



THE AMERICAN SCHOOL OF SÃO PAULO

High School Student/Parent Handbook 2026-27



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Welcome

Dear Graded High School Community,

We are delighted that you are joining our vibrant, engaged, diverse, and spirited community for the 2026-27 school year. For a century, Graded High School students have earned a reputation for their strong sense of community, commitment to service, academic prowess, sports, and artistic talent.

This handbook acts as an important tool and source of information to help you navigate the school year. It explains how our school day operates, outlines community expectations, and highlights how parents and the school work together in close partnership.

At Graded, we live our mission daily to Inspire, Challenge, and Succeed. We provide students with opportunities to grow and develop their unique abilities via a rigorous academic program stewarded by experienced and passionate educators. As we engage in this journey, we anchor every decision in a simple truth: we are here for every student, every heart, and every mind.

Our school is defined by its proud reputation for inclusion. We believe our community is fundamentally strengthened when we celebrate our differences and remain intentional about welcoming others. While you are a student here, you are expected to look out for one another, practice empathy, and embrace simple, daily kindness. Punctuality, courtesy, and mutual respect are the building blocks of our safe, positive culture.

Upon graduation, Graded students are fully equipped to succeed, driven to excel, and prepared to positively influence the world. We ask all students and parents to review this handbook together as we look forward to an exciting and successful year ahead.

"I've learned that people will forget what you said, people will forget what you did, but people will never forget how you made them feel." – *Maya Angelou*

In partnership,

Alexa Schmid

Interim High School Principal

Academic Program

Graduation Requirements

Graded – The American School of São Paulo is recognized by the Secretaria da Educação do Estado de São Paulo (SEDUC) and is an International Baccalaureate (IB) World School. Graded's college-preparatory academic program is designed to prepare students for admission to colleges and universities in the United States, Brazil, and around the world.

Students at Graded may earn up to three different diplomas. All graduates are required to earn the American High School Diploma, which is fully accredited and equivalent to a diploma awarded by an accredited high school in the United States. Students who plan to attend universities in Brazil or in countries with educational agreements with Brazil must also earn the Brazilian Diploma. In addition, students may pursue the [International Baccalaureate \(IB\) Diploma](#). This internationally recognized qualification is awarded to students who successfully complete the IB Diploma Programme and pass its external examinations, which are designed to meet academic standards beyond those of a traditional high school curriculum.

American High School Diploma

Requirements

To earn the American High School Diploma, students must:

- Complete eight semesters (or the equivalent) of academic work beyond Grade 8.
- Earn a minimum of 24 credits.

Specific credit requirements for the American High School Diploma, earned in Grades 9–12, are as follows:

- English – 4.0 credits
- World Language – 3.0 credits
- Mathematics – 3.0 credits
- Social Studies – 3.0 credits
- Science – 3.0 credits
- Visual and Performing Arts – 1.5 credits
- Physical Education – 1.5 credits
- Health – 0.5 credit
- Electives – 4.5 credits

World Language Requirement

The following World Language requirements apply:

- While enrolled in high school, students must study a language other than English. Portuguese or Spanish may fulfill this requirement. Exceptions must be approved by the High School Administration.
- Students must complete two years of study in the same World Language (e.g., Portuguese or Spanish) at the novice, intermediate, or equivalent proficiency level. Courses must be approved by Graded.
- Students enrolled in the English Language Learners (ELL) Program and students with a documented language disability may be exempt from studying a language other than English or may receive World Language credit for enrollment in EAP.

Course Credit

Students must earn a final grade of 3 or higher to receive credit for semester- and year-long courses. Full-year courses earn 1.0 credit, and semester courses earn 0.5 credit. Credit values for all courses are listed in the [High School Course Catalog](#).

Dropping or Adding Courses

Changes to a student's class schedule must be made in consultation with the school, the Office of College Counseling, or the High School Principal. Returning students select their courses during the previous school year.

If a student has been placed incorrectly, is missing a course, or has an error in their schedule, changes may be made during the first two weeks of the first semester and during the first week of the second semester. All schedule changes are subject to educational need, feasibility, and course availability.

Brazilian High School Diploma

Grade-Level Equivalency

Graded	Brazilian System
Grade 9	9º Ano do Ensino Fundamental
Grade 10	1º Ano do Ensino Médio
Grade 11	2º Ano do Ensino Médio
Grade 12	3º Ano do Ensino Médio

Requirements

To earn the Brazilian High School Diploma, students must:

- Successfully complete all requirements for the *Conclusão do 9º Ano do Ensino Fundamental* at the end of Grade 9.
- Complete six semesters of academic work beyond Grade 9.
- Successfully complete *Ensino Médio*.
- Successfully complete all requirements for the American High School Diploma.

Specific course requirements for the Brazilian High School Diploma, earned in Grades 10–12, are outlined below.

Brazilian Social Studies

- **Grade 9:** Brazilian Social Studies 9
- **Grades 10–12:** A minimum of three semesters of Brazilian Social Studies

Portuguese Language

- **Grade 9:** Portuguese 9
- **Grade 10:** Portuguese 10
- **Grade 11:**
 - IB Portuguese A: Language and Literature HL/SL (Native Speakers)
 - **or**
 - IB Portuguese B I HL/SL (Non-Native Speakers)
- **Grade 12:**

- IB Portuguese A: Language and Literature HL II (Native Speakers)
- **or**
- IB Portuguese B II (Non-Native Speakers)

Placement in other Portuguese courses requires approval from the Head of the World Languages Department, the IB Coordinator (for Grades 11–12), and the High School Principal.

Mathematics

Students must complete one mathematics course during each year of high school.

Science

Students must complete one science course during each year of high school.

Arts

Students in Grade 9 are encouraged to complete at least one semester of Visual and Performing Arts. Students in Grades 10–12 are encouraged to complete two additional semester courses in the arts.

Physical Education

Students in Grade 9 are encouraged to complete one semester of Physical Education (PE) and one semester of Health. During Grades 10–12, students are encouraged to complete two additional semesters of PE, for a total of four semesters over the course of high school.

