



HIGH SCHOOL

STUDENT HANDBOOK



2026-2027
SCHOOL YEAR

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

Welcome to the 2026-2027 school year.

The High School of the American School of Brasilia has students and faculty from many countries, cultures, and faiths. The spirit of EAB is found in these varied stories, and our strength in this multicultural environment lies in the agreed-upon values and policies outlined in the High School Handbook. They are what bind us together as Bulls.

Created in 2015, the Mission and Vision of EAB form the foundation of what we believe as a community and strive for as learners.

The EAB Mission: *"Learners inspiring learners to be inquisitive in life, principled in character, and bold in vision."*

The EAB Vision: *"To positively impact the world through excellence in Academics, Activities, Arts, Athletics, Leadership, and Service."*

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

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

On behalf of the entire High School, I welcome you to the 2026-2027 school year. I am confident it will be a great one in our school's history, and I am thrilled to share the journey with you and your families.

Bulls Up!



DAVID BAIR
HIGH SCHOOL PRINCIPAL

A handwritten signature in blue ink that reads "DeT. B." with a stylized flourish at the end.





Table of Contents

(CLICK TO GO TO PAGE)

6	OUR SCHOOL: MISSION, VISION
7	HIGH SCHOOL LEADERSHIP TEAM
10	THE RIGHTS OF THE HIGH SCHOOL COMMUNITY
11	THE HIGH SCHOOL OF EAB: NURTURING RELATIONSHIPS TO BUILD A LIFE-CHANGING COMMUNITY
17	A HIGH EXPECTATIONS, HIGH SUPPORT ENVIRONMENT
19	A RESTORATIVE APPROACH TO ENSURING THE SANCTITY OF THE EAB LEARNING ENVIRONMENT
33	ACADEMICS: THE ESSENTIAL PILLAR OF THE EAB EDUCATION
42	EAB UPPER SCHOOL GRADE BOUNDARY DESCRIPTORS
62	LIVING THE EAB VISION IN THE HIGH SCHOOL
70	DAY-TO-DAY INFORMATION

OUR SCHOOL: MISSION AND VISION



OUR MISSION

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



OUR VISION

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

EAB'S DEFINITION OF A GLOBAL CITIZEN

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

BELONGING STATEMENT

The American School of Brasilia is committed to building a diverse and inclusive community that embraces difference with compassion, respect, and acceptance. Diversity is considered in its broadest definition to include race, ethnicity, nationality, gender, gender identity, sexual orientation, socio-economic background, religion, political persuasion, physical, cognitive or social ability, as well as other forms of identity. In recognition of its fundamentally international and Brazilian character, EAB seeks to attract an ever greater diversity of students,

faculty, and administrators. EAB recognizes that our community is particularly strengthened by the inclusion of students with diverse backgrounds, interests, and abilities and strives to meet the unique needs of all of its students.

HIGH SCHOOL LEADERSHIP TEAM

HIGH SCHOOL ADMINISTRATION



David Bair

High School Principal



Isabel Moraes

Upper School Dean of Students/International Baccalaureate Coordinator

HIGH SCHOOL COUNSELORS/LEARNING SPECIALISTS



Aleka Bilan

Director of College Counseling



Leticia Figueiredo

Social-Emotional Counselor



Camilla Alvarenga
Social-Emotional Counselor



Brody Fulton
Learning Specialist

HIGH SCHOOL ADVISORY COUNCIL



Luciana Conrado
Portuguese Department Chair



Danielle Sherdan
Science Department Chair



Marina Procopio
Social Sciences Department Chair



Telma Largent
Mathematics Department Chair



Lindsey Fairweather
English Department Chair



Diana Campre
Arts Department Chair



Rennan Vogel
PE Department Chair

HIGH SCHOOL GRADE-LEVEL DEANS



Ana Luisa Cazetta

Grade 12



Priya Branson

Grade 11



Brody Fulton

Grade 10



Bruno Valentim

Grade 9

THE RIGHTS OF THE HIGH SCHOOL COMMUNITY

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

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

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

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

HOME-SCHOOL COMMUNICATION

We believe that a strong partnership between home and school is essential to each student's success. Open, respectful, and timely communication ensures that we can best support students academically, socially, and emotionally.

To keep families informed, EAB uses multiple communication channels, which may include:

- School-wide and divisional announcements
- Email/Toddle Family App communication between teachers and parents
- The official school calendar on the EAB website
- PowerSchool for attendance and academic progress (Middle & High School)

Students and families are responsible for reviewing divisional announcements and staying informed about school events and expectations.

We are committed to fostering a culture of mutual trust, shared responsibility, and ongoing dialogue in support of every student.

In High School, students receive weekly communication through divisional announcements and the Docket. Students are responsible for reviewing these communications and staying informed about upcoming events and deadlines.

Families are encouraged to regularly monitor student attendance and academic progress through PowerSchool. Teachers will contact parents directly if there are significant changes in academic performance, behavior, or if a student is at academic risk.

LINEs OF COMMUNICATION

We value proactive communication and encourage parents/guardians to reach out whenever clarification is needed or if concerns arise. Likewise, teachers and administrators will communicate with families regarding student progress, well-being, and important school matters.

Our approach to addressing questions or concerns includes gathering information from multiple perspectives to ensure a thoughtful and comprehensive understanding of each situation. Collaboration between families and school staff allows us to provide consistent guidance and care.

Clear lines of communication help ensure that questions and concerns are addressed efficiently and by the appropriate person. In most cases, the first point of contact should be the teacher who works most directly with your child (homeroom teacher in Lower School; subject-area teacher in Middle and High School).

If you are ever unsure whom to contact, please reach out to the Lower or Upper School office, and we will be happy to guide you.

Please follow the general guidelines below:

Student absence, illness, or arrival/dismissal information

→ Classroom/Subject Teacher and Divisional Office

Questions regarding academics, assessments, or learning progress

→ Classroom or Subject Teacher

Initial questions or concerns regarding behavioral or social-emotional needs

→ Classroom Teacher (Lower School) or Counselor (Middle and High School)

Ongoing concerns regarding behavioral or social-emotional needs

→ Counselor and Principal

Initial concerns regarding peer conflicts or social challenges

→ Classroom Teacher (Lower School) or Counselor (Middle and High School)

Ongoing peer conflict concerns

→ Counselor and Principal

Questions regarding course selection (Middle and High School)

→ Counselor and IB DP Coordinator

Questions regarding transition into or out of EAB

→ Admissions Office and Counselor

Withdrawal procedures

→ Admissions Office

We are committed to addressing concerns in a timely and thoughtful manner and appreciate families following these communication pathways to help us respond effectively.

PARENT MEETINGS & WORKSHOPS

EAB hosts regular parent meetings and coffee sessions throughout the school year to foster ongoing communication and partnership with families.

These gatherings may include presentations or workshops related to academic programs, social-emotional learning, divisional practices, student development, school trips, and guidance on how families can support learning at home. They also provide opportunities for school leadership and counselors to share important updates and for parents to ask questions.

We value the perspectives of our parent community and welcome input on topics of interest. These sessions are designed to strengthen home-school partnership and support parent education across all grade levels.

THE BULLETIN

The Bulletin is EAB's official weekly communication to families and serves as the primary source for school-wide and divisional updates. The bulletin

includes two parts. The front page includes whole-school information, and each division's page includes division-specific information.

