones on campus after 3:30 pm to communicate with their families.
- At the sole discretion of a teacher and only for academic purposes, a cell phone/smartphone may be used briefly to address an academic need and then switched off and returned to the student's backpack.
- When a student does not comply with the policy the first time, their phone will be collected and returned to them at the end of the school day.
- Repeated violations may result in additional consequences, including parent conferences.
- If a student needs to call home, they should go to the HS Office and request permission from an adult before making a call via cell or office phone.
- If a parent needs to contact a student, they may leave a message with the HS Office, and messages will be relayed promptly.

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

## **Legal**

### **(Respect and protect intellectual properties)**

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

## **Appropriate**

### **(Digital footprint)**

- Access media focused on learning and fit for the academic environment.
- Create content that demonstrates learning and contributes positively to your digital

footprint.

- Communicate in collaborative online spaces in a way that represents yourself and the school in a positive manner.

## Responsible

### (Protect yourself and others)

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

## Kind

### (Respect yourself and others)

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

## Online Publication and Student Authorship

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

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

## Upper School Dress Code

Prohibited clothing items are those that include:

- Pejoratives (e.g., sexist, homophobic, racist, other derogatory language)
- Clear sexual overtones
- The promotion of alcohol and/or drugs
- Clothing that disrupts the instructional environment

Infractions will result in being asked to remove the piece of clothing in question and given an alternative Graded garment to wear. The offending item will remain in the HS office until dismissal time that day when it can be collected and taken home. An email will also be sent home to parents informing them of the incident. Underwear garments must be covered at all times.

Graded respects students' choices on how to dress, and faculty will only orient students regarding inappropriate clothing if there is a clear violation of the infractions above or the clothing presents a safety concern (e.g., open-toed shoes when participating in science labs). When concerned about the way a student is dressed, a faculty member may either discreetly approach the student or approach a counselor or selected faculty member who will initiate a conversation with the student. Students who repeatedly violate the infractions above will be asked to meet with the associate principal.

Repeated infractions will result in a behavior agreement and a meeting with parents.

## **Dress Code in Physical Education Classes**

Students are required to wear appropriate clothing to their PE lessons. They are given five minutes at the start of each lesson to change into their PE uniform and five minutes at the end of the lesson to change back into their regular school clothes. Students are expected to use this time appropriately and are still expected to arrive at class at the scheduled time. Changing time does not permit a student to arrive at class five minutes later than scheduled.

The upper school PE dress code is:

- Any Graded shirt or Graded event shirt (e.g., Little 8, Graded Run for Cancer). These can be purchased at the Booster Club Store in the Student Center. Graded hoodies are not a substitute for a PE shirt. Alternatively, any sports shirt predominantly in Graded colors (red, white, or blue) is permitted. A sports shirt is a light, moisture-wicking shirt or a T-shirt. PE shirts must fully cover the student's torso.
- Sports shorts, leggings, tennis skirts, or light track pants in any color are appropriate. Jeans and cut-off jeans are not appropriate, nor are pants that restrict physical movement. Shorts must fully cover the student's bottom.
- Sports shoes, athletic shoes, or tennis shoes are suitable for PE. Slides, flip-flops, open footwear, Crocs, or Birkenstocks are not suitable. Lack of appropriate footwear may result in the student sitting out the PE lesson due to safety concerns.

## **PE Swim Classes**

Some high school PE courses include an aquatics unit. Students must bring:

- A swimsuit. Girls are encouraged to wear a one-piece swimsuit. They may also wear board shorts and a swim shirt/rash guard over a one-piece swimsuit or a bikini. Bikinis are not appropriate by themselves. Boys can wear board shorts or *sungas/speedos* and may also wear a swim shirt/rash guard.
- A swim cap.
- Goggles.
- A towel.
- A waterproof bag to store wet swim gear after the lesson.

Other considerations for PE:

- A hoodie or a tracksuit top may be worn on top of the PE uniform during cooler winter days.
- Students with long hair must tie their hair back during the PE lesson.
- All students are encouraged to bring a water bottle to class.
- Students are encouraged to keep a spare PE uniform in their school lockers.
- Students who continually forget to wear their PE uniform will be assigned after-school detention.