International Baccalaureate Programme

Graded offers the [International Baccalaureate Diploma Programme \(IBDP\)](#), a curriculum framework designed by the International Baccalaureate (IB) for students in the final two years of high school. Through the IBDP, students engage in an educational experience that emphasizes critical thinking, intercultural understanding, and respect for others within the global community. The IBDP offers a broad and balanced curriculum that encourages students to apply what they learn in the classroom to real-world issues.

Requirements for IB Diploma Candidates

To earn the full IB Diploma, students are required to study six subjects from the IB curriculum:

- Three subjects at **Higher Level (HL)**
- Three subjects at **Standard Level (SL)**

In addition, full IB Diploma candidates must complete the following core requirements:

- Extended Essay (EE)
- Theory of Knowledge (TOK)
- Creativity, Activity, Service (CAS)
- All external IB Diploma Programme examinations and required internal assessments for all registered IB courses

To earn the IB Diploma, candidates must not be found by the International Baccalaureate Organization (IBO) to have committed academic misconduct.

The Extended Essay

The [Extended Essay \(EE\)](#) provides students with an opportunity to conduct independent research on a topic of their choice under the guidance of a supervisor (a Graded teacher). This process culminates in a substantial piece of formally presented, structured academic writing in which students communicate their ideas and findings in a reasoned and coherent manner appropriate to the subject.

The Extended Essay process begins during the second semester of Grade 11 and is completed during the first semester of Grade 12.

Theory of Knowledge

The [Theory of Knowledge \(TOK\)](#) course plays a central role in the Diploma Programme by providing students with an opportunity to reflect on the nature, scope, and limitations of knowledge, as well as the process of knowing. Rather than focusing on the acquisition of new knowledge, TOK encourages students to reflect on and place into perspective what they already know.

TOK also serves as a unifying element of the Diploma Programme by helping students make connections across academic disciplines. It engages students in explicit reflection on how knowledge is developed in different disciplines and areas of knowledge, what these areas have in common, and how they differ.

On the Graded transcript, this course appears as Theory of Knowledge I and Theory of Knowledge II.

The aims of the TOK course are to:

- Encourage students to reflect on the central question, “*How do we know that?*”, and to recognize the value of asking it.
- Expose students to ambiguity, uncertainty, and questions with multiple plausible answers.
- Equip students to navigate and make sense of the world effectively, preparing them to encounter novel and complex situations.
- Encourage students to become more aware of their own perspectives and to reflect critically on their beliefs and assumptions.
- Engage students with multiple perspectives, foster open-mindedness, and develop intercultural understanding.
- Encourage students to make connections among academic disciplines by exploring underlying concepts and identifying similarities and differences in the methods of inquiry used across areas of knowledge.
- Prompt students to consider the importance of values, responsibilities, and ethical considerations related to the production, acquisition, application, and communication of knowledge.

Source: IB Subject Brief: Theory of Knowledge (2020).

Creativity, Activity, and Service

Another essential component of the IB Diploma Programme (IBDP) is [Creativity, Activity, and Service \(CAS\)](#). To fulfill this requirement, students must participate in creative pursuits, physical

activities, expeditions, local or international initiatives, community or service-learning projects, or other experiences outside the classroom that meet IB CAS requirements.

Participation in CAS helps students develop a greater awareness of community needs while applying what they have learned in the classroom to meaningful real-world contexts. It also fosters confidence in their ability to make a positive impact. CAS experiences should produce tangible outcomes and provide meaningful benefits to both the student and the broader community. The holistic development fostered through CAS prepares students for purposeful and fulfilling lives beyond school.

Fees for IB courses

Parents are responsible for all IB registration and examination fees, which are subject to change.

For reference, the fees for the May 2024 examination session were US\$140 per subject. For example, a full IB Diploma candidate taking six subjects paid US\$840 in examination fees. Fees are payable in November preceding the May examination session. For current fee information, please contact the IB Coordinator.

Families are also responsible for any additional IB fees resulting from late registration, changes to course levels, or changes in IB status after November 15 of Grade 12. Optional services, such as the legalization of IB results and requests for examination re-marks, also incur additional fees.

Credit and Examinations

Credit for IB courses is based on both internal coursework and external examinations administered by the International Baccalaureate. Students complete all IB coursework during the final two years of high school, and all course requirements must be successfully completed to earn credit.

The IB Diploma is awarded to students who earn a total score between 24 and 45 points across the six IB subjects, including any core points awarded for Theory of Knowledge (TOK) and the Extended Essay (EE), and who successfully complete all other Diploma Programme requirements, including CAS, TOK, and the Extended Essay.

Unless otherwise approved by the school, students enrolled in IB courses are expected to sit for the corresponding IB examinations. Only under exceptional circumstances may a student complete an IB course without taking the associated examination.

Students are responsible for verifying with the IB Coordinator that they are registered for the correct examinations at the appropriate levels. The registration deadline is November 15 of each school year for examinations administered the following May.

IB Bilingual Diploma

Students who complete two Group 1 Language courses, in addition to all other IB Diploma Programme requirements, will be awarded the IB Bilingual Diploma.

Descriptions of all courses can be found in the [High School Course Catalog](#).

Student Support Services

Student Support Services at Graded are designed to meet students' diverse learning needs by fostering their social-emotional growth, supporting academic development, and promoting English language acquisition, ensuring every learner can thrive in our inclusive community. Student Support Services—which includes SEL Counseling, ELL, Intervention, and OLS—works collaboratively with teachers, families, and leadership to ensure that all students are provided with the tools, strategies, and services necessary for success.

Graded uses a Multi-Tiered System of Supports (MTSS) framework to organize student support across three tiers of support.

Tier 1: Universal Supports

- All students benefit from high-quality, inclusive classroom instruction. Teachers implement strategies and collaborate with specialists to ensure access to core instruction.

Tier 2: Targeted Supports

- Students who require additional help may receive targeted support through small group interventions or short-term pull-out sessions led by our interventionists.

Tier 3: Intensive Supports

- Students with more complex or ongoing needs receive intensive support coordinated by a Graded Specialist.

Optimal Learning Services

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

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

For more details, please refer to the [Guide to OLS](#) on the Graded website.

Counseling Program

The counseling program at Graded aims to support students' academic and social-emotional development. The Social-Emotional Learning (SEL) counseling team is part of a broader Student Support Services team, which includes Optimal Learning Services (OLS) specialists, English

Language Learning (ELL) specialists, and intervention specialists. This multidisciplinary structure ensures that all students receive the necessary support tailored to their unique needs. It reflects Graded's commitment to holistic development and continuity of care throughout a student's time at Graded.

For more details, please refer to the [Guide to SEL Counseling at Graded](#) on the Graded website.

English Language Learner (ELL) Program

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

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

Students receive support through in-class support and/or an English for Academic Purposes (EAP) class. In-class support means the ELL teacher will collaborate with the subject area teacher to ensure instruction is accessible to the language learners in their classes. The ELL teacher may co-teach with the subject teacher in a whole-group or small-group setting, or provide individualized support to help the student work towards their language goals in alignment with the content of the classroom.

Additional (Out-of-class) Support

If a student has questions or difficulties with a subject, after-school help from the teacher is available upon request. In a few cases, students may need reinforcement in certain areas beyond what can be covered in class or in after-school help sessions.

Tutoring

Divisional administration, teachers, and counselors may recommend to parents that a student receive tutorial assistance outside of school hours. However, providing such tutorial assistance is the responsibility of the parents. Faculty and staff may tutor students outside of school hours, provided certain conditions are met. First, faculty, including teaching assistants, may not tutor students currently taught and/or enrolled in their classes. Secondly, no Graded employee may provide tutoring services on the Graded campus. Finally, no tutoring can take place during working hours. In isolated cases, non-Graded tutors may tutor on campus with permission. They must complete the required form and receive approval from the divisional principal. Please complete the official [tutoring form](#) before the start of on-campus tutoring.

Scheduling

Block Schedule

The high school uses a block schedule that follows an eight-day rotation—Day A through H. When students are not scheduled for classes, they are expected to be working in the library, meeting with teachers, or collaborating with peers.

During the second semester of each school year, students will work closely with counselors and, in consultation with their parents and teachers, select the courses for the following school year. Careful consideration must be given to students' interests, future educational and career goals, and previous and current course performance when selecting an appropriate course of study. Courses should not be chosen based on which classes friends are taking or which teacher a student believes will teach a class. Schedules will not be changed for either of these reasons. Schedule changes will occur only when there are course conflicts or when a student is incorrectly placed in a course.

School Calendar

The school calendar is updated yearly and can be found on our [school website](#).

National Holidays

Curricular activities are not normally scheduled on Brazilian national holidays.

High School Trips (Classroom Without Walls)

Every year, high school students in grades 9-11 travel on Classroom Without Walls (CWW) trips to various parts of Brazil to enhance their education. All students are expected to travel on their respective trips. CWW trip itineraries and travel arrangements are reviewed by security experts in addition to the scrutiny and analysis provided by the school. Students who do not participate in field trips and CWW are considered absent unexcused from school.

High School Assessment for Learning Policy

Graded's Assessment Purpose and Philosophy

Assessment at Graded is an essential part of the learning process. It serves to promote growth, guide instruction, and celebrate student 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 and belonging, ensuring every student feels seen, valued, and supported in their growth journey.

Graded's Assessment Principles

1. Aligned

Assessments are aligned to clearly articulated standards, learning goals, and Graded's Learning Principles, ensuring coherence across a grade level and subject areas.

2. Authentic

Assessment is designed to be relevant, allowing students to apply learning in real-world and novel contexts to support transfer of learning.

3. Ongoing

Assessment is an ongoing process that relies on a body of varied evidence collected over time, rather than isolated events. Students are given multiple opportunities to demonstrate growth.

4. Growth-Oriented

Assessment includes timely, actionable feedback and opportunities for reflection. Students and teachers use feedback to set goals, revise work, and guide next steps in the learning journey.

5. Student-Centered

Assessment incorporates equitable opportunities for every learner, actively engaging students in the process.

High School Assessment Practices and Policies

Assessment Principles:

1 = Aligned; 2 = Authentic; 3 = Ongoing; 4 = Growth-Oriented; 5 = Student-Centered

Planning and Design
Essential Practices
Align assessment to learning goals and success criteria¹ - Design assessments that are clearly aligned to standards, learning goals, and success criteria.¹ - Use backward design principles to align assessments to standards.¹ - Articulate learning targets and success criteria in student-friendly language.⁵ - Align assessment structure to the type of learning being assessed.^{1,2} - Plan and calibrate expectations across shared classes by aligning assessments to the same set of standards.¹
Plan for multiple opportunities and varied types of evidence of learning³ - Design assessments as a system that builds a body of evidence over time.³ - Assess prior knowledge and experience as an ongoing part of the learning and assessment process (PKE).^{4,5} - Sequence assessment progressions from surface to deep understanding.¹ - Prioritize consideration of later evidence over earlier evidence when assessing the same learning target.^{3,4}
Design assessments that promote authentic transfer² - Design assessments that require reasoning, justification, and conceptual organization of learning.² - Design assessments that require application of learning in novel contexts.²
Embed structures for feedback, reflection, and growth⁴ - Design assessments to include intentional opportunities for feedback, reflection, and revision where appropriate.⁴ - Provide clear success criteria to students in advance of assessment.^{4,5}
Design for student agency, voice, and relevance⁵ Design assessments that engage all learners and provide equitable access.⁵
Policies
- Evidence of learning (EoL) is the collected body of assessments demonstrating a student's knowledge, skills, or understanding aligned to defined learning goals. All collected evidence is considered in determining a student's course grade. - Assessment is aligned to unit standards/outcomes expressed as learning targets and success criteria. - Over the course of a grading period, assessments are evaluated using a variety of tools, including rubrics, comments, checklists, and/or 1-7 grades.

Implementation
Essential Practices
Collect ongoing, varied evidence of learning³ ● Gather a continuous body of evidence using multiple methods.³ ● Collect evidence frequently using both low-stakes and extended assessments.⁴
Ensure consistency, fairness, and alignment in assessment practices¹ ● Implement assessments consistently and equitably across classes of the same course.¹
Provide inclusive and flexible pathways for demonstrating learning⁵ ● Ensure all students can meaningfully engage with and demonstrate learning.⁵ ● Implement accommodations and modifications according to individual learning plans.⁵
Activate student agency and ownership in the assessment process^{4,5} ● Engage students as active participants in demonstrating and monitoring their learning.⁵ ● Explicitly teach students how to use rubrics, exemplars, and success criteria to guide their work.⁵
Ensure ethical and valid evidence of learning^{1,2,3} ● Ensure assessment evidence reflects students' own learning and adheres to academic integrity expectations.^{1,2} ● Provide subsequent opportunities to demonstrate learning using new or varied approaches where appropriate, rather than replicating the original assessment task.³
Policies
● Teachers may vary in the number and types of assessments used to support learning; however, all students should engage in similar assessment experiences, tied to the same standards, while allowing for flexibility in the instructional pathway. ● Teachers create opportunities for student choice and agency regarding types of evidence. ● Assessments addressing multiple learning targets should be communicated to students at least two weeks in advance and assigned a due date on Toddle. ● Grade 9 and 10 students will not be required to complete more than two lengthy in-class timed assessments in a single school day. If a conflict arises, students are expected to communicate with their teachers in advance, as soon as they are aware of the conflict, to coordinate an adjusted assessment schedule. Assessments shared with students on Toddle first will have priority over assessments shared later. ● When submitting assessments, the version available to the teacher at the deadline will be treated as the student's final submission. ● Students are expected to submit work by established deadlines with reasonable extensions, determined by the teacher, given for excused absences in line with our attendance policy.

Feedback and Reflection
Essential Practices
Provide feedback that advances learning^{1,4,5} • Provide feedback that is aligned with the success criteria.¹ • Provide feedback on progress and process.⁴ • Deliver feedback that is clear, specific, actionable, and timely.^{4,5} • Deliver feedback in time for students to be able to act on it.^{4,5}
Establish ongoing cycles of feedback, revision, and improvement^{2,3,4,5} • Provide specific, clear, and actionable feedback, which may take the form of verbal or written comments, rubrics, checklists, etc.^{4,5} • Embed continuous cycles of feedback and revision as a norm.^{3,4} • Provide feedback that specifies clear next steps for students to improve understanding and demonstrate continued learning.^{4,5} • Include feedback from multiple sources, including teacher, peers, and external audiences, where possible.²
Develop student capacity for self-assessment and reflection^{4,5} • Support students in understanding and evaluating their own learning.^{4,5} • Guide students in creating and using portfolios to monitor and reflect on progress.^{3,4,5}
Promote goal-setting and ownership of growth^{4,5} • Engage students in setting and monitoring goals based on feedback.^{4,5}
Use feedback and data to inform and adjust teaching and learning⁴ • Use assessment evidence to adjust instruction and support all learners.^{3,4,5}
Policies
• Students will maintain an evidence of learning portfolio to collect and demonstrate evidence to support progress toward mastery, academic achievement, and growth. Teachers will provide guidance and establish expectations for submission and review. • Teachers will provide regular feedback on the Evidence of Learning Portfolio. • Assessments are returned no later than 10 school days after submission. In limited and clearly defined circumstances where the nature of the task requires additional time for meaningful feedback, a teacher may extend this timeline after consultation with administration. Such extensions must be communicated in advance of submission, include a specific return date, and should not represent the routine practice in the course. The majority of assessments are expected to be returned within the 10-day timeframe.

Reporting and Documenting	
Essential Practices	
Base judgments on a body of evidence^{1,3,4}	Determine achievement using sufficient, valid, and consistent standards-referenced evidence over time.^{1,3,4}
Prioritize the most consistent, significant, and recent evidence of learning⁴	Ensure reporting reflects current levels of understanding.⁴
Use professional judgment and standards to determine achievement¹	Ensure consistency and fairness through shared success criteria and moderation.¹
Report both achievement and growth⁴	Communicate mastery of course targets and progress over time.⁴
Engage students in documenting and communicating learning⁵	Involve students in curating and reflecting on their evidence of learning, including through the use of portfolios.⁵
Communicate learning clearly and transparently⁵	Ensure reporting systems clearly communicate student learning to stakeholders.⁵
Policies	
- Grades are based on professional judgment, looking at a body of evidence over time. - Teachers determine a student's level of achievement relative to learning targets through professional judgment, considering the body of evidence with priority given to the most consistent, then significant, and finally recent demonstrations of learning. - A wide body of evidence is used to assess student learning. This requires frequent and ongoing collection of evidence. At a minimum, evidence will be collected and reported on 3 times per quarter. - Grades are not calculated using weighted averages of evidence. - When reporting on assessment, a 1–7 grade scale is used when a grade is numeric. - An assignment that is not submitted by the due date should be recorded as missing on Toddle. - Quarter and semester grades are assigned on a 1–7 grade scale. Exceptions are made for certain IB courses, including Theory of Knowledge and Extended Essay. - Teachers use Toddle to communicate student achievement on collected evidence of learning. - Teachers will maintain lines of communication with parents of students who are struggling academically or have missed assessments. Email communications or Toddle messages are the primary means of communication.	

Assessment Makeups

Students who miss an assessment due to an excused absence are expected to complete a makeup assessment.

Makeup Assessment Schedule

- Teachers may choose to organize a makeup assessment individually or schedule the assessment during the school's centralized makeup session.
- Centralized makeup sessions take place on Fridays after school at 3:35 pm in Room B01 and are supervised by the Associate Principal.
- Students will be notified of their scheduled makeup session in advance.

Eligibility

- Makeup assessments are available only for students with an approved or excused absence.
- Makeup assessments are not reassessments or opportunities to improve a grade after completing the original assessment.

Student Responsibilities

Students are expected to:

- Attend their scheduled makeup session on time.
- Bring any required materials.
- Follow all assessment conditions and academic integrity expectations.

Makeup Timeline

- Makeup assessments should normally be completed within seven school days of the original assessment date.
- Students are provided one makeup opportunity per missed assessment.

Failure to Attend

- If a student does not attend their scheduled makeup session without a valid reason, the assessment may be recorded as Missing/NE (No Evidence).
- Additional makeup opportunities will not be provided.

Special Assessment Conditions

Students with approved accommodations or assessments requiring special conditions will be supported through arrangements made by the class teacher.

Recognizing Excellence

Graded does not average grades or rank its students. Academic achievement in high school is recognized throughout the year and at an award assembly at the end of each year. The following are some of the awards issued:

Eagle Award for Academic Excellence - Grades 9-12

The Eagle Award is a recognition of academic excellence awarded to any student who has earned a final grade of Mastery or above (6-7) in all classes to conclude their high school career. Students who receive this award across multiple years, from grades 9-12, will be recognized during the Senior Awards assembly. All recipients will receive certificates, while two-, three-, and four-year award winners will wear a golden cord during graduation as recognition of their academic achievement.

David Tully Award - Grade 12

This award is given in honor of the late Mr. David Tully, a former Graded superintendent and lifelong sports and fitness enthusiast. It recognizes a senior athlete who most embodies the ideals of teamwork, effort, and sportsmanship.

Superintendent's Award - Grade 12

This award recognizes a well-rounded senior who exemplifies active engagement in school life. The recipient demonstrates a broad range of interests and makes meaningful contributions across academic, extracurricular, and community activities. While not necessarily the top academic performer, this student consistently strives for personal excellence and growth, showing determination and integrity in their efforts. Above all, the awardee is distinguished by their character, demonstrating empathy, generosity, and a genuine openness in their interactions with others.

Award for International Understanding - Grade 12

This award is given to a student who is a good representative of their own country, with a positive attitude toward the life and culture of others, who can converse in at least two languages, and who is a contributing force in the life of the school.

PTA Goodwill Scholarship Award - Grade 12

The PTA Goodwill Scholarship Award was established to support and honor the dedication of Graded students to community service work. The PTA will award R\$5,000 to the charity of the recipient's choice.

Rob Neeleman Humanitarian Award - Grade 12

The Rob Neeleman Humanitarian Award was established by a group of teachers in 1996 after Rob's tragic death. This award is meant to recognize an unsung hero of the senior class. It is given to someone compassionate, caring, creative, and loving. Students nominate individuals for this award, so the individual must be recognized by their peers to be considered. The recipient will receive R\$1,000 to be donated to their chosen charity or community service group.

Robert Bingham Triptych Award - Grade 12

The Robert Bingham Triptych Award, named in honor of the beloved Graded High School IB English teacher and Debate Advisor, recognizes a student whose passions paralleled his dedication to three areas—humanities, arts, and athletics—and whose engagement in those areas has strengthened not only their own skills, but the communities, teams, and classrooms of which they are a part.

George Washington University Alumni Association Book Award - Grade 11

The George Washington University Alumni Association Book Award recognizes high school juniors who embody drive and spirit, academic excellence, leadership outside of the classroom, diversity of thought, and the ability to put knowledge into action.

Graded Spirit Award (Grades 9-11)

This award recognizes a student who embodies the school's core values through their actions and attitude. The recipient consistently strives to reach their full potential and encourages others to do the same. Known for their positive influence, they inspire those around them to excel. A well-rounded individual, the awardee actively participates in and contributes to a variety of school activities, demonstrating a broad range of interests and a deep commitment to the school community.

Senior Recognition

At the **Senior Awards** assembly, seniors who have completed all requirements for the Graded high school diploma will wear a Graded stole identified with the year of their graduation. Seniors who have earned a final grade of Mastery or above (6-7) in all their classes for the final two, three, or four years of high school will receive the **Eagle Award for Academic Excellence** and be recognized by a gold cord worn over their graduation gown.

Seniors who have completed the International Baccalaureate Diploma Program will be recognized by an IB pin on their stole. Those who have completed the requirements for the Brazilian Ensino Médio program will be recognized with a pin of the Brazilian and American flags.

Speakers at the graduation ceremony will be selected by the following criteria:

- Speaker One: a senior selected by the senior class student body (highest vote).
- Speaker Two: a senior selected by the High School Faculty Awards Committee, who has:
 - Expressed an interest in speaking
 - Completed the application
 - Passed committee review interviews
- Speaker Three: a faculty member selected by the senior class (highest vote).

Attendance

At Graded, we believe that consistent attendance is essential for student learning, well-being, and meaningful participation in our community. Daily engagement in class enables students to build understanding, collaborate with peers, and reach their full potential.

Students and families are expected to:

- Prioritize daily attendance
- Provide documentation promptly
- Avoid scheduling travel or activities during school time
- Communicate proactively with the school
- Support the student's consistent participation and engagement in learning

Graded, in turn, commits to supporting students and families as they negotiate the often competing demands on family time and ensure students are well-supported in achieving their academic goals.

Maintaining strong attendance is essential not only for individual success but also for the continuity of the wider learning community.

Legal Attendance Requirement

In accordance with Brazilian Federal Law (Lei de Diretrizes e Bases da Educação Nacional – LDB), students must attend at least 75% of total annual instructional hours to be eligible for promotion to the next grade.

Attendance is recorded by subject and monitored across all courses. Promotion decisions are based on meeting the minimum legal attendance requirement across the student's instructional program, combined with the student's academic performance. This requirement is mandatory and applies to all students.

Types of Absences

All absences fall into one of two categories:

Excused Absences

Absences supported by valid documentation, such as:

- Medical certificates
- Religious observances
- Legal or government obligations
- Family bereavement
- Other situations approved by the school administration

Unexcused Absences

Absences without valid documentation, including:

- Travel or extended vacations
- Personal convenience
- Failure to follow attendance procedures

All absences are considered unexcused unless appropriate documentation is provided.

- Documentation for absences should be submitted within 48 hours of the student's return to school.
- The school reserves the right to determine the validity and relevance of submitted documentation.
- Valid documentation refers to an *atestado* from a medical professional or an official document for a visa/embassy/government office appointment that is outside individual control.
- Documentation may not be from a family member or from a clinic, hospital, or government office that a direct or extended family member owns or is employed at.

If a student is absent from school for unexcused reasons for any part of the school day:

- The student will not be allowed to participate in after-school or evening school events on the day of the student's absence.
- Juniors and seniors will lose their late/early sign-in privileges.

Leaving school early or arriving late

Students may not enter campus after the end of the second block (**11:20 am**) without prior permission from the high school administration.

- To ensure the whereabouts of all students, parents/guardians are asked to complete the [Student Logistics](#) feature in PowerSchool by 8:30 am on the day their child is absent or will be arriving late to school.
- Students who feel sick and need to go home must have a note from the nurse confirming the illness before they are permitted to leave school.
- If a parent is asked to submit a PowerSchool pass by a student to leave school due to illness, it will not be approved without confirmation from the nurse's office.

Monitoring Attendance and School Intervention

Attendance is monitored throughout the school year across all classes and courses.

Patterns of absence in individual classes may trigger intervention and may impact a student's ability to successfully complete the course, even when overall attendance remains above the legal minimum requirement.

When attendance concerns arise, the school may implement interventions including:

- Parent or guardian communication
- Counselor or administrator meetings
- Attendance improvement plans
- Administrative review
- Limitations on extracurricular or graduation-related privileges

The purpose of these interventions is to support student engagement, well-being, and academic success before attendance concerns become severe.

Falling Below the Attendance Requirement

Unexcused Absences

Attendance compensation does not apply to unexcused absences.

When absences without the legal right to compensation exceed 25% of total instructional hours, the student cannot be promoted to the next grade level due to insufficient attendance, as required by law.

Consequences for Unexcused Absences

If a student is absent from school for unexcused reasons for any part of the school day:

- The student will not be allowed to participate in after-school or evening school events on the day of the student's absence.
- Juniors and seniors will lose their late/early sign-in privileges.
- If they cut class, students will face disciplinary consequences outlined below.

Exceptional Circumstances

In cases involving extended illness, medical treatment, or other exceptional circumstances, the school may implement individualized support plans or alternative arrangements. Such situations will be reviewed on a case-by-case basis by the school administration.

Cutting/Skipping class

Students are expected to attend all classes on their schedule, which includes community time events and scheduled detentions. If students do not attend their scheduled class and are on campus, the following steps will be taken:

- First skipped class will result in an individual warning given by the Assistant Principal and an email home to parents to record the incident
- The second skipped class will result in a detention
- The third skipped class will result in an in-school suspension

Grade 12 Attendance Expectations

Students in Grade 12 are expected to remain academically engaged and in good standing through the end of the academic year, including regular attendance and participation in coursework.

Significant or sustained patterns of absence may result in administrative intervention and may affect eligibility for:

- Graduation-related privileges
- Participation in school events and activities
- Final school reporting and/or communication with universities

Absences due to school-sponsored trips

For all absences associated with school trips, activities, or other travel, the [Student Planned Absence](#) form must be completed in advance. This form is the basis for student completion of the [Traveling Student Planning Document](#).

The form is to be completed at least 48 hours before departure. The associate principal and the director of athletics and activities will oversee the process in coordination with coaches, advisors, and teachers.

We realize that students are typically immersed in activities during these events and may have little time to complete homework. While we encourage students to complete the work prior to leaving for the trip, we understand that much of the work will be turned in afterward.

Students and teachers will both benefit from planned assessments that can be completed before the trip.

The HS Student Handbook outlines the timelines that are in place for those assessments that are completed upon returning from a school-related absence.

It is the student's responsibility to communicate directly with the teacher to define the revised due date. Not knowing the due date is not an acceptable excuse for extensions.

- If the plan below is not met by the student, the student can be asked to complete assessments in academic prep periods or after school until the assessments are completed. There is no guarantee that the student will be given class time to make up the assignments in question.
- When the form is filled out, please bring it to the high school administrative assistant, who will make copies and return a copy to the student.
- Students who do not complete and turn in the form may be prohibited from participating in the school activity or trip.

Assessment Due Date Guidelines

Original Due Date	New Due Date
Assigned on the day of departure and due on the first day back after the school-related absence	Within 2 days of returning to school
The first day that the student is absent due to a school-related absence	Within 2 days of returning to school
The second day that the student is absent due to a school-related absence.	Within 3 days of returning to school
The third day that the student is absent due to a school-related absence.	Within 4 days of returning to school

** The same pattern applies to longer absences due to school-related activities.*

Tardiness

Students are expected to be prepared and on time for classes. Tardiness is disrespectful to teachers and fellow students. "On time" means being physically present in the classroom and prepared to be an active member of the Graded learning community when class starts.

If students are tardy:

- To ensure the whereabouts of all students, parents/guardians are required to complete the [Student Logistics](#) feature in PowerSchool by 8:30 am on the day that their child is absent or if their child will be arriving late to school.
- If students are late to school (after 8:30 am but before 11:20), they must go straight to class, where they will be marked tardy by their teacher in PowerSchool. Students with an unexcused absence from the morning are not permitted on campus after lunch.
- Attendance is taken at the beginning of each block. Therefore, students who arrive late may be marked absent.

Consequences for Tardiness

Each school year, tardiness records will be reset to zero with no carry-over. If students are tardy, they will receive the following disciplinary consequences:

- If a student receives five tardies, they will be required to spend a Wednesday Flex in detention. This detention will result in their tardy count being reset to zero.
- If a student serves three detentions, they will be required to attend a meeting with the associate principal and their parent/guardian to sign a Tardy Improvement Plan. Juniors and Seniors who require a Tardy Improvement Plan will lose the privilege of leaving campus early for the same number of days as the number of tardies given since the beginning of the school year.
- If a student earns three additional tardies after signing a Tardy Improvement Plan, they will lose their eligibility to travel on any school trip outside of São Paulo.
- If a student earns five additional tardies after signing a Tardy Improvement Plan, they will be required to attend another parent meeting. This time, the Tardy Improvement Plan will be replaced by a Behavioral Improvement Plan, which will result in more serious consequences for subsequent tardies.
- If a student is present in school, is given a personal reminder, and still chooses not to attend Wednesday detention, they will receive the following consequences:
 - An alternative detention time on Friday from 3:35-5:00 pm.
 - An email home to parents, as this will be considered a skipped class.
 - The handbook consequences for a skipped class.

Juniors and Seniors who are planning to arrive late should make sure they arrive in time to complete their detention or attend Community Time activities, or the consequences listed above will be applied.

Early Departures and Gate Passes

Students who need to depart early for urgent family matters or medical appointments (or use a method other than their normal mode of transportation) must obtain a departure gate pass from the High School Office before leaving class or the campus. Students who leave campus early are not permitted to return to campus until after 6:00 pm. Authorized parents and guardians with a password to log in to the PowerSchool system can notify the school of changes in attendance or changes to the mode of transportation. **No gate passes or changes to transportation will be authorized without parental permission given through PowerSchool.**

The [Student Logistics](#) feature in PowerSchool allows parents to:

- Request a **gate pass**, which authorizes a student to arrive late or leave early.
- Report a single or multi-day **absence**.

- Request a **change in transportation** for a student.

All high school students are able to leave school by any means when they have completed and returned the [Leave Campus Form](#). Without this form, signed by parents or guardians, the student will require parental permission via PowerSchool whenever they wish to leave the school grounds by a different means (e.g., by foot when the normal transportation method is by taxi).

All gate pass requests must be submitted to the High School Office by 10:30 am. Parents or guardians requesting passes after 10:30 am may not have the pass granted in a timely manner. In such cases, students may be required to wait until an appropriate time is available to address the request. Gate passes for medical appointments require a follow-up letter or note from a medical professional. Parents may be called to verify a gate pass request in some situations.

Communication of Absences and Tardiness

Parents/guardians of students who have accrued many absences or tardies will be emailed to notify them of the infraction level and school concerns.

Extended Absences

In extreme circumstances, when a family must take a student away from school for an extended period, prior notice (equal to the anticipated time away) must be given to the High School Office and the student's advisor and teachers. Any absence that is not due to medical circumstances will be considered unexcused. Parents are requested to use the [Student Logistics](#) feature in PowerSchool to communicate the expected extended absence.

In most circumstances, for excused extended absences, an effort will be made to provide students with work that might be accomplished outside of school. Lengthy absences (more than one week, excluding absences due to school-sponsored activities) should be reported to the counselor and associate principal. They will help the student work out a make-up plan that is fair to the student and teachers.

The school cannot take responsibility for diminished achievement resulting from a student's absence. Teachers and administrators are unanimous in recommending that, whenever possible, trips and home leave be planned to coincide with school holidays.

Co-curricular Program

Upper School Activities and Trips: Participation and Eligibility

Participation

- Participation in co-curricular opportunities and trips at Graded is a privilege earned by maintaining good conduct, behavior, and attendance.
- Students intending to attend overnight school trips must have a grade of **3** or higher in every subject. The student must complete **all due work** according to the director of athletics and activities' time frame. Students with grades of 1 or 2, or overdue classwork, may not be eligible to participate in the activity.
- Unless prior arrangements have been made with the high school administration, a student *must be in attendance at school for the full day* to participate in a co-curricular event on

the same day.

- Participation will be extended only to those who meet the standards of eligibility established by Graded and the host organization (e.g., AASSA, MUN). All students have the right to participate. The school, however, is not required to allow student participation as outlined in the Student Conduct and Behavior During Trips and Attendance categories below.

Student Conduct and Behavior During Trips

- Participants are expected to conduct themselves appropriately and respectfully.
- All school and team rules must be adhered to. This is in addition to the code of conduct from the governing organizations (e.g., AASB, SAAC, ISTA, and AMIS).
- Behavior and conduct that reflect poorly on the school may constitute grounds for suspension or dismissal from the team or school, depending on the gravity of the offense.

Attendance

- Student attendance at practices and events is mandatory unless they are ill or cannot attend due to family circumstances. The student must inform the coach or sponsor before the practice or event is missed.
- Poor attendance in the activity or sport may jeopardize the student's placement in the activity, team, or group.
- Participants are expected to attend all classes on days of games, activities, events, and practice sessions.
- Participants are expected to attend all community events during the school year, such as CWW, Peer Group Connection (PGC), and the grade 9 retreat.
- Students who return to São Paulo from a school-sponsored trip before midnight on a school day are expected to attend school the next day. If the student returns between 12:00 am and 3:00 am on a school day, they are excused from the first two periods of the next day of school. Students are not expected to attend school the next day if they return from a school-sponsored trip after 3:00 am on a school day.

Overnight Trips

Graded aims to support all students selected to participate in overnight trips. Those who are scheduled to go on a trip but are experiencing academic, attendance, or behavioral issues may go through a process to support their eligibility. Students intent on attending overnight school trips must have a grade of 3 or higher in all subjects. Final decisions about eligibility will be made by the school administration.

Graded aims to inform students and parents as soon as possible if there are any eligibility concerns. This communication will be made at least three days before departure for domestic trips.

Students who are going on an overnight trip are responsible for completing the [Planned Absence Form](#) and submitting it to the HS office 48 hours prior to departure.

Students are responsible for all work missed during an overnight trip. They should check Toddle for daily assignments in addition to completing the Planned Absence Form. Work missed due to trips is due upon the student's return or a previously agreed-upon date with the teacher.

Multiple Co-curricular Events

At the discretion of HS administration, a student is limited to 10 school days per semester to participate in co-curricular multiple-day on and off-campus events. These days include non-active participation (e.g., student ambassador) in events hosted on the Graded campus.

Within the allocated 10 days, there can be no more than six consecutive days of absence. All requests to participate in events that would exceed 10 days or six consecutive days need to be communicated in writing to the associate principal at least two months before the relevant event. The high school administration will make all final decisions about this type of request.

With the approval of the HS administration, there is no limit to the number of multi-day trips or events in which a student may participate. This is true as long as the student remains in good academic and behavioral standing and has no attendance problems.

Athletics Program

Please see the [Athletics and Activities Handbook](#) or contact the director of athletics and activities for additional information, schedules, and specific Athletics Department policies, rules, and expectations regarding student participation in the sports program.

Activities Program

The Graded Activities Program offers its students the opportunity to participate in many activities that complement, but are not part of, the regular curriculum. Through the program, students can pursue an area of personal interest in a collaborative setting while building intercultural competence and becoming engaged, ethical citizens. We believe that:

- Activities are an integral part of Graded's overall curricular program.
- Every student should have the opportunity to become involved to some extent.
- Sponsors and students should, at all levels, develop and exhibit accepted attitudes of cooperation, citizenship, good sportsmanship, and dedication.

The program is intentionally divided into a framework that includes academics, leadership, the arts, athletics, and service. Students may sign up for activities throughout the year, but are encouraged to do so during the Activities Fair during Flex/Community Time early in the semester.

Activities offered may vary from semester to semester. Please consult the Graded High School Athletics and Activities Handbook for the most current list and for specifics such as times, location, requirements, and the best ways to join.

Community Service

Students can engage in many community service activities throughout the year. They may sponsor special programs for underserved communities, raise awareness and funds for the environment, and help our local Graded community. Community service initiatives are pre-approved by the director of athletics and activities.

Activities to raise money for community service and class projects must be approved one week in advance by the director of athletics and activities. Students may not sell products for personal gain on school grounds.

High School Clubs & Activities Social Media

Most clubs should not create or manage their own social media accounts. Instead, they are expected to submit content for promotion through existing designated school channels.

In exceptional circumstances, a high school club or activity may apply for approval to create and maintain a social media account if it demonstrates a clear need aligned with its mission, submits and follows a robust social media plan, has an actively involved faculty advisor, and is registered with an email address managed by the Communications Office.

All Graded-affiliated student-run accounts must follow the Graded Clubs and Activities Social Media Guidelines. For more information, please refer to the Graded Clubs and Activities Guidelines.

For more information about our After-School Activities, visit

www.graded.br/academics/high-school/activities.

For information about Athletics, visit www.graded.br/life-at-graded/athletics.

Citizenship, Community, and Conduct

Student Code of Conduct

Every community develops a unique set of commitments that reflects its beliefs and outlines its members' expectations. These are Graded's core values. Respect and consideration are both critical components in making our school a great place.

- **Students are expected to be respectful to all members of the Graded community.**
 - Be kind, honest, and respectful.
 - Use appropriate language. Do not use hurtful words that might offend others.
 - Show respect for all people and their cultures.
 - Arrive at all classes, meetings, and assemblies before the start times.
 - Respect and be responsible for your own, the school's, and other people's property.
 - Demonstrate good sportsmanship on and off the court or field.
- **Students are expected to leave distractions to learning at home.**
 - Do not use cell phones during school hours without explicit teacher permission.
 - Do not bring large sums of money or other valuables to school (except learning tools such as laptops and calculators). The school is not responsible for your valuables.
- **Students are expected to self-regulate.**
 - If somebody else does something that bothers you, please do not be tempted to retaliate. Instead, reach out to a trusted adult.
 - Be mindful of how you say things that may offend others.
 - Please keep in mind the K-12 nature of our campus when displaying affection.
 - Wear clothing that is appropriate for an educational institution.
 - Sporting equipment, including skateboards, is intended for field and court use—never for use in the hallways or classroom areas.

- **Students are expected to maintain a safe, calm, and clean school environment.**
 - Please refrain from pushing, shoving, or engaging in horseplay.
 - Facilities are shared during breaks, lunch, and recess. Please be mindful of other classes and groups.
 - Please help the Cafeteria function smoothly by cleaning your table, pushing in your chair, and taking dishes and cutlery to the appropriate areas.
 - If a teacher on duty is unhappy with the state of the dining space, you will be expected to rectify it, regardless of your personal contribution to the mess.
 - Please recycle or dispose of trash in appropriate containers.

Graded inspires, challenges, and promotes a successful mindset in every student by providing:

- **An outstanding education** that is engaging, rigorous, and involves students in important differentiated learning activities. Students are encouraged to participate actively in their own learning and take intellectual risks to broaden their minds. Students will have the opportunity to exhibit growth in personal responsibility, learning habits, social relationships, and character development. Mistakes will be made, but these are great growth opportunities.
- **An environment where students feel cared for and valued.** Counselors, advisors, and teachers are the primary adult advocates. Students are encouraged to reach out to them.
- **An environment that celebrates multiple perspectives,** where each community member can learn from others' differences.
- **An environment where students are free from bullying,** labeling, harassment, and hurtful behavior.

Parent Code of Conduct

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

As a Graded parent, I commit to:

- Building positive relationships with teachers, other parents, and my children's friends.
- Recognizing that children's education is the joint responsibility of the parents and the Graded community.
- Supporting the respectful ethos of the school by setting a good example in my own speech and behavior towards all members of the Graded community.
- Working together with teachers for the benefit of children, including approaching the school to resolve any issues of concern, and discussing and clarifying specific events to bring about a positive solution.
- Following Graded's protocol on resolving issues, which includes first consulting with the teacher, then the principal, and finally the superintendent if the matter remains unsolved.
- Reinforcing and supporting the school's **Student Code of Conduct**.
- Not engaging in disruptive behavior that interferes with the operation of a classroom, an office area, or any other part of the school grounds.
- Not using any form of communication, including email, phone, or social network messaging, in an abusive, threatening, malicious, or inflammatory manner regarding any member of the Graded community.

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

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

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

- Construir relacionamentos positivos com professores, outros pais e amigos de meus filhos;
- Reconhecer que a educação das crianças é uma responsabilidade conjunta dos pais e da comunidade da Escola Graduada;
- Apoiar o *ethos* da escola, dando um bom exemplo por minhas palavras e ações, em relação a todos os membros da comunidade Graduada;
- Trabalhar juntamente com os professores, em prol das crianças, inclusive procurando a escola para resolver qualquer preocupação e para discutir e esclarecer determinados acontecimentos, a fim de encontrar uma solução positiva;
- Seguir o protocolo da escola para resolver problemas: falar com o professor primeiro; se não for resolvido, falar com o diretor do segmento; caso ainda não tenha tido solução, procurar o superintendente;
- Reforçar e apoiar o **código de conduta** da escola para os alunos;
- Não me envolver em comportamentos disruptivos que interfiram em alguma sala de aula, ou qualquer outra área de funcionamento da escