



THE AMERICAN SCHOOL OF SÃO PAULO

Lower School Student/Parent Handbook 2025-26

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August 2025

Dear Lower School Families,

It is with great joy that we welcome you to a new academic year at Graded – The American School of São Paulo. Our learning community is shaped by the meaningful relationships forged between students, educators, and families. We believe these partnerships are the foundation of a thriving educational experience.

At Graded, we are proud of our commitment to excellence, inclusion, and student well-being. We celebrate the diversity of backgrounds, perspectives, and talents that enrich our school, and we are dedicated to fostering a supportive and developmentally appropriate environment in which all students can grow academically, socially, and emotionally. We aim to cultivate not only capable learners but also empathetic, reflective individuals who contribute positively to their communities.

This Lower School Handbook outlines the key policies, procedures, and expectations that guide our daily life on campus. It was developed through thoughtful collaboration among our staff, with valuable input from students and families. We encourage all parents and guardians to read the handbook carefully and review it with your child(ren). It serves as a shared reference point to help ensure that each student feels safe, supported, and engaged in their learning journey.

We also recognize that a strong school community continuously reflects and evolves. Our practices are regularly reviewed to align with both local and global educational standards. As such, we reserve the right to update this handbook throughout the year. The most current version will always be available on our school website.

We look forward to partnering with you in the year ahead and invite you to reach out to any member of the Lower School Leadership Team should you have questions or feedback.

Sincerely,

Ana Allen
Lower School
Principal

Andrew Hossack
Lower School
Associate Principal

Annie Neill
Lower School
Associate Principal

Mission

inspire
challenge
succeed

every student
every heart
every mind

Vision

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

Core Values

Graded instills these values in all members of our community:



Useful Contact Information

Common Contacts:

- Lower School Office: 3747-4834
- Graded Reception: 3747-4800
- Bus Transportation: 3747-4800 ext. 146
- Nurse's Office: 3747-4800 ext. 116

Helpful Links:

- [Running Start Guide](#)
- [Graded Website](#)
 - [Graded Parent Portal](#)
- [Graded Calendar](#)
- [Graded PowerSchool Sign-In](#)
- [Eagle News Archive](#)
- [Graded Student Support Services](#)

School Schedule

8:00 am	School Doors Open
8:15 am	Classrooms Open
8:30 am	Classes Begin
3:30 pm	School Day Ends (Monday/Tuesday/Thursday/Friday)
3:00 pm	School Day Ends (Wednesday)
3:40-4:40 pm	Optional After-School Activities Block (Monday/Tuesday/Thursday/Friday)
3:10-4:10 pm	Optional After-School Activities Block (Wednesday)

Learning at Graded

Early Years Program: Pre-Kindergarten and Kindergarten

Rooted in Montessori philosophy, our Early Years Program honors young children as capable, curious, and agentic learners. Each day offers rich opportunities to explore, play, make meaningful choices, and build lasting relationships—all in support of their growth and learning.

Our Early Years Program is thoughtfully designed to meet the developmental needs of our youngest learners. Our pre-kindergarten classrooms enjoy a mixed-age environment ranging from three to five years old, where curiosity, exploration, and creativity are nurtured each day. Children engage in meaningful play, choose their own activities, and participate in small group experiences guided by the teacher. With extended periods of autonomy and choice, they build focus, confidence, and foundational skills—laying the groundwork for future learning through wonder, relationships, and purposeful projects.

In our kindergarten classes, our five- and six-year-olds continue to learn through play, exploration, and purposeful work, as they build a bridge from early childhood into the primary years. Grounded in the Montessori approach, children engage with familiar hands-on materials while also expanding into new learning experiences that meet the developmental needs of this unique stage. Their days include focused time for literacy and language development, foundational numeracy, and play that supports their bodies' growing strength and coordination. Moving fluidly between concrete experiences and emerging abstract thinking, they are supported in deepening their curiosity, building independence, and developing their skills and confidence.

Grades 1-5

As children continue to develop from grades 1 to 5, our program continues to engage their curiosity, helping them make connections and take increased ownership of their learning. Each day is filled with opportunities to explore ideas, solve problems, make meaningful choices, and build lasting relationships, supporting both academic growth and social-emotional learning.

