



MIDDLE SCHOOL STUDENT HANDBOOK



2026-2027
SCHOOL YEAR

Welcome to the 2026-2027 school year at The American School of Brasilia.

It is my pleasure to join this journey with your child, family, and the faculty of our school.

Transition to and through Middle School - The purpose of the Middle School (MS) program is to support children in the transition to adolescence through a comprehensive and meaningful academic and social program. We build the complex thinking skills required for High School, while allowing students to grow, explore, and pursue multiple paths as they begin to understand themselves as learners more fully.

Our learning program develops students' potential, which enables them to be successful at EAB.

Learners Inspiring Learners- We encourage the natural curiosity of emerging adolescents, while providing the guidance and structure they need to broaden their knowledge. This is a process that empowers them and allows them more independence and responsibility for their own learning.

Inquisitive in Life & Bold in Vision. In each of the subject areas, students develop key skills that are authentic. Students will be encouraged to apply their knowledge and skills in real world contexts where they can act like scientists, think like historians, or problem-solve like mathematicians.

Principled in Character. Students thrive when they feel safe, supported, and known by teachers and their peers. Our highly qualified and experienced educators create a warm and engaging environment where students are guided to explore who they are as learners during this key developmental phase.

The MS program provides opportunities for students to connect with themselves, our community, and the world. Learning in MS is fun, meaningful, and promotes the development of lifelong learning.

Please don't hesitate to contact us for further information.



REBEKAH ADAMEK
MIDDLE SCHOOL PRINCIPAL



THE SCHOOL AND THE EAB COMMUNITY

Founded in 1961, the American School of Brasilia (EAB) is a private, co-educational school that offers an educational program that begins with the Early Childhood Program and culminates in the 12th grade. Our curriculum offers a U.S. style education in a Brazilian setting to an international student body, offering the U.S., International Baccalaureate, and Brazilian diplomas. The five-acre campus boasts a panoramic view of Lake Paranoá, and the layout of the buildings consists of several interconnected structures containing 50 classrooms, four science labs, a Lower School computer lab, two separate iCommons learning centers, a gymnasium, and a Center for the Arts. Surrounding the buildings, a regulation soccer field, basketball courts, and elementary playgrounds enhance the physical plant facilities.

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OUR SCHOOL: MISSION, VISION, VALUES



EAB MISSION

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



EAB VISION

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

EAB LEARNER TRAITS

We are **collaborative** and work together to achieve excellence as individuals and teams.

We are **reflective** and think carefully about our work, effort, relationships, learning, strengths, and challenges, in order to learn from our experiences and optimize our performance.

We are **resilient** when faced with adversity, overcoming whatever obstacles life may bring us.

We are **inquisitive** and want to know as much as we can about things. We consistently ask how things around us can be made better and more effective.

We are **courageous** and put ourselves outside of what we deem comfortable, for this allows us to grow and strengthen.

EAB'S DIVERSITY AND INCLUSION STATEMENT

The American School of Brasilia is committed to building a diverse and inclusive community that embraces difference with compassion, respect, and acceptance. Diversity should be 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.

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.

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 those in U.S. school systems. The Brazilian diploma strictly follows the guidelines of the Brazilian Ministry of Education. The IB diploma follows the specific curriculum of the International Baccalaureate Organization.

COURSE OFFERINGS

Grade 6	Grade 7	Grade 8
Humanities 6 (English & World History)	Humanities 7 (English & World History)	Humanities 8 (English & World History)
Math	Math	Math
Science	Science	Science
Physical Education	Physical Education	Physical Education
Brazilian Social Studies (Brazilian Students Only)	Brazilian Social Studies (Brazilian Students Only)	Brazilian Social Studies (Brazilian Students Only)
Portuguese (Brazilian Students)	Portuguese (Brazilian Students)	Portuguese (Brazilian Students)
Language - PLA Portuguese Learning Language (International Students)	Language - PLA Portuguese Learning Language (International Students)	Language - PLA Portuguese Learning Language (International Students)

ANTICIPATED COURSE OFFERINGS

Grade 6	Grade 7	Grade 8
Theater Band Choir Visual Arts Design Geography Study Hall Mindfulness STEM	Theater Band Choir Visual Arts Design Study Hall Leadership Film Studies	Theater Band Choir Visual Arts Design Portuguese Writing (Brazilian Students Only) Graphic Novels Study Hall

WELLBEING

Grade 6	Grade 7	Grade 8
FLEX (Advisory) Physical Education	FLEX (Advisory) Physical Education	FLEX (Advisory) Physical Education

GRADING IN THE MIDDLE SCHOOL

- Students will receive a formal grade report at the end of each quarter and a final grade at the end of the year;
- Grades are based on a variety of summative assessments in which students have the opportunity to display their mastery and application of standards and benchmarks;
- There should not be more than two in-class summative assessments per student on the same day. This does not include project due dates;
- Some classes may be graded on a Pass/Fail basis with no letter grade being assigned.

