

LOWER SCHOOL STUDENT HANDBOOK



2026-2027
SCHOOL YEAR

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

Dear Families,

On behalf of our faculty and staff we would like to welcome you to the Lower School community at EAB. At EAB we embrace the responsibility of providing a safe, nurturing and challenging learning environment for our students. Our dedicated faculty works collaboratively to create a welcoming environment that is developmentally appropriate, fosters independence, and encourages a passion for learning through authentic exploration and hands-on experiences.

Our students develop both foundational understandings on which more complex learning builds, and social and emotional skills they need to better navigate and understand the world around them.

As a family at EAB you play a key role in your child's educational journey. You will have opportunities to support, celebrate, and partner in the learning process. We invite you to work with our teachers, attend conferences, enjoy learning celebrations, and all other opportunities that will involve you in healthy ways around your child's education. All of these opportunities allow you to better understand the educational process and our rich programs so together we can nurture the various stages of your child's development.

We are so glad that you are a part of our Lower School and are looking forward to a great year ahead. If we can be of any assistance along the way, please feel free to contact us.



DEREK NELSON
LOWER SCHOOL
PRINCIPAL



**MIRIAM
RODRIGUEZ**
LOWER SCHOOL
ASSISTANT
PRINCIPAL

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OUR SCHOOL

We are a diverse community that provides an English-language based pre-K through Grade 12 education. We are an International Baccalaureate World School with U.S. and Brazilian accreditation.



EAB MISSION

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



EAB VISION

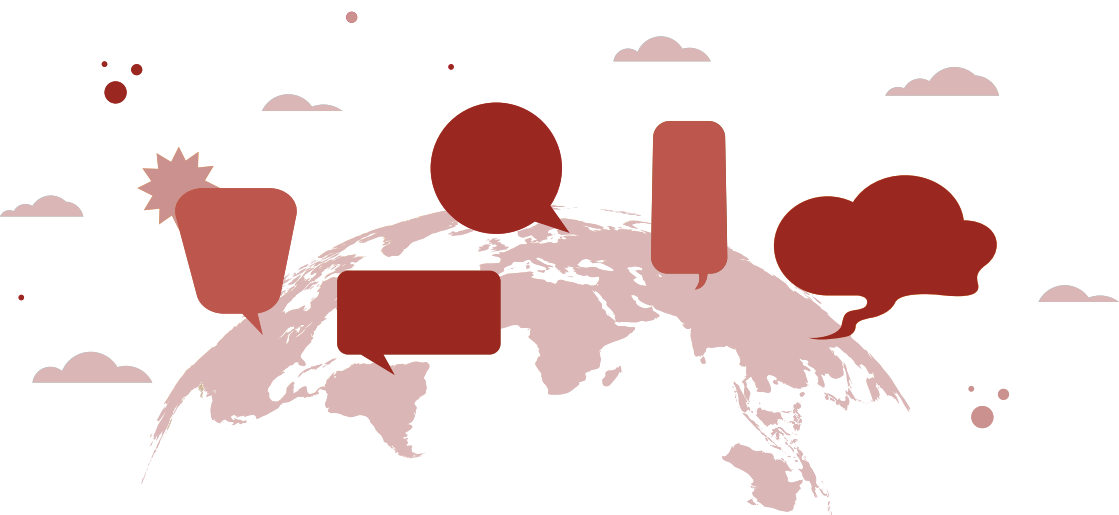
To positively impact the world through excellence in academics, activities, arts, leadership, and service.

DIVERSITY AND INCLUSION

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.

GLOBAL CITIZENSHIP

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.



GENERAL INFORMATION

HELPFUL PEOPLE

- **Lower School Principal:** Derek Nelson dnelson@eabdf.br
- **Lower School Assistant Principal:** Miriam Rodriguez mrodriguez@eabdf.br
- **Lower School Secretary:** Paola Zanetti pzanetti@eabdf.br
- **Lower School office:** lsoffice@eabdf.br

- **Lower School Counselors:**
 - Leticia Falconery lfalconery@eabdf.br
 - Lilian Rosa lrosa@eabdf.br
- **Curriculum Coordinator and Learning Coach:** Megan Hoffmann mhoffmann@eabdf.br
- **School Nurses:** Amabily Souza & Anna Gabryella Martins healthunit@eabdf.br
- **Director of Brazilian Program:** Denise Turati dturati@eabdf.br
- **Director of Teaching and Learning:** Maria Sieve msieve@eabdf.br
- **iCommons Coordinator:** Karla Veras kveras@eabdf.br
- **Activities & Athletics Director:** Rishawd Watson rwatson@eabdf.br
- **Club EAB Coordinator:** Rafaella Neves rneves@eabdf.br
- **Technology Department:** support@eabdf.br

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.
- Lower School dresses: EAB uniform dresses with built-in shorts are also available for Lower School students (K3–Grade 5).
- 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 is not considered part of the classroom uniform unless specifically designated for a school event and communicated as permitted.
- 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. Student 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.