Our classrooms are thoughtfully designed to meet the changing needs of our elementary-age students. Children continue to engage in hands-on exploration while they set, monitor, and reflect on their learning goals. With opportunities to pursue interests and reflect on their learning, students build focus, confidence, and a strong foundation of skills that prepare them for continued growth.

In the early lower school years, students deepen their understanding through purposeful play, inquiry, and structured learning experiences that support literacy, numeracy, and physical development. As they move through the grades, they transition into more conceptual thinking and complex problem-solving, while still benefiting from a learning environment that values mastery, creativity, and identity. Across all grade levels, students are encouraged to take ownership of their learning, explore their interests, and build the skills they need to thrive—now and in the future.

Lower School Library

Graded places a strong emphasis on regular student visits to the library. [Our library program](#) is designed to foster a lifelong love of reading, support classroom learning through the integration of technology and information literacy, and provide both physical and digital resources to enhance student learning.

The physical library is open from 8:00 am to 4:00 pm, with an earlier closing time of 3:00 pm on Wednesdays and 3:30 pm on Fridays. It is staffed by knowledgeable, friendly librarians who help students navigate our [extensive collection](#), build research skills, and develop critical thinking.

In addition to our physical space, we offer a 24-hour online library filled with digital resources accessible anytime, anywhere. Our librarians work closely with teachers and students to enrich the learning experience. We invite students, parents, and guardians to explore both our print collection and online platforms. Resources such as LightBox, PebbleGo, TumbleBooks, Epic School Plus, World Book Encyclopedia, and a wide variety of popular magazines (accessible through Flipster) are available for use from home or school.

With over 17,000 titles, our library offers a rich selection of fiction and nonfiction in English and Portuguese, along with a growing foreign language collection that includes books in Spanish, German, and Korean.

Graded's Language Statement

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

Language Philosophy

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

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

Graded teachers strive to recognize the language needs of all students and work to

serve these needs within the context of their subject areas as well as outside the classroom.

Language Aims

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

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

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

Languages Offered at Graded in Lower School

All students study English as well as Portuguese language and literature. All classes except Portuguese language classes and Brazilian social studies are taught in English. Portuguese is taught either as a first or additional language.

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

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

Assessment in the Lower School

At Graded, we view assessment not as a separate task, but as an integral part of the learning journey. We believe in the individual process of student learning and that assessment must honor this by providing multiple and meaningful opportunities for students to demonstrate what they know, understand, and can do over time.

Evidence of student learning is gathered in order to:

- Inform teaching, support student growth, and guide decisions.
- Provide students with feedback for improvement, not simply judgment of performance.
- Provide opportunities to celebrate learning, reflect on progress, identify next

steps, and continually strive for deeper understanding.

Teacher Commitments:

- **Clear Communication:** Teachers explain the purposes behind assessments and the ways they contribute to learning goals, helping students and families see assessments as part of a continuous learning cycle.
- **Supporting Understanding:** Whether through rubrics, learning progressions, or exemplars, teachers use various tools to clarify expectations and support student understanding.
- **Prioritizing Learning:** The focus remains on student growth and development. Feedback is prioritized over scores to emphasize the ongoing nature of learning and achievement.

Descriptors of Achievement

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

Grade	Descriptors
E	Exceeds Benchmarks: Within the classroom setting, the student consistently and independently demonstrates understanding of the content and skills in original and insightful ways. Within the classroom setting, the student independently identifies opportunities for application.
M	Meets Benchmarks: The student meets grade-level benchmarks for the trimester. There are no major errors or omissions regarding any content and skills that are explicitly taught.
P	Progressing Towards Benchmarks: The student shows emerging mastery of the content and skills explicitly taught but has not yet met grade-level benchmarks. The student needs time and support within a classroom setting, including additional instruction, to demonstrate understanding.
AC	Area of Concern: The student has difficulty applying the skills which should be secure at this point. Even with additional support and assistance, the student has not yet met grade-level benchmarks. This indicator requires additional monitoring and a support plan.

Grade Reporting

Purpose of Grades

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

Student Progress Reports

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

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

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

Grade Calculations

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

Habits of a Learner Descriptors

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

The Habits of a Learner for the Early Years Program include:

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

The Habits of a Learner, beginning in grade 1, include:

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

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

We believe in the success of every child. Children are promoted to the next grade level with the successful completion of the current grade level. If a child does not satisfactorily complete the academic work in his or her grade level and does not indicate readiness for the next grade level, the student may be considered for retention in the current grade level for the following year (in consultation with a group of teachers, parents, and other specialists, as appropriate), subject to compliance with the provisions of Brazilian educational legislation.