EAB MIDDLE & HIGH SCHOOL GRADE BOUNDARY DESCRIPTORS

EAB GRADE	DESCRIPTOR ASSUMPTIONS: <i>When using these descriptors it is understood that students are assessed based on the course standards.</i> - These descriptors were adapted from the International Baccalaureate Grade Boundaries.
7	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.
6	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.
5	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.
4	BASIC MASTERY - The student demonstrates, with some gaps, basic knowledge and understanding, some conceptual and contextual awareness and some evidence of critical thinking, in order to meet the standards. Technical skills are evident, but not thoroughly developed.

	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.
 (No Credit)	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 successfully complete the course. No credit is awarded for the course.
 (No Credit)	NO LEARNING - The student demonstrates no understanding of the standards for the course. No credit is awarded for the course.

ASSESSMENT AT EAB

In the Middle School at EAB, assessment is used as a means of empowering teachers, students, and families to understand students' strengths and areas for growth. This understanding leads to more focused, individualized instruction, which in turn leads to student metacognitive and academic growth. Academic grades at EAB are based solely on the skills and understanding students demonstrate on summative assessments.

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 standards and benchmarks addressed during the unit of study. At EAB students have multiple opportunities to show their understanding throughout a unit of study.

PURPOSE OF ASSESSMENT AT EAB:

For students:

- To inform and enable students to monitor their current skill/knowledge levels and progress.
- To empower students to develop as independent, self-reliant, and self-critical learners.
- To help students set goals for their learning and develop learning strategies.
- To build positive self-esteem and a sense of achievement.

For teachers:

- To recognize students' academic strengths and areas of growth so that teachers can better design appropriate classroom instruction.
- To ascertain students' prior knowledge and determine appropriate instruction in the classroom.
- For the teacher to gauge the effectiveness of teachers' classroom instruction.
- To give students feedback to improve their performance and achieve learning goals.

- To strive for consistent and reliable understanding of student work among subject area teachers.
- To identify student support needs.
- To provide external confirmation of classroom practices through appropriate assessments.

For families:

- To communicate the strengths, weaknesses, progress, achievements, areas for growth and learning style(s) of their child.
- To develop the partnership between home and school in supporting student learning.
- To communicate the essential EAB curriculum and required learning for students.

For teachers and administrators:

- To deliver longitudinal data to analyze and evaluate current programs and/or determine the introduction of new programs through the curriculum review process.
- To generate information through constant internal research and analysis, to develop future school plans.
- To plan appropriate professional development programs.

MISSED ASSESSMENTS

- In case of absence on the day of a summative assessment, parents should send written documentation for the absence to the Upper School Office, along with a parent contact to the teacher on the day of the summative assessment, to reschedule the assessment.
- In case of a summative assessment missed due to travel, students must contact the teacher prior to departure to make arrangements for making up the missed assessment.

- A missed summative assessment (given during the time the student is absent) should be scheduled within two days of the student's return to school following any absence.
- If a student returns on the day of a scheduled summative assessment, they should be prepared to take the assessment on its scheduled date, as these assessments are announced well in advance.
- If a student fails to appear for a rescheduled assessment and must reschedule a second time, this makes them ineligible for a retake. If the student fails to appear for a second time, they will receive a grade of one (1) on this assessment.
- It is the student's responsibility to make sure they have made up missed assessments within the guidelines established above.