Lower School students are encouraged to develop independence by selecting and dressing in their uniform with support from their families. Failure to comply with the uniform policy will result in consequences aligned with the Lower School 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.

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.

SASSES UNIFORMES

- sasseuniformes.com.br | (61) 3349-1010
- SHCGN 710/711 Bloco B Loja 43
Asa Norte, Brasília - DF - CEP 70750-732
- Hours of Operations
 - **Monday through Friday:**
9:15 A.M. until 7:00 P.M.
 - **Saturday**
9:15 A.M. until 5:00 P.M.

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.

SUPPLIES

Please always write your child's name and classroom on anything that is sent to school so that they can be returned if lost.

K3-K4 SUPPLY LIST

- **TRAVELING PACK** - A backpack that can be carried independently, approximately 36 x 45 x 17cm.
- **PHOTO (optional)** - When school begins, bring one photo of the family or a favorite pet, etc., which can be comforting to share or look at when missing home.
- **TWO SNACKS** - One each for the morning and afternoon, in a child friendly container to be opened independently. Teachers are there to help with this, but please practice this at home. A cold, healthy snack is strongly requested. It is important that students do not share food. Teachers may contact families if the child's food choices are deemed unhealthy.
- **LUNCH** - If your child brings lunch from home, please pack it in a child friendly container to open independently. Teachers are there to help, but please practice this at home. Limited access to microwaves for heating up lunch takes time and creates waiting time, so a cold lunch is strongly preferred.
- **WATER BOTTLE** - One that can be opened and filled independently at a water station.
- **TWO PACKS OF WET WIPES** - Two packs each semester.

- **TWO EXTRA SETS OF CLOTHES** - Please put the following items in a ziplock bag labeled with your child's name: shirts, pants, underwear, and socks.
- **BLANKET** - To be used during rest time, approximately 30 x 20 x 16 cm and labeled with your child's name.
- **LAUNDRY BAG** - One bag with a drawstring to store the blanket at school; comes to school Monday and is sent home on Friday to wash, approximately 32x24 cm and labeled with the child's name.
- **LARGE SHIRT** - To wear while engaged in messy activities. While this is not a guarantee, it helps keep uniforms clean.

K5 SUPPLY LIST

- **TRAVELING PACK**- A backpack that can be carried independently, approximately 36 x 45 x 17cm sized.
- **PHOTO (optional)** - When school begins, bring one photo of the family or a favorite pet, etc., which can be comforting to share or look at when missing home.
- **ONE SNACK** - For the morning, in a child friendly container to be opened independently. A cold, healthy snack is strongly requested. It is important that students do not share food. Teachers may contact families if the child's food choices are deemed unhealthy.
- **LUNCH** - If your child brings lunch from home, please pack it in a child friendly container to open independently. Limited access to microwaves for heating up lunch takes time and creates waiting time, so a cold lunch is strongly preferred.
- **WATER BOTTLE** - One that can be opened and filled independently at a water station.
- **TWO PACKS OF WET WIPES** - Two packs each semester.
- **TWO EXTRA SETS OF CLOTHES** - Please put the following items in a ziplock bag labeled with your child's name: shirts, pants, underwear, and socks.

GRADES 1-5 SUPPLY LIST

- **TRAVELING PACK**- A backpack that can be carried independently, approximately 36 x 45 x 17 cm sized.
- **ONE SNACK** - For the morning, in a child friendly container to be opened independently. A cold, healthy snack is strongly requested. It is important that students do not share food. Teachers may contact families if the child's food choices are deemed unhealthy.
- **LUNCH** - If your child brings lunch from home, please pack it in a child friendly container to open independently. Limited access to microwaves for heating up lunch takes time and creates waiting time, so a cold lunch is strongly preferred.
- **WATER BOTTLE** - One that can be opened and filled independently at a water station.
- **PENCIL CASE OR SMALL ZIPPER BAG (optional)** - To hold personal belongings.