Recognizing Excellence

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

Components of the Academic Day

Recess

At Graded, we recognize recess as a vital part of a child’s development. Research consistently highlights the importance of unstructured play and gross-motor movement in supporting cognitive function, social-emotional learning, and physical

well-being. Recess provides students with meaningful opportunities to make choices, take initiative, and engage in collaborative, inclusive play. Whether through imaginative games, physical activity, or quiet reflection, students develop essential skills such as self-regulation, negotiation, and resilience. Adult supervision during recess ensures a safe environment while promoting student agency and reinforcing shared community values.

Class Placement

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

Service Learning

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

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

Homework

At Graded, we believe that homework should support student learning in meaningful and developmentally appropriate ways. Our approach is grounded in the understanding that homework, when designed thoughtfully, can reinforce classroom learning, promote independence, and strengthen the partnership between school and home.

Homework may be assigned to:

- Practice and consolidate new skills;
- Apply learning in new or creative contexts;
- Develop habits of responsibility, self-direction, and time management.

Beginning in grade 1, students can expect homework on most school days. Assignments are designed to be completed independently and to foster a sense of ownership and pride in learning. Homework also offers families insight into classroom

content and provides opportunities to support learning at home.

At the same time, we recognize that **unstructured play is essential** to the healthy development of children—cognitively, socially, emotionally, and physically. Homework should never replace time for play, rest, or family connection.

Our approach to homework:

- Daily reading (minimum of 20 minutes) from self-selected and/or teacher-assigned texts, completed independently or with a caregiver.
- Additional tasks (maximum of 15–20 minutes) may include activities such as math fluency practice, sight word review, or assignments aligned with current classroom learning.
- Total homework time should not exceed 40 minutes per night.
- Assignments should be student-completed without significant adult intervention.

We also encourage families to nurture learning beyond formal homework through:

- Participation in household responsibilities;
- Conversations about local and global issues;
- Engagement in cultural, community, and recreational activities.

Supplies

Graded provides all essential school supplies for students in PK through grade 2. Students in grades 3-5 should refer to the posted [supply lists](#) and bring the requested items at the beginning of the school year.

All lower school students should bring:

- A backpack (non-rolling preferred)
- A reusable water bottle
- Optional personal items, such as a pencil case with writing utensils

To maintain a focused learning environment, we ask that toys and non-essential items remain at home unless requested by the teacher for a specific activity or celebration.

Supply Lists: www.graded.br/supplies

Field Trips and Other School Travel

At Graded, we believe that meaningful learning extends beyond the classroom walls. Fieldwork is a vital component of our educational experience, designed not as a break from learning but as a rich extension of it. Unlike traditional field trips, which often serve as one-off outings, fieldwork is intentionally connected to the curriculum. It offers students the opportunity to explore authentic environments, apply classroom concepts in real-world contexts, and engage with their surroundings in purposeful, inquiry-driven ways.

Each grade level participates in thoughtfully planned day trips that enhance academic concepts and provide opportunities for collaboration and discovery. In addition, students in grades 4 and 5 take part in extended overnight experiences designed to build independence, teamwork, and community.

All itineraries and travel arrangements are carefully reviewed and vetted by Graded staff in consultation with security professionals. Student safety and well-being remain our highest priorities at every stage of planning and implementation.

Participation in school trips is a privilege that reflects Graded's core values of respect, responsibility, and integrity. Students are expected to represent themselves and the school community by adhering to school values and expectations. All school rules remain in effect during trips, and serious breaches of behavior may result in removal from the activity and/or future eligibility restrictions. Students experiencing significant academic, attendance, or behavioral concerns may enter a support process to determine readiness for participation.

Because fieldwork experiences are considered official school days and require full supervision by staff, alternative on-campus arrangements cannot be provided. Students who do not attend are marked absent.

Graded is committed to supporting equitable access to these experiences and works to ensure that all eligible students are able to participate.

Trips Outside of the City of São Paulo and Overnight Trips

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

the signature and stamp the document.