Important information from the Head of School, divisional leadership, academic leadership, program directors, student services, and operational departments is shared through The Bulletin. This may include academic updates, upcoming events, policy reminders, community news, and important announcements.

Families are expected to review The Bulletin regularly to remain informed about school activities and key dates. It is distributed every Friday via email and is also accessible through the school website.

Most official communication is centralized in The Bulletin. The school will occasionally send separate emails to families to announce major events or regarding urgent or time-sensitive matters. Staying current with The Bulletin is essential to remaining informed and engaged in the EAB community.

HIGH SCHOOL FLEX

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

HIGH SCHOOL TEAMS

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

The Purposes of Teams

- **Ensure Mentor/Advocate:** Provide the time and environment for each student to develop a trusting relationship with their Team Leader.

- **Wellness:** Provide the time and environment to ensure each student's social and emotional growth while providing personal and academic guidance.
- **Trusted Group:** Provide the time and environment for the Team to become a safe space for each student and a group on which they can rely.

THE HIGH SCHOOL HOUSE SYSTEM

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

The Purposes of the High School House System

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

House Cup Championship Coordinators



Diana Campre



Morgan Burton



Danielle Sherdan

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



HOUSE CUP CHAMPIONS 2025-2026

House of the Purple Scorpions



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

2023-2024

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

SEATING CHARTS

The first line of the EAB Belonging Statement states, “*The American School of Brasilia is committed to building a diverse and inclusive community...*” To ensure that all high school students have opportunities to develop relationships with

all members of our diverse community, seating charts were implemented during the second semester of the 2023-2024 school year. Though they may vary slightly due to class makeup, seating charts will be broken down into the following categories.

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

A HIGH EXPECTATIONS, HIGH SUPPORT ENVIRONMENT

“The standard is the standard.”

Mike Tomlin

LEARNER EXPECTATIONS FOR THE EAB BULLS

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

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

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

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

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

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

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

Responsible

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

Engaged

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

Principled

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

HIGH SUPPORT

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

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

HIGH SCHOOL DISCIPLINE PHILOSOPHY

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

RESTORATIVE PRACTICES AT EAB

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

The Restorative Process

- The student's parents, teachers, Grade Level Deans, and FLEX Team Leader will be informed of the reported infraction.
- The student will write a detailed report that answers the questions below.
 - What happened?
 - What were you thinking at the time?
 - What have your thoughts about it been since?
 - Who has been affected by the choice you made?

- In what way have they been affected?
- What's an action you can take to make things right?
- The student will meet with their FLEX Leader, HS Principal, Counselor, or Grade Level Dean to review their responses and create a plan of action to address the possible harm caused to the HS Community due to their actions.

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

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

Behavior Agreement:

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

Probation:

- A student may be placed on probation for grave or consistent violations of the Rights of the High School Community or for endangering the health or general well-being of members of the EAB Community.
- Examples of behavior that may warrant a student being placed on probation include, but are not limited to, academic dishonesty. fighting. possession of dangerous items or replicas of weapons. consistent or gross insubordination. the accumulation of multiple Behavior Agreements. the use of alcohol, tobacco or vaping on campus. bullying. sexual activity on campus. sexual harassment. blatant disrespect for others including racist, sexist, homophobic or otherwise discriminatory language. theft. vandalism or linking the name of The American School of Brasilia to illicit or illegal events. This list is subject to change and is always at the discretion of the High School Principal.
- Consequences that may accompany Probation include but are not limited to temporary or permanent removal from co-curricular activities, temporary or permanent removal from leadership positions, limitations to times allowed on campus, structured meetings with the High School Leadership Team, suspension, etc.
- Probation will be noted in the student's permanent school file. It may be included in the school's recommendation to universities or other outside institutions requiring a statement on student behavior while at EAB. A student placed on Probation a second time may be expelled from the school.

Expulsion:

- A student may be expelled from EAB for grave violations of the security and well-being of our community or consistent grave violations of the Rights of the High School Community.
- Examples of behavior that may warrant immediate expulsion include but are not limited to possession, use, or selling of narcotics on or around campus, possession of weapons, physical violence toward

another, consistent violation of another's person or property, selling or buying tickets to illicit or illegal events on campus, multiple times on probation, extreme vandalism, theft, etc.

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

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

MAJOR INFRACTIONS AND THE CONSELHO DE CLASSE

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

The Conselho de Classe Process

- A Conselho de Classe of EAB High School Faculty Members will be formed, which may include:
 - High School Principal
 - Upper School Dean of Students
 - Grade Level Deans
 - The student's FLEX Team Leader
 - The student's classroom teachers
 - The student's counselor
 - The student's parents
- A meeting with the student and the Conselho de Classe will be scheduled.

- The student will share his/her written report with the Conselho 48 hours before the meeting.
- At the meeting, the student will verbally explain the incident and what learning has happened through the reflection and writing process.
- The student will also propose a series of steps to repair the damage done to the community.
- After the student's statement, the Conselho will question the student to clarify the situation.
- Once the student has answered all questions, the principal, student, and parents will leave the meeting. The Conselho will discuss the incident, the quality of the reflection, and the student proposal's effectiveness and decide if the principal's initial determination remains appropriate.
- The student will be immediately informed of the decision. The High School Principal will then write a letter to the parents to inform them of the decision, describe the process that led to it, and explain the consequences.

PHONE CALLS AND CELL PHONE POLICY

Phone calls home may be made by the secretary, the nurse, or—when appropriate—by students (with office permission). For this reason, it is essential that the school always has families' most up-to-date contact information. Please send any updates to phone numbers, local addresses, email addresses, or other contact details to admissions@eabdf.br so they can be entered into PowerSchool.

In line with Brazilian Law 15.100 and EAB's commitment to fostering meaningful face-to-face interaction, students are not permitted to use cell phones or phone-enabled smart devices (such as, but not limited to, Apple Watches or Meta glasses) while on campus. iPads may be used for notetaking and organizational apps, but not for phone or messaging functions. Students may use their devices only after 4pm.

During the school day, any cell phone or phone-enabled device must remain in the student's backpack, turned off or set to silent. Between 8am and 4pm, in cases of emergency, or when students need to coordinate pick up with parents, students may request authorization to use their phones in the Upper School Office.

If a student uses a device during the school day, it will be confiscated and kept in the Division Office until dismissal. The second offense will result in the phone being confiscated and picked up only by parents or legal guardians of the students. A probation may be sent as well.

We kindly ask families to support this policy by not calling or messaging their child during school hours. If you need to contact your child, please call Diva Belo, the Upper School Secretary at (61) 3442-9714. She will deliver your message, and your child will return your call when available.

EAB ATTENDANCE POLICY

Philosophy & Purpose

Regular attendance and punctuality are essential to student learning, well-being, and sense of belonging within the EAB community. Consistent attendance supports academic progress, social development, and the formation of positive lifelong habits.

As a school accredited within the Brazilian education system, EAB must also adhere to national regulations regarding attendance, including its policy recommending that students who miss more than 25% of the academic year may be subject to retention.

Attendance Expectations

The school is responsible for monitoring attendance, maintaining accurate records, and communicating with families at least quarterly.

Students are expected to attend all scheduled school days, classes, and activities, and to arrive on time.