SCHOOL READINESS FOR EARLY CHILDHOOD PROGRAM (ECP)

TOILET LEARNING

The expectation is that your child be 100% toilet ready by the time school starts. Occasional bathroom accidents may happen at school for any number of reasons, so very brief accommodations may be made in partnership with families. Toilet learning will be a shared responsibility within the classroom community especially at the beginning of the school year. Regular routines and reminders will be included in the daily schedule. The goal is for all children to feel confident and comfortable using any toilet at school. EAB uses the following definition of being 100% toilet ready, which must be met to remain in the program part or full day:

- A child is able to tell someone when a bathroom is needed or can go to the bathroom independently.

- A child is able to pull pants down and up without assistance.
- A child is able to use the toilet in the room or on occasion in other locations.
- A child is able to wipe without help.
- A child is able to wash their hands with soap and dry them.
- A child wears only underwear (no diapers) throughout the day, including nap time.
- For more information, please read our **Toilet Independence document**.

PACIFIERS

It is important that students leave pacifiers at home. A pacifier is not sanitary to have at school and can be picked up and shared innocently by another child. Pacifiers begin to affect articulation, especially when children talk with them in their mouth. A pacifier can also affect the shape of the mouth and teeth. A pacifier plan should begin well in advance of the start of school.

COMMUNITY AND LEARNING ZONES

We welcome parents and caretakers in our Community Zones from 7:30am until 9:00am, and after 3:15pm. The Community Zones are in the Upper School Cafeteria and the Butterfly Garden. These Community Zones are marked for easy accessibility. Our Learning Zones are designated for staff and students only in order to ensure quality of learning. Parents and caretakers may be invited into school for a meeting or a learning celebration, at which times we will inform security of their arrival ahead of time. All students should be dropped off at the back court.

PARENT-TEACHER ORGANIZATION

The mission of the PTO is to connect EAB families with each other and the school to create a strong community of lifelong learners.

GUIDING PRINCIPLES

- Family involvement supports lifelong learning and includes the whole child's education.
- Collaboration between school and home raises academic achievement.
- Successful partnership is based upon clear communication, mutual respect, trust and professionalism.
- Effective programs are led by a team of administrators, educators, and parents.

The PTO is a venue to voice ideas, raise needs and concerns, and solve problems and can be contacted at pto@eabdf.br. All families are encouraged to contact the PTO and participate in events.

BIRTHDAYS

Birthdays are special in every classroom and deserve to be celebrated by the classroom community. The following celebration of birthdays protocols for all classrooms:

- There will be one birthday celebration each month, in each classroom, for all students whose birthdays fall in that month.
- Summer birthdays will be celebrated and the teacher will choose the month that the summer birthday celebration will be held.
- The class can prepare a card for the birthday students, or some other community generated acknowledgement.
- Due to safety, no balloons or poppers are allowed.

- Families whose student's birthdays are celebrated during the same month can decide to collaborate together on what individually packaged items will be brought to class or if they want to order from the canteen.
- Due to allergies, no items with nuts are allowed.
- Students who have allergies are welcome to bring their own treat since allergies vary so widely between students e.g. egg, nut, dairy, soy, etc.
- Each classroom teacher will be responsible for communicating any other details, such as the date in the month that all birthdays will be celebrated and connecting families who may want to coordinate their birthday celebration treat.

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 4pm, 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.

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's teacher, please call Paola Zanetti, Lower School Secretary, at (61) 3442-9736. She

will deliver your message, and your child / the teacher will return your call when available.

CLASS PLACEMENT

Student's class placements are emailed to families the day before school begins. During the first week of school, staff will be available to assist students in finding their classrooms.

EAB values diversity, and, as such, we attempt to have a heterogeneous mix of students in each classroom in order to provide a dynamic environment for all learners. When we determine class placements each year, our homeroom teachers, specialist teachers (art, music, PE, and Portuguese/PLA), assistants, counselors, and administrators collaborate to develop class lists that are most effective for student learning in the context of each grade. We take into careful consideration the data and experience we have regarding a diverse range of factors, such as individual academic objectives, social-emotional wellbeing, specific learning requirements and needs, and the balance of students in each class. Students also have a voice into their class placement by having them identify people who they feel successful with, who they enjoy, and who they believe would not support their success in the classroom. Although we cannot meet every single request, we ensure that all students' voices are being heard and valued.

When conditions allow, a grade-level classroom or another grade-level classroom may have opportunities to collaborate. The Lower School is committed to creating a safe and nurturing environment for all learners each year. With two classes per grade level (and three in Grade 5), it is important that a range of resources and strategies are identified in order to support any challenges.

PERSONAL ITEMS & LOST AND FOUND

Students are responsible for their personal belongings while at school. We strongly encourage families to clearly label all personal items—including water bottles, clothing, lunch boxes, hats, and school supplies—with the student's name. Clearly labeled items can usually be returned quickly to their owner.