## General Policies and Procedures

### Campus Facilities

The Graded community is fortunate to have various facilities and spaces. The information below is to help us understand how we can safely enjoy the facilities our school has to offer.

#### Athletic Facilities

Graded has an extensive sports complex, including gymnasiums, a beach volleyball court, a lighted track and field, and a weight room. These facilities are used for physical education classes, interscholastic sports, and certain Graded community events on weekends. Community members may use the Graded facilities after hours by submitting requests to the director of athletics and activities.

#### Regulations for the Use of Campus Facilities

- Use of campus facilities must be approved in advance by the director of athletics and activities.
- Students on campus outside school hours must be under direct adult supervision.
- Students may not use sports facilities during class time without the express permission of the head PE teacher and must be under adult supervision.
- Outside school hours, participants and spectators must remain in/near the event area.
- Climbing on trees, gates, walls, towers, and roofs is prohibited.
- Smoking and consuming alcoholic beverages are not permitted on campus.
- Pets are not allowed on campus.
- All wheels, such as bicycles, rollerblades, and skateboards, are only permitted with permission of an administrator.
- Safe and proper use of facilities and equipment is expected.
- All community members have a responsibility to keep the campus clean.
- Students playing on the field and on the courts (inside or outside) during recess or free blocks are expected to wear appropriate footwear or they will be asked to leave by the supervising teacher.

## Care of Grounds and Graded Public Spaces

It is every student's obligation to help keep the Graded campus clean and attractive and to show general respect to colleagues and the environment, inside and outside the classroom. Please walk only on cemented or tiled walkways. Place organic food waste in composting bins, litter in trash cans, and aluminum cans, plastic items, and paper in the recycling bins. Any cutlery and crockery taken from either the Cafeteria or the dining tent should be returned there. It is not the responsibility of the cleaning staff to pick up after students or faculty who choose to eat outside these two locations.

## Snack Bar

The Snack Bar, operated by external vendor SANUTRIN, is located in the Student Center and is open from 8:00 am to 6:30 pm on school days. Students in grades 9-10 may access the Snack Bar before and after school hours and during class breaks. Students in grades 11 and 12 may access the Snack Bar throughout the day except during lunch. The Snack Bar accepts credit and debit card payments (preferably), as well as PIX and cash. Students may also use their Student ID number to deduct funds from a registered account. To credit funds to a student account, please [follow the instructions](#) as well as register your child's facial recognition when using the SANUTRIN app, so that the purchases can be safely made through this identification.

## Vending Machine

The vending machine is only open to HS students from 8:30 am to 3:30 pm. If students are using the vending machine during class, it is only with the express permission of the class teacher. If students are found to be using the vending machine during class time without permission, their purchases will be confiscated and kept in the High School Office until 3:30 pm, when they may be collected.

## Health Services and Wellness

### Nurse's Office

Four full-time registered nurses are on duty during school hours to treat students who become ill, are injured, or require treatment or medications during the school day. Students may visit the Nurse's Office during class time only with a valid student pass. Upon arrival, students must wait to be seen and explain their symptoms to the nurse. All relevant information will be recorded in PowerSchool, including the reason for the visit. After evaluating the student's condition, the nurse will provide appropriate care, document any treatment administered, and send a notification to parents through PowerSchool. Nurses do not contact parents by phone for minor issues such as small cuts, scrapes, bruises, or general complaints.

Students are expected to return to class within 20 minutes of visiting the Nurse's Office. If a student is not well enough to return to class after that time, they will be asked to go home. In such cases, the nurse will contact the parents directly. Parents are responsible for informing

the Nurse's Office of any ongoing medical or psychological treatment their child is receiving, any known allergies, and any medication being taken. All medical forms must be kept up to date. The school nurses also serve as a resource for health-related issues for students, families, and the classroom.

### **Health Form**

[The health form](#) must be completed by a doctor for students to be eligible to participate in curricular and co-curricular activities.

### **Illness or Injuries at School**

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

### **Medication**

If a student needs to receive medication while at school, please provide the Nurse's Office with a copy of the prescription. Nurses may not give students medication without a note from the doctor. No student is allowed to self-medicate; all medicines must be taken under the direction of the school nursing staff. Please contact the nurse's office for further questions at [nurse.office@graded.br](mailto:nurse.office@graded.br).