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

Physical Education

Graded's Physical Education (PE) program fosters students' physical, social, and emotional development through engaging, age-appropriate activities. The curriculum emphasizes skill development, movement patterns, teamwork, and healthy lifestyle habits. Active participation is essential, and appropriate attire ensures safety and full engagement.

Clothing

Students must wear loose-fitting, comfortable clothing and running shoes on PE days. Schedules will be shared at the start of the school year.

Swimming Program at Graded

All students participate in a mandatory swimming unit each semester. The program emphasizes safety, confidence, and skill development in a fun, game-based environment. Students learn freestyle, backstroke, breaststroke, and butterfly, along with essential water skills such as diving, treading water, and breath control. Swimming also reinforces key movement and game concepts taught in PE.

As swimming is a required part of the PE curriculum:

- Students without a valid medical certificate (*atestado médico*) must participate.
- Non-participation without medical justification will be recorded on transcripts.
- Students who are excused for medical reasons will remain poolside during the lesson; alternative activities are not available due to staffing.

Swimming Medical Certificate (*atestado médico*)

Before the first swimming unit, families must provide a Brazilian medical certificate confirming their child is fit to swim. This includes a check for any contagious skin conditions, as legally required. Families will receive an email outlining the process prior to the swimming unit.

Items to Bring on Swimming Days

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

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

Students with morning swim lessons are encouraged to wear their swimsuits under their clothes to maximize pool time. Students will change in supervised boys' and girls' changing rooms in the Athletic Center.

Wellness

Food Services

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

Water

There are numerous water stations around campus. Students are expected to bring a water bottle for daily use.

Health Services

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

Illness or Injuries at School

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

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

Medication

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

Health Forms

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

If a student has diabetes, the parents or guardians must provide the school with a [Diabetes Medical Management Plan \(DMMP\) Form](#) completed by a Brazilian licensed doctor each year and submitted before the first day of school. An Individualized Health Plan (IHP) will be developed annually by the School's Head Nurse, based on the student's DMMP, to ensure a consistently safe and supportive environment for the child.

If a student has severe allergies, parents or guardians must ask their doctor to complete the [Food Allergy and Anaphylaxis Emergency Care Plan](#) each year.

For further information, contact the Nurse's Office at +55 11 3747-4800 ext. 116 or 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. It is the parent's responsibility to ensure that their child's immunization record is up-to-date. The school requires a copy of each student's vaccination record.

Attendance

Consistent and punctual attendance is essential to student success in the lower school. At Graded, we believe that learning is an active, collaborative process—especially during the formative elementary years—and regular attendance ensures that students fully benefit from classroom experiences, routines, and relationships.

While we understand that absences occasionally occur due to illness or unforeseen circumstances, we trust families will prioritize attendance and only keep children home when absolutely necessary. Repeated or extended absences can significantly impact learning. If a student's attendance becomes a concern, the school will contact families to discuss the impact and identify appropriate supports.

In accordance with Brazilian law, students are required to attend at least 75% of scheduled class time. It is the responsibility of families to be aware of and adhere to this requirement and to work closely with the school to minimize absences whenever possible.

Extended Absences

If a student must be absent, families should submit the notification through the Parent Portal on PowerSchool. For absences longer than three consecutive days, teachers may provide reading and homework assignments to support continued learning at home. For planned absences exceeding three days, parents must notify the Associate Principal in writing. The Associate Principal will collaborate with teachers to develop a plan for addressing missed content. Please note that while the school will make reasonable efforts to support students during extended absences, we cannot guarantee that all missed learning experiences can be replicated. **The school cannot be held accountable for reduced achievement as a result of a student's absence.** Teachers and administrators strongly encourage families to align travel and home leave with school holidays, as outlined in the [academic calendar](#). Parents remain responsible for ensuring that students complete all missed work.

Punctuality

Timely arrival is an essential part of a successful school experience. Students are expected to be in their classrooms by 8:30 am, ready to begin their day. Arriving late disrupts the learning process for both the individual and the class and is considered a breach of the community's shared norms of respect and responsibility.

Tardiness is defined as arrival after 8:30 am and will be recorded in PowerSchool. It will be reflected in student reports and transcripts.

- If a student is late, parents must notify the Lower School Office.
- Students should proceed directly to class upon arrival.
- Habitual tardiness will result in communication from the Associate Principal to address the concern and partner with families to improve punctuality.