Families are asked to leave valuable or sentimental items at home. The school cannot assume responsibility for personal items that are lost, stolen, or damaged while on campus.

Toys, games, trading cards, and other non-school items should only be brought to school when specifically authorized by the classroom teacher for a designated activity or special event.

Weapons of any kind—including toy, replica, costume, or pretend weapons—are not permitted on campus.

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.

Families are encouraged to check the Lost and Found regularly. Unclaimed items will be donated to local charitable organizations at the end of each semester.

SCHOOL MATERIALS

The school provides access to a wide range of materials for learning, including books, Chromebooks, iPads, and general learning resources. As a community, we use these shared materials respectfully and responsibly. There may be situations in which the school requests a refund for damage or loss of specific materials if not used responsibly. This does not apply to normal wear and tear.

WITHDRAWAL

Families planning to withdraw a student from EAB should notify the school as early as possible. All withdrawals are coordinated through the Admissions Office, which manages the withdrawal process, prepares student records, and provides guidance regarding next steps.

To initiate a withdrawal, families should contact the Admissions Office and complete the required withdrawal documentation. Final records and any school-to-school documentation will be released once the withdrawal process has been completed and all applicable school obligations have been cleared.

Please note that confidential teacher recommendations and school reports for transferring students are completed and sent directly to receiving schools through the Admissions Office as part of the official withdrawal process. This helps ensure consistency, accuracy, and confidentiality in all student records and recommendations.

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.

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.

OUR SCHOOL DAY

The school day is from 8:00 A.M. to 3:15 P.M. each day, except for every Wednesday when staff have professional development and school is from 9:00 A.M. to 3:15 P.M.

ARRIVAL AND DISMISSAL

Students can begin arriving at 7:45 A.M. to begin class at 8:00 A.M. Students are dismissed at 3:15 P.M. All Lower School students are dropped off at and picked up from the back gate.

All students should be dropped off at the back court. All students should remain in the back court until 7:55 when transitioning to classrooms. Adults responsible should remain in the back court unless they have a scheduled appointment.

Lower School students on campus after 3:15 P.M. must be supervised at all times by an adult, either a staff or family member. The school will contact the parent(s)/guardian(s) of any student who is found on campus and is unsupervised.

Students not picked up by 3:30 P.M. will be brought to the Lower School Office. Students in Club EAB/Athletics will await pick up with the Club EAB staff if they have not been picked up by 4:15 PM.

CHANGES IN DISMISSAL

Any changes in dismissal must be made by a parent/guardian directly with the Lower School Office, Isoffice@eabdf.br, before 1:00 P.M. each day, in order to ensure appropriate communication. The Lower School office will inform classroom teachers/teaching assistants about these changes. With the exception of extenuating circumstances, a child will not be authorized to go home with another parent/guardian unless authorization is provided to the Lower School Office by 1:00 P.M. that day.

Students may only leave campus with their parents/guardians. The parent/guardian must contact the Lower School Office, Isoffice@eabdf.br, by email for changes in student attendance e.g. a doctor or dentist appointment.

A message the day before is best, but before 1:00 P.M. on the day of the appointment is required. A staff member will bring the child to the gate for pick up. If the child is in Grade 3 - 5, they may go to the gate unaccompanied.

ATTENDANCE

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).

Lower School (LS)

- In the Lower School, attendance is closely supported through strong home-school communication and the development of consistent routines.
- Parents should notify both the Lower School Office and the homeroom teacher of any 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.
- After three consecutive absences, the homeroom teacher will reach out to discuss student learning needs.
- Continued absences may involve communication or meetings with the Lower School Principal.
- Students arriving after 8:00 AM (or 9:00 AM on Wednesdays) will be marked tardy.
- Every Wednesday follows a late start schedule at 9:00 AM, and on occasion, there are half-day schedules with dismissal at 12:00 PM. All such dates are outlined in the school calendar.

EXCESSIVE ABSENCES OR TARDIES: LOWER SCHOOL

- In the Lower School, we consider any quarter in which a student has been absent for more than 7% of the school days or tardy more than 5% to be “excessive.”
- The family of any student who has excessive amounts of absences or tardies in any 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, the Lower School Principal or Designee may:
- Schedule a meeting with parents to relay concerns of attendance and develop a plan to improve attendance or timeliness for future quarters.
- Require students lose eligibility for co-curricular activities (e.g. Club EAB) and non-academic trips. This includes practices, rehearsals and sporting events.
- As students progress from lower to middle school, increasing independence and accountability are expected. Attendance is closely linked to academic progress, eligibility, and overall student responsibility.