### **Immunization**

Students are expected to have followed a routine and customary schedule of immunizations throughout their early childhood and later years. Parents are responsible for ensuring that their child's immunization record is current. The school requires a copy of each student's up-to-date vaccination record.

## **Information and Communication Technology**

### **1:1 Bring-Your-Own-Device Program**

Graded is a 1-to-1 school and a "bring your own device" (BYOD) institution. All students are expected to come to school prepared for learning with fully charged and functioning computers that meet specific [minimum requirements](#). These requirements enable students to fully participate in educational activities and be supported by teachers and the Department of Information and Communications Technology (ICT). Minimum requirements are listed on our website and are updated annually.

**Bring-Your-Own-Device Program Requirements: [Graded Technology Webpage](#)**

### **Computer Equipment Loaning Policy**

The school recognizes that students may occasionally experience technical difficulties, come to school without a fully charged device, or forget their computer altogether. Because Graded strives to empower students to take ownership of their learning, Graded will not lend any equipment to any student. This includes chargers, adapters, cameras, calculators, power cords, or any other device or peripheral equipment not mentioned here.

Should a student's computer break or be otherwise unavailable, a loaner may be arranged after consultation with the student's parents. If the equipment or any peripheral is returned damaged or defaced, the student will be charged for the damage.

Should you have questions, please contact the [director of information communication technology](#).

## Emergency Procedures

### Evacuation/Fire

When a fire alarm sounds, and if an evacuation is announced, respond with the following steps:

- Do not use any electrical switches (e.g., lights, wall switches, AC), as any of those could be a potential bomb detonation device.
- Leave doors and windows open upon leaving the room.
- Turn off the lights.
- Students should not take coats and backpacks with them.
- The teacher will lead their class quietly and orderly to the on-site evacuation location (unless instructed differently).
- Line up with your mentoring group in your location as identified by the evacuation map.
- Once at the on-site evacuation location, the mentor teacher takes attendance. If all students are present, hold up the **green** sign. If any student is missing, the teacher will hold up the **red** sign.
- The fire brigade will look for any missing students, take them to their class at the evacuation location, and report their presence to the divisional secretary.
- Staff and students will remain together in the designated safe area until the end of the evacuation is announced.

### Lockdown

Notice of a lockdown will be made either by the public address system or personally. Under those circumstances, the following steps must be followed:

- Everyone stays in their rooms, away from windows and doors and out of sight, and remains quiet.
- Teachers quickly look outside the classroom and sweep students from the hallways into their classrooms.
- Lock all doors, close all windows, and pull shades, if available.
- Classes in the upper school PHE areas should assemble in the Athletics Center. Classes in the lower school play area should assemble in the Lower School Gym. The gym doors should be closed and locked.
- Teachers should take attendance at the end of the lockdown, once students have had a chance to return from other locations, and communicate missing students to the divisional offices.

## **Grade 11 and 12 Leave Campus Privilege**

Grade 11 and 12 students in good academic standing who do not have scheduled classes during the first or last period may, with parental consent, be granted the privilege of arriving at school after 8:30 am or leaving during the last period. This privilege is granted at the discretion of the high school administration and will be arranged on a case-by-case basis.

Students may only leave early if no classes are scheduled during that period. Choosing to miss a scheduled class will result in the same consequences as skipping class. The school administration reserves the right to revoke this privilege at any time.

## **Language Statement at Graded**

The Graded community is a dynamic, multi-cultural environment. Language is the key component of cultural understanding, and as an American school, Graded's language of inclusion is English. Our language philosophy and aims are as follows:

### **Philosophy**

- We believe that language is the primary means of communication. Its acquisition is a lifelong process and a central component of intellectual and personal growth. Proficiency in one language is transferable to other languages and aids the student in acquiring competence in other curricular areas.
- As an expression of culture and identity, the continued development of the mother-tongue language is critical. Language learning promotes internationalism and multicultural understanding and must be fostered in all aspects of the school community.
- All teachers strive to recognize the language needs of their students and work to serve these needs within the context of their subject areas and outside the classroom.
- We believe that to build a community where every member feels that they can belong, we need to create an environment where language use is inclusive to all.