Parents/guardians are responsible for ensuring consistent attendance, for notifying the school via their division secretary of any absence and providing medical notes from a physician for excused absences:

- Lower School (K3-Grade 5): Paola Zanetti <pzanetti@eabdf.br>
- Upper School (Grades 6-12): Diva Belo <dbelo@eabdf.br>

Absence Categories

- **Excused Absences:** absence due to an urgent, unavoidable reason, including (but are not limited to) family emergencies (including the funeral of a close relative), a documented sickness, an accident, or participation in a national or international competition. It does not include family holidays, birthdays, vacations, or gatherings.
- **Excused Planned Absences:** Families should notify the school in advance of any planned absence for any of the excused reasons above. Students are responsible for communicating with teachers regarding missed learning.
- **Unexcused Absences:** include non-essential reasons such as family vacations, social events, or avoidable scheduling conflicts.

Communication & Follow-Up

To support student success, EAB follows a tiered approach:

- **Initial concerns:** Communication with the student and family
- **Ongoing concerns:** Counselor Communication Focused on Further Support
- **Continued patterns:** Meeting with family and possible support plan, as well as the exclusion from co-curricular activities, including non-academic trips.

Tardiness

Students are expected to arrive on time to school and to each class. Any arrival to a class after its start time will be recorded as tardy. Patterns of tardiness will be monitored and may result in follow-up communication and support.

EAB is committed to partnering with families to support strong attendance habits while recognizing that absences may occur. Our shared goal is to

ensure that all students are present, engaged, and supported in their learning journey.

In recognition of both the developmental differences of students at varying ages and the responsibility that students must increasingly take for their attendance and punctuality, our attendance policies and consequences do vary by section (lower, middle and high school).

HIGH SCHOOL ATTENDANCE POLICY

In High School, attendance is a key part of our Learner Expectations and essential to academic progress, co-curricular eligibility and active participation in the learning community.

- Students are expected to attend all classes.
- If absent for any reason, students are expected to keep up with their learning during absences (e.g., via Google Classroom).
- Students are also expected to contact the teacher with questions or set a time for office hours when they return to school.
- Students are responsible for contacting teachers regarding missed work, attending office hours when needed, and for contacting teachers prior to their absence to complete any work that will be missed.
- Students who arrive at the door of their first period class after 8AM (9AM on Wednesday) are tardy and must go immediately to the Upper School Office to collect a tardy slip and sign the ledger.
- Students who must miss the first 20 minutes of any class will be considered absent unless excused by written permission from the Principal or the Upper School Dean.
- Students who are absent on the day of a summative are responsible for scheduling a make-up time.
- Parents must ensure the student has the necessary transportation to arrive at school on time.

- Parents must contact the school by email or phone to report a student's absence.
- When applicable, parents must provide medical documentation when their child is absent due to a medical reason and must notify the school via email at least a week prior to any planned travel that exceeds two school days.
- Teachers maintain accurate attendance records and support students in accessing missed learning.
- After three consecutive absences, a member of our HS Team will reach out to the family to lend any necessary support.
- Teachers will provide a timely response to students' requests for information regarding missed work, topics covered, or other relevant information covered while the student is absent.

EXCESSIVE ABSENCES OR TARDIES: HIGH SCHOOL

In the High School, we consider any quarter in which a student has been absent for more than 7% or tardy more than 5% to be "excessive." Students who are tardy for a class will go immediately to the Upper School Office to collect a tardy slip and sign the tardy ledger.

A student who has excessive amounts of absences or tardies in any quarter will:

- Receive written notice via email notifying the student and family that she or he has missed 7% or more of the quarter (due to excused or unexcused absences) or has been tardy to school 5% or more of the quarter.

In order to address situations of excessive absences or tardies, High School Principal or Designee may:

- Require students lose eligibility for co-curricular activities and non-academic trips. This includes practices, rehearsals and events.
- Require students attend Lunch Supervised Study Hall in order to allow

them time to catch up on missed work and, if appropriate, develop plans to improve attendance and punctuality.

Students in IB Higher Level (HL) classes are expected to have exceptional attendance. Those with 10 or more total unexcused absences within a single school year in any Higher Level (HL) subject may be removed from that HL class, thereby jeopardizing their status as an IB Diploma candidate.

END-OF-SEMESTER EARLY DEPARTURE POLICY

Except in extreme circumstances, as determined and approved by the Middle or High Principal or Designee, we are unable to hold final exams or end-of-semester assessments outside of their scheduled times. If students must depart prior to their final assessments, their parents must submit a written request to their child's Middle or High School Principal and schedule a meeting to discuss the rationale at least two weeks prior to the date of early departure. If the Principal approves the request for early departure, the student will be required to complete a different end-of-semester exam, equal in difficulty, on a date- specified by the school prior- to the student's departure.

At all levels and in accordance with Brazilian law, a student who missed more than 25% of the academic year may be subject to retention.

EAB SCHOOL UNIFORM

The EAB uniform is designed to promote a sense of community, foster school pride, and support a focused, safe learning environment. Wearing the approved school uniform is mandatory for all students during the school day, unless otherwise designated (e.g., Spirit Week, Bulls Giving Day, House Cup Days, or other special events).

What Students Wear

- Students may choose from a variety of official EAB uniform items and are encouraged to select the combinations that best suit their comfort and preferences.

- Uniform tops include EAB t-shirts and polo shirts in school colors.
- Uniform bottoms include EAB shorts, pants, and skorts (skirts with built-in shorts). Students may mix and match approved tops and bottoms as desired.
- Outerwear options include EAB hoodies, cardigans, and windbreakers, which may be worn over the uniform during cooler weather.
- Footwear: Students are required to wear closed-toe and closed-heel shoes, such as athletic sneakers (tennis shoes) each day. The following footwear is not permitted: shoes with wheels, high heels, Crocs, clogs, flip-flops, Birkenstocks, sandals, or any open-toe or open-heel shoes.
- Physical Education: Upper School students (Grades 6–12) must have an EAB PE t-shirt for Physical Education classes. Lower School students (K3–Grade 5) do not require a separate PE uniform.
- Want to explore the available styles? Click [here](#) to browse the complete EAB uniform collection online.

General Expectations

- Students are expected to wear official EAB uniform items daily. Clothing associated with clubs, teams, or activities—including hoodies, EAB athletic uniforms, Nosso Recanto (NR), House Cup shirts, and Field Day shirts—is not considered part of the classroom uniform unless specifically designated for a school event and communicated as permitted.
- Upper School students (Grades 6–12) are expected to change into their PE t-shirt for physical education class and then change back into their school uniform afterward. Students may keep the same bottoms if comfortable, though athletic options are available in our catalog for those who prefer. Lower School students (K3–Grade 5) do not require a PE uniform.
- Shorts, skirts, and skorts must be of an appropriate length for a school setting.

- On designated non-uniform days, students are not required to wear the school uniform; however, all clothing must be appropriate for our multicultural learning environment. Clothing with offensive language or symbols, visible undergarments, midriff-baring or low-cut tops, or excessively short garments are not permitted. Students who choose not to participate in these special days are expected to be in full school uniform.
- To help recover misplaced items, families should clearly label all clothing with the student's name and grade.