TRANSPORTATION

Families may contract private transportation services to pick up and drop off their students. The names of these are listed in the new student guides that are available before school begins. The bus company will arrange all the routes and share with families all the necessary details. It is the responsibility of parents/guardians to inform both the bus company and the Lower School Office if there are any changes that would impact the bus transportation of their student. Contacting the Lower School office by email allows the school to safely assure that all the right students are gathered together at the back gate by bus route, and escorted to the correct bus. If a change occurs after 1:00P.M. a call to the Lower School office is appreciated. Not calling can hold up an entire bus full of students and cause the school to believe that a student is missing.

DURING THE DAY

SAMPLE LEARNING SCHEDULE

Week 1:

	MONDAY	TUESDAY	WED	THURSDAY	FRIDAY
8:05					
8:50					
9:30	Snack				
9:40	Morning Recess				
10:00		Art			
10:45		PE			
11:25	Lunch Recess				
12:25	Portuguese			Music	Portuguese
1:10	Portuguese			PE	Portuguese
1:50	Afternoon Recess				
2:15				Portuguese	
3:00	Closing Circle				
3:15	Dismissal				

	WEDNESDAY
9:00	
9:15	Assembly
10:00	PE
10:45	
11:25	Lunch Recess
12:25	
1:10	
1:50	Recess
2:15	Portuguese
3:00	Closing Circle
3:15	Dismissal

Week 2:

	MONDAY	TUESDAY	WED	THURSDAY	FRIDAY
8:05					
8:50					
9:30	Snack				
9:40	Morning Recess				
10:00	PE			Portuguese	Music
10:45				Portuguese	PE
11:25	Lunch Recess				
12:25		Portuguese			
1:10		Portuguese			
1:50	Afternoon Recess				
2:15	Portuguese				Art
3:00	Closing Circle				
3:15	Dismissal				

	WEDNESDAY
9:00	
9:15	
10:00	
10:45	
11:25	Lunch Recess
12:25	Portuguese
1:10	
1:50	Recess
2:15	PE
3:00	Closing Circle
3:15	Dismissal

ASSEMBLIES

Assemblies are opportunities for Lower School students to come together and share their learning in authentic ways, including through presentations, songs, skits, dances, videos, and more. Assemblies are meant to be student-led with support from teachers and counselors. During assemblies, we also share about upcoming events, celebrate each other, recognize our learner profile, and acknowledge successes in the Lower School. We hold these every Wednesday Week 1 in the back court, families are welcome to join.

LUNCH & SNACK

Lower School students eat lunch in the Lower School and ECP cafeterias, and they eat snack in outdoor areas with tables and chairs near their classrooms. A healthy and nutritious snack should be sent in every day and stored in a child's cubby or locker. All students will have snack twice a day. Please only send nutritious food such as yogurt, fruit, or a sandwich and juice as snacks. PLEASE do not send soda, soft drinks or other unhealthy food items. Due to allergy concerns, students may not share food.

Parents and caretakers are not allowed to come to school to help with or accompany students for lunch, as we develop independence in our students as well as follow efficient routines for lunchtime.

Deliveries from home or outside of school are not allowed. Parents must remember to send their kid's lunch or buy it from the school canteen.

Lunch can be purchased through a company that supplies this service to EAB. **[Click here for more information.](#)**

Please ensure all updated allergies or dietary restrictions are communicated with the nurse, classroom teacher and teaching assistant.

RECESS

Students in the Lower School have three recesses a day. We believe that recess is an essential component of our students' overall education and wellbeing.

FIELD TRIPS

Field trips provide students with opportunities for learning outside of the school environment. Each grade level has the opportunity to go on two field trips a year. Families will be notified well in advance of all field trips scheduled with a description of the trip, what each child should bring and wear, and a parent/guardian permission slip. Due dates for permission slips and payments will be shared in advance and must be upheld in order for the school to meet all organizational deadlines. Therefore, we are unable to accommodate late permission slips or payments. Please follow all due dates so that your child can participate in these rich learning experiences.

AFTER SCHOOL

CLUB EAB AND LS ATHLETICS

Club EAB is an extracurricular program that supports and enriches EAB's curriculum for Lower School students in K4 through Grade 5. This is successfully achieved by encouraging and supporting students to pursue the development of talents and skills based on EAB's five pillars: Academics, Activities, Arts, Leadership, and Service Learning. Club EAB & LS Athletics assist the whole child in achieving his or her own potential through a differentiated, innovative learning experience, while cultivating responsible and contributing citizens, leaders, environmental stewards, and role-model athletes.