Daily Logistics & Communication

To ensure student safety and efficient school operations, all requests related to the following must be submitted through PowerSchool:

- Absence notifications
- Changes in transportation or pick-up plans
- Gate passes for early dismissal (see below)

For changes to a student's departure method, families must submit the request by **1:00 pm** on the day of the change. This allows staff time to communicate with the student and prepare accordingly.

Early Dismissal

We strongly discourage early dismissals, as they interrupt the continuity of learning. If early dismissal is unavoidable due to an essential reason (e.g., medical appointment), parents must submit the request through PowerSchool at least **four hours** in advance.

Please note:

- Only family members may pick up students on campus.
- Family employees must wait in the parking garage.
- While we do our best to accommodate pick-up times, instructional responsibilities may prevent staff from releasing students at an exact time.
- Early departures to begin vacations or weekends early are discouraged, as they compromise learning time and send a conflicting message about the value of school attendance.

School Dismissal

Lower school students must leave campus immediately after the school day or after-school activities unless under direct adult supervision. If a student is waiting for transportation, they must remain in the Lower School Office. For safety reasons, students may not walk around campus unsupervised after hours.

Academic Integrity

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

Academic dishonesty includes but is not limited to:

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

Consequences of Academic Dishonesty

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

Further Disciplinary Consequences

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

- Further conference with the parents and the associate principal or principal.
- A behavior plan may be collaboratively developed.
- A note will be placed on the student's official file on PowerSchool, which is part of a student's official record.
- The student may serve an internal or external suspension.
- For repeated offenses, a behavior contract will be put in place.

Information and Communication Technology (ICT) Rights and Responsibilities

School Devices

All lower school students are provided access to school-provided devices such as iPads, laptops, and cameras, which are essential tools for their learning journey, as many of our resources are online. These devices grant access to a wealth of online educational resources. However, it is important to note that students are expected to treat these devices with care and respect. Students are explicitly taught how to safely and appropriately interact with the provided devices throughout the year.

Repeated misuse of school devices—such as intentionally removing keys from keyboards or dropping devices—will be documented and addressed directly with the student. If a device requires servicing more than once due to a student's mishandling, families will be notified. Beginning with the third incident requiring repair or replacement as a result of misuse, families will be charged for the associated costs.

Information and Communication Technology (ICT)

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

Using ICT in the Lower School

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

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

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

Legal (Respect and protect intellectual properties)

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

Appropriate (Digital footprint)

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

Responsible (Protect yourself and others)

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

Kind (Respect yourself and others)

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

Online Publication and Student Authorship

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

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

Cell Phone Use

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

Therefore, the use of cell phones and other personal technology, such as smart watches, is prohibited in the lower school. Such devices should remain out of sight, be stored in cubbies, and be turned off during school hours. A child may make a call after school hours to arrange transportation when necessary. However, they must put

their phone away when done. The school is not responsible for any personal devices should they go missing.

Violations of this rule will result in:

- First offense: Reminder and confiscation of the device until the end of the school day.
- Second and further offenses: Repeated violations may result in additional consequences, including parent conferences.

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

Furthermore, the use of audio/video recording devices without the express consent of the teacher or administrator is prohibited. Violating this rule may be considered a serious infraction, causing students to face disciplinary consequences as identified in our disciplinary policies. Students and parents should also be aware that secret audio or video recording (recording of an individual without his/her knowledge) is against the law in Brazil and in many other countries.

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.

Counseling

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.

Please refer to the Guide to SEL Counseling at Graded on the Graded website for more details.

English Language Learners

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

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

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

Optimal Learning Services

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

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

Please refer to the [Guide to OLS at Graded](#) on the Graded website for more details.

Tutoring

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

Graded Mentoring and Tutoring Program

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

Citizenship, Community, and Conduct - The Eagle Way

At Graded, we believe that children thrive in an environment where they feel safe, valued, and supported. Guided by our mission, core values, and commitment to diversity, equity, inclusion, and belonging (DEIB), we have developed a Positive Behavioral Interventions and Supports (PBIS) inspired system known as *The Eagle Way*.