High School students may wear House Cup shirts only on official House Cup Competition days. All students in our High School are expected to model personal discipline and responsibility by consistently adhering to the uniform policy. Continued non-compliance may result in one or more of the following:

- Behavior Agreement
- Students remaining in the office until appropriate clothing is purchased or brought from home
- In extreme or consistent cases, students may be sent home for uniform non-compliance

Alternate Uniform Arrangements

We recognize that, in some cases, our uniform supplier may not offer sufficient size options for all students. If you are unable to find a suitable uniform option due to fit or sizing concerns, please contact your child's Principal. The Principal will work directly with your family to identify an appropriate alternative that ensures your child is comfortable while remaining aligned with EAB's uniform expectations.

Please note that alternate arrangements are intended for situations where the available uniform options do not adequately meet a student's fit or sizing needs, rather than personal style preferences. Our goal is to support student comfort while maintaining consistency with the school's uniform policy.

New Uniforms

- All official EAB uniform items are available for purchase through Sasse Uniformes. We encourage families to visit the store upon arriving in Brasília so students can try on different uniform options and ensure the best fit.
- Website: sasseuniformes.com.br
- Phone: (61) 3349-1010
- WhatsApp: (61) 99911-2020
- Address: SHCGN 710/711 Bloco B Loja 43, Asa Norte, Brasília - DF - CEP 70750-732
- Hours: Monday–Friday: 9:00 AM–7:00 PM | Saturday: 9:00 AM–5:00 PM

Gently-Used Uniforms

Gently-used uniforms are available for purchase through our National Honor Society (NHS), offering a budget-friendly option for families. Proceeds support student-led initiatives and activities.

Families may contact NHS via Mr. Chris at chochstetler@eabdf.br to inquire about availability and arrange purchases.

Please note that styles, sizes, and conditions vary, and inventory changes frequently based on donations.

Bulls Giving Day & Spirit Week

Throughout the school year, EAB designates special days when students may come to school out of uniform. These occasions are designed to strengthen school spirit, support community engagement, and foster a sense of belonging.

Bulls Giving Day

Bulls Giving Day is a monthly school-wide initiative that combines school spirit with service.

Typically held on the last Friday of the month, Bulls Giving Day allows students to wear school-appropriate clothing instead of their regular uniform. Students are encouraged to make a voluntary donation in support of student-led service initiatives, often organized through the Bulls Community Service Club (BCS).

Each month, funds raised support a different charitable cause or community partner. Information about the selected initiative, suggested donation amount, and payment method (cash or digital transfer) is shared in advance through The Bulletin.

Participation in Bulls Giving Day is optional. Students who choose not to participate are expected to wear their regular school uniform.

All non-uniform attire must follow the school's dress code guidelines and reflect respect for our multicultural learning environment.

Spirit Week

Spirit Week is a celebratory week designed to build enthusiasm, unity, and school pride. It typically takes place prior to major Upper School athletic competitions or community events.

During Spirit Week, students may be invited to participate in themed dress-up days (e.g., House Colors, Twin Day, Cultural Day, etc.). Themes are announced in advance through divisional communication channels and The Bulletin.

Participation in Spirit Week is encouraged but optional. Students who do not wish to participate in a theme day must wear their regular school uniform.

All Spirit Week attire must remain school-appropriate and consistent with the expectations outlined in the school dress code.

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

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

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



ACADEMICS: THE ESSENTIAL PILLAR OF THE EAB EDUCATION

CURRICULUM

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

HIGH SCHOOL CREDITS AND MINIMUM GRADUATION REQUIREMENTS

The American School of Brasilia believes deeply in the mission and philosophy of the International Baccalaureate Program. Therefore, we use

the IB Program to guarantee an engaging, rigorous, and balanced learning experience to ensure that all EAB students leave the school with the ability to analyze skillfully, think critically, synthesize information effectively, and engage their communities as global citizens.

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

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

- Complete 30 courses in grades 9–12.
- Earn 28 credits in the specific subjects below.
- Be enrolled in eight classes during grades 9 and 10.
- Be enrolled in at least seven classes in grades 11 and 12.
- Complete at least six Standard Level IB classes in grades 11 and 12, including English and math, with two IB classes of the student's choice.
- Every student in Grades 11 and 12 will be enrolled in Theory of Knowledge for an EAB grade.

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

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

US DIPLOMA GRADES 9-12	28 CREDITS IN 4 YEARS	BRAZILIAN DIPLOMA GRADES 10-12	24 CREDITS IN 3 YEARS
English	4	Portuguese	3
Math	4	Math	3
Science	3	Science	3
Social Studies	3	Social Studies	3
Arts	2	Arts	3
Design	2	Design	2
Physical Education	2	Physical Education	3
Foreign Languages	3	English (Foreign Language)	3
Electives	5	Philosophy/Sociology	3