Please review the **Activities & Athletics Handbook** for more information on this area.

STUDENT WELLBEING

SOCIAL EMOTIONAL LEARNING

In Lower School, social-emotional learning (SEL) is of equal importance to academic learning. We teach SEL through the International School Counselor Association (ISCA) standards. Our counselors collaborate with teachers in order to co-teach SEL within the classroom to intentionally develop social, self-management, communication, and problem-solving skills.

INDEPENDENCE

An essential element of development for students in the Lower School is to develop skills of independence. In the Lower School independent activities set the stage for students to become self-reliant by taking responsibility for daily basic routines and there are always adults nearby to support them. These include:

- Using the bathroom at school independently (see Toilet Learning criteria for K3, K4 and K5);
- Remembering and carrying their own belongings e.g. backpack, iCommons books;
- Eating independently;
- Completing home learning independently;
- Carrying or rolling their bag and putting away their belongings independently.

BEHAVIOR MANAGEMENT

We are committed to creating a positive and nurturing environment where every student can thrive academically, socially, and emotionally. Our approach to behavior management is rooted in promoting positive behaviors, teaching responsibility and respect, and fostering a sense of community. We believe in addressing behavior with empathy, understanding, and proactive strategies that support the development of each student.

As children are developing and learning, there are inevitably situations that need to be addressed in different ways. We partner with parents/caretakers in order to promote positive behavior, address behavioral concerns, and implement strategies for success. Our beliefs about behaviors are driven by three aims: **Be Safe, Be Respectful, Be a Learner.**

POSITIVE BEHAVIOR

We believe in the power of positive reinforcement to encourage and strengthen desired behaviors. Teachers actively promote positive behaviors through verbal praise, acknowledgment, and tangible recognition such as stickers, class points, or agreed-upon privileges. By focusing on what students are doing well, we create a supportive atmosphere where students feel valued and motivated to make positive choices. Classroom routines and consistent reinforcement of expectations help students understand what is expected of them and how to succeed. We also implement strategies that prioritize understanding each child's unique needs in order to mitigate challenges before or as they arise.

RESPONSIVE CARE

When conflicts or incidents inevitably arise, we must respond to them accordingly. Responsive care is crucial for fostering a supportive and productive learning environment in Lower School. By actively listening and observing, teachers anticipate and address behavioral challenges promptly and effectively. We emphasize empathy and consistency, reinforcing expectations through clear communication, as well as natural and logical consequences. Through responsive care, we cultivate a sense of trust and respect, empowering students to develop self-regulation skills and fostering a community where every child feels valued and supported in their growth and learning journey.

RESTORATIVE PRACTICES

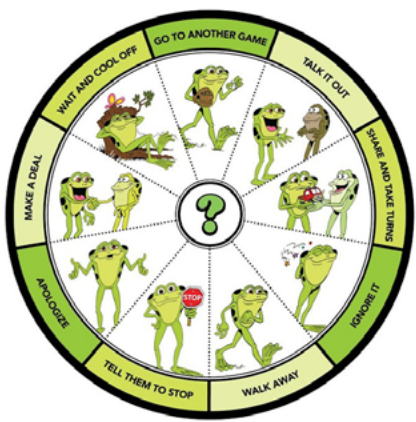
When conflicts or incidents occur, we implement restorative practices to address harm and repair relationships within our school community. Restorative practices involve bringing together those affected by an incident to discuss what happened, how it impacted everyone involved, and what can be done to make things right. These practices promote empathy, understanding, and accountability among students and staff.

Restorative conversations are used to facilitate meaningful dialogue, allowing students to express their feelings, take responsibility for their actions, and work towards resolving conflicts peacefully. By focusing on understanding

the root causes of behavior and repairing harm, we help students learn from their mistakes and grow in their ability to make positive choices in the future. Restorative practices include consequences with direct focus on repairing harm caused and fostering accountability. Natural consequences occur as a direct result of a child's behavior without adult intervention or involvement, while logical consequences are constructed with adult support and are directly related to what happened to help children learn positively from their actions.

CONFLICT RESOLUTION

As a Lower School we use Kelsos' Choices conflict resolution program. This is based on small problems students can solve on their own and big problems where they need a trusted adult.



TIERS OF SUPPORT

We use a tiered system of support in order to prevent and respond to student behavior.

