GRADED

THE AMERICAN SCHOOL OF SÃO PAULO

Middle School Student/Parent Handbook

2026-27



Robert Switzer
Principal

Sarah Parham
Associate Principal

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WELCOME MESSAGE

August 2026

Dear Graded Middle School Students and Parents,

Welcome to the 2026–2027 academic year! We are excited to begin another year of learning, growth, friendship, and discovery in the Middle School.

Middle School is a unique and important time in a student's life. It is a time when students begin to understand themselves more deeply as learners, friends, community members, and young people. At Graded, we are committed to creating a Middle School experience where students feel known, supported, challenged, and inspired.

Our work is guided by Graded's Mission, Vision, and Core Values. We want students to be curious and courageous learners, to care for themselves and others, and to contribute positively to the communities around them. Each day, we ask students to practice kindness, responsibility, respect, and integrity in their interactions, choices, and learning.

This handbook is an important resource for students and families. It outlines key information about Middle School life, including academic expectations, student support, daily routines, community expectations, activities, and school policies. We ask students and parents to review it together so that everyone begins the year with a shared understanding of how we can make Middle School a safe, joyful, and productive learning environment.

Student life at Graded is active and engaging. Students have many opportunities to get involved through classes, advisory, athletics, clubs, performing arts, service learning, Classroom Without Walls, and other experiences beyond the classroom. We encourage every student to try new things, build connections, and take an active role in the life of the school.

Thank you for being part of our Middle School community. We are excited for the year ahead and all that our students will learn, experience, and become.

In partnership,

Rob Switzer
Middle School Principal

Sarah Parham
Middle School Associate Principal

MISSION STATEMENT

inspire
challenge
succeed

every student
every heart
every mind

CORE VALUES



PROGRAM OVERVIEW

Upper School Block Schedule

M,T,Th,F		A	B	C	D	E	F	G	H	Wed.	
P.1	8:30 - 9:50 (80 min.)	1	5	2	6	3	7	4	8	8:30 - 9:45 (75 min.)	
break	9:50 - 10:00	BREAK								9:45 - 9:55	
P.2	10:00 - 11:20 (80 min.)	2	6	3	7	4	8	1	5	9:55 - 11:10 (75 min.)	
MID DAY	11:25 - 12:40 (75 min.)	LUNCH, RECESS, ADVISORY (CT)								LUNCH, RECESS, ADVISORY (CT)	11:15 - 12:20 (70 min.)
P.3	12:40 - 14:00 (80 min.)	3	7	4	8	1	5	2	6	12:20 - 13:35 (75 min.)	
break	14:00 - 14:10	BREAK								13:35 - 13:45	
P.4	14:10 - 15:30 (80 min.)	4	8	1	5	2	6	3	7	13:45 - 15:00 (75 min.)	

***After-school activities typically end at 4:45 pm, and occasionally at 6:10 pm, depending on the activity.*

Overview of Middle School Courses

The Middle School program includes the following core courses for all students.

Grade 6 Schedule*

1	2	3	4
Humanities	Elective 1	Math	Science
5	**6**	**7**	**8**
Portuguese or PAL	Elective 2	Humanities	PHE

**Not necessarily in this order*

Grade 7 Schedule*

1	2	3	4
Humanities	**Math**	**Elective 1**	**Science**
5	**6**	**7**	**8**
Portuguese or PAL	**Humanities**	**Elective 2**	**PHE**

**Not necessarily in this order*

Grade 8 Schedule*

1	2	3	4
Social Studies	**Math**	**Elective 1**	**Science**
5	**6**	**7**	**8**
Portuguese or PAL	**English**	**Elective 2**	**PHE**

**Not necessarily in this order*

Elective Courses

To encourage students to explore a wide range of interests, Middle School students take elective courses in addition to their core academic program. We offer a broad selection of electives in the visual and performing arts, design and technology, and the humanities. A complete list of elective offerings is available in the Middle School Course Catalog.

Community Time and Advisory

Middle School Community Time (CT) supports students through activities focused on social-emotional learning, character development, intrapersonal and interpersonal skills, and collaborative experiences that foster understanding, belonging, and a strong sense of community.

Purpose of Advisory

All Middle School students participate in an advisory each year. The Middle School Advisory Program at Graded fosters meaningful relationships built on trust, respect, and empathy. The program helps students develop self-awareness and better understand their roles and contributions within a diverse community. During advisory, students engage in lessons and experiences designed to support their social and emotional well-being.

Classrooms Without Walls (CWW) and Field Trips

Each year, Middle School students participate in Classrooms Without Walls (CWW), a four-day, overnight experiential learning program. During CWW, students explore a variety of interests, take on new challenges, strengthen teamwork and community, deepen their cultural understanding, and learn more about themselves, one another, and the rich diversity of Brazil.

Because CWW is an integral part of the Middle School program, students who do not participate are considered absent from school during the trip.

Information about CWW is shared by the Office of Athletics and Activities. Families receive timely communications regarding trip details, logistics, and important deadlines.

GRADED LANGUAGE STATEMENT

During academic time, students are expected to speak the target language (English in English-medium classes and Portuguese in Portuguese-medium classes).

In shared spaces around campus, we recognize the social importance, educational value, and comfort of speaking one's native language. As a result, a variety of languages may be heard in our hallways and common areas. During group interactions involving members of different linguistic backgrounds, English is used as the language of communication to ensure everyone feels included.

PARENT CODE OF CONDUCT

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

Parents and guardians are expected to:

- Recognize that educating children is a shared responsibility between families and the Graded community.
- Support the school's values and respectful culture by setting a positive example through their words and actions toward all members of the Graded community.
- Work collaboratively with teachers and staff in the best interest of their children by raising concerns respectfully, seeking clarification when needed, and working together to reach positive resolutions.
- Follow Graded's protocol for resolving concerns by first speaking with the teacher, then the division principal, and finally, if necessary, the Superintendent.
- Reinforce and support the school's Student Code of Conduct.
- Refrain from engaging in behavior that disrupts teaching and learning or interferes

with the operation of classrooms, offices, or any other area of the campus.
- Foster positive and respectful relationships with teachers, other parents and guardians, students, and all members of the school community.
- Refrain from using any form of communication—including email, text messages, messaging applications, or social media—in an abusive, threatening, malicious, or inflammatory manner toward any member of the Graded community.

Parent Code of Conduct in Portuguese: *Acordo de Parceria com Pais e Responsáveis*
Na Graded, estamos comprometidos em construir e manter uma parceria positiva entre a escola e as famílias. Uma relação sólida, baseada no respeito e na compreensão mútua, é essencial para promover o sucesso e o bem-estar de nossos alunos.

Como pai, mãe ou responsável, comprometo-me a:

- *Reconhecer que a educação das crianças é uma responsabilidade compartilhada entre a família e a comunidade da Graded;*
- *Apoiar os valores e a missão da escola, dando um bom exemplo por meio de minhas palavras e ações em relação a todos os membros da comunidade da Graded;*
- *Trabalhar em parceria com os professores e demais colaboradores, buscando a escola para compartilhar preocupações, esclarecer situações e encontrar soluções positivas;*
- *Seguir o protocolo da escola para a resolução de questões: conversar primeiro com o professor; caso a situação não seja resolvida, procurar o diretor da divisão; e, se necessário, encaminhá-la ao Superintendente;*
- *Reforçar e apoiar o Código de Conduta dos Alunos da escola;*
- *Não adotar comportamentos que perturbem o ambiente de aprendizagem ou interfiram no funcionamento da escola, em salas de aula ou em qualquer outra área do campus;*
- *Construir e manter relacionamentos positivos e respeitosos com professores, outros pais e responsáveis, alunos e demais membros da comunidade escolar;*
- *Não utilizar qualquer forma de comunicação com conteúdo ou tom abusivo, ameaçador, ofensivo, malicioso ou inflamatório, incluindo mensagens por e-mail, telefone, aplicativos de mensagens ou redes sociais, dirigidas a qualquer membro da comunidade da Graded.*

COMMUNICATION

Graded is committed to fostering open, timely, and transparent communication with parents, students, and the broader school community. Through clear and respectful communication between families and school staff, we work together to provide every student with the best possible educational experience.

Contact Information

Families are responsible for ensuring that their contact information in PowerSchool is accurate and up to date. Please review and update your account whenever there are changes to your address, phone number, email address, or emergency contacts.

There are several ways parents and guardians can communicate with the school, depending on the nature and urgency of the matter.

Parent-to-School Communication			
PowerSchool	**Phone**	**Email**	**In-Person Meetings**
Use PowerSchool to: ● Submit gate passes for your child to leave campus ● Select or update transportation arrangements ● Report student absences ● Update contact information ● Update medical information	Use the phone for **urgent matters** that require immediate attention. Divisional assistants can relay time-sensitive information to teachers or other appropriate staff members.	Use email for matters that are not time-sensitive and do not require an immediate response. Teachers spend most of the school day with students and have limited opportunities to check email. We ask faculty and staff to respond within one business day whenever possible. To support work-life balance, teachers are not expected to respond to emails after 6:00 pm, on weekends, or during school holidays.	We encourage in-person meetings for sensitive topics or complex concerns that are best addressed through conversation. Appointments may be scheduled by contacting the staff member directly or through the divisional office. When language presents a barrier to communication, the school will make every effort to provide translation support through another staff member or divisional assistant.

School-to-Parent Communication

Graded communicates with families through a variety of digital platforms and publications to keep the community informed and engaged.

- **Email:** Families should ensure their email addresses in PowerSchool are up to date to receive important school communications.
- **Website:** The Graded website (www.graded.br) provides information about school programs, policies, events, and other important resources.
- **Student Announcements:** Weekly student announcements are emailed to Middle and High School students by the Associate Principal.
- **Eagle News:** *Eagle News* is the school's weekly e-newsletter, sent each Sunday to parents and guardians. It includes important announcements, upcoming events, reminders, and deadlines. Families are expected to review Eagle News each week to stay informed.
- **Toddle:** Toddle is Graded's learning management system. Students access course materials, assignments, assessments, and feedback through the platform. Parents are

encouraged to review their child's Toddle dashboard regularly to monitor assignments, teacher feedback, assessment results, and overall progress. Toddle also provides access to the Gradebook.
- **PowerSchool:** PowerSchool is the school's student information system. Parents use it to update contact and medical information and to access official report cards and progress reports issued throughout the school year.
- **Graded Gazette:** The *Graded Gazette* is the school's community publication, distributed by email and featuring stories about students, faculty, programs, and school life.
- **Emergency Communications:** In the rare event of an emergency or school closure, the school website and official email communications will provide the most current information.

Opportunities for In-Person Engagement

Graded offers many opportunities for families to connect with teachers, administrators, and staff throughout the school year. These include:

- Back-to-School Night
- Parent-Teacher-Student Conferences
- Parent Coffees
- Information Sessions
- Concerts and Performances
- Athletic Events
- Other school and community events

These events are communicated through the school calendar, Eagle News, and divisional or all-school communications. All families are encouraged to participate.