The Eagle Way emphasizes four foundational principles: safety, respect, responsibility, and personal growth. These values are the foundation of our school culture and provide a shared language for behavior expectations across all spaces—classrooms, playgrounds, hallways, buses, the cafeteria, and beyond. Students are explicitly taught what these expectations look like and sound like through direct instruction, modeling, and regular opportunities for practice and reflection.

Our expectations are visible throughout the school on *The Eagle Way* posters, which help students understand what positive behavior looks like in different spaces.

What We Believe

We believe:

- Every student has the right to learn in a safe and supportive environment.
- Every student has the responsibility to act in ways that support the rights and well-being of others.
- Positive behavior is taught, modeled, and practiced, not assumed.
- Mistakes are part of learning. We use them as opportunities to reflect, repair, and grow.

Teaching Expected Behaviors

The Eagle Way is intentionally taught and reinforced throughout the school year. At the beginning of each academic year, students participate in structured Eagle Way lessons designed to teach respectful behavior in various settings. Examples of these lessons include:

- Walking safely and respectfully through hallways
- Interacting courteously with cafeteria staff
- Engaging productively in classroom discussions and collaborative work
- Participating in transitions with care for self and others

Teachers guide students in creating classroom agreements grounded in respect, kindness, and responsibility. These co-created norms become the anchor for daily routines and peer relationships.

Every two weeks, the lower school gathers for Eagle's Nest Assemblies—community celebrations led by homeroom classes that reinforce *The Eagle Way*, recognize positive behavior, and promote our five core values. These assemblies foster unity, belonging, and a sense of shared responsibility.

Responding to Misbehavior

We understand that behavior is learned, just like reading and math. Children are growing in their social-emotional development and will make mistakes along the way. At Graded, we use a tiered response system to guide how we address misbehavior. This approach ensures consistency, fairness, and alignment with developmental needs.

Our Tiered Response System

- **Level 1: Incidental Behavior**

Minor disruptions or off-task behavior that are addressed in the moment by the teacher or supervising adult. Responses may include redirection, proximity, or private reminders.

- **Level 2: Minor Behavior**

Repeated infractions or behavior that impacts the learning environment or disrespects others. Teachers respond with logical consequences, reteaching, and documentation in PowerSchool. Parents may be contacted.

- **Level 3: Major Behavior**

Serious or harmful behaviors such as physical aggression, threats, or ongoing defiance. These behaviors are referred to the administration for immediate intervention. Responses include a student conference, family communication, logical consequences, and, when necessary, behavior plans or suspensions.

In all cases, the goal is not to punish but to support growth, reflection, and accountability. Students who demonstrate a pattern of misbehavior may receive targeted interventions, including counseling, check-ins, or structured behavior support plans.

Harassment and Bullying

We are committed to providing a caring, friendly, and safe environment for all students so they can learn in a relaxed and secure atmosphere. Bullying of any kind is unacceptable at our school and is against Brazilian law. Reports of harassment or bullying will prompt an inquiry by the principal, associate principal, and/or school counselors. All incidents are approached with the understanding that we must support both the harmed student and the student responsible.

Definition of Harassment and Bullying

Harassment and bullying at Graded is defined as any type of verbal, physical, or psychological abuse or intimidation against another student that is repeated and purposeful. The intent is to humiliate, hurt, or distress. A bullied student is one who is repeatedly exposed to negative actions by one or more individuals.

Types of harassment include:

- **Verbal Harassment**

Name-calling, teasing, mocking, spreading rumors, sexual harassment, or using inappropriate language based on personal attributes (e.g., race, gender, orientation, religion, ability).

- **Threatening**

Intimidating language or behavior intended to frighten or control others.

- **Social Exclusion**

Purposefully leaving others out, forming exclusive groups, speaking in ways to exclude, or pressuring others to isolate a peer.

- **Physical Harassment**

Pushing, hitting, poking, fighting, or damaging another person's belongings.

- **Cyberbullying**

Using technology to harm, embarrass, or intimidate others—this includes tampering with files, sharing offensive content, or spreading rumors online.

- **Vandalism**

Damaging property intentionally, including personal items, notebooks, or digital files.

- **Extortion or Theft**

Taking or hiding someone's belongings or demanding items through threats or manipulation.

Brazilian Law (Lei nº 13.185/2015)

This law prohibits bullying and mandates that schools prevent and address it through community training and clear procedures. It promotes both protection of the victim and rehabilitation of the student responsible.