TIER ONE: CLASSROOM LEVEL

TIER TWO: TEACHER, COUNSELOR, OR ADMINISTRATIVE LEVEL

In the event of more serious behavior concerns, or frequent Tier 1 behavior concerns, Lower School staff will work closely with individual students and parents/caretakers to determine the most appropriate action to help

maintain a safe and positive learning environment for all students. Possible actions may include, but are not limited to, required parent/caretaker meetings with staff, developing an in-class behavior plan, revisiting the behavioral interventions in Tier 1, ongoing student reflections, meeting(s) with the counselor/administration, meeting with the Student Support Team, or consequences directly tied to the behavior. The school may consult with local professionals as needed.

TIER THREE: ADMINISTRATIVE LEVEL

PEER CONFLICT VERSUS BULLYING

PEER CONFLICT VS. BULLYING AT A GLANCE

NORMAL PEER CONFLICT		BULLYING
Normal/peer conflict happens occasionally and results in a disagreement where children want different things. • Equal power/friends • Equal emotional reaction • Effort to solve the problem		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
RUDENESS: Inadvertently saying or doing something that hurts someone else. • Spontaneous; • Unplanned moments of inconsideration; • Not meant to hurt	MEANNESS: Purposefully saying or doing something to hurt someone once (or maybe twice). • Intentional • Typically regrettable and followed by effort to make amends	

STUDENT WELLNESS AND SAFETY

Our school is committed to provide a safe educational environment to our students. EAB's practices are based on prevention as well as intervention, fostering a culture of safety and wellbeing of all students. In terms of prevention, EAB offers a variety of initiatives in the context of wellness, with different approaches to students, families and teachers. EAB has assigned the Counselors as the Designated Safe Guarding Lead who are responsible for taking the next steps to support our students.

We ask all stakeholders to report to the Designated Safe Guarding Lead about students who appear to be in a state of crisis, whether due to abuse, bullying, self-injury, or other behaviors of concern. All EAB members support all EAB students.

All child wellness and safety concerns in Lower School can be emailed to the Lower School counselors. Any information submitted will be kept confidential and non-disciplinary.

STUDENT SERVICES

The American School of Brasilia offers a rigorous academic program for students in Grades K3 through 12. An integral part of this academic program is the support services program which is staffed to meet the needs of students with mild to moderate learning needs within an inclusive educational model. Certified Learning Support teachers, Counselors, English Language Learning teachers, classroom teachers, and administrators at all levels work cooperatively to address the majority of student needs by differentiating within the regular education classroom. If needed and with signed permission, our staff collaborates with outside professionals, such as speech therapists, occupational therapists, physical therapists and psychologists, to best meet the needs of all students.

LEARNING SUPPORT

Our Learning Support department supports students with Individual Education Plans (IEPs) or Student Success Plans (SSPs). They also facilitate the referral process for identifying and addressing learning and behavioral needs.

LANGUAGE SUPPORT

English is the primary language of instruction at EAB, with all students also studying Portuguese through Grade 10. However, as most students' home language is not English, EAB recognizes the importance of translanguage learning as a way to access content in English, Portuguese, and other languages. All teachers are language teachers who support both academic and social acquisition of the target language. EAB celebrates and values each child's unique language and cultural profile.

The target language of all Lower School homeroom classes is English and the target language of all Portuguese/Portuguese Language Acquisition classes is Portuguese. Teachers in those classes teach subject-specific content in the target language, scaffolding language learning and promoting opportunities for students to communicate their learning in the target language. Students are encouraged to communicate in the target language across multiple contexts, in and out of the classroom, and continuously strive to improve their academic and social acquisition of both English and Portuguese. We utilize their other language(s) to access and improve learning in the target language.

We encourage parents to support their child's learning of their home language, as well as work in partnership with the school to provide students with opportunities to use English and Portuguese outside of the school environment.

COUNSELORS

The role of the counselor is to focus on students' emotional wellbeing, academic success, and personal and social development. In order to provide a well-rounded counseling program, our counselors' services include individual counseling, group counseling, school and community workshops

and training, teacher and family consultations, and integrated guidance. Families are encouraged to contact the counselors if ever having questions or concerns related to their child's social and emotional development. Students may voluntarily or be directed to visit a school counselor for additional support.

ICOMMONS

The iCommons is open to all of the EAB community. Students go at various times with members of their classroom to participate in activities, check out books, and enjoy all that the library has to offer. Our librarians help students check out books and provide reminders of when to return them. The iCommons also provides learning opportunities for research, literacy, and media. In addition, the iCommons promotes a variety of literacy-based experiences to nurture the joy of reading and develop lifelong readers, such as Battle of the Books and Book Fairs.

HEALTH UNIT

Our Health Unit has two qualified nurses who support EAB in health and wellbeing. If a child becomes ill or gets injured at school, he or she will be brought to the nurse and a parent/caretaker will be notified as needed as quickly as possible. During school hours, students will only be allowed to leave campus with written permission from a Principal, Assistant Principal, Lower School Secretary or Nurse once a parent or guardian has been reached.