Helping Middle School Students Advocate for Themselves

Middle School is an important time for students to develop confidence, independence, and self-advocacy. When developmentally appropriate, we encourage students to begin by communicating directly with the teacher, advisor, counselor, coach, or another adult most closely involved in the situation.

Parents and guardians can support this process by helping their child:

- Identify the question or concern
- Think through what they want to communicate
- Practice approaching the conversation respectfully
- Follow up directly with the appropriate adult

Families should step in when additional adult support is needed or when a student is not yet ready to manage the conversation independently.

Student self-advocacy does not mean students must manage serious concerns alone. For concerns involving safety, safeguarding, significant social-emotional well-being, or other sensitive matters, students and families should contact an appropriate adult immediately.

Questions, Concerns, and Getting Support

At Graded, strong partnerships between families and the school are essential to resolving questions and concerns promptly, respectfully, and proactively. Most issues are resolved most effectively when communication begins with the person closest to the situation. In Middle School, we also encourage students to participate in these conversations whenever developmentally appropriate.

If a question or concern remains unresolved after the initial conversation, families should move to the next appropriate level of support. Advisors can also be a helpful point of connection for general questions or when a student needs help identifying whom to approach.

Who Should I Contact if I Have a Question or Concern?

The chart below outlines whom to contact when a question or concern arises and additional support is needed. In Middle School, when developmentally appropriate, we encourage students to begin by speaking directly with the adult most closely involved in the situation. Families are always welcome to partner in that process and should contact the appropriate adult directly when additional support is needed.

We strive to respond to all inquiries within 24 hours (one business day).

Instructional Questions			
If you have a question about your child's...	**First Contact**	**If your question was NOT resolved, contact this person SECOND**	**If your question was STILL NOT resolved, contact this person THIRD**
Learning (Academic)	Subject Teacher	Associate Principal	Principal
Behavior	Subject Teacher or SEL Counselor	Associate Principal	Principal
Social & Emotional Well-Being (Child development, anxiety, stress, family, relationships, etc.)	SEL Counselor	Associate Principal or Director of Student Support Services	Principal
Student Support Services (English Language Learning or Optimal Learning Services)	Case Manager (ELL or OLS Teacher)	Director of Student Support Services	Principal
Specialist Evaluation Reports	Case Manager (ELL or OLS Teacher) or SEL Counselor	Director of Student Support Services	Principal
School Absences	Divisional Office	Associate Principal	Principal
Safeguarding Concerns	SEL Counselor	Designated Safeguarding Lead (DSL)	Superintendent

Safeguarding and Immediate Safety Concerns

Safeguarding and immediate safety concerns should not wait for the normal communication sequence above. Students and families should contact an SEL Counselor or another trusted school adult immediately. The school will then follow Graded's safeguarding procedures, including referral to the Designated Safeguarding Lead (DSL) and, when further escalation is required, the Superintendent.

Other School Questions

For questions related to Athletics and Activities, Health Services, Food Services, Transportation, Safety and Security, Facilities, Communications, Advancement, Admissions, Lost & Found, or other schoolwide services, please refer to the chart below.

Non-Instructional Questions		
If you have a question about...	**First Contact**	**If your question was NOT resolved, contact this person SECOND**
Lost & Found	Check the Lost & Found area on campus, then contact the Divisional Office.	Director of Security silvio.pedroso@graded.br
Athletics and Activities	Athletics & Activities Office activities@graded.br	Director of Athletics & Activities fernando.archila@graded.br
Health Services	Nurse's Office nurse.office@graded.br	Director of Business and Operations bruno.freitas@graded.br
Food Services	Executive Chef renata.danziere@graded.br	Director of Business and Operations bruno.freitas@graded.br
Transportation Services (School Buses)	Transportation Leader josias.andrade@graded.br	Security & Transportation Manager silvio.pedroso@graded.br or Director of Business and Operations bruno.freitas@graded.br
Safety & Security	Security & Transportation Manager silvio.pedroso@graded.br	Director of Business and Operations bruno.freitas@graded.br
Facilities	Facilities Associate Manager cintia.ramos@graded.br	Director of Business and Operations bruno.freitas@graded.br
Communications	Senior Communications Manager isabella.krell@graded.br	Chief Development and Advancement Officer tracy.harrison@graded.br
Advancement	Advancement Office advancement@graded.br	Chief Development and Advancement Officer tracy.harrison@graded.br
Admissions	Admissions Office admissions@graded.br	Director of Admissions connie.daylller@graded.br

Constructive and Solution-Oriented Communication

We aim to model what we teach our students. Therefore, we encourage and expect constructive, respectful, and solution-oriented feedback from parents and guardians.

If communication becomes unconstructive or focuses on complaining about, defaming, or speaking negatively about individuals or the school through WhatsApp messages, emails, or public conversations, those involved may be asked to meet with the Principal to review the Parent Code of Conduct.

AFTER-SCHOOL CLUBS, ACTIVITIES, AND ATHLETICS

The Middle School Activities and Athletics Program provides students with opportunities to participate in a wide range of extracurricular experiences that foster teamwork, leadership, creativity, and personal growth.

These opportunities include:

- Middle School athletics, including basketball, soccer, volleyball, softball, futsal, badminton, track and field, swimming, and cheerleading
- Upper School theater productions
- Model United Nations (MUN)
- Robotics
- After-school music programs

For more information about after-school activities, please refer to the Middle School Activities Handbook.

For information about athletics, visit www.graded.br/athletics.

Middle School Activities and Trips: Participation and Eligibility

Participation

Participation in extracurricular activities, athletics, and school-sponsored trips is a privilege earned through responsible behavior, consistent attendance, and satisfactory academic performance. Students are expected to demonstrate responsibility, commitment, and good citizenship in all aspects of school life to remain eligible for participation.

Eligibility is determined according to the standards established by Graded and, when applicable, by host organizations. While Graded strives to provide opportunities for all students, participation may be limited or revoked if students do not meet the expectations outlined below.

Student Conduct and Behavior During Trips

Students participating in school-sponsored activities and trips are expected to:

- Conduct themselves responsibly and respectfully at all times.

- Follow all school, team, and trip expectations and guidelines.
- Represent Graded positively through their words and actions.

Behavior that reflects negatively on the school or violates school expectations may result in disciplinary action, including suspension or removal from the activity, team, trip, or, in serious cases, additional school disciplinary consequences.

Attendance

Attendance at practices, rehearsals, meetings, competitions, performances, and events is mandatory, except in cases of:

- Required Student Academic Support (SAS) sessions;
- Illness; or
- Significant family circumstances.

Students must notify the coach, advisor, or sponsor in advance whenever possible if they are unable to attend. Excessive absences may affect a student's eligibility to participate in an activity, travel with a team or group, or, in athletics, receive playing time.

Students are expected to:

- Attend all scheduled classes on days when they have games, practices, activities, or events.
- Attend classes on the school day following a school-sponsored trip unless otherwise directed by their teachers or coaches.
- Arrive on time for all practices, meetings, competitions, performances, and other scheduled activities.

Students returning to São Paulo from a school-sponsored trip after 10:00 pm are excused from attending their first two classes the following school day. Students returning after 12:00 am are excused from the entire school day.

Absences for School-Sponsored Trips

- Students participating in school-sponsored trips or activities that require missing class time must complete a Planned Student Absence Form before the trip. The completed form must be submitted to the Middle School Office at least **48 hours** before the scheduled absence.
- Students are responsible for communicating with their teachers in advance to arrange for any missed assignments, assessments, or classwork resulting from participation in a school-sponsored activity during school hours.

STUDENT SUPPORT SERVICES

At Graded, Student Support Services are designed to meet the diverse learning needs of our students by fostering social-emotional well-being, supporting academic growth, and promoting English language development. Through a collaborative approach involving

counselors, specialists, teachers, families, and school leadership, Student Support Services ensures that every student has access to the tools, strategies, and services needed to thrive in our inclusive learning community.

Student Support Services includes Social-Emotional Learning (SEL) Counseling, English Language Learning (ELL), Intervention Services, and Optimal Learning Services (OLS).

Multi-Tiered System of Supports (MTSS)

Graded uses a Multi-Tiered System of Supports (MTSS) framework to provide students with the level of support that best meets their individual needs.

Tier 1: Universal Support

- Universal support is available to all students through high-quality, inclusive classroom instruction. Teachers implement evidence-based instructional strategies and collaborate with specialists to ensure all students have equitable access to the core curriculum.

Tier 2: Targeted Support

- Students requiring additional assistance may receive targeted interventions through small-group instruction, short-term pull-out services, or other specialized support provided by Student Support Services staff.

Tier 3: Intensive Support

- Students with more significant or ongoing needs receive individualized, intensive support coordinated by a Student Support Services specialist in collaboration with teachers, families, and school leadership.

Social-Emotional Learning (SEL) Counseling

The SEL Counseling Program supports students' academic, social, and emotional development throughout their time at Graded.

Our SEL counselors are part of the broader Student Support Services team, which also includes Optimal Learning Services (OLS) specialists, English Language Learning (ELL) specialists, and Intervention specialists. This multidisciplinary approach ensures that students receive coordinated, individualized support tailored to their unique strengths and needs while reflecting Graded's commitment to the whole child.

For additional information, please refer to the Guide to SEL Counseling at Graded, available on the Graded website.

English Language Learners (ELL) Program

Graded's ELL Program values linguistic diversity and is committed to creating a learning environment where multilingual students feel a strong sense of belonging. The program empowers students to develop the English language skills needed to fully access the curriculum and achieve their academic potential, while honoring and celebrating their

linguistic and cultural backgrounds.

ELL instruction supports both social and academic language development and helps students build the cognitive and academic language proficiency necessary for success in Graded's instructional program.

Students' language needs are evaluated using multiple sources of evidence, including the WIDA Framework, classroom performance, and teacher input. These data are used to determine eligibility for ELL services, the appropriate level of support, and when students have met the criteria to exit the program.

Students may receive support through one or both of the following service models:

- **In-Class Support:** ELL teachers collaborate with classroom and subject-area teachers to make instruction accessible for multilingual learners. Support may include co-teaching, small-group instruction, or individualized assistance aligned with classroom learning objectives.
- **English for Academic Purposes (EAP):** Students receive targeted English language instruction focused on developing the academic language skills needed for success across content areas.

For additional information, please refer to the Guide to ELL at Graded, available on the Graded website.

Optimal Learning Services (OLS) Program

The Optimal Learning Services (OLS) Program promotes equitable access to learning and supports student success. We value neurodiversity and are committed to fostering a sense of belonging for every learner.

Students who are eligible for OLS may receive support through one or more of the following service models:

- **Direct Services:** Students with a Student Support Plan that includes specific goals, accommodations, and/or modifications receive individualized support. Services may include in-class support or an academic support class designed to assist students with learning differences through intervention, remediation, and targeted academic instruction. OLS teachers collaborate closely with students, parents and guardians, teachers, and other specialists to build on students' strengths while addressing identified areas of need.
- **Consultation Services:** Students with a documented Accommodation Plan receive classroom accommodations to support their identified learning needs. In most cases, the classroom teacher implements these accommodations, with ongoing guidance and consultation from the OLS team.
- **Monitoring:** Students who have previously received OLS services or have a documented diagnosis but do not currently require direct support may be monitored periodically to ensure their continued success and to determine whether additional services become

necessary.

For additional information, please refer to the Guide to Optimal Learning Services (OLS) at Graded, available on the Graded website.

After-School Academic Support

If a student has questions or is experiencing difficulty in a particular subject, teachers are available to provide after-school assistance at least once a week from 3:40–4:15 p.m. Students should arrange these meetings in advance, as teachers may have other responsibilities related to after-school activities or professional learning.

These sessions are intended to address specific questions, clarify concepts, and provide academic support. They are not designed to reteach an entire class lesson.

After-School Academic Support

The Middle School also offers Student Academic Support (SAS) from 3:40–4:30 pm every Monday, Tuesday, Thursday, and Friday. SAS is a supervised, on-campus program that provides students with dedicated time to:

- Complete assignments that they were unable to finish during class or at home;
- Make up missed work or assessments; and
- Receive additional academic support when needed.

Students may attend SAS voluntarily or be assigned by a teacher. When a teacher assigns SAS, parents and guardians will be notified earlier that day so they can make the necessary after-school transportation arrangements.

Tutoring

Teachers and counselors may recommend that a student receive tutoring outside of school hours. Arranging and funding private tutoring is the responsibility of the student's family.

Graded faculty and staff may provide tutoring outside of school hours under the following conditions:

- Faculty members, including teaching assistants, may not tutor students whom they currently teach or who are enrolled in their classes.
- Graded employees may not provide private tutoring on the Graded campus.
- Tutoring may not take place during an employee's contracted working hours.

In limited circumstances, non-Graded tutors may be permitted to provide on-campus tutoring with prior approval. Tutors must complete the required form and receive authorization from the divisional principal before providing services on campus.

STUDENT ATTENDANCE

Regular attendance and punctuality are essential to student success. Students are expected to attend school every day and arrive on time for all classes. In accordance with Brazilian law, students must attend at least 75% of scheduled class time to earn credit for a course. This requirement applies to both full-year and semester courses.

Student and Family Responsibilities

Students and families are responsible for understanding and complying with the school's attendance expectations and for making every effort to minimize absences.

Absences

Regular attendance is expected. However, we recognize that students may occasionally need to miss school due to illness, medical appointments, or other unavoidable circumstances. Families are expected to schedule absences only when necessary. Extended vacations, family travel, service commitments, and similar events are not considered excused absences.

Please note that **all** absences—whether excused or unexcused—count toward the 75% attendance requirement established by Brazilian law.

Excused Absences

An absence is considered excused only when:

- A parent or guardian provides appropriate documentation from a licensed medical professional; or
- The absence is for a recognized religious observance.

Planned Absences

For planned absences, students must complete a Planned Student Absence Form before the absence occurs. The form must be signed by all of the student's teachers and submitted to the Middle School Office. Completing this process allows students and teachers to agree on a timeline for completing missed assignments and assessments. Failure to submit a Planned Student Absence Form may result in a student being ineligible to participate in school-sponsored trips or other off-campus events.

Extended Absences (More Than One Week)

While we strongly discourage extended absences from school, we recognize that, in exceptional circumstances, a family may need to take a student out of school for an extended period. Families are asked to notify the Middle School Office of any planned extended absence **at least two weeks in advance**. Any absence that has not been communicated in advance will be considered unexcused.

For any planned absence of more than one school day, students must complete a Planned Student Absence Form before the absence begins. The completed form, including all required teacher signatures, must be submitted to the Middle School Office before the planned absence.

During an extended absence, students are expected to maintain regular communication with their teachers and monitor Toddle to stay up to date on assignments, assessments, and course materials. Upon returning to school, students may also be required to attend teacher office hours or Student Academic Support (SAS) to make up missed learning and complete outstanding work.

Unexpected Absences and Late Arrivals

For unexpected absences or late arrivals, parents or guardians should notify the Middle School Office by 9:00 am on the day of the absence or tardiness by phone or email at msoffice@graded.br. Students who become ill during the school day must be evaluated by the school nurse. Students may leave campus only after receiving authorization from the nurse and following the school's dismissal procedures.

Unexcused Absences

Students who are absent for one-half of the school day or more for an unexcused reason are not permitted to participate in after-school or evening school-sponsored activities on that same day. Students who skip class or leave class without authorization will be subject to disciplinary action in accordance with the Middle School behavior expectations and disciplinary procedures.

Tardiness

Students are expected to be in the classroom, on time, and prepared to actively participate in learning at the start of every class.

Tardiness Procedures

- Students are expected to be in class and ready to learn by **8:30 am.** Students arriving after 8:30 am are considered tardy.
- Students arriving at school **after 8:40 a.m.** must report to the Middle School Office to obtain a pass before going to class. The pass permits the student to enter class but does not excuse the tardiness.
- Students arriving **between 8:30 and 8:40 a.m.** are also considered tardy but may proceed directly to class without stopping at the Middle School Office. Their classroom teacher will record the tardiness.
- Attendance is taken at the beginning of each class period. Students who arrive late may initially be marked absent until their attendance is updated.

Consequences for Tardiness

Students who accumulate tardies will be subject to the following consequences:

4th Tardy	The student and their parents/guardians will receive a written warning from the Middle School Office.

8th Tardy	● The student will be assigned an after-school detention to be served on the Friday following the eighth tardy, from 3:30–4:15 pm. ● Parents/guardians will be notified in advance. ● During detention, students will use the time productively to complete assignments, make up missed work, or get ahead on schoolwork.
12th Tardy	● The Associate Principal will schedule a meeting (in person or by phone) with the student and their parents/guardians. ● The student will complete a Tardy Contract, developed in collaboration with the Associate Principal, outlining a plan to improve punctuality. The contract must be signed by both the student and their parents/guardians.
18th Tardy	The student may lose the privilege of participating in or traveling with school-sponsored after-school activities for the remainder of the semester or may be assigned an in-school suspension, at the discretion of the school administration.
20th Tardy	Continued tardiness at this level demonstrates a pattern of disregard for school expectations. The student will be placed on a behavioral contract developed in collaboration with the school administration and their parents/guardians.

Communication Regarding Attendance and Tardiness

At the beginning of each week, the Middle School Office will email the parents/guardians of students who have accumulated four to eight tardies to notify them of the infraction(s).

Early Departures and Gate Passes

Students who need to leave school early for urgent family matters or medical appointments, or who will be using an alternative mode of transportation, must obtain a gate pass from the Middle School Office.

- Gate passes are issued only after permission has been submitted through PowerSchool.
- All gate pass requests must be submitted to the Middle School Office by **1:00 pm.**
- Parents/guardians who submit requests after 1:00 pm will not receive a gate pass for their child. For safety reasons, they will be required to come to school and sign their child out in person.
- Students leaving for medical appointments must provide a follow-up note or letter from their healthcare provider for the absence to be marked as excused.

Student Logistics: Gate Passes, Attendance Notifications, and Transportation Changes

Parents/guardians must use PowerSchool to request a gate pass, report a student's absence, or notify the school of any transportation changes. Step-by-step instructions,

including helpful videos, are available on the school's website. Families may also contact the Middle School Office for assistance.

Attendance at Community Events During Class Time

Middle School students are not permitted to attend Lower School or High School assemblies during the school day, even if they have a sibling in those divisions.

Exceptions are made for the Grade 5 Recognition Ceremony and the Grade 12 Bell & Awards Ceremony. To attend one of these events, parents/guardians must submit an attendance request through PowerSchool by the evening before the ceremony. Failure to submit the request in advance may result in the student being unable to attend.

Student Logistics Resources (English and Portuguese)

If you have questions about using PowerSchool for any of the purposes described above, please contact helpdesk@graded.br.

STUDENT CITIZENSHIP & CONDUCT

Students at Graded are expected to conduct themselves, both on and off campus, in a manner that reflects positively on themselves, the school, their families, and their countries. They are expected to uphold standards of behavior that reflect the school's mission and core values. The Principal and/or Associate Principal reserve the right to take appropriate disciplinary action in response to any violation of these standards.

The school expects parents/guardians to support its behavioral expectations and to address any questions regarding disciplinary actions directly with the staff member involved or the Principal promptly.

Behavior in the Middle School

Our priority is to provide a safe, respectful, and disruption-free learning environment. Students' rights and responsibilities, as well as school rules, are established to promote the safety and well-being of all members of the school community.

School rules apply on campus, on school buses, and during all school-sponsored activities. Incidents that occur off campus but have a significant impact on the school environment may also be addressed as disciplinary matters. In situations where no specific rule has been established, students are expected to exercise good judgment and act with respect for others' safety and well-being.

The following rights and responsibilities are grounded in Graded's mission and core values.

Middle School Student Rights

All Middle School students at Graded have the right to:

- Receive an outstanding education.
- Learn in an environment where they feel cared for, respected, and valued.
- Learn in an environment free from bullying, harassment, labeling, discrimination, and other hurtful behavior.

Middle School Student Responsibilities

To promote and support the well-being of the Middle School community, students are expected to:

- ***Respect all members of the Graded community.***
    - Be kind, honest, and respectful.
    - Respect others' beliefs and opinions.
    - Use appropriate language and refrain from using hurtful or profane language that may offend others.
    - Show respect for all people, their countries of origin, and their cultures.
    - Arrive on time to all classes, meetings, and assemblies.
    - Respect and take responsibility for their own property, school property, and others' property.
    - Demonstrate good sportsmanship on and off the court or playing field.

- ***Leave items that distract from learning at home.***
    - Eat candy and other snacks only in designated areas and not in classrooms unless permission has been given.
    - Refrain from using cell phones on campus before school or during the school day (8:00 am–3:30 pm.), unless specifically authorized by a faculty or staff member.
    - Leave distracting toys, such as fidget spinners and slime, at home.
    - Refrain from playing video games during class. Students are also strongly discouraged from playing video games during recess. Video games containing inappropriate content are prohibited on campus at all times.
    - Leave large amounts of money and other valuables (excluding learning tools such as laptops) at home. The school is not responsible for valuables brought to campus.

- ***Demonstrate self-regulation and make responsible choices.***
    - Walk at all times. The campus can become crowded, and hallways may be slippery during rainy weather.
    - Limit displays of affection to hand-holding or a cheek-to-cheek greeting.
    - Use sports balls and other athletic equipment only in designated fields, courts, and other approved activity areas—not in hallways or classrooms.

- ***Help maintain a safe, calm, and clean school environment.***
    - Refrain from pushing, shoving, horseplay, or other unsafe behavior.
    - Be mindful of other classes and groups, as campus facilities are shared during breaks, lunch, and recess.

- Comply with reasonable requests and directions from faculty and staff.
- Help keep the cafeteria clean and orderly by keeping food on your plate, speaking at an appropriate volume, cleaning your table, and pushing in your chair after eating.
- Refrain from gambling of any kind.
- Recycle, compost, or dispose of waste in the appropriate containers.
- Refrain from inappropriate use of electronic devices, including unauthorized photos or recordings, or tampering with devices. Such actions may be considered vandalism and/or harassment.

Conduct Between Peers

Peer conduct refers to interactions between students that exist along a continuum of behavior. Understanding where a behavior falls on this continuum is essential to determining an appropriate response. Harm between peers may involve differences in power, developmental stage, or intent, and each situation must be considered individually within its specific context.

The following categories represent the types of peer conduct identified in the school's framework:

- **Social Behavior**: Ranges from misunderstandings and isolated incidents to repeated harmful behaviors, coercion, and violence.
- **Physical Behavior**: Includes physical contact ranging from accidental contact during play to intentional acts that cause harm or injury.
- **Verbal Behavior:** Encompasses behaviors ranging from inappropriate language to threatening or psychologically harmful communication.
- **Discriminatory and Identity-Based Harm:** Includes actions or language that target a person's identity, culture, race, ethnicity, religion, or other protected characteristics, including racial or racist behavior. These behaviors range from unintentional slights or a lack of awareness to intentional acts of discrimination or harm.
- **Online Behavior:** Includes inappropriate digital conduct such as harassment, coercion, threats, cyberbullying, or the sharing of harmful or inappropriate content.
- **Sexual or Sexualized Behavior:** Includes behaviors ranging from developmentally appropriate and consensual interactions to coercive, abusive, or violent sexual conduct.

Our Approach

The following principles guide our response to peer conduct:

- Behavior exists on a continuum and should be assessed accordingly.
- Early identification and intervention are essential to prevent escalation or repeated patterns of behavior.
- Context, power dynamics, intent, and students' developmental stages are considered when evaluating each situation.
- Every incident is reviewed on a case-by-case basis.
- All concerns are addressed promptly, appropriately, and with sensitivity.
- Reporting and documentation procedures are followed, and responses align with the school's safeguarding practices and divisional expectations.

Bullying

Brazilian law establishes a framework for the prevention of and response to systematic bullying (*intimidação sistemática*). Under Brazilian law, bullying is characterized by three essential elements:

1. **Persistence**: The behavior occurs repeatedly or follows a consistent pattern.
2. **Intent**: There is a deliberate intention to cause distress or harm.
3. **Power Imbalance**: The behavior occurs within a relationship of unequal power, whether that imbalance is explicit or implicit.

Brazilian law provides strong protections against bullying to help ensure a safe environment for all children. Families should understand that certain behaviors—including discriminatory or identity-based harm, racial or racist acts, online harassment, and any form of coercive sexual conduct—are treated with the utmost seriousness. In some cases, these behaviors extend beyond school disciplinary matters and may require notification of, or involvement by, external authorities in accordance with applicable laws and safeguarding requirements.

In accordance with Brazilian Law No. 13,185/2015 (Lei n° 13.185/2015), Graded is committed to preventing bullying through education and awareness for students, families, and employees. Our approach emphasizes prevention, restoration, and education while fostering a safe, respectful, and supportive learning environment.

At Graded, peer conduct is evaluated along a continuum that includes inappropriate, problematic, abusive, and bullying behaviors. When determining an appropriate response, the school will consider each student's individual circumstances, including documented neurodivergent needs related to social communication, social awareness, and emotional regulation, as appropriate.

Inappropriate Behavior
Inappropriate behavior consists of actions that may be developmentally typical but socially unexpected or unsuitable within the school environment. These behaviors are generally isolated incidents, involve little or no intent to harm, and are characterized by consensual, mutual, and reciprocal interactions. They typically occur due to poor judgment, misunderstanding, or a lack of awareness, rather than a desire to victimize another person.

These behaviors are generally addressed through clarification, teaching, redirection, restorative conversations, and opportunities for learning rather than through disciplinary action.

Examples may include:
- Misunderstandings related to language, culture, or social context.
- Using words or expressions without understanding their harmful meanings or connotations.
- Social or online choices that are inappropriate but lack malicious intent.

- Accidental or inappropriate physical contact during play.
- Online interactions that are developmentally typical but socially inappropriate, while remaining mutual and reciprocal.
- Isolated incidents of pushing, pulling, or failing to respect personal space.
- Isolated instances of inappropriate language or sharing digital content that is not significantly harmful.
- Isolated identity-based comments or behaviors that do not involve overt victimization but still require education and intervention.
- Possession or use of prohibited objects or substances.

Problematic Behavior

Problematic behavior involves repeated or multiple instances of inappropriate behavior. These behaviors are concerning, developmentally atypical, and socially inappropriate. While they may result from a lack of awareness rather than an intent to harm, they often involve diminished reciprocity, emerging power imbalances, or unclear issues of consent.

These behaviors require targeted intervention, ongoing monitoring, and appropriate support to prevent escalation.

Examples may include:

- Repeated inappropriate physical contact.
- Repeated name-calling, intimidating communication, or threatening language.
- Repeated identity-based actions or comments targeting a person's identity, culture, race, or other protected characteristics, even when there may be limited awareness of their impact.
- Ongoing social exclusion.
- Theft of or damage to property (vandalism).
- Repeated possession or use of prohibited objects or substances.

Abusive and Bullying Behavior

Abusive and bullying behavior is characterized by a clear intent to harm or victimize another person. These behaviors involve the misuse of power, coercion, manipulation, intimidation, or the use of force. They occur within a relationship of unequal power in which the targeted individual is unable to defend themselves on equal terms, and informed consent is absent or cannot be freely given.

Bullying is characterized by intentional, harmful behavior, a power imbalance, and a repeated pattern of actions. Bullying incidents are addressed through coordinated divisional leadership and restorative, educational, and disciplinary processes, as appropriate.

Abusive behavior is characterized by intentional, harmful behavior, a power imbalance, and a high level of severity. It may occur as a single incident or across multiple incidents. Depending on the circumstances, abusive behavior may require an immediate safeguarding response and the involvement of the Child Safeguarding Response Team.

Examples may include:

- **Physical Harm**: Intentional physical aggression, assault, or the use of force resulting in physical harm or injury.
- **Psychological and Verbal Harm**: Intentional verbal abuse, threats, intimidation, humiliation, or psychologically harmful communication.

- **Identity-Based Harm**: Intentional racist, discriminatory, or derogatory language or actions targeting a person's identity, culture, race, ethnicity, religion, or other protected characteristics.
- **Digital and Online Harm**: Cyberbullying, threats of violence, coercion, or the sharing of harmful, illegal, or sexually explicit content.
- **Sexual Behavior**: Coercive, exploitative, abusive, or violent sexual behavior involving a misuse of power or victimizing intent.

Responses and Consequences for Behavioral Incidents

Students may receive an in-school or out-of-school suspension for serious behavioral incidents. In such cases, the Principal or Associate Principal will determine the length and conditions of the suspension and communicate directly with the student's parents/guardians.

Students who are suspended may not participate in school-sponsored activities during their suspension. Depending on the nature of the incident, students may also lose the privilege of participating in off-campus activities, field trips, athletics, performances, or other school events. All suspensions will be documented in PowerSchool.

At the discretion of the school administration, a Behavior Contract or Re-Entry Plan may be required before a student returns to regular school participation following a suspension. During an in-school suspension, the student remains on campus to complete assigned work but does not attend classes or socialize during breaks or lunch.

During an out-of-school suspension, the student may not be on campus unless specifically authorized by the school.

Students who are suspended will be allowed to make up and receive credit for missed assignments. It is the student's responsibility to communicate with teachers regarding missed learning, assignments, and deadlines for completing required work. Days missed due to an out-of-school suspension are considered unexcused absences.

Expulsion

In cases involving particularly serious misconduct or when a student fails to comply with the terms of a Behavior Contract, the student may be expelled from school. A pattern of repeated or accumulated behavioral infractions may also result in suspension and/or expulsion. All recommendations for expulsion are reviewed by the Superintendent.

Students are expected to comply with all applicable local laws at all times. The possession of illegal drugs, possession of a weapon, or other serious offenses may result in immediate expulsion and may also be reported to the appropriate authorities.

Restorative Practices and Behavioral Responses

Whenever possible, the school seeks to transform mistakes into opportunities for learning and growth. When harm occurs within our community, we work with both the person who

caused the harm and those who were affected to repair relationships, restore trust, and rebuild the community.

When determining an appropriate response, the school considers the severity of the behavior, its impact on others, the student's disciplinary history, developmental factors, and the circumstances surrounding the incident. Because every situation is unique, the Principal, Associate Principal, counselor, or other appropriate administrator may determine alternative or additional interventions when warranted.

When a behavioral concern arises in the classroom, the teacher will initiate appropriate interventions, which may include one or more of the following:

1) **Individual Conversation and Warning:** Teachers and administrators will typically begin by meeting privately with the student to discuss the behavior and reinforce expectations. Teachers may assign appropriate classroom consequences that are consistent with classroom and school expectations. Minor incidents may be addressed informally and may not be documented.
2) **Parent/Guardian Notification:** For certain behavioral incidents or repeated concerns, a teacher, administrator, or counselor may contact the student's parents/guardians by email, telephone, or conference. These communications are documented in PowerSchool. The purpose of parent/guardian notification is to strengthen the partnership between home and school in supporting positive student behavior.
3) **Behavior Intervention Plan:** If behavioral concerns continue despite classroom interventions and parent/guardian communication, a Behavior Intervention Plan may be developed. The plan is created collaboratively by an administrator, a counselor, and, when appropriate, the student's teachers. It is reviewed with both the student and the parents/guardians before implementation. The plan identifies target behaviors, outlines strategies and supports for improvement, establishes expectations, and includes a timeline for monitoring progress and communicating updates to the family. Behavior Intervention Plans are documented in PowerSchool.
4) **Behavior Contract:** If a student does not demonstrate sufficient improvement following previous interventions, including a Behavior Intervention Plan when appropriate, the Principal and/or Associate Principal will meet with the student and the student's parents/guardians to review a formal Behavior Contract. A Behavior Contract serves as a final opportunity to clarify behavioral expectations, define the conditions necessary for the student to remain in good standing within the Graded community, and establish the consequences for failing to meet those expectations. The contract may also specify whether the student is eligible to participate in school-sponsored activities, field trips, athletics, performances, or other extracurricular events during the contract period. Behavior Contracts are non-negotiable and may ultimately inform the school's decision regarding the student's continued enrollment at Graded.

ACADEMIC INTEGRITY

Demonstrating Academic Integrity in Scholarly Work

In Middle School, students learn the importance of demonstrating academic integrity in all scholarly work. This includes completing work honestly, giving proper credit to the ideas and work of others, and learning from mistakes or lapses in judgment when they occur.

Breaches of academic integrity include, but are not limited to, the following:

- **Cheating**, which may include:
    - Giving unauthorized assistance to another student (e.g., collaborating when collaboration is not permitted).
    - Receiving unauthorized assistance from another student or an adult (such as a tutor or family member) without acknowledging that assistance when required.
    - Giving or receiving unauthorized materials or information during an assessment.
    - Copying all or part of an assignment or assessment.
    - Using internet translation tools as a substitute for a student's own work in language courses.
- **Fabrication**: the intentional creation or falsification of data, information, documents, research, or signatures.
- **Facilitating Academic Dishonesty (Collusion):** intentionally or knowingly helping, or attempting to help, another student engage in academic dishonesty. Examples include sharing the content of quizzes or tests in advance or assisting another student in violating academic integrity expectations.
- **Plagiarism:** presenting another person's ideas, words, or original work as one's own without proper acknowledgment. This includes, but is not limited to:
    - Submitting work copied or downloaded from the internet.
    - Submitting work generated by artificial intelligence (AI) as one's own.
    - Presenting another person's ideas or work without an appropriate citation.
- **Failure to Cite Sources,** including:
    - Presenting another person's ideas, writing, or AI-generated content as one's own without proper attribution.
    - Using exact words or phrases without quotation marks and an appropriate citation.
    - Paraphrasing another source without clearly acknowledging the original author or source.
    - Using photographs, images, graphs, or other visual materials without citing the source.
    - Fabricating a source or reference.
    - Intentionally citing a source incorrectly.
- **Other Academic Integrity Violations:** Other forms of academic dishonesty not specifically listed above may also constitute violations of this policy, as determined by the teacher and school administration.

Consequences of Violations of Academic Integrity:

- **Conference:** The student will meet with the teacher to discuss the violation and reflect on the decisions that led to it. The purpose of the conference is to reinforce the importance of academic integrity, respect for intellectual property, and responsible

academic practices. The conference also serves as a formal warning. Parents/guardians and school administration will be notified.

- **Redoing the Assignment:** The student will be required to complete a new or equivalent assignment under supervised conditions within a timeline established by the teacher. Participation in extracurricular activities may be suspended until the assignment has been completed.
- **Documentation:** The incident will be documented in the student's official PowerSchool record to allow the school to identify patterns of repeated violations.

Repeated Violations

Repeated violations of academic integrity will result in additional disciplinary consequences in accordance with the Middle School disciplinary policy. These consequences may include:

- Conferences involving the student, parents/guardians, and the Principal or Associate Principal.
- Additional documentation in the student's official PowerSchool record. In some cases, the school may be required to disclose academic integrity violations to another school as part of the student transfer process.
- An in-school or out-of-school suspension.
- A Behavior Contract for repeated or serious violations.

TECHNOLOGY USE AND DIGITAL CITIZENSHIP

1:1 Device Program

Middle School students use laptops as an integral part of their learning experience at Graded. Many school resources, learning platforms, and assignments are accessed online, and students are expected to use technology responsibly and purposefully in support of their learning.

In **Grade 6,** students are issued a school-managed laptop. This provides a consistent, age-appropriate transition to Middle School technology use while helping students develop strong organizational skills, responsible digital habits, and positive digital citizenship.

Students in **Grades 7 and 8** are expected to bring and maintain their own laptop that meets Graded's minimum device requirements. Current device specifications are available on the Technology section of the Graded website and are reviewed annually.

Access to a laptop does not mean that technology will be used at all times. Teachers determine when and how devices are used to support learning and may require students to work without technology when appropriate.

Bring-Your-Own-Device Program Requirements: Graded Technology Webpage

Purposeful Use of Technology

Technology at Graded is intended to enhance learning, collaboration, creativity, communication, and organization. Students are expected to use technology in ways that contribute to a productive learning environment.

Students are expected to:

- Use laptops and digital tools for educational purposes as directed by their teachers.
- Bring devices to school fully charged and ready for learning each day.
- Use school platforms, online tools, and digital resources responsibly.
- Refrain from using games, entertainment videos, messaging platforms, or other non-educational applications during instructional time unless specifically authorized by a teacher.
- Follow school expectations regarding technology use during lunch, recess, advisory, and other parts of the school day.
- Use artificial intelligence (AI), translation tools, and other digital resources only when permitted by the teacher and in ways that support authentic learning and academic integrity.

Students may not attempt to damage, disrupt, bypass, or misuse school technology systems, networks, equipment, accounts, or another person's data.

All information created, stored, or shared within the school's digital ecosystem—including school-managed devices, school accounts, and school-associated platforms—is governed by Graded's core values, school expectations, and technology policies. Authorized technology personnel may access school-managed systems or data when necessary to maintain system security, provide technical support, comply with legal obligations, or protect the safety and well-being of students and the school community.

Digital Citizenship: LARK Guidelines

The LARK framework encourages students to use technology in ways that are Legal, Appropriate, Responsible, and Kind.

Legal

Students respect intellectual property and use digital resources ethically. This includes:

- Giving proper credit to sources.
- Following copyright and fair use requirements.
- Using legally acquired software, media, and digital resources.
- Obtaining permission before recording, photographing, or publishing images, videos, or audio of others.

Appropriate

Students use technology in ways that support learning and reflect the values of the Graded community. They:

- Access content that is appropriate for school.
- Produce work that reflects their own thinking and learning.
- Communicate respectfully and professionally in digital spaces.

- Represent themselves and the school positively online.

Responsible
Students protect themselves, others, and the school community by:
- Keeping passwords secure and confidential.
- Using school accounts appropriately.
- Protecting personal and confidential information.
- Making thoughtful decisions about what they create, post, and share online.

Kind
Students treat others with respect in all digital interactions. They use technology to collaborate, communicate, and learn in ways that reflect Graded's core values and refrain from harassment, exclusion, bullying, discrimination, or other harmful behavior.

Online Publication and Student Authorship

Graded is committed to protecting the privacy of students and families while providing meaningful opportunities for global collaboration and authentic sharing of student learning. Students and teachers use a variety of online platforms to create, collaborate, and publish work. These digital spaces are considered extensions of the classroom, and students are expected to use them responsibly while protecting their personal information and the privacy of others.

Images, videos, and examples of student work may be published on the school's website, social media channels, other digital platforms, and in print publications. Parents/guardians who have questions or concerns about their child's image or work being published should contact the Communications Office at communications@graded.br.

Student Internet and Social Media Guidelines

Many social media platforms have minimum age requirements and community guidelines. Graded expects students and families to comply with these requirements and to use social media responsibly. Students are expected to manage their online privacy carefully and ensure that their digital presence reflects Graded's core values and guiding documents, including the LARK Guidelines.

When using social media, students should:

- Remember that information shared online may be permanent. Even when content is deleted, it may remain accessible or have been copied by others. Students should review privacy settings regularly and exercise good judgment before posting.
- Protect their own privacy and the privacy of others by not sharing personal information such as addresses, birthdates, phone numbers, passwords, or other sensitive information.
- Respect others' privacy and preferences by obtaining permission before posting photos, videos, recordings, or personal information about another person.
- Never post content that constitutes bullying, harassment, discrimination, hate speech, sexting, or any other behavior that violates Graded's Code of Conduct or Bullying Policy.

- Refrain from creating or managing Graded-affiliated social media accounts for clubs, classes, teams, or other school activities unless expressly authorized by the school.
- Not use Graded's name, logo, or any recognizable variation of the school's identity in a way that could reasonably imply the school's sponsorship, endorsement, or official affiliation without prior authorization. Graded reserves the right to require the removal of unauthorized accounts or content that misrepresents the school or its programs.

Students whose online or social media activity violates school policies or substantially disrupts the school environment may be required to remove the content and may face disciplinary action.

Cell Phone Use in Middle School

The use of cell phones and other personal electronic devices is prohibited during the Middle School instructional day, from 8:00 am to 3:30 pm. Unless specifically authorized by a teacher or administrator, these devices must remain powered off (or in silent mode), out of sight, and securely stored in lockers or backpacks throughout the school day.

Violations will result in the following consequences:

- **First offense:** Reminder and device confiscation until the end of the school day. The student may retrieve the device after meeting with an administrator.
- **Second and subsequent offenses:** Repeated violations may result in additional disciplinary consequences, including parent/guardian conferences and other interventions as appropriate.

Students who need to make a phone call during the school day may do so through the Middle School Office. Parents/guardians who need to contact their child should contact the Middle School Office, and messages will be delivered promptly.

The use of audio or video recording devices without the express permission of a teacher or administrator is strictly prohibited. Unauthorized recording may constitute a serious disciplinary infraction and may result in consequences consistent with the school's disciplinary policy.

Students and parents/guardians should also be aware that secretly recording another person without their knowledge or consent may violate Brazilian law and the laws of other jurisdictions.

PARENT-TEACHER ASSOCIATION (PTA)

Parents/guardians are encouraged to attend Parent-Teacher Association (PTA) coffees, meetings, and social events throughout the school year. Dates and times are available on the school calendar, in *Eagle News*, and through the PTA's grade-level and divisional WhatsApp groups. These gatherings provide opportunities to learn about school initiatives, ask questions, share ideas, and connect with other members of the Graded community.

The PTA works in partnership with parents/guardians, school leadership, and faculty to:

- Foster communication among families, the school, and the broader community.
- Promote understanding of the Graded educational experience, its mission, values, and programs.
- Encourage family engagement and active participation in school events and activities.
- Celebrate the diversity of the Graded community and promote a welcoming, inclusive, and collaborative environment.

To learn more about the PTA or volunteer opportunities, please visit the PTA webpage or contact pta@graded.br.

ACADEMIC POLICIES AND PRACTICES

Graded's Assessment Purpose and Philosophy

Assessment at Graded is an essential part of the learning process. It promotes student growth, informs instruction, and celebrates achievement. Rooted in our mission and Learning Principles, assessment reflects our belief that all students are capable of learning, improving, and demonstrating understanding in multiple ways.

We view assessment as an opportunity to deepen learning, foster a sense of belonging, and ensure that every student feels seen, valued, and supported throughout their learning journey.
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Graded's Assessment Principles

1. **Aligned**: Assessments are aligned with clearly articulated standards, learning goals, and Graded's Learning Principles, ensuring coherence across grade levels and subject areas.
2. **Authentic:** Assessments are designed to be meaningful and relevant, allowing students to apply their learning in real-world and novel contexts that promote the transfer of knowledge and skills.
3. **Ongoing:** Assessment is an ongoing process that draws on a variety of evidence collected over time rather than on isolated events. Students are provided with multiple opportunities to demonstrate growth and understanding.
4. **Growth-Oriented:** Assessment includes timely, actionable feedback and opportunities for reflection. Students and teachers use feedback to set goals, revise work, and guide the next steps in the learning process.
5. **Student-Centered:** Assessment provides equitable opportunities for every learner and actively engages students in understanding and reflecting on their own learning.

Assessment Policy

Purpose of Grading at Graded

Grading is the evaluation of student learning based on evidence of what students know, understand, and can do.

To support a common understanding, the following terms are used throughout Graded:

- **Assessment**: The intentional collection and analysis of evidence of what students know, understand, and can do.
- **Grading:** The evaluation of evidence of learning to determine a student's level of achievement.
- **Reporting:** The communication of student learning and progress to students and parents/guardians.
- **Scores**: Numerical values assigned to individual assessments that contribute to and inform overall grades.
- **Grades:** Symbols, accompanied by descriptors, that summarize a student's level of achievement at the end of a reporting period.

In Middle School, both scores and grades use the 1–7 scale.

Formative Assessments

Formative assessment consists of formal and informal learning experiences that:

- Help students develop the knowledge, understanding, and skills identified in the learning objectives and standards.
- Provide evidence of progress toward learning goals.
- Encourage intellectual risk-taking by reinforcing that mistakes are an essential part of the learning process.
- Provide descriptive feedback that helps students improve before summative assessments.

Effective Feedback
Teacher feedback should be:

- **Timely:** Provided while the learning is still fresh and there is sufficient time for students to improve.
- **Descriptive:** Focused on specific strengths of the work while identifying meaningful next steps for improvement.
- **Constructive:** Honest, encouraging, and focused on continued growth by recognizing both strengths and areas for improvement.
- **Clear and Specific:** Actionable and detailed enough for students to understand what they should do next to improve their learning.
- **Differentiated:** Responsive to individual student needs. Some students may benefit from a brief reminder, while others may require prompts, examples, or additional guidance.

Formative Assessment Expectations and Responsibilities

Teachers will:

- Clearly communicate the learning purpose and success criteria when assigning formative work.
- Assign formative work due the following class by the end of the current class period whenever possible.

- Provide timely, descriptive feedback on formative assessments.
- Provide a formative score using the 1–7 scale and accompanying descriptors to help students understand their current level of learning and progress toward the intended outcomes.

Students will:

- Complete and submit formative work within the designated grading period.
- Provide timely evidence of their learning.
- Use feedback from teachers and peers to reflect on their progress and make adjustments to improve future learning.

Summative Assessments

- Provide evidence of student achievement and are used to evaluate students' proficiency in the stated learning objectives or standards at the conclusion of a unit or learning period.
- Reflect a student's level of achievement at a specific point in time rather than measuring future learning or potential.

Teachers will:

- Ensure that summative assessments measure individual student achievement aligned with the stated learning objectives, standards, and proficiency levels.
- Not include group-work scores in individual achievement grades.
- Base summative assessment results on clearly defined standards or performance criteria rather than comparisons with other students.
- Ensure that summative assessments are based on prior instruction, learning experiences, and formative assessment opportunities.
- Base summative assessment results solely on evidence of student learning and do not award extra credit or bonus points.
- Use common, high-quality assessments when multiple teachers teach the same course or grade level.
- Collaborate to calibrate and moderate the scoring of common assessments to ensure consistent application of assessment criteria.
- Not assign a zero for missing or late summative assessments. Instead, "NE (No Evidence)" will be recorded until sufficient evidence of learning has been provided.

Middle School Achievement Descriptors

Graded's achievement scale is designed to help students and parents/guardians understand student progress within a developmentally appropriate framework. In Middle School, achievement reflects increasingly sophisticated levels of understanding, application, critical thinking, and originality.

Middle School uses a 1–7 achievement scale with the following descriptors:

MIDDLE SCHOOL

GRADE	RATING	DESCRIPTOR
7	Exemplary	Exhibits extensive knowledge and understanding. Demonstrates sophisticated application of skills and concepts.
6	Accomplished	Exhibits thorough knowledge and understanding. Demonstrates effective application of skills and concepts.
5	Proficient	Exhibits appropriate knowledge and understanding. Demonstrates competent application of skills and concepts.
4	Approaching Proficiency	Exhibits reasonable knowledge and understanding. Demonstrates adequate application of skills and concepts.
3	Progressing	Exhibits partial knowledge and understanding. Demonstrates incomplete application of skills and concepts.
2	Emerging	Exhibits little knowledge and understanding. Demonstrates rudimentary application of skills and concepts.
1	Insufficient Evidence	Exhibits minimal knowledge and understanding. Demonstrates unsuccessful application of skills and concepts.
NE (No Evidence)		There is insufficient evidence to determine a level of achievement.

*_Recuperação_ (Academic Recovery): Students who earn a 1 or 2 at the end of a grading period are required to complete _recuperação_ (academic recovery) in accordance with Graded's academic policies.

Grade Reporting in Middle School

Parents/guardians and students can monitor academic progress in each class by regularly checking Toddle, where teachers post feedback, assessment scores, and evidence of learning in the gradebook.

At the end of each reporting period, official reports are made available to students and parents/guardians through PowerSchool. Students receive:

- Progress Reports at the end of the first and third quarters.
- Report Cards at the end of the first and second semesters.

Progress reports and report cards include the following:

- **Course Descriptions:** Each course includes a narrative describing the essential knowledge, skills, and understandings students developed during the reporting period.
- **Teacher Comments:** At the end of each semester, report cards include personalized narrative comments on each student's performance in every course. Teacher comments are not included in first- or third-quarter progress reports. Parents/guardians are encouraged to attend the Parent-Teacher-Student Conferences held at the end of the first and third quarters to discuss student progress.
- **Essential Skills for Learning:** These reflect the habits, dispositions, and learning

behaviors that support student success. Students receive feedback on the Essential Skills for Learning that have been explicitly taught, observed, and assessed in each class. These skills are reported separately from academic achievement using a developmental scale ranging from Emerging to Exemplary.

- **Academic Achievement:** Academic grades reflect a student's demonstrated achievement in relation to the course learning goals, standards, and subject-area strands. Students receive a grade on the 1–7 scale for each reported strand. Each strand grade is based on a body of evidence collected over time and represents the student's demonstrated level of achievement for that area of learning.

Progress reports, report cards, and Parent-Teacher-Student Conferences are important opportunities for communication between school and home regarding student learning and academic progress. If concerns arise about a student's academic performance, the school will communicate them through these reporting processes or through other timely channels, such as Toddle or email.

Grade Determination

Course grades for each reporting period are based on a body of evidence collected over time. They reflect each student's demonstrated level of achievement in relation to the subject-area strands identified for the course.

When determining grades for quarterly progress reports and semester report cards, teachers will:

- Consider the most consistent evidence of learning first, followed by the most significant evidence, and, when appropriate, the most recent evidence.
- Not calculate grades using a mathematical average, recognizing that proficiency develops over time.
- Base grades solely on evidence of student learning; missing work is not averaged into the final grade.
- Report NE (No Evidence) when there is insufficient evidence of learning to determine a level of achievement. Once sufficient evidence has been provided, the grade will be updated. If a student ultimately fails to provide the required evidence of learning, the final reported grade will be 1.

Missing Assessments and Assignments

- Assessments or assignments that are not submitted will be recorded as NE (No Evidence) until the required evidence of learning is provided.
- The teacher and student will establish expectations and a timeline for completing the missing work.
- It is the student's responsibility to meet the agreed-upon expectations and deadlines for submitting outstanding work.

Reassessment Policy (Recuperação Paralela)

The purpose of relearning and reassessment is to provide students with an additional opportunity to demonstrate their learning after targeted support and intervention.

Students who receive a 1 or 2 on a summative assessment are eligible for reassessment.

Reassessments are conducted under the following conditions:

- A structured relearning process must precede the reassessment. This may include re-teaching, guided review, completion of a reassessment form, study sessions, or the completion or revision of formative work.
- Reassessments are scheduled by the teacher, taking into consideration appropriate opportunities for additional learning.
- Reassessments focus only on the learning objectives or standards that have not yet been mastered. As a result, reassessments may differ from student to student.
- A reassessment grade will never result in a lower score than the student's original assessment grade.

Students who fail to attend a scheduled reassessment without a valid reason may forfeit the opportunity to complete the reassessment.

Procedures for Missing Assignment Deadlines

When a student does not meet an assignment deadline, the following procedures apply:

- The student will attend as many Supervised Academic Support (SAS) sessions as necessary to complete the required work. SAS is offered Monday, Tuesday, Thursday, and Friday from 3:40 pm to 4:30 pm.
- It is the student's responsibility to complete and submit the missing work. If the student submits the work before the scheduled SAS session and the teacher confirms that it meets the required expectations, the teacher may remove the student's name from the SAS roster.
- Attendance at SAS is mandatory. Students assigned to SAS may not participate in after-school activities on the days they are scheduled to attend.
- Parents/guardians will be notified so they can make any necessary transportation arrangements.
- If a student fails to attend a required SAS session, the Associate Principal will follow up. Students who do not provide the required evidence of learning will receive NE (No Evidence) until the work is completed.
- In appropriate circumstances, teachers may grant an extension. Students who communicate with their teacher before the deadline and demonstrate legitimate extenuating circumstances may be given a revised due date at the teacher's discretion.

Recuperação

Recuperação provides students with structured remediation opportunities while maintaining high academic expectations. Throughout the school year, students who do not meet academic standards participate in relearning and reassessment opportunities designed to help them demonstrate proficiency. Successful reassessment may improve a student's semester grade by providing updated evidence of learning.

Recuperação Final

If, despite participating in *Recuperação Paralela*, a student finishes the second semester with a final grade of 2, 1, or NE (No Evidence) in a course, the student has not met the course requirements and enters the Recuperação Final process.

During this process:

- The teacher identifies the learning standards that have not yet been mastered.
- The student is provided with resources and guidance to support additional learning.
- A final reassessment is designed and administered by the teacher during the first two weeks of the following school year.
- Results are communicated to the student and parents/guardians promptly.

Promotion and Retention Following *Recuperação Final*

- Students who earn a final grade of 3 or higher after completing Recuperação Final are eligible for promotion to the next grade level and/or course.
- Students who do not earn a final grade of 3 or higher after completing Recuperação Final will have their case reviewed by the *Conselho de Classe*, which will determine whether promotion or retention is appropriate.

Conselho de Classe

The *Conselho de Classe* is composed of the Principal, counselors, and the student's teachers. The committee reviews the academic progress of students who are at risk of failing or who have failed one or more courses.

The committee considers the student's learning progress, unmet standards, available academic supports, Brazilian diploma requirements, placement in courses for the American diploma, and, when appropriate, opportunities for credit recovery. Following the completion of the *Recuperação Final* process, the *Conselho de Classe* determines whether the student will be promoted or retained.

Final Exams (Assessments)

Middle School does not administer a formal end-of-year final examination. However, teachers may administer final summative assessments during the last weeks of school. These assessments evaluate learning from the current unit of study and are not cumulative for the semester or school year.

Gradebook

Middle School teachers use the Toddle gradebook to document evidence of student learning. The gradebook is organized to communicate students' progress toward proficiency based on multiple pieces of evidence collected over time.

In addition to reviewing quarterly progress reports and semester report cards, parents/guardians and students are strongly encouraged to monitor progress regularly

through Toddle, where they can access timely feedback, assessment results, and detailed information about student learning throughout the school year.

Homework in Middle School

Homework Overview

Homework in Middle School is intended to reinforce and extend student learning. To support a healthy balance between academics, extracurricular activities, family life, and personal well-being, teachers assign focused, meaningful tasks that are directly connected to course learning goals.

All home learning falls into one of the following categories:

Type	Definition	Intended Outcome	Guidelines
Completion	Work assigned during the school day that is not completed in class after sufficient class time has been provided.	Helps students stay current with classroom learning.	Homework should be differentiated to meet students' needs. If a student consistently struggles to complete classwork, the teacher will work with the student to identify and address barriers to completing in-class work.
Practice	Work that reinforces and strengthens skills and concepts taught in class.	Helps students develop fluency and confidence with newly learned skills.	Practice homework is most effective when students can already perform the required skills independently.
Preparation	Work that prepares students for upcoming learning experiences or assessments.	Helps students prepare effectively for future learning and assessments.	Teachers will provide the necessary resources and clearly communicate expectations for demonstrating learning and using appropriate sources.

Homework Guidelines

Middle School students are expected to:

- Read for at least 20 minutes each day, either for pleasure or as part of a school assignment.
- Complete practice or preparation homework assigned in Mathematics.
- Complete preparation or completion of assignments assigned in Science.

- Complete preparation or completion of assignments in Humanities and Portuguese/PAL when assigned. Teachers in these subjects strive to limit homework whenever possible.
- Complete practice assignments for Performing Arts, such as instrument practice, when assigned.

Late Work

Students are expected to submit assessments, assignments, and other coursework by the deadlines established by their teachers. Submitting work on time supports learning, reduces unnecessary stress, and promotes strong organizational habits. Students who do not meet assignment deadlines may be assigned to Supervised Academic Support (SAS) at the teacher's discretion. SAS is held after school each day except Wednesday and provides students with structured time and support to complete outstanding work.

UPPER SCHOOL DRESS CODE

Graded respects students' choices in how they dress and is committed to fostering a respectful, inclusive, and safe learning environment. Faculty and staff will address student attire only when it clearly violates the dress code or presents a safety concern.

The following clothing or accessories are not permitted:

- Clothing or accessories displaying pejorative or discriminatory language or images (e.g., sexist, racist, homophobic, or other derogatory content).
- Clothing or accessories with explicit sexual content or clear sexual overtones.
- Clothing or accessories that promote or depict alcohol, tobacco, vaping, drugs, or other controlled substances.
- Clothing that substantially disrupts the learning environment.
- Clothing that creates a safety concern (e.g., open-toed shoes during science laboratory activities).

Undergarments must remain fully covered at all times.

If a dress code violation occurs, the student will be asked to change into a Graded-provided garment or otherwise remove or cover the inappropriate item. The student's clothing item will be held in the Middle School Office until the end of the school day, when it may be collected. Parents/guardians will also be notified by email.

When concerns arise regarding a student's attire, faculty members will address the matter discreetly or consult with a counselor or designated staff member to support an appropriate conversation with the student. Students who repeatedly violate the dress code will meet with the Associate Principal. Continued violations may result in disciplinary action and a conference with parents/guardians.

Dress Code for Physical Education

Students are required to wear clothing that is safe, comfortable, and appropriate for physical activity.

The Middle School Physical Education dress code includes:

- **Shirt:** Any Graded shirt or athletic shirt suitable for physical activity (e.g., moisture-wicking or cotton). Shirts must have sleeves and fully cover the torso (no midriff exposure), unless the teacher specifies otherwise for a particular unit.
- **Bottoms:** Athletic shorts, leggings, tennis skirts, or lightweight athletic pants in any color. Jeans, cut-off jeans, and clothing that restricts movement are not permitted. Shorts must fully cover the student's buttocks.
- **Footwear:** Athletic shoes or tennis shoes designed for physical activity. Slides, flip-flops, open-toed shoes, Crocs, and Birkenstocks are not appropriate for PE. Students without appropriate footwear may be required to sit out the lesson for safety reasons.

Swimming Attire

All Middle School students participate in an annual aquatics unit in the school pool. Students must bring:

- A swimsuit.
    - Girls are encouraged to wear a one-piece swimsuit. Board shorts and a rash guard or swim shirt may be worn over either a one-piece swimsuit or a bikini. Bikinis may not be worn without an additional covering.
    - Boys may wear board shorts or swim briefs (sungas/speedos) and may also wear a rash guard or swim shirt.
- A swim cap.
- Goggles.
- A towel.
- A waterproof bag for wet swimwear after class.

Additional Physical Education Considerations

- A hoodie or athletic jacket may be worn over the PE uniform during cooler weather.
- Students with long hair must tie it back during PE classes.
- Students are encouraged to bring a reusable water bottle to every PE class.
- Students are encouraged to keep a spare PE uniform in their locker.
- Students who repeatedly fail to wear the required PE uniform may be assigned after-school detention.

MIDDLE SCHOOL LOCKERS

Middle School students are assigned lockers to store books, laptops, coats, school supplies, athletic gear, and other personal belongings during the school day.

- Lockers are assigned by the Middle School Office and, whenever possible, are located in or near students' grade-level hallways.
- Students may not share lockers or locker combinations with other students.
- Students are responsible for the care and appropriate use of their assigned lockers.
- Lockers remain the school's property. Assignment of a locker does not transfer ownership or create an expectation of privacy.

- As school property, lockers may be inspected by school administration at any time when deemed appropriate.
- Any problems with lockers should be reported promptly to the Middle School Administrative Assistant.
- Students may not open or use another student's locker without permission.
- Middle School students are responsible for providing their own lock and are expected to keep their lockers locked at all times.
- Students may decorate the inside of their lockers with non-permanent decorations. Nothing may be attached to the outside of lockers except approved school spirit decorations or birthday greetings.

Graded is not responsible for items that are lost or stolen from unlocked lockers or for personal belongings left unattended in classrooms, hallways, or other shared spaces.

Personal Valuables

Students are responsible for all personal belongings and clothing brought to school. They are discouraged from bringing large amounts of cash or valuable personal items, such as cameras, music players, jewelry, or other expensive electronics that are not required for learning. Graded cannot assume responsibility for lost, stolen, or damaged personal property.

Lost and Found

The main Lost and Found is located outside the Upper School Office. Parents/guardians and students are encouraged to check this area regularly for missing items. Items related to athletics and Physical Education are often turned into the Lost and Found near the gym. Some lost items may also be taken to the Security Office. Unclaimed items remaining after a reasonable period of time will be donated to local organizations that support individuals and families in need.

SCHOOL SUPPLIES

Students should review the annual school supply lists before the start of the school year to ensure they arrive with all required materials. Some courses provide textbooks for student use. Students are expected to care for all school-issued materials. Lost or damaged textbooks must be replaced at the family's expense. Some courses require students to purchase specific books. Information about these materials will be provided by teachers and is also available on the school's website. All Middle School students are required to bring a fully charged laptop to school each day for use both at school and at home. Students should also bring their laptop charging cable each day. In addition, students are responsible for providing a lock for their assigned locker.

School Supply Lists

END-OF-YEAR RECOGNITION & AWARDS

Throughout the school year, Middle School celebrates student achievement by recognizing excellence in learning, character, leadership, service, athletics, and the arts. Students may be recognized during assemblies and other school events for outstanding work, effort, growth, or contributions to the school community. At the end of each school year, Grade 6 and Grade 7 students participate in annual awards ceremonies, while Grade 8 students are honored during the Moving On Ceremony.

The following awards and recognitions may be presented:

Grades 6 and 7
- Core Values Awards
- Vivas Palavras
- Fine Arts recognitions (e.g., The Association for Music in International Schools (AMIS))
- Extracurricular recognitions (e.g., Model United Nations (MUN))
- Athletic recognitions

Grade 8
- Eagle Awards
- Presidential Gold and Silver Awards
- Core Values Awards
- Vivas Palavras
- Fine Arts recognitions
- Extracurricular recognitions
- Athletic recognitions

SAFETY & EMERGENCY DRILLS

Emergency drills are conducted regularly in accordance with Brazilian law and are an important part of maintaining a safe school environment. During all emergency drills, students are expected to follow staff directions promptly, remain calm, and evacuate quietly under their teachers' supervision. Students who are in the cafeteria during lunch must exit the building and report to their designated assembly location on the field. Detailed emergency procedures are posted in classrooms, offices, and throughout the campus. Graded maintains a controlled campus entry and exit system. Parents/guardians must use their Graded parent identification badge to enter and exit the campus. New families receive their badges during Orientation. All visitors must check in at Reception and wear a visitor badge while on campus.

SCHOOL VISITORS

To help maintain a safe and secure campus, all visitors are expected to follow the procedures below.

- **Visitor Identification:** All visitors must check in at Reception in the Parking Garage and wear a visitor identification badge while on campus.
- **Employees of Graded Families:** Employees of Graded families (such as nannies, drivers, and caregivers) are not permitted on campus during the school day unless specifically authorized by the school. They may wait in the Parking Garage when picking up students at dismissal.
- **Other Visitors:** Adults who are not parents/guardians or members of the Graded community may visit campus only with prior authorization from a school administrator.

CHECK-OUT PROCEDURES

Students who are withdrawing from Graded must complete the school's official checkout process before their departure. The process begins when a parent/guardian submits the online checkout form available on the school's website. Once the form has been received, the school will coordinate the academic and administrative steps required to complete the student's withdrawal.

Before leaving the school, students and their families must fulfill all outstanding obligations, including returning school-issued materials and obtaining clearance from the appropriate departments.

Official academic records—including transcripts, report cards, and other school documents—will be released after all checkout requirements have been completed and final grades have been published.

Additional information about checkout procedures, timelines, and required documentation is available in Graded's Parent Portal. Families may also contact registrar@graded.br for assistance.

FACILITY POLICIES & PROCEDURES

Graded is fortunate to offer a wide range of facilities that support learning, athletics, and community life. The following guidelines are intended to help ensure that these facilities are used safely, responsibly, and respectfully.

Regulations for Use of Campus Facilities

- Students on campus outside of school hours must be under the direct supervision of an adult.
- Use of campus facilities by non-Graded organizations or groups must receive prior approval from the Activities Director.
- Outside of school hours, participants and spectators should remain in or near the designated event area.
- Climbing trees, gates, walls, towers, roofs, or other structures is prohibited.
- Smoking, vaping, and the consumption of alcoholic beverages are prohibited on campus.

- Pets are not permitted on campus unless authorized by the school.
- Wheeled recreational equipment—including bicycles, skateboards, scooters, rollerblades, and similar devices—is permitted only as part of an approved school activity or with permission from a school administrator.
- All facilities and equipment must be used safely, responsibly, and for their intended purpose.
- Every member of the Graded community shares responsibility for helping keep the campus clean and well cared for.

Athletic Facilities

Graded's athletic facilities include a gymnasium, track and field, fitness/weight room, swimming pool, and outdoor athletic courts and fields. These facilities are used for Physical Education classes, interscholastic athletics, extracurricular activities, and selected Graded community events throughout the school year.

FOOD SERVICES

Cafeteria

Graded's cafeteria is managed by a certified nutritionist and dietitian. The school is committed to providing balanced, nutritious meals each day to support students' health and well-being. All drinking water is supplied from an on-site well and is regularly tested to ensure its quality and safety. Students are encouraged to make healthy food choices and select nutritious snacks. They are also expected to help maintain a clean dining environment by:

- Returning trays, utensils, plates, and other items to the designated service area.
- Scraping leftover food into the compost bins provided.
- Leaving tables clean for others.

Food may not be taken out of the cafeteria unless students are participating in a school activity approved by the Middle School administration.

Snack Bar

The Snack Bar, operated by the external vendor SANUTRIN, is located in the Student Center and is open on school days from 8:00 am to 6:30 pm.

Middle School students may access the Snack Bar only before and after school.

The Snack Bar accepts credit cards, debit cards, PIX, and cash, although electronic payment is preferred. Students may also make purchases using their Student ID by charging them to a registered family account.

To add funds to a student's account and enable purchases using facial recognition, families should follow the instructions provided in the SANUTRIN app and complete their child's

facial recognition registration.

HEALTH SERVICES

Graded strives to provide an environment that promotes and supports student health and well-being. Full-time registered nurses are available throughout the school day to care for students who become ill, are injured, or require prescribed medications or other health-related support. The nursing staff also serves as a resource for students, families, and school personnel on health-related matters.

Illness or Injuries at School

The Nurse's Office is equipped to provide first aid and treat minor illnesses and injuries.

Students who visit the Nurse's Office are required to check in using the Health Kiosk upon arrival. After assessing the student's condition, the nurse will document the visit and any care provided. Parents/guardians will automatically receive a notification through PowerSchool.

For routine concerns such as minor cuts, scrapes, bruises, or minor complaints, the nursing staff will not contact parents/guardians by telephone.

If a student becomes ill or is injured and requires additional medical care, the Nurse's Office will contact the parents/guardians using the emergency contact information on file. Parents/guardians, or another authorized emergency contact, will be asked to pick up the student and arrange any necessary medical treatment.

In the event of a serious medical emergency requiring immediate life-saving care, the school will contact emergency medical services without delay.

Medications at School

If a student needs to receive medication during the school day, parents/guardians must provide the Nurse's Office with the medication in its original container, along with a valid physician's prescription or medical authorization.

School nurses may administer medication only with appropriate medical documentation. Students are not permitted to self-administer medication unless specifically authorized as part of an approved medical care plan.

- **Diabetes Care:** Students with diabetes must have a completed Diabetes Medical Management Plan (DMMP) completed annually by a licensed physician in Brazil and submitted before the first day of school. Based on the DMMP, the Head Nurse will develop an Individualized Health Plan (IHP) each year to ensure the student's health and safety while at school.
- **Severe Allergies:** Students with severe allergies must submit a completed Food Allergy and Anaphylaxis Emergency Care Plan, which must be completed annually by their

physician.

For additional information, please visit the Health Services page on Graded's website or contact the Nurse's Office at nurse.office@graded.br.

Immunizations

Students are expected to follow the recommended routine immunization schedule throughout childhood and adolescence. Parents/guardians are responsible for ensuring their child's immunization record is up to date. A list of the required immunizations is available here.

The school requires an annual copy of each student's vaccination record. Please submit your child's updated Vaccination Declaration (DVA). If you are unable to obtain the DVA, please upload your child's current vaccination record instead.

UPPER SCHOOL LIBRARY

The Upper School Library and its resources support and enrich Graded's mission, core values, and educational programs. The library program is designed to help students become effective users of information and ideas while fostering a lifelong love of reading and learning. Library resources are thoughtfully selected to promote factual knowledge, literary appreciation, aesthetic awareness, ethical understanding, and information literacy.

Library Hours

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

Library Resources

With more than 17,000 print and digital resources in English and Portuguese, the Upper School Library offers a comprehensive collection to support student learning and personal reading.

Resources include:

- Print books and e-books (fiction, nonfiction, biographies, graphic novels, and more)
- Citation management tools (e.g., NoodleTools)
- College planning resources and standardized test preparation materials
- Print and digital magazines
- Print and digital newspapers from Brazil and around the world
- Professional resources for educators
- Reference materials
- Subscription databases (e.g., EBSCO, Gale, Infobase, JSTOR)
- Turnitin

Library Catalog and Online Resources

Students can access the Upper School Library catalog through Destiny Discover, available via Graded Bookmarks. Library resources are also accessible through the Graded website under Quick Links. By logging into Destiny Discover, students can:

- Search the library's print collection.
- Borrow and read e-books through FollettShelf.
- Renew borrowed materials.
- Place holds on library materials.
- Participate in the library's online reading community.

To support research and inquiry, Graded subscribes to a wide range of online databases, including CultureGrams, EBSCO, Facts On File, Gale, JSTOR, and World Book. Access information, including passwords when required, is available through the Online Resources section of the library webpage.

These digital resources are available 24 hours a day, seven days a week, from any location with internet access.

Lending Policies

- Students may borrow up to **10** library items at a time for a loan period of **two weeks**.
- All materials leaving the library must be checked out at the circulation desk.
- Materials may be renewed on or before the due date unless another patron has placed a hold on the item.
- Students receive an email reminder the day before borrowed materials are due.
- Students may renew materials and place holds through their Destiny Discover account.
- Overdue notices are emailed to students weekly.
- Students with overdue materials may not borrow additional items until their accounts are in good standing.
- Borrowers are responsible for the replacement cost of materials that are lost or damaged.
- At the end of the first semester, materials overdue for more than 2 months will be considered lost. If the matter is not resolved, the replacement cost will be added to the family's next tuition statement.
- All library accounts must be cleared before the end of each school year. Students and parents/guardians will be notified of outstanding accounts by email, letter, or telephone.
- If a replacement fee has been paid and the lost item is returned in good condition during the same academic year, the replacement cost will be refunded.

Library Expectations

The library is a place to discover, explore, imagine, investigate, study, collaborate, complete schoolwork, browse magazines, conduct research, and read for pleasure.

To ensure a welcoming and productive environment for everyone, students are expected to:

- Speak quietly and respect others who are reading or studying. Students wishing to socialize should use the Student Center.
- Use headphones when listening to audio or watching videos.
- Use technology primarily for school-related purposes. Recreational video gaming is not permitted.
- Leave books and magazines on tables, carts, or at the circulation desk for library staff to reshelve.
- Eat food outside the library. Water is permitted inside the library.
- Treat library iPads and other equipment responsibly and refrain from changing device settings or configurations.

Students who do not follow these expectations may temporarily lose library privileges, as determined by library staff and/or school administration.

Library Services

As part of the Teaching and Learning Department, the Upper School Library is committed to providing high-quality services to students, faculty, staff, and parents.

Services include:

- Research and database instruction
- Information literacy lessons
- Academic integrity and citation support
- Digital citizenship instruction
- Book talks and reading promotion
- Individual research assistance

Library staff are always available to answer questions, recommend books, assist with research, help students evaluate sources, explain citation practices, and support information literacy skills. Students are encouraged to share suggestions for new books, resources, and library programs with the library team.

Throughout the school year, the library hosts a variety of displays, events, and reading initiatives to promote literacy and encourage reading for enjoyment. Students are invited to browse and borrow materials featured in these collections.

BUS TRANSPORTATION

Graded offers an optional bus transportation service, provided by the *Consórcio de Transportadores Escolares*, a consortium of school transportation providers, to support families living throughout the greater São Paulo area. Because students reside in many different neighborhoods, the school operates 27 bus routes that bring students to campus before the start of the school day and return them home each afternoon.

Afternoon departure times from Graded are:

- **Monday, Tuesday, Thursday, and Friday**: 3:45 pm
- **Wednesday**: 3:15 pm
- **After-School Activities**: 4:50 pm (4:20 pm on Wednesdays)
- **Late Bus**: 6:20 pm (6:00 pm on Wednesdays)

All bus drivers are appropriately licensed, screened, and trained to transport students safely through São Paulo. Because student behavior directly affects the safety of everyone on board, students who do not follow transportation expectations may lose the privilege of using the school bus. All school rules and behavioral expectations apply while riding the bus.

Safety Rules and Guidelines for Bus Riders and Families

These guidelines are designed to promote a safe, respectful, and positive transportation experience for all students. Inappropriate behavior will be addressed in accordance with the school's behavioral expectations.

Pick-up and Drop–off

- Students must be ready to board the bus at least five minutes before the scheduled pick-up time provided by the Transportation Office. Buses cannot wait for late passengers.
- At morning pick-up, students should wait for the bus at the entrance to their home or residential building.
- An adult must be present for the pick-up of Early Years and Lower School students. For Middle School and High School students, adult supervision is encouraged.
- In the afternoon, an adult must meet all Early Years and Lower School students at their designated drop-off location. Adult supervision is encouraged for Middle School and High School students.
- Families must notify the Transportation Office of any changes regarding the adult authorized to meet a student at drop-off.
- Families must inform the Transportation Office in advance of any changes to a student's transportation arrangements (e.g., not riding the bus, riding home with another student, changing bus stops, or similar requests). Last-minute changes should be avoided whenever possible.
- The Transportation Office will provide families with scheduled pick-up and drop-off times. Bus monitors are available to assist students throughout their journey.

Safety Procedures

Students are expected to:

- Follow all instructions from the bus driver and the bus monitor.
- Wait for the bus to come to a complete stop before boarding.
- Find a seat promptly after boarding.
- Fasten their seatbelts immediately and keep them fastened throughout the trip.
- Keep aisles clear at all times.
- Keep all parts of their body inside the bus and out of the aisles while the bus is in motion.

- Remain seated until the bus has come to a complete stop.
- Never throw objects inside or outside the bus.
- Help maintain a safe environment by keeping noise at an appropriate level to avoid distracting the driver.

Behavioral Guidelines

Students are expected to:

- Treat fellow students, bus drivers, and bus monitors with courtesy, kindness, and respect.
- Use appropriate language and refrain from abusive language, rude gestures, or inappropriate behavior.
- Help keep the bus clean and avoid damaging school property.
- Refrain from interacting with pedestrians or other vehicle occupants while riding the bus.
- Use headphones when listening to personal devices. Audio should not be audible to others.
- Inform the bus monitor immediately if they feel unwell. Students who need language assistance should ask another student to help communicate with the bus monitor.

Parents/guardians will be responsible for the cost of repairing any damage caused by intentional vandalism to a school bus.

School buses are an extension of the Graded learning community. As such, all school rules, expectations, and disciplinary procedures apply while students are being transported to and from school.

Additional information about Graded's transportation services is available on the website's Transportation page.

CALENDAR

The school calendar is updated annually and is available on the Graded website.