MIDDLE SCHOOL REASSESSMENT POLICY

The goal at EAB is for all students to learn the concepts and skills identified in EAB's assessment objectives. With the understanding that some students need more time and assistance to develop understanding, the Reassessment Policy was created. Reassessment will be available to students in the following circumstances:

- Students who have not yet demonstrated or exceeded mastery (1 - 4) are expected to apply feedback from the teacher to the following learning and assessment opportunities. Students who still want to be re-assessed, and have demonstrated completion of all formative tasks, have met set deadlines, and have shown additional effort to improve their skills and/or understanding, **should** complete the reassessment.
- Re-assessments will not exceed a score of 5 when reported out on a student's report card.
- Students should schedule reassessments with their teachers, and should complete the reassessment within a reasonable amount of time (with a maximum of 2 weeks after seeing the original score with teacher discretion);

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. *Recuperação* must be offered by EAB as a form of Academic Assistance.

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](#)

POWERSCHOOL

PowerSchool is the academic reporting platform that allows teachers to post grades, attendance, notes and other information that will empower students and parents to monitor student progress in each class on a daily basis.

HOW DOES REPORTING LOOK IN MIDDLESCHOOL?

1st Quarter Report Card	Progress report that communicates student progress in each class up to date
1st Quarter	- Student portfolio as evidence of learning and reflection - Students should be present with parents during parent teacher conferences.
End of Semester 1 Report Card	This report will be based on data collected on student progress in Semester 1.
3rd Quarter Report Card	Progress report that communicates student progress in each class up to date
3rd Quarter Conference	- Student portfolio as evidence of learning and reflection - Students should be present with parents during parent teacher conferences.
End of Year Report Card	This report will be based on data collected on student progress in Semester 2 and include an overall grade for the school year.

- Parents will be able to access evidence of student progress through PowerSchool on a regular basis using the website:
<https://eab.powerschool.com/>
- Parents will be notified with any concerns or changes to student grades and/or behavior.
- Report cards will be distributed on PowerSchool four times a year after each quarter and will include evaluation related to non-academic areas based on the EAB Learner Expectations.

GOOGLE CLASSROOM

Google classroom is a tool used by all classes in Middle School. Students have access to classroom slides and their classroom “to do” list. Families are encouraged to regularly check their student’s Google Classrooms with their child.

EAB LEARNER EXPECTATIONS

The EAB Learner Profile means to measure the non-cognitive skills that are central to success as a learner at EAB and include Learner expectations: principled in character, responsibility, and engaged in learning.

EAB PILLARS: ARTS, ACTIVITIES, SERVICE, LEADERSHIP

ACTIVITIES AND ATHLETICS:

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

Participation in athletics and activities is dependent on students meeting learning and attendance expectations.

US Clubs generally occur during lunch, depending on the needs and constraints of the participants and the availability of the advisors/facilities. Please access the Activities and Athletics Handbook for more information about the programs and activities offered.

LEADERSHIP:

Our goal is to empower our students to make positive change on our campus, in the larger community of Brasília, and around the world as global citizens. Students are therefore encouraged to lead in all they do. Whether it be in the classroom, on the athletic 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 towards fulfilling our Mission of being "Inquisitive in life, principled in character, and bold in vision."

WAYS TO BE A STUDENT LEADER: MIDDLE SCHOOL STUDENT COUNCIL

STUCO members are elected by the students of the Middle School to represent the voice of the student body in the Middle School. This organization also seeks to promote the good of all members of the school community and to cultivate and expand the positive culture of the school. The Student Council offers a year-long program of events and activities to unify the school's community, and promote good global citizenship.

WAYS TO BE A STUDENT LEADER: MIDDLE SCHOOL STUDENT AMBASSADORS

Ambassadors are students in the Middle School who have a passion for supporting new students. Students will help to make sure new students are adjusting well. They will plan group meetings with new students to share how they are feeling in their new environment. Students will help with New Family Orientation Day by creating team building activities and tours of EAB. Students will also be in charge of MS Farewell Assemblies for students who are leaving our community.

THE ARTS

As one of the Pillars of EAB, the Middle 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, and performance in the visual, digital, musical and dramatic arts.

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 Upper School is central to this. Throughout Middle School students are given myriad opportunities to serve the EAB and larger communities in and around Brasília. It is a core belief of the school community that through hard work, vision and dedication, students can positively affect their environments and, through their efforts, make the world a more kind, inclusive place as global citizens.

PROJECTED SERVICE ACTIVITIES FOR 2026-2027

- EAB Goes Green
- Bulls Community Service
- National Junior Honor Society
- Middle School Student Council (STUCO)

NATIONAL JUNIOR HONOR SOCIETY:

EAB hosts the Candanguinhos Chapter of the National Junior Honor Society. The NJHS is a service organization that recognizes students who excel, not only in scholarship, but also in character, leadership, and service to establish service projects that support the needs of the greater community. Members are selected by a Faculty Council. The Faculty Council considers both the students submitted materials and the faculty evaluations and recommendations. Membership is a privilege and not a right. All members must maintain the standards of selection to remain eligible for participation in NJHS at NJHS. Students coming from another school who have already been inducted prior to being a student at EAB can present their induction letter to the faculty advisor and participate in NJHS at EAB. Please visit the NHS/NJHS link on the EAB website for more information.

Minimum requirements for NJHS include all of the following:

- Grade 7-9 standing;
- EAB student for at least two quarters in grades 7-9;
- 5.8 that is converted from the 1-7 grading scale at EAB.
- Twenty service hours a year.

STUDENT WELLBEING

Within a safe, nurturing environment, students in the Middle School at EAB are expected to strive to uphold the values of the EAB Learner Expectations. 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.

TIERED BEHAVIORS AND EXPECTATIONS

At EAB Middle School, students are expected to demonstrate the learner traits of being responsible, engaged, and principled. Students who are not demonstrating these traits may receive reminders or may be asked to reflect in the Main Office. The following table shows the different level of infractions and what will happen if they are demonstrating these behaviors.

Infractions - Level 1 Teacher managed	Infractions - Level 2 or beyond Student completes refocus reflection form and send to the Main Office
First technology violation Talking to a classmate / talking aloud Talks back to the teacher direction / not listening Fooling around Unkind words Off task Swearing Not responding to teacher directions Unprepared for class Late to class Public displays of affection	Continued misuse of technology or electronic devices Academic dishonesty Insubordination (repeated) Discriminatory language Skipping class or skipping school related activities (assemblies, etc) Physical aggression or fighting Bullying Theft

PEER CONFLICT VS. BULLYING

Misbehaviors are not acceptable behaviors and if they are shared or seen, they will be addressed. The difference between peer conflict and bullying is outlined below.

PEER CONFLICT

- A disagreement where children want different things and have equal power to solve the conflict
- “Rude” or “mean” behaviors in the form of hurtful comments and actions occurring during conflicts, such as hitting, teasing, or ignoring, and are a result of strong emotions from both sides and not a result of premeditated intention to harm.
- After the conflict occurs, there is an effort on both sides to come up with a solution to the problem.

BULLYING

- Repeated aggression or harassment of a student carried out within or outside the school grounds.
- Individual or collective threats toward another student, making use of a situation of superiority or authority or defenselessness of the affected student provoked mistreatment, humiliation or instilling fear in a student using physical actions or words in person or through technology disrespectful action or word that targets sex, race, and/or gender identity.
- Intentionally aggressive behavior, repeated over time, that involves an imbalance of power.
- Intent to harm.
- Power imbalance.

- Repeated acts/threats of aggression.
- No effort to resolve the problem.

DISCRIMINATORY LANGUAGE & ACTIONS:

- The use of discriminatory language or actions, in English or any other language, at our school and in our community is **not allowed**.
- Discriminatory language or actions may include: the n-word, b word, or the n-word pass, imitating another person based on their ethnic, religious, racial, political, disability, or, LGBTQAI+ affiliations, any words that are hateful toward someone's ethnic, religious, racial, LGBTQAI+ affiliations, disability, or political views, drawing (memes, gifs) or writing on objects (personal or public) or on paper, chats, saying words that mimic or sound like discriminatory words that can replace these words.
- If a student has been found using discriminatory language or behavior, he or she may be suspended or expelled from school.

CONSEQUENCES

Consequences come as a result from different types of misbehaviors. If a student is believed to have participated in a Level 2 Infraction or beyond, the school will take the following steps:

- Student **refocus reflection** form outside of the classroom;
 - Students will be directed to the US office.
 - Students will be given a refocus form to address his/her behavior.
 - Students will be given the opportunity to reflect on his/her behavior with the Principal or Upper School Dean of Students.
 - Students will be given the opportunity to follow through with the expectations with the teacher preferably, right after class.

- Refocus form will be completed for staff documentation purposes. (Student, Grade Level Leader, Teacher signatures)
- Note: If a student receives multiple refocus forms the student will meet with the principal and may be given a more serious consequence.
- Teacher works with the student and applies classroom management strategies;
- Teacher makes referral to the Middle School Principal and or the Middle School Counselor;
- Consequences as determined by the Middle School Principal in relation to the Middle School Handbook; (see below)
- Behavior is documented on PowerSchool.
- Family may be notified if there is a repeated misbehavior.
- Consequences could include, but are not limited to: restriction from clubs, activities, athletics, suspension or expulsion.

BEHAVIOR AGREEMENTS:

- A student may be asked to sign a Behavior Agreement. The student is given a window of time in which to follow all school rules and become responsible for his or her behavior. The Behavior Agreement will not be sent to colleges or any other outside institution.
- 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, academic dishonesty, consistent tardiness or absence from class, inappropriate behavior on campus, etc.

PROBATION:

- A student may be placed on probation for grave or consistent violations of the School Code of Honor and/or EAB Learner Traits 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 or weapons, consistent or gross insubordination, the accumulation of multiple Behavior Agreements, the use of alcohol or tobacco on campus, bullying, blatant disrespect for others, including “discriminatory language, theft, vandalism, linking the name of The American School of Brasilia to illicit or illegal events, etc;
- Consequences that many accompany Probation include, but are not limited to loss of privileges, removal from extracurricular activities, temporary or permanent removal from leadership positions, limitations to times allowed on campus, structured meetings with the Middle School faculty, suspension, etc. Probation will be noted in the student’s permanent school file and may be included in the school’s recommendation to outside institutions require a statement on student behavior while at EAB. A student who is placed on Probation a second time may be expelled from the school.

SUSPENSION:

- A student may be suspended from EAB for violations of the security and well-being of our community or consistent violations of the School Code of Honor and EAB Learner Traits.
- Examples of behavior that may warrant immediate suspension include, but are not limited to, use of discriminatory language, symbols, or actions, physical fighting with another student or students, bullying another student online or in person, incorrect use of technology, etc.

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 School Code of Honor and EAB Learner Traits.
- 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, 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.

RESTORATIVE PRACTICES AT EAB

Restorative practices at EAB aim to create opportunities for students to reflect deeply on the effects of their actions on the community. To do so, EAB Faculty and Leadership believe the restorative process not only focuses on individuals and consequences, but more so on how students can take concrete steps to repair the harm their choices caused to the EAB Community.

Examples of restorative practices may include letters of apology, community service, and reflective projects requiring research and explanation.

STUDENT SUPPORT SERVICES

The Student Support Services faculty at the American School of Brasilia supports student learning and personal growth by offering a holistic, student-centered support program.

Student Support Services Program Aims:

- To provide support toward a successful academic experience for students in the Middle school.
- To enhance student learning through skill remediation and/or academic support.
- To help teachers address a student's needs in the mainstream academic classroom through collaboration and professional development.
- To support social/emotional learning.

- To review academic progress using data.
- To accurately identify and serve students with learning needs.
- To support successful transitions for students entering and leaving EAB, moving between divisions, and moving toward graduation and post-high school life.

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."

MIDDLE SCHOOL COUNSELORS

At EAB, the Counseling Program is based on the International Model for School Counseling (ISCA). The International Model represents what a school counseling program should include and serves as an organizational tool to identify and prioritize the elements of a quality school counseling program. The program focuses on what all students, K-12, should know, understand and be able to do in the four domain areas: academic, career, personal/social, and global perspective.

Counselors as members of the student support team, work in partnership with teachers, parents, and other community professionals to best meet students' different learning styles. In addition, we provide developmentally sensitive counseling strategies for different age groups, which include but are not limited to assemblies, guest speakers, student and/or parent workshops.

Please contact our counselor Clara Andalo: candalo@eabdf.br.

GENERAL INFORMATION

OUR MIDDLE SCHOOL A-Z DIRECTORY

ACADEMIC INTEGRITY GUIDELINES

Mutual trust and intellectual honesty are essential in an educational environment. This spirit embodies the EAB Learner Profile, and the Learner Traits shared by all members of the Middle School community.

ATTENDANCE POLICY AT EAB

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:** absences 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).

ATTENDANCE POLICY IN MIDDLE SCHOOL

In the Middle School, attendance is a shared responsibility between students, families, and the school, and is essential for academic progress 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 planning ahead for known absences.
- Students who arrive at the door of their first period class after 8AM (9AM on Wednesday) must go immediately to the Upper School Office to collect a tardy slip and sign the tardy ledger.
- Parents must contact the school by e-mail 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 MS Team will reach out to the family to lend any necessary support.
- It is an expectation that students will check Google classroom and contact teachers when they are absent for any missing work. 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 IN MIDDLE SCHOOL

In the Middle School, we consider any quarter in which a student has been absent for more than 7% or tardy more than 5% to be "excessive."

The family of any student who has excessive amounts of absences or tardies in a quarter will:

- Receive written notice via email notifying them that their child 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, Middle 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.

As students progress from middle school to high school, increasing independence and accountability are expected. Attendance is closely linked to academic progress, eligibility, and overall student responsibility.

Tardy Policy

Arriving at class in a timely manner demonstrates respect for the EAB Learning Community. In the Middle School at EAB, tardiness is tracked daily by classroom teachers and the main office:

- All students are expected to be in their first period class at 8:00 a.m. (9:00 a.m. on late start Wednesdays). If a student is tardy, they are expected to go to the office to collect their tardy slip.
- In the case that a student is late due to being released late from a previous class, the teacher of that class is responsible for communicating with the teacher of the next class. For example, if the teacher holds students for three minutes after the end of class, then it is the teacher's responsibility to inform the next period teachers that the tardiness of the students was caused by the teacher. Teachers mark tardies in PowerSchool.
- Tardies are checked on a regular basis by Grade Level Deans.
- Consequences;
 - 4 tardies = 15 minutes loss of lunch in Grade Leaders' Classroom on Friday (no device).
 - Email will be sent to parents.
 - Each week, students start fresh with zero tardies.
 - If the student tardiness continues, then refer to the Middle School Principal.
 - Repeated tardiness in a semester that meets or exceeds 10% of classes can result in an inability to travel for extracurricular activities.

BOOK LISTS AND BOOK CHOICES

We value a strong partnership between home and family. From school, book lists will be provided by teachers in advance of a unit of study. Middle School students will have a choice of books during book clubs and independent reading. Students and families should have discussions at home about their book choices, and families need to communicate any restrictions on their child's reading choices to school to their teacher.

LAPTOPS IN MIDDLE SCHOOL

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”.

All students in Middle School use a laptop to access work, conduct research, and for educational purposes. Students in Grade 6 must use laptops provided by school and will sign a technology agreement to borrow this laptop during their time in Middle School. For 2026-2027, students in Grade 7 and 8 should have a laptop provided from home. EAB, in turn, supplies high-speed wireless internet access, 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 provide students with the skills and habits necessary to become highly effective members of an interconnected world.

Minimum Requirements: EAB recommends and can assist with support for Mac OS, MS Windows or Chromebook. The device needs to be a laptop, and not a tablet or iPad.

CAMPUS GUESTS & 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.

CLOSED CAMPUS

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

Students are expected to remain on campus throughout the school day and may only leave campus with prior authorization from a parent or guardian and when accompanied by a parent, guardian, or other authorized adult. Students who leave campus during the school day must sign out through the appropriate school office.

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, such as the front gate area. Students who are not participating in after-school activities are expected to leave campus promptly at dismissal unless prior authorization has been granted.

PHONE CALLS AND CELL PHONE POLICY

Phone calls home may be made by the secretary, teachers, 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, iPads, or Meta glasses) while on campus.

Students may use their devices only after 4:00 pm, and only at the front or back gates, to coordinate pick-up with parents. During the school day, any cell phone or phone-enabled device must remain in the student's backpack, turned off or set to silent.

If a student uses a device during the school day, it will be confiscated and kept in the Division Office until dismissal. If a student uses a device more than once, it will be confiscated and their family will be asked to come and pick it up from school.

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.

COMMUNICATION

Providing timely, consistent, and effective communication is an ongoing goal at EAB. To that end, the following guarantees are in place to ensure all members of our community are up to date on events in the Middle School:

- **Announcements:** Every Monday all students in the Middle School receive the “Announcements” which outlines all events for the week. Students are responsible for knowing its contents.
- **Docket:** Every Friday all students in the Middle School receive the “Docket” which outlines all events for the week.
- **Events Calendar:** All school events can be found on the “School Calendar” page on the EAB website. This page is updated frequently and as necessary to ensure that all necessary information on upcoming events is accurate.
- **E-mail:**
 - **Administration:** Please contact our Upper School Secretary Diva Belo - dbelo@eabdf.br
 - **Teachers:** Teachers are expected to communicate as needed with parents about student progress. Therefore, direct teacher-to-parent and parent-to-teacher emails will be sent when required.
 - **Counselors:** We have one counselor Clara Andaló, candalo@eabdf.br

CONTACTS

Beyond classroom teachers and specialists, other people who are involved with the Middle School are:

- **Principal:** Rebekah Adamek radamek@eabdf.br
- **Upper School Secretary:** Diva Belo dbelo@eabdf.br
- **Counselor:** Clara Andaló candalo@eabdf.br
- **School Nurse:** Amabily Souza and Anna Gabryella Martins healthunit@eabdf.br
- **Director of Brazilian Program:** Denise Turati dturati@eabdf.br
- **Director of Teaching and Learning:** Dr. Maria Sieve msieve@eabdf.br
- **Student Support Services:** Brody Fulton bfulton@eabdf.br
- **iCommons Coordinator:** Karla Veras kveras@eabdff.br
- **Activities Supervisor:** Rafaella Neves rneves@eabdf.br
- **Activities & Athletics Director:** Rishawd Watson rwatson@eabdf.br
- **Technology Department:** support@eabdf.br

SAMPLE DAILY SCHEDULE

DAILY SCHEDULE MONDAY-FRIDAY

PERIOD	TIME
Block 1	8:00 - 9:05 am
FLEX and Break	9:05 - 9:40 am
Block 2	9:40-10:45 am
Block 3	10:50-11:55 am
Lunch	11:55-12:55 pm
Block 4	12:55-2:00 pm
Block 5	2:05 - 3:10 pm
Activities	3:15-4:30 pm
Athletics	4:30-6:00

LATE START WEDNESDAY SCHEDULE

PERIOD	TIME
Block 1	9:00 - 9:50 am
Block 2	9:55 - 10:45 am
FLEX Teams/ Break	10:45 - 11:30 am
Block 3	11:30 -12:25 am
Lunch	12:30 - 1:15 pm
Block 4	1:20 - 2:10 pm
Block 5	2:15 - 3:10 pm
Activities	3:15-4:30 pm
Athletics	4:30-6:00

FLEX TEAMS

FLEX in the Middle School is a fundamental structure intended to create a more personalized learning environment where all students are known by a core group of peers and adults. The FLEX program aims to support students in their development in SEL (social and emotional curriculum). This is a 15 minute or 30 minute block.

EMERGENCY EVACUATION

Emergency evacuation drills are scheduled at intervals throughout the school year. Classroom teachers will give their classes specific instructions. Each classroom has an evacuation plan posted near the exit door. Teachers should ensure that all students are familiar with proper evacuation procedures.

FOOD FROM OUTSIDE (LUNCH)

Students may choose either a full hot meal served in the upper cafeteria, food from the snack bar in the upper canteen, or provide their own. Students may purchase all items individually with Brazilian Reais. No food delivery is allowed from outside school sources including but not limited to iFood for any reason. Students are responsible for bringing a lunch from outside at the beginning of the school day.

HEALTH SERVICES

Registered nurses provide the school services. The school nurses treat minor injuries, assesses more serious medical conditions and recommends additional treatment.

- Medication can be provided by trained professionals in the health unit, do not send your child with their own medication unless it is prescribed and with written authorization/permission from a medical professional.
- During evaluation, if serious illness or injury is suspected the health unit will contact parents/guardians.
- Students who need to visit the Health Unit during class, must bring a written authorization from their teachers, which will then be signed by the school nurse.
- Over-the-counter medications are only issued with parents' written authorization/permission (e-mail or WhatsApp).
- Students who become ill during the school day are required to consult the school nurse before calling/ departing home.
- It is the parents' responsibility to notify the school of any changes in a student's health that may affect the student's performance at school.
- Ill students should stay home for a period of 24 hours and after notifying the nurses through **healthunit@eabdf.br** or +55(61)98318-0504, wait for instructions about next steps.

- Changes of address or phone numbers should be sent to the divisional secretary for them to register in case needed during an emergency.

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 Middle & High School, students receive weekly communication through divisional announcements. 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 IBDP 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.

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.

LETTER OF RECOMMENDATION AND TRANSCRIPT GUIDELINES

All letters of recommendation and transcripts will be confidential. Confidential letters of recommendation or official EAB transcripts requested by schools or colleges 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 the recommendation by the EAB Student Services Department.

LOCKS AND LOCKERS

Each student will be assigned a locker. It is the individual student's responsibility to provide a lock to keep his/her possessions safe. 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. Students must keep their belongings inside their lockers at all times, otherwise, they will be taken to the lost and found. Students must also keep the inside and outside of their locker tidy and discard trash on a regular basis.

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.

Lost and Found closets are located behind the gymnasium and by the Upper School Office.

MIDDLE SCHOOL WEEK WITHOUT WALLS

At EAB, we believe the curriculum extends far beyond the classroom. The MS Experiential Learning Trips connect directly to EAB's Vision of developing the whole child through "excellence in academics, activities, arts, leadership, and service."

From the development of social skills, to allowing students to feel a sense of wonder and curiosity, to building an EAB community culture, to pushing students out of their comfort zone to take risks and feel pride in their accomplishments, our vision is to provide meaningful experiential learning opportunities annually for all Middle School students to enhance learning at EAB.

All Middle School students are expected to participate in grade-wide, week-long experience that is professionally researched, organized and led. The theme of each trip represents an important opportunity for students to build upon their knowledge outside the classroom, gain new life skills,

interact with their peers in a different environment, experience the beauty and culture of Brazil and develop deeper relationships with their teachers and peers in a non-traditional classroom setting.

Grade Level Trips Themes and Locations

- **Grade 6:** Conservation and Ecology, Pirenópolis
- **Grade 7:** The Golden Age of Brazil, Minas Gerais
- **Grade 8:** Be a Conservationist in Pantanal/Bonito, Be a Surfer in Santa Catarina, Be a Marine Biologist in Paraty

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.

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.

PROMOTION AND RETENTION

Promotion in an individual course is based on the successful completion of all requirements with a grade of at least 3. In most cases of retention, the student repeats the course the following year. (See recuperação policies for exceptions regarding the Brazilian Diploma).

POLITICAL PROPAGANDA

It is against Brazilian law for any type of political propaganda to be worn or posted on a school campus.

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:

- A change is made in order to balance class sizes;
- There is a medical reason for a class change;
- A teacher recommends the change.

Except in extreme circumstances as determined by the Middle 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.

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.

SCHOOL YEAR/DAY

The school year is from early August to mid-June. There is an extended December break and a week-long vacation in the second semester for Carnival. Additional days off include Brazilian National holidays as well as some US Holidays. The school day is from 8:00 a.m. - 3:10 p.m. Students attend five 65-minute classes four days a week, with the sole exception of Wednesdays, when each block is 50-minutes long. Classes meet every other day. Each quarter, the class schedule rotates so that students will attend each class at four different times throughout the year.

SELLING ITEMS

Students are not permitted to sell anything that is not related to EAB clubs or activities on school premises.

STUDENT MANAGEMENT SYSTEM (SMS)

Students will use two platforms for managing their schedule and school work. PowerSchool is used for their schedule, attendance, and reporting. The PowerSchool app can be accessed after the parent logs in to the PowerSchool platform. If any parent needs help logging in to PowerSchool, please contact tech@eabdf.br for more assistance. The second platform students will use is Google Classroom. Teachers will post all their learning on this platform. If parents have accepted the Google Classroom email invite, they can receive a weekly update email from Google Classroom. The best way to see classroom materials and assignments on Google Classroom is for parents to ask their child to show them the GC page and updates for each class.

TECHNOLOGY ACCEPTABLE USE POLICY

The goal of the Acceptable Use Policy is to encourage the appropriate utilization of technology (including cell phones) for educational purposes while outlining prohibited activities and consequences. Every student is expected to follow all guidelines in the technology policy.

The use of AI during class and for assessments will be determined at each teacher's discretion. Artificial Intelligence (AI) can be used as a search tool and should be cited properly. AI cannot be used to produce student work. More information about the dishonest use of artificial intelligence can be found in EAB's Academic Integrity Policy.

CLASSROOM OR LIBRARY BOOKS

Classroom library books and library books 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 who lose a book 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.

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 PE 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.

Middle School students are expected to model responsibility and adhere consistently to the uniform policy. Continued non-compliance may result in a Behavior Agreement or additional disciplinary action, in accordance with the Middle School Student Handbook.

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 Hochstetler 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.

YEAR END CELEBRATIONS & AWARDS

The Middle School Awards are based on academic, behavioral, and character traits. The Middle School Faculty will nominate a list of student candidates and vote on these candidates.





American School of Brasilia