Parents/Caretakers should be alert for signs of contagious illnesses or communicable skin infections. If symptoms are present, children should be kept home for their own and our community's health and safety. Parents/Caretakers should notify the Health Unit if their child is ill with any contagious illness or will be absent from school for an extended period of time due to health-related reasons. The Health Unit will contact the classroom teacher if a student will be absent from school for an extended period of time.

All medication in Lower School is administered through the Health Unit. Medication must be delivered to the Health Unit with written information regarding its dosage and frequency of administration. The

Health Unit will not give any students any medication without this written authorization. No student should be taking medication without going to the Health Unit.

Reminder: Any change of address, telephone numbers and emails should be reported promptly to Paola Zanetti, Lower School Secretary, via email at pzanetti@eabdf.br or via telephone (61) 3442-9736, so that parents/caretakers can be reached as quickly as possible if needed.

LEARNING

The American School of Brasilia is fully accredited by the Council of International Schools (CIS), as well as the Ministry of Education of the Federal District. The school is also an authorized IB World School (IBO) and a member of the following organizations: The Association of American Schools of South America (AASSA), the Association of American Schools of Brazil (AASB), and the Association for the Advancement of International Education (AAIE).

ECP (K3-K5)

EAB's Early Childhood Program (ECP) embraces a purposeful play-based approach to learning, which fosters development of the whole child. This approach integrates play with intentional teaching practices, creating an environment where children can explore, discover and learn in meaningful ways.

GRADES 1-5

Grades 1-5 centers on conceptual-based teaching and learning approaches that empower students to become active participants in their own education. We foster and develop student agency at age-appropriate levels by encouraging curiosity, critical thinking, and creativity. Students are encouraged to ask questions, investigate topics of interest, and collaborate with peers and

the environment to construct their understanding. This approach not only promotes deep engagement but also nurtures a lifelong love for learning.

TECHNOLOGY

We use the International Society for Technology in Education (ISTE) standards for teaching and learning in technology. We authentically integrate technology into daily learning in Lower School. We provide age-appropriate access to iPads and laptops in order to enhance learning, and we view technology as a tool for learning.

Technology use is outlined in the Acceptable Use Policy (AUP). The aim of EAB's AUP is to ensure that students will benefit from learning opportunities offered by the school's Internet resources in a safe and effective manner.

Please click to access:

- [AUP Poster in English](#)
- [AUP Contract \(Grades 3-5\) in English](#)
- [AUP Poster in Portuguese](#)
- [AUP Contract \(Grades 3-5\) in Portuguese](#)

ASSESSMENT AND REPORTING

In Lower School, we regularly assess student learning in order to evidence progress and gain data on how to meet the needs of individual students. We emphasize ongoing assessment developed to measure growth in our curricular standards, providing feedback to students and parents in a variety of ways. Through on-going, specific and differentiated assessments, as well as multiple opportunities for mastery, our vision is for students to develop a strong academic skill set. We use data from assessments to differentiate and personalize instruction and support continued growth.

CELEBRATIONS OF LEARNING

One way we report on learning in Lower School is through celebrations of learning. These are organized by classroom teachers, and community members are invited into the classroom as students share what they learned throughout a unit. Parents/Caregivers will be notified in advance if they are invited to participate in a celebration of learning.

REPORT CARDS

Lower School provides two formal report cards per academic year at the end of each semester. Our report cards are a formal and summative report for parents/caregivers and students in order to identify where students are in relation to the grade level expectations and track progress over time. Our report cards are evidence-based and personalized, using a proficiency-based scale to measure student learning in our taught discipline areas.

We believe that our report cards should not include any “surprises,” meaning that our ongoing communication with students throughout the year allows the school and home to partner in support of academic and behavioral learning.

CONFERENCES

After the first quarter and the third quarter, we hold Parent-Teacher-Student conferences in order to discuss student growth and goal progress. All parents/caretakers are expected to attend these formal conferences.

Teachers and parents/caregivers can request informal conferences at any time as needed in order to continue discussions on student goals and growth, or to discuss any academic, behavioral, or social-emotional concerns as they develop.

COMMUNICATION

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.

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.

TODDLE

K3-Grade 5 teachers communicate via Toddle. We ask that families check Toddle on a regular basis to ensure they are receiving information sent home from the classroom teacher. Families can expect to receive a response to their communication within 24 hours, or sooner, during the weekdays or periods that the school is in operation.

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.







American School of Brasilia