Reporting Incidents

Students and parents may report harassment or bullying to any trusted adult—teachers, counselors, or school leaders. Reports will be taken seriously and typically investigated within one week. The school will determine appropriate next steps in partnership with those involved, ensuring safety, support, and accountability. Bystanders who observe harmful behavior without reporting it may also be considered participants.

Our Commitment

At Graded, we believe all behavior is communication. Just as students need

differentiated support in academics, they also need guidance in developing social and emotional skills. We are committed to responding with empathy, structure, and consistency so that every student can grow into their best self—socially, emotionally, and ethically.

Lower School Dress Code

Graded is an inclusive community that values multiculturalism, individual expression, and mutual respect. Students are encouraged to dress in ways that reflect their identity, while also being mindful of the diverse backgrounds and experiences of others.

The following types of clothing are not permitted:

- Items containing pejorative language or imagery, including sexist, homophobic, racist, or otherwise discriminatory content.
- Items that promote underage alcohol or drug use.
- Clothing that presents a safety concern (e.g., open-toed shoes during physical activity).
- Garments that are inappropriate for daily school activities (e.g., excessively revealing or distracting attire).

When violations occur, students may be asked to cover the item, turn it inside out, or wear Graded-provided clothing. Faculty will approach students discreetly and respectfully. If needed, a counselor may follow up to ensure the student feels supported. Repeated infractions will result in a meeting with the associate principal.

After-school Activities

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

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

their child(ren) to help them feel secure about the week ahead.

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

As students may become hungry at the end of the school day, they are permitted to bring a healthy snack to eat quickly prior to the start of their after-school activity; however, we recommend checking with your child, as there are often snacks available in the classroom at the end of the day.

Eaglets Athletics Program

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

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

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

Class Parties

Parents often ask to celebrate their child’s birthday at school. These celebrations may take place during a natural break in the day or during the last 15 minutes of the school day and must be coordinated in advance with the classroom teacher.

If providing treats, please prepare small individual portions before entering the classroom and check with the teacher in advance regarding any dietary restrictions. Gifts should not be sent as part of the school celebration. Enrolled siblings are not permitted to attend classroom birthday celebrations.

For parties held outside of school, invitations should be distributed outside of the classroom setting. It is customary at Graded to send the invitation through the class-based WhatsApp group. We encourage families to be thoughtful and inclusive when inviting a large group of classmates — for example, by inviting all the girls, all the boys, or the entire class.

Special Transportation for Off-Campus Private Events

At Graded, many of our families choose to celebrate their child's birthday with a party after the school day, and they often arrange for an external bus service to transport the party attendees from school to the party destination. Due to our extensive routine bus service, party buses are not allowed to enter the school's Bus Parking Lot until the regular school buses have departed. This is typically at 3:55 pm on Mondays, Tuesdays, Thursdays, and Fridays and 3:25 pm on Wednesdays.

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

- a) Contact the Transportation Office at least one day before the event with the following information: the vehicle license plate, the driver's full name and ID, the phone number of a responsible adult, and the **destination address**.
- b) Birthday party buses or special transportation may access the Bus Parking Lot immediately after school buses have departed. This is typically at 3:55 pm on Mondays, Tuesdays, Thursdays, and Fridays and 3:25 pm on Wednesdays.
- c) Ensure that invitees' parents upload a request in PowerSchool under the Student Logistics tab before the day of the event.
- d) Once permission is granted in PowerSchool, divisional assistants will provide students with a pass, which they have to present to the Security team before boarding the vehicle.
- e) A responsible adult **must** be at school 10 minutes prior to dismissal to meet the children and coordinate loading them onto the bus. We also recommend that a responsible adult, in addition to the driver, remain with students during transit to and from the event.
- f) Make sure to confirm your reservation and discuss the route directly with the hired transportation company on the day of the event.

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

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

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

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

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

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

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

Parent Volunteers

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

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

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

Parent-Teacher Association

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

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 for any inquiries or further information on volunteering opportunities.