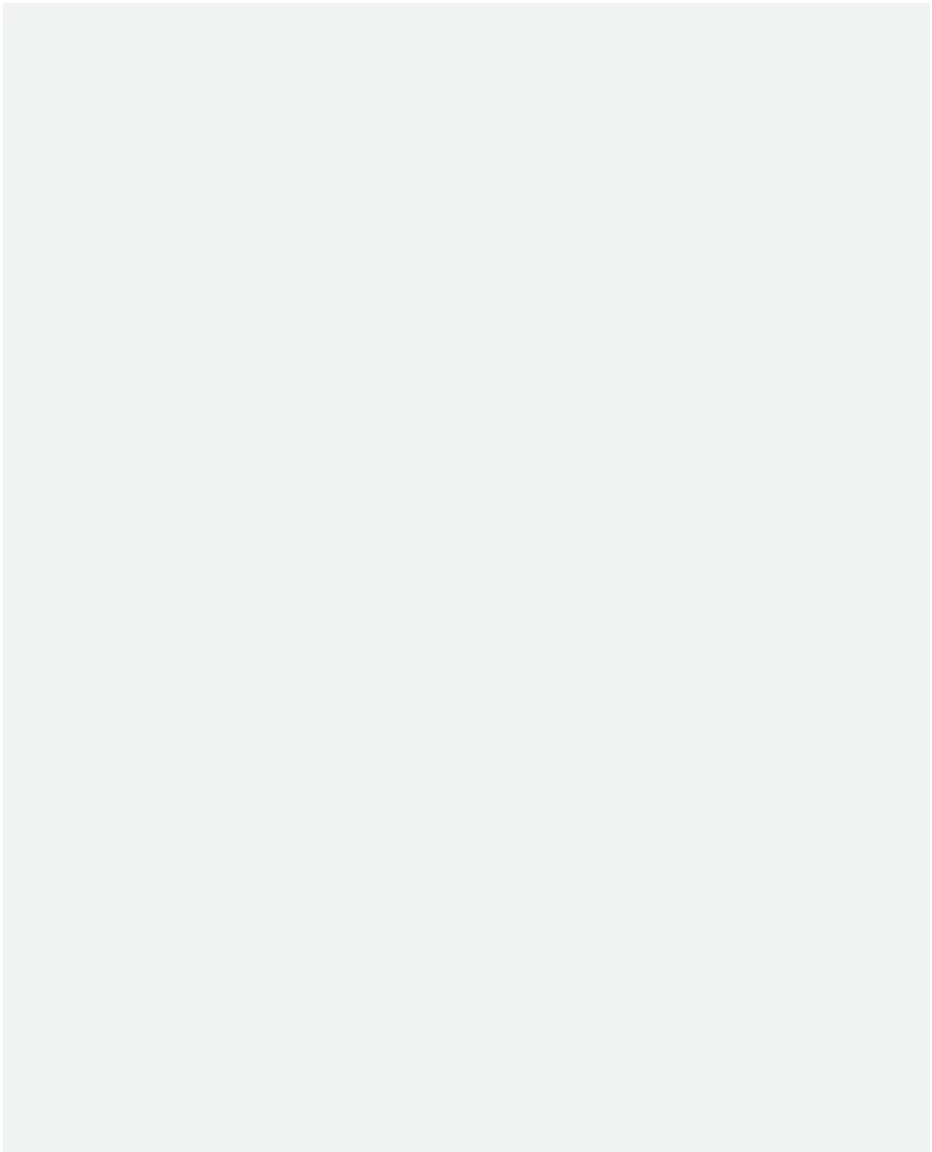
BRAZILIAN PROGRAM CREDIT REQUIREMENTS FOR GRADE 9

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

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

ACADEMIC SCHEDULE

The school day is from 8:00 a.m. to 3:15 p.m. Students attend five 65minute classes on Monday, Tuesday, Thursday, and Friday. On Wednesdays, each of the five classes are 50-minutes long. The Upper School schedule is organized into weeks A and B.



LATE START WEDNESDAY SCHEDULE

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

PERIOD	TIME
1	9:00-9:50
2	9:55-10:45
The Wednesday Session	10:50-11:35
Lunch	11:35-12:35
3	12:35-1:25
4	1:30-2:20
5	2:25-3:15

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

1:1 LAPTOP PROGRAM

Purpose:

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

Bring Your Own Device:

BYOD is a form of collaboration between home and school where parents ensure that each student has a laptop that meets his or her individual needs and meets the basic requirements of the Upper School at EAB’s 1:1

Program. EAB, in turn, supplies high-speed wireless Internet access, and technical support for a suite of software and teachers skilled at teaching in the digital age. This model supports improved teaching and learning and will give students the skills and habits necessary to become highly effective members of an interconnected world.

Minimum Requirements:

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

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



A Statement on School Loaners:

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

SCHEDULE CHANGES

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

- The change is necessary to meet graduation requirements.
- A prerequisite for the course in question is missing.

- There is a medical reason for a class change.
- A teacher recommends the change with various points of data supporting the move (e.g., MAP testing, previous assessments, placement test, etc.).
- A change is made to balance class sizes.

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

LETTER OF RECOMMENDATION AND TRANSCRIPT GUIDELINES

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

ASSESSMENT AT EAB

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

EAB'S UNDERLYING PRINCIPLES FOR ASSESSMENT:

- All students can learn.
- The purpose of assessment is to determine if students have learned.

- Assessments should have context to ensure understanding.
- Pre-assessments support differentiation and meaningful instructional time.
- Teachers design assessments to assess learning.
- Teachers assess students all day, every day.
- Learning targets align with assessment objectives to ensure growth.
- Students need to be able to share their learning in multiple ways.
- Self-assessment supports learning.
- Feedback is one of the most effective ways to affect student learning (both evaluative and descriptive).
- Grading is a neutral form of feedback based entirely on data, which does not enhance learning.
- Assessment should serve as a guide for all instructional decisions.

EAB'S ESSENTIAL AGREEMENTS FOR ASSESSMENT:

- Grades and standards-based reporting will only include academic achievement.
- Grades should reflect the actual level of achievement.
- Academic dishonesty or cheating is a disciplinary issue that will result

in an appearance before the Faculty Council. Any such instances will be treated as behavioral issues and not reflected in the academic grade.

- Clear descriptions of achievement expectations should be given to students when the assessment is assigned.
- Individual grades will be given for group assignments.
- Grades should not be reduced for “late” work.
- Absences should not be considered when determining grades. They should be reported separately.
- Zeros should not be included in grade determination when evidence is missing or as a punishment.
- Formative assessment should be used to promote success in summative assessments by providing feedback directly related to the achievement of the standards and benchmarks. Only summative assessments will be considered in end-of-semester grades.
- Questions that challenge students beyond the grade-level standards/benchmarks are encouraged because they provide enrichment. However, bonus points for this work are not appropriate because they distort the assessment of the student’s knowledge, skills, and understanding related to the course/grade level.
- The creation of grades will not rely only on the mean when creating a grade. we will use professional judgment and consider other quantitative and qualitative measures that most accurately reflect the student’s progress and level of achievement when measured against the EAB Grade Descriptors.
- Though the number may vary due to the distinct nature of each subject area, high school students should expect between four and six summative assessments per subject per semester.

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

EAB UPPER SCHOOL GRADE BOUNDARY DESCRIPTORS

DESCRIPTOR ASSUMPTIONS:	
- When using these descriptors, students are assessed based on the course standards. - These descriptors were adapted from the International Baccalaureate Grade Boundaries.	EAB GRADE
Exceptional - The student demonstrates excellent content knowledge and understanding, conceptual and contextual awareness, and critical, reflective thinking. Highly effective technical skills are evident, as is the ability to analyze, evaluate and synthesize qualitative and quantitative evidence, knowledge and concepts to reach valid conclusions or solve problems.	→ 7
Advanced Mastery - The student demonstrates very good content knowledge and understanding, conceptual and contextual awareness, and critical, reflective thinking, as required by the standards. Advanced technical skills are evident, as is the ability to analyze, evaluate and synthesize evidence, knowledge, and concepts.	→ 6
Proficient Mastery - The student demonstrates proficient knowledge and understanding, good conceptual and contextual awareness, and evidence of critical, reflective thinking, as required by the standards. Competent technical skills are evident and sometimes well-developed.	→ 5
Basic Mastery - The student demonstrates, with some gaps, basic knowledge and understanding, some conceptual and contextual awareness, and some evidence of critical thinking, to meet the standards. Technical skills are evident but not thoroughly developed.	→ 4
Limited Mastery - The student demonstrates limited knowledge and understanding of the standards, with limited evidence of conceptual and contextual awareness. Research and/ or investigation is evident but remains undeveloped. There is some ability to comprehend and solve problems.	→ 3
Insufficient Mastery - The student demonstrates insufficient knowledge and understanding of the standards, with very little evidence of conceptual and contextual awareness. Research and/ or investigation is not evident and remains undeveloped. The student has not achieved a sufficient level of mastery to complete the course successfully. No credit is awarded for the course.	→ 2
No Learning - The student demonstrates no understanding of the standards for the course. No credit is awarded for the course.	→ 1

TYPES OF ASSESSMENT AT EAB:

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

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

GRADING IN THE HIGH SCHOOL

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

LATE ADMISSIONS

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

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

POWERSCHOOL

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

HIGH SCHOOL GUARANTEES

- Students will have multiple opportunities to demonstrate mastery of a standard, topic, or domain area over a semester.

- Parents will receive formal feedback on student performance based on the following schedule:
 - Semester One Academic Progress Report (October)
 - Semester One Report Card (December)
 - Semester Two Academic Progress Report (April)
 - Year-End Report Card (June)
- Parents will be able to continuously monitor student progress through PowerSchool.
- The teacher will notify parents directly if a student has a grade below 3 or when there has been a significant change in the student's academic performance or behavior.
- Student grades are cumulative over the entire year. For example, if a student's semester one report shows a grade of 5, that student will begin the first day of the second semester with a grade of 5.
- Report cards will include evaluations of three High School of EAB Learner Expectations: Responsible, Engaged, and Principled.

ACADEMIC INTEGRITY GUIDELINES

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

EAB's Fundamental Beliefs on Academic Integrity

1. EAB students are expected to adhere to the expectations found in the Rights of the High School Community and High School Learner Standards.
2. Every student has the right to an academic environment that is free from the injustices caused by academic malpractice.
3. All members of the EAB community will be involved in supporting and modeling EAB's Academic Integrity Policy and adhering to the spirit of the rights of the High School Community.

4. All EAB students are expected to be scrupulously honest in how they carry out and present their work. This means that all parts of all work submitted for assessment, whether formative or summative, internal or external, must either be original to the student or must be properly cited to its source.
5. All policies on academic integrity are derived from these beliefs.

VIOLATIONS OF ACADEMIC INTEGRITY GUIDELINES

PHILOSOPHICAL STATEMENT

Academic malpractice undermines the trust and dignity of the High School Community. While consequences are necessary, the goal of this policy is to ensure that students learn from their choices and are supported in becoming principled, self-regulating learners.

ACADEMIC MALPRACTICE: SUMMATIVE ASSESSMENTS

In alignment with the High School of EAB's commitment to academic integrity, dignity, and high expectations, all students are expected to demonstrate honesty in the completion of summative assessments. Violations of these expectations will result in both academic and behavioral consequences.

IN-CLASS SUMMATIVE ASSESSMENTS

If a student is found engaging in academic malpractice during an in-class summative assessment, including but not limited to the use or possession of:

- Cellular phones
- Smartwatches or other electronic devices
- Unauthorized notes, papers, or materials

Verbal and non-verbal communication between students the following consequences will apply:

- The student will receive a grade of 1 (No Learning) for the in-class assessment.

- A mark of Not Meeting Expectations (NME) in Responsible and Principled for the Learner Expectations may be granted at the end of the quarter.
- Behavioral consequences, including but not limited to Probation.
- The student will be permitted to retake the assessment within 48 hours once they have a restorative conversation with the teacher and Grade Level Dean.
- The maximum grade achievable on the retake will be a 6.
- This structure ensures accountability while maintaining the opportunity for the student to demonstrate learning.

OUT-OF-CLASS SUMMATIVE ASSESSMENTS (PROJECTS)

Instances of academic malpractice on out-of-class summative assessments, including but not limited to projects, lab reports, presentations, etc., will be addressed through the following process:

- Initial Teacher–Student Meeting: the teacher will meet with the student involved to review the concern, clarify expectations, and provide the student an opportunity to respond.
- Teacher Determination: Based on the meeting, the teacher will determine the next steps.
- If the teacher and student are able to reach a resolution, the teacher will determine the next steps.
- If the teacher and student can not come to a resolution, the malpractice case will be referred to the Faculty Council (see page/section ??).

The Faculty Council will determine appropriate consequences based on:

- The severity of the infraction
- The student's prior history of academic malpractice

- The principles outlined in the Academic Integrity Policy

Possible outcomes may include, but are not limited to:

- Academic consequences related to the assessment
- Behavioral consequences, including Probation (see page/section ???)
- Additional actions as determined by the Faculty Council
- A mark of Not Meeting Expectations (NME) in Responsible and Principled for the Learner Expectations may be granted at the end of the quarter.

Academic Malpractice and Universities

- When students are placed on probation due to academic malpractice, EAB may report the malpractice to universities.
- **Academic Malpractice on IB Internal or External Assessment**

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

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

THE FACULTY COUNCIL

Purpose:

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

The Makeup of the Faculty Council

1. The Faculty Council will include four EAB High School Faculty members from a range of grade levels and subject areas
 - If a member of the Faculty Council is involved in the case of academic malpractice to be discussed, they will recuse themselves from the Council when the case is considered and the second administrator will sit in for that case.
2. The Student's FLEX Team Leader and/or HS Counselor
 - The FLEX Team Leader of the student and/or HS Counselor can join the student to provide support at the Faculty Council meeting.
3. High School FC Student Representative
 - The Student Representative will be determined through a three-step process.
 - Application
 - Faculty Vetting
 - Student Vote
 - The FC Student Representative provides input but does not have a vote. this student will serve as an advocate.
 - The FC Student Representative ensures that all meeting participants adhere to the rights of the High School Community and the Statement on the Rights of EAB Community Members.
4. The Division Principal and/or Dean of Students
 - The High School Principal or the Dean of Students will attend all Faculty Council meetings.
 - The Principal or the Dean of Students has an equal voice and one vote, as do all other members of the Council.

- Once the Faculty Council makes a determination, the Principal and/or Dean of Academics will communicate the official decision to the student's parents.

Appeal:

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

PROBATION FORGIVENESS FOR ACADEMIC MALPRACTICE:

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

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

There may be instances when students do not complete an out-of-class summative assessment by the due date. As EAB does not penalize students by lowering their academic grades, the structure below was created to ensure that students complete late summative assessments within approximately

48 hours (including weekends) of the Pillar Probation email being sent by the Grade-Level Dean. This applies to all essential IB coursework for both draft and final deadlines for work, including but not limited to IA drafts and finals, EE drafts, the Arts components, and more. Failure to meet a deadline may result in forfeiting feedback.

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

EXTENSION REQUEST AND PILLAR PROBATION PROTOCOL

In alignment with the High School of EAB's commitment to high expectations, high support, and student ownership of learning, the following protocols outline the procedures for requesting extensions and the consequences for missed deadlines on summative assessments.

EXTENSION REQUEST PROTOCOL

Students are expected to plan appropriately and meet all summative assessment deadlines. In exceptional circumstances, an extension may be requested under the following conditions:

Student Responsibilities

- Students must email their teacher at least 24 hours before the deadline to request an extension providing a reasonable explanation.
- The email must copy the Grade-Level Dean.
- If approved, the student will be granted an extension of 48 hours.
- Failure to Meet Extended Deadline

- If the student does not submit the assessment within the 48-hour extension:
 - The teacher will notify the Grade-Level Dean.
 - The student will be required to submit whatever work has been completed at the end of the 48-hour extension (no further extension will be granted, including Pillar Probation).

PILLAR PROBATION PROTOCOL

- Pillar Probation is implemented when a student fails to meet a deadline without following the Extension Request Protocol.
- Initial Response
- The teacher will place the student on Pillar Probation.
- The teacher will notify the student via email, copying parents and the Grade-Level Dean.
- The student will be given 24 hours from the communication from the teacher to submit the assessment.
- Expectations During Pillar Probation
- During the 24-hour Pillar Probation period:
 - The student is required to attend Lunch Supervised Study Hall during the second half of the lunch hour.
 - The student is not permitted to participate in co-curricular activities during lunch or after school, including but not limited to: athletic practices, theatre rehearsals, club obligations, and official events.
- Failure to Submit Within 24 Hours
- If the student does not submit the assessment within the 24-hour period:

- The teacher will notify the Grade-Level Dean.
- The student will be required to submit whatever work has been completed.
- The student forfeits the right to receive teacher feedback on the assessment.
- A mark of Not Meeting Expectations (NME) in Responsible for the Learner Expectations may be granted at the end of the quarter.

WHOLE-CLASS EXTENSIONS

In cases where a teacher grants an extension to the entire class:

- The Extension Request Protocol and Pillar Probation Protocol do not apply.
- A new deadline will be communicated to all students and added to the High School Deadline Calendar.
- If a student fails to turn in the assignment by the extended deadline:
- They will be required to submit whatever work has been completed.
- The student forfeits the right to receive teacher feedback on the assessment.
- A mark of Not Meeting Expectations (NME) in Responsible for the Learner Expectations at the end of the quarter.

MISSED SUMMATIVE ASSESSMENTS: HIGH SCHOOL PROTOCOL

In alignment with the High School of EAB's commitment to high expectations and high support, the following protocol outlines expectations and consequences when a student misses a summative assessment.

Initial Response to a Missed Summative Assessment

If a student misses a summative assessment, a grade of 1 (No Learning) will be entered to reflect the absence of demonstrated learning. This grade serves as a placeholder and may be updated once the student completes the assessment.

Student Responsibility

High School students are responsible for taking ownership of their learning by completing the following:

- Schedule a time with their teacher to complete the missed assessment within one week of returning to school.
- Attend and complete the assessment at the agreed-upon time.

Failure to meet this responsibility may result in the following:

- A mark of Not Meeting Expectations (NME) in both Responsible and Principled Learner Expectations at the end of the quarter.
- If a student does not complete the assessment within two weeks of returning to school, the grade of 1 (No Learning) will permanently remain in the gradebook and will be factored into the quarter/semester grade.

Ongoing or Repeated Concerns

If a student demonstrates a pattern of missing assessments and failing to schedule make-up opportunities:

- The teacher will notify the Grade-Level Dean.
- The situation will be treated as a behavioral concern.
- The student may be required to sign a Behavior Agreement, in line with High School discipline protocols.

Absences on Assessment Days

If a student:

- Leaves school before a scheduled summative assessment, or
- Arrives after the assessment has taken place

- the situation will be considered a behavioral infraction. As a result:
- Parents will be contacted.
- The student will be required to sign a Behavior Agreement.

END OF TERM POLICY ON LATE ASSESSMENTS

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

RETAKE IN THE HIGH SCHOOL

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

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

Criteria for being offered a reassessment:

1. Students must complete the Retake Request Form.
2. Completion of all formative assessments and practice exercises on the assigned due date.
3. Attendance at one after-school/FLEX session with the classroom teacher with the initial summative assessment as a basis for discussion is recommended. In general, teachers will be available to schedule times for this additional support between 3:20 and 4:00 p.m. on Mondays, Wednesdays, Thursdays, and Fridays or during study halls.

4. Completion of additional work from the teacher to improve understanding may be requested by the teacher.

The following conditions apply to all retakes:

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

11. IB exams and assessments are those that are marked and/or moderated externally by the IB and are not eligible for retakes.

PROMOTION AND RETENTION

Promotion in an individual course is based on successfully completing all requirements with a grade of at least 3. Students with a final grade below 3 will not receive credit for the course. In most cases, this will mean the student will repeat the course the following year. (See *recuperação* policies for exceptions regarding the Brazilian Diploma). Promotion to the next grade level is based on several factors, including the number of classes failed in a single year and whether the student is on pace to graduate with their class. Should a student fail two or more classes in a school year and is not on pace to graduate with their class, they may be required to repeat the grade level. The student will not be re-enrolled at EAB after the second failing year.

RECUPERAÇÃO AT EAB

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

The *Recuperação* offered by EAB is immediate and continuous and is aligned with the learning process. It aims to meet the specific learning issues considering the students' individual differences and their previous schooling experience. **Click here** or access the QR code below for a full description of *recuperação*.



INTERNATIONAL BACCALAUREATE DIPLOMA PROGRAM

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

Beginning with the EAB Class of 2028, all students will be enrolled in the full International Baccalaureate Diploma Program. In specific circumstances students may advocate for an alternative graduate pathway that meets the standards and course offerings at EAB for the American High School Diploma.

Admission into IB subjects—new students

Students who are new to EAB will be admitted in Grade 11 based on reports from their previous schools, letters of recommendation, and MAP placement scores. Additionally, all new students will take placement tests in English, math, and Portuguese (when applicable) to determine the correct levels for their subjects and complete an interview with the IBDP Coordinator and the Director of College Counselor.

If a student is joining EAB in Grade 12, coming from an IB school, EAB will make all efforts to place them in their previous IBDP courses so they can successfully complete the IB Diploma Program. If they are coming from a non-IB school, EAB will check their credit requirements and place them in the appropriate course to make sure they are on track to obtain the American School Diploma.

Virtual IB Courses through Pamoja

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

Families pay all costs of online courses.

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

IB Exams

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

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

- Students can remain off campus to prepare for the formal IB exams.
- Seniors taking IB exams can leave campus and return if the school receives written permission from their parents allowing them to do so.
- Students must return all textbooks and materials borrowed from each subject department before graduation day.
- EAB pays all costs for students' IB examinations.
- If a student misses an examination, they will be billed for the cost of the IB examination fees.

IB Retake Exams

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

INDEPENDENT STUDY

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

Guidelines for Enrichment Online Courses:

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

Guidelines for Credit Recovery:

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

- The earned grade will be shown on the official EAB transcript, however it will be available for reference on the report card from the issuing institution.

STUDY HALL GUIDELINES

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

- Conversations will not be allowed during Study Hall.
- Students must make preparations in advance to leave the study hall to work with another member of the HS Faculty (email or note from teacher/counselor/IB coordinator);
- The student's use of time is for homework, class assignments, or reading a book.
- No food allowed in the classroom.
- Attendance to Study Halls is mandatory, including when scheduled during the first or last period of the school day.
- Students should not be released to the iCommons.
- Each study hall will have a seating chart that is designed to optimize learning.
- To ensure a quiet study environment for all students, study halls are not to be used for collaborative work.

LIVING THE EAB VISION IN THE HIGH SCHOOL

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

ACTIVITIES AND ATHLETICS:

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

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

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

PROJECTED ACTIVITIES FOR 2026-2027	
EAB Goes Green Bulls Community Service National Honor Society Math and Science Tutoring Bullseye Chess TEDx EAB Arts Club EAB Fashion Club The American Football Club	EduArtes MedLife Gender Sexuality Alliance Musical Theater Club Model United Nations Film Club HS Book Club HS Podcast Robotics Club SHE Club SALT

PROJECTED ATHLETICS FOR 2025-2026	
August to December Basketball Cheer Golf Jiu Jitsu Soccer	January to May Cheer Cross Country Futsal Volleyball

LEADERSHIP:

A central goal for the faculty and administration is for EAB to be a world leader in the empowerment of students to make positive change on our campus, in the larger community of Brasília, and around the world. The young people of the High School are therefore encouraged to lead daily and in all they do. Whether it be in the classroom, on the athletics fields, while participating in activities or the arts, or while simply walking down the hall, EAB students are empowered and expected to demonstrate the capacity to lead others toward fulfilling our Mission to be “inquisitive in life, principled in character, and bold in vision.” Examples of leadership opportunities include serving as Class Representatives, Captains of Athletic Teams, House Captains, Principal’s Advisory Council (PAC), ABC, Student-Athlete Leadership Team (SALT) members, or as formal leaders of one of the myriad activities or groups on campus.

THE ARTS:

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

SERVICE:

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

PROJECTED SERVICE ACTIVITIES FOR 2025-2026	
EAB Goes Green Bulls Community Service National Honor Society Math and Science Tutoring	EduArtes MedLife Gender Sexuality Alliance Musical Theater Club

ELIGIBILITY FOR NON-ACADEMIC PILLARS

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

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

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

Eligibility does not end from one semester to the next. Students with academic, attendance, or behavioral problems in the first semester may be deemed ineligible for the second semester or begin the semester on an eligibility plan that can include Lunch Structured Study Hall or other measures deemed necessary by the HS Leadership Team to ensure optimal academic performance.

HIGH SCHOOL ELIGIBILITY SUPPORT PROGRAM

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

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

COSTS RELATED TO INELIGIBILITY

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

ELIGIBILITY FOR NON-ACADEMIC TRIPS

Participation in non-academic trips is a privilege that reflects the High School of EAB's commitment to high expectations, high support, and student responsibility. Students are expected to demonstrate consistent adherence to the Learner Expectations and to uphold the standards of the High School Community in order to be eligible to participate.

Eligibility Criteria

To be eligible for non-academic trips, students must:

- Demonstrate consistent performance in the Learner Expectations of Responsible, Engaged, and Principled.
- Grades of Meeting Expectations for 90% of Total Indicators.
- Maintain a record of satisfactory academic performance (equal or above a Basic Mastery - 4) across all classes.
- Demonstrate consistent attendance and punctuality, in alignment with the High School Attendance and Tardy Policies.

- A 93% attendance rate.
- A 95% punctuality rate.
- Remain in good behavioral standing, including:
- Not being on Pillar Probation at the time of the trip.
- Not being on a Behavior Agreement or Probation that restricts participation.

Academic Considerations

As part of the eligibility determination process:

- Teachers will be consulted to determine if participation on the trip is appropriate.
- Consideration will be given to the impact of missed instructional time, including:
 - Upcoming summative assessments
 - Current academic performance
 - The student's ability to remain current with coursework
- Students are expected to demonstrate that they can manage their academic responsibilities independently while participating in the trip.

Student Responsibilities

Students who are approved to participate in a non-academic trip are responsible for:

- Communicating with teachers in advance of the trip regarding missed classes, assignments, and assessments.
- Completing all required work by the deadlines established by their teachers.

- Demonstrating proactive planning and ownership of their learning.
- Failure to meet these expectations may result in:
- Loss of eligibility for future trips
- Additional academic or behavioral consequences, as determined by the High School Leadership Team

Final Determination

Final decisions regarding eligibility for non-academic trips will be made by the High School Leadership Team, in consultation with teachers and Grade-Level Deans. All decisions will reflect the school's commitment to maintaining a high expectations, high support environment and ensuring that participation aligns with the best interests of both the student and the High School Community.

TRAVEL RULES FOR HIGH SCHOOL TRIPS

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

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

HIGH SCHOOL SUPERVISION POLICY

- The High School of EAB should be a place where students may use the school grounds as a place to study, collaborate with others, and grow as learners and people.
- All High School staff play an active role in the supervision of all High School Students and are available to support students during lesson transition, break, and lunch.
- During lunch and break, the students in the High School are free to use their time as they believe necessary.
- The EAB School Day ends at 3:15 p.m. Students may remain on campus after 3:10 p.m. but may not leave campus and then return to school.
- For the safety of both teachers and students, after 4:00 p.m., teachers must work with individual students in common areas such as the iCommons. Teachers may work with two or more students in their rooms after 4:00 p.m.
- Doors should remain open and blinds up when EAB Faculty members are working with individual students or small groups.
- The following areas are to remain locked unless an adult is present:
 - Upper Auditorium.
 - Lower Auditorium.
 - Weight Room.
 - Locker Rooms.
 - Practice Rooms under the auditorium stage.
- The school nurse will remain in the Health Room throughout the duration of official EAB Athletics practices and competitions.
- The Activities & Athletics Director is responsible for ensuring that all students are off campus or in the designated waiting area beside the guard station after the final practice or HS Club meeting of the day.

- Except when using the courts during lunch, High School students may not be in the Lower School at any time without a clear purpose and with consent from the Lower School administration.

DAY-TO-DAY INFORMATION

CLOSED CAMPUS

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

FOOD FROM OUTSIDE SERVICES

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

STUDENT NAMES FOR OFFICIAL PURPOSES

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

HEALTH SERVICES

The EAB nurse responds to emergency medical situations but does not replace the family doctor for routine health issues. Parents should inform

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

LOCKS AND LOCKERS

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

SCHOOL SUPPLIES

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

TEXTBOOK LOAN

Textbooks are provided to all students on a loan basis. Students are responsible for books checked out to them and must pay the replacement cost for lost or damaged books. Students will also be charged for deliberate (including writing and graffiti) or excessive damage to books. Excessive damage may be defined as that which goes beyond normal wear and

tear. Students losing a textbook during the school year must pay for its replacement before being issued a second book. Should the lost book be found, the replacement cost will be reimbursed to the student.

CLOSED CAMPUS

For the safety and security of all members of our community, EAB operates as a closed campus during the school day.

Students participating in after-school activities must remain on campus from dismissal until the activity begins. Students may not leave campus and return for after-school events.

Students who are waiting for transportation after dismissal must remain in designated supervised areas.

Students who are not participating in after-school activities are expected to leave campus promptly at dismissal time unless prior authorization has been granted.

CAMPUS GUESTS AND VISITORS

All guests and visitors must present photo identification at the front gate and will be issued a Visitor Pass. The pass must be worn visibly at all times while on campus. Visitor passes are issued at the discretion of school administration and may be revoked at any time. Identification will be returned upon departure when the pass is surrendered.

Parents and caretakers visiting campus for meetings, events, or school celebrations must check in with security upon arrival.

Student guest requests must be submitted at least one school day in advance and approved by teachers and divisional administration. Approved student guests must attend all classes or scheduled activities with their sponsoring student and are subject to all school rules and expectations while on campus. The school reserves the right to limit the number and duration of guest visits.

PARTIES AND CELEBRATIONS

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

EMERGENCY EVACUATION AND LOCKDOWN DRILLS

Emergency evacuation and lockdown drills are scheduled at intervals throughout the school year. These processes are under review for the 2026/2027 school year. In the interim, classroom teachers are responsible to get the students in the classes to the appropriate place on campus in the event of either of these drills.

PERSONAL ITEMS & LOST AND FOUND

Students are responsible for their personal belongings while at school. We strongly encourage families to clearly label clothing, lunch boxes, water bottles, and other frequently misplaced items with the student's name.

Items found on campus will be placed in designated Lost and Found areas or turned in to the divisional office, depending on the nature of the item.

Valuable items such as wallets, phones, jewelry, glasses, or electronic devices should be turned in directly to the divisional office.

Unclaimed items will be periodically donated to local charitable organizations at the end of each semester. Families are encouraged to check the Lost and Found regularly, as the school cannot assume responsibility for lost or misplaced items.

NOTES

This image shows a single sheet of white paper with horizontal blue ruling lines. The lines are evenly spaced and run across the width of the page. There are no margins, text, or other markings on the paper.

NOTES

This image shows a single sheet of white paper with horizontal blue ruling lines. The lines are evenly spaced and run across the width of the page. There are no margins, text, or other markings on the paper.



American School of Brasilia