### **Aims**

- Our language programs aim to enable students to learn and use language effectively, accurately, and confidently in various contexts and purposes, in both oral and written forms.
- We promote the appreciation, understanding, and analysis of literature and encourage students to explore language as a means to understand different perspectives of people from other cultures. We emphasize written and oral expression for students to develop their voices.
- We aim to develop students' awareness of the role of language in all subject areas and in other ways of knowing and provide opportunities for enjoyment, creativity, and intellectual stimulation through knowledge of language and literature.

### **Languages Offered at Graded**

- Throughout grades 9-12, all students study English language and literature; students also study Portuguese or Spanish as a first language. Except for language classes and

Brazilian social studies, all classes are taught in English. Portuguese and Spanish are also taught as second languages.

- Through its IB Diploma Program, Graded offers **Group I** courses in English Literature, English Language and Literature, Portuguese Language and Literature, and Spanish Language and Literature. **Group II** courses are Portuguese B and Spanish B and *ab initio*. Students may take IB language exams at either higher or standard level.
- Students are also offered the opportunity to study their home language through one of the IB's school-supported self-taught (SSST) language courses.
- Parent attendance at the grade 10 Academic Pathways Program held every January is strongly encouraged so as to allow parents to support the planning of their children's IB language choices and development.

### **Mother Tongue: Instruction and Language Use**

- In class, we speak the target language (English in an English-medium class, Portuguese in a Portuguese-medium class, Spanish in a Spanish-medium class).
- In our public spaces, we recognize the social importance, educational value, and comfort of people speaking their mother tongue. Thus, we may hear an array of different languages in our halls. In our group interactions, we focus on English as the language of inclusion.

## **Leaving Campus**

Students are always required to present a gate pass to the school gate guard when they leave campus during the school day. Gate passes are only issued by the high school office when requested in writing through PowerSchool by the student's parents. The request should include when and why the student must leave (e.g., consulate appointment). Students and parents are asked to schedule all appointments after school.

Students may not leave campus and then return to campus after the last late bus has departed unless they have a valid reason to do so that has been approved by the HS office and the absence is excused with appropriate documentation. Students are encouraged to go home at 3:30 pm unless they have an appointment with a faculty member or are participating in school-sponsored events or activities.

## **Lost and Found**

As a general rule, lost books, learning materials, clothing, sports equipment, and small valuables are turned in to the Security Office. Items not claimed by the end of each semester are typically donated. Money and valuable items that are lost or stolen should be reported immediately to the High School Office. **Students are strongly discouraged from bringing valuable objects to school.**

Please note that the school is not responsible for tracking down lost or stolen items that were not secured in a locked locker or were left unattended. While such items can be reported, the school's ability to assist is limited to checking the Lost and Found. Items not properly secured

are more vulnerable to loss, and recovery cannot be guaranteed.

## **Personal Effects**

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

### **Lockers**

High school students are assigned lockers to store items such as books, computers, coats, supplies, or shoes during the school day. Every student is allocated a locker number through PowerSchool. *Students should never open another student's locker.* All student possessions should be kept inside a locked locker. Items stored outside a locked locker are left at the student's risk, and the school cannot guarantee their security. Students in high school supply their own locks. Lockers must be cleared and locks removed at the end of each school year.

Students wishing to use their lockers during the year must attach their lock before the end of August. After this, the school will lock all other lockers to prevent them from being used to store garbage during the year. Students can ask the high school administrative assistant to open their locker at any time during the year when they wish to begin using it.

Students will clean out their lockers at the end of the school year as part of their end-of-year procedures.

### **Locker Room Baskets**

During PE classes, lockers are available for students to store valuable items such as jewelry or books. The school is not responsible for missing articles outside the locked area.

## **Safety and Emergency Drills**

Emergency drills at regular intervals are required by law and are an important safety precaution. Students must quietly evacuate the building under the supervision of their teachers. Students at lunch should exit the Cafeteria and move to the field, where they must report to their pre-assigned place. Detailed emergency procedures can be found in the classrooms, offices, and other areas of the school.

Please be aware that Graded's campus is accessed through a controlled entry/exit system. Parents must use IDs to enter and exit the campus. New parents will receive their badges on Orientation Day. All visitors must register at Reception in the Parking Garage, where they will receive a badge to enter the campus.

## **Survey Procedures**

Graded is an academic environment, and thus surveys distributed to the Graded community must be appropriate. Therefore, if a student wishes to collect data through a survey that involves the Graded community, it is required that the student include:

- A clearly stated purpose, detailing the class or extracurricular activity for which the information will be used.
- The approval of a faculty member with their name stated on the form.
- Final approval from the high school administration.
- The associate principal will share the survey with students in *The Docket*.

## Student Check-out Procedures

Any student leaving Graded must be properly checked out before they depart school. The check-out process is initiated by contacting the appropriate principal or counselor **and** the Admissions Office. The student is responsible for furnishing a letter signed by their parents requesting withdrawal from school.

No student will be officially checked out until all school obligations have been cleared. Requests for official transcripts and school records will not be honored until a student has been officially cleared by the Business Office. Copies of *unofficial* transcripts may be available earlier.

## Vehicles

Under no circumstances are students allowed to drive cars or motorcycles to school.

## School Visitors

When visiting campus, the following rules need to be observed.

- All visitors must check in at Reception in the Parking Garage. ID badges are required for all visitors.
- Employees of Graded families (e.g., nannies, drivers) are not permitted on campus. They may wait in the Parking Garage to pick up children at the end of the day.
- For any other adults who are not related to Graded community members, special permission to enter campus must be granted by an administrator.

## Parent-Teacher Association

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

The PTA exists to help parents, administration, and faculty:

- Communicate with one another and with the community.
- Understand the Graded experience better, promoting its values, educational enrichment, and a healthy environment for the students.
- Engage and be active participants in school events.

- Cherish being part of our unique and diverse community and promoting harmony among the many cultures at Graded.

Visit the [PTA webpage](#) or contact [pta@graded.br](mailto:pta@graded.br) for any inquiries or further information on volunteering opportunities.

## Student Services

### Bus Transportation

The transportation system at Graded is offered as an optional service because of the widely separated areas of São Paulo in which students live. Twenty-seven routes deliver students to school by 8:20 am and return students to their homes in the afternoon. Buses depart in the afternoon at the following times:

- Regular departure from Graded (M, T, Th, F): 3:45 pm
- Wednesday departure from Graded: 3:15 pm
- After-school Activities departure: 4:50 pm (4:20 pm on Wednesdays)
- Late departure: 6:20 pm (6:00 pm on Wednesdays)

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

### Cafeteria

The Graded Cafeteria is run by a certified nutritionist and dietitian. The school strives to provide balanced and nutritious meals every day. All drinking water comes from a well on site that is regularly analyzed for purity. Students are strongly encouraged to make healthy choices in our Cafeteria and choose to eat healthy snacks. All students are expected to return utensils, paper, and the like to the service area, scrape dishes clean when finished eating, and leave tables clean for those who follow. *Food should not be taken out of the Cafeteria* unless students are attending an event approved by the high school administration. Food is allowed in the Student Center.

### Library Services

The Upper School Library and its resources support and enrich Graded's mission, core values, and educational programs. The library program strives to ensure that students are effective users of ideas and information. Library materials are selected to encourage the development of factual knowledge, literary appreciation, aesthetic values, and ethical standards.

## Library Hours

The library is open Monday through Friday from 8:00 am to 4:30 pm.

## Library Resources

With more than 17,000 learning materials, the Upper School Library is well-resourced. Materials are available in English and Portuguese. Included in our collection are the following:

- Print and e-books (e.g., fiction, nonfiction, biographies, graphic novels)
- Citation maker - NoodleTools
- College resources and test preparation guides
- Print and electronic magazines
- Print and electronic newspapers, both local and international
- Professional resources
- Reference materials
- Subscription databases (e.g., EBSCO, Gale, Infobase, and JSTOR)
- Turnitin.com

## Library Catalog

The Upper School Library catalog, Destiny Discover, is available to students via Graded Bookmarks. Additionally, Upper School Library resources are available on the Graded website, [www.graded.br](http://www.graded.br), under Quick Links. Logging into the catalog allows patrons to search Graded's print collections, read e-books (FollettShelf), and be part of an online community of readers.

## Databases

To extend the library and provide quality, scholarly resources for research, Graded subscribes to a variety of databases such as Culturegrams, EBSCO, Facts on File (*Ancient & Medieval History*, *Science Online*, and *Today's Science*), Gale (*Global Issues*, *Informe Académico*, *Opposing Viewpoints*, *US History*, *World History*), JSTOR, and World Book. The link and password information for each database is available for patrons once they log on to the Online Resources tab located on the Graded website library page. These library resources are available 24 hours a day, seven days a week, anywhere patrons have internet access.

## Technology

The library is equipped with Apple TV, iPads, LCD projectors, a printer, a copier, and a scanner.

## Lending Policies

- Students may borrow a maximum of 10 materials for two weeks at a time.
- All resources leaving the library must be checked out at the circulation desk.
- Materials may be renewed on or before the due date, unless another patron has placed a hold on the resource.
- Students receive a due date reminder by email the day before their materials are due.
- Students can renew materials and place holds themselves when logged into Destiny Discover.

- Overdue notices are sent weekly. Notices are sent electronically by email to students' email addresses.
- Students with overdue material may not borrow additional material.
- Items lost or damaged while on loan from the library must be paid for by the person who borrowed them.
- At the end of the first semester, library materials that are more than two months overdue will be marked as lost. If not resolved beforehand, the replacement cost will be included in the next tuition mailing.
- Students must clear their library accounts at the end of each academic school year. Students and parents will be notified by email, letter, or phone call of outstanding accounts.
- If an item considered lost was paid for and is subsequently found and returned to the library in good condition during the same academic school year, the patron will be refunded.

## Library Expectations

The library is a great place to discover, explore, imagine, investigate, locate and access information, study, collaborate, work on homework, browse magazines, and read for pleasure. To ensure that the library meets the needs of **all** patrons, please adhere to the following expectations:

- Space in the library is regulated during academic prep blocks. Juniors and seniors that wish to study in the library during their academic prep blocks must sign-in each morning on the Google form shared by email from the library team.
- The library is a public space and many patrons are reading and studying; please whisper.
- Wear headphones when listening to music or watching videos.
- Before school, during academic prep blocks, and after school, high school students using the library should be engaged in school-related work or study. Playing video games, watching Netflix, and the like will be permitted only during lunch/Flex Time. Students wishing to socialize or rest should take advantage of the Student Center.
- Use of technology in the library is for school-related work.
- Library iPads should not be altered.
- Allow the library staff to reshelve books and magazines; leave items for reshelving at the circulation desk, on carts, or at tables.
- Eat and drink outside of the library. Water is allowed.
- Students who do not comply with the above expectations may lose their library privileges for a time determined by the library staff or administration.

As part of the Teaching and Learning Department, the library staff is committed to providing high-quality services for our students, faculty, staff, and parents. Services offered to students and faculty include training sessions on using the library resources, book talks, digital citizenship workshops, academic honesty guidance, and information literacy lessons.

Please feel free to ask the library team for assistance. The librarians enjoy answering questions, pointing students in the right direction, assisting in accessing and evaluating

information, demystifying citations, or recommending novels for personal reading. If students have suggestions for the library, they are encouraged to share their ideas and book recommendations with the library team.

During the year, the library staff puts together a variety of displays and programs to promote literacy and leisure reading. Students are welcome to browse or check out any books on display.

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## References

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## Student and Parent Handbook Agreement

The *Graded High School Student and Parent Handbook* contains important information regarding the policies and practices of the High School.

I, as the parent or guardian of the student named below, have been given access to the Handbook for the 2025-26 school year. I have read the Handbook, and I understand and agree that my child and I shall abide by all of the policies set out in this Handbook.

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### **Contrato de Ciência das Normas do Manual de Alunos e Pais do Ensino Médio**

O Manual de Alunos e Pais do Ensino Médio (*High School Student and Parent Handbook*) da Escola Graduada (Graded - The American School of São Paulo) contém informações importantes sobre as políticas, normas e práticas do Ensino Médio (*High School*).

Eu, como pai ou responsável legal do(a) aluno(a) mencionado(a) abaixo, tive acesso ao Manual (*Handbook*) para o ano letivo de 2025-26. Atesto que li, entendi e concordo que meu/minha filho(a) e eu, devemos respeitar e seguir todas as políticas, normas e práticas estabelecidas neste Manual (*Handbook*).