Parent Code of Conduct

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

As a Graded parent, I commit to:

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

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

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

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

- Reconhecer que a educação das crianças é uma responsabilidade conjunta dos pais e da comunidade da Escola Graduada;
- Apoiar o *ethos* da escola, dando um bom exemplo por minhas palavras e ações, em relação a todos os membros da comunidade Graduada;
- Trabalhar juntamente com os professores, em prol das crianças, procurando a escola para resolver qualquer preocupação e para discutir e esclarecer determinados acontecimentos, a fim de encontrar uma solução positiva;

- Seguir o protocolo da escola para resolver problemas: falar com os professores primeiro; se não for resolvido, falar com o diretor do segmento; caso ainda não tenha tido solução, procurar o superintendente;
- Reforçar e apoiar o **código de conduta** da escola para os alunos;
- Não me envolver em comportamentos disruptivos que interfiram em alguma sala de aula, ou qualquer outra área de funcionamento da escola;
- Construir relacionamentos positivos com professores, pais e amigos de meus filhos;
- Não utilizar nenhuma forma de comunicação em tom abusivo, ameaçador, malicioso ou inflamado, incluindo mensagens por e-mail, telefone ou rede social, em relação a qualquer membro da comunidade Graduada.

Communication

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

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

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

Electronic Communication

- **Email correspondence:** Parents should ensure their email addresses in PowerSchool are updated. We aim to respond to emails within 24 hours or the next business day on weekends.
- **Website:** The school's website is www.graded.br.
- **Graded Gazette:** This all-school publication, distributed via email, features articles about the school's people and programs.
- **Eagle News:** The *Eagle News* is an e-newsletter sent every Sunday to Graded parents and contains critical school announcements, event details, and deadlines. Families are expected to read the *Eagle News* each week to stay informed. The lower school section is called *News from the Nest*.
- **Emergencies:** In an emergency, SMS or WhatsApp messaging may be used to contact parents. Please ensure that your mobile number is updated in PowerSchool at all times. If your phone number changes, please notify the Registrar's Office at registrar@graded.br.

In-person communication

- **Lower School Back to School Night:** Early in the school year, parents are invited to an evening meeting to meet their child(ren)'s teachers and to learn more about our curriculum.
- **Parent/Teacher Meetings:** Teachers may contact parents to discuss student progress. Parents are also welcome to request and schedule a meeting with the teacher at any time.
- **Parent-Teacher Conferences:** Parents will meet with teachers upon the completion of the first and second trimesters to discuss the child's progress and goals for the next trimester.
- **Learning Celebrations:** Periodically, throughout the year, a grade level will invite parents to the classroom to celebrate the process or culmination of student learning within a unit. These events are generally interactive and engage the parent(s) in the learning process and/or celebration.
- **Parent Coffees:** Periodically, parents are invited to attend meetings with the superintendent, principal, or other school members to receive updates and to share questions and concerns. Meetings are also conducted by the PTA and often involve guest speakers. For detailed times and locations, please consult the school calendar and the *Eagle News*.
- **Open Door Policy:** Members of the school community are welcome to visit the Lower School Office if support is needed. As the lower school is an active place, arranging an appointment prior to visiting may reduce the wait time.

Addressing Concerns

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

Families Addressing Concerns

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

We always encourage and expect constructive feedback from parents. We welcome parents to speak to the administration about their concerns. Although, when the conversation veers away from being constructive and solution-focused (e.g., using WhatsApp messages, emails, or public conversations to complain, defame, or speak ill of individuals or the school without talking to the school or the individual directly),

those involved will be asked to speak with the principal to review the parent code of conduct. We aim to model what we teach our students.

Facilities Policies and Procedures

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

Regulations for Use of Campus Facilities

- Students on campus outside school hours must be under direct adult supervision.
- Use of campus facilities must be approved in advance by the director of athletics and activities.
- 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 alcoholic beverages are not permitted on campus.
- Pets are not allowed on campus.
- All types of equipment with wheels (e.g., bicycles, rollerblades, skateboards) are only permitted with the permission of an administrator.
- Safe and proper use of facilities and equipment is expected.
- All community members have a responsibility to keep the campus clean.

Athletic Facilities

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

Snack Bar

The Snack Bar, 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. Lower school students may access the Snack Bar only after school hours. 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.

Graded Booster Club

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

Personal Effects

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

Cubbies

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

Valuables

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

Lost and Found

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

School Visitors

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

Employees of Graded Families

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

Bus Transportation

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

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

Lower School Car Pickup and Drop-off Area

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

Gate opening and closing times:

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

Check-out Procedures

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

Safety and Emergency Drills

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

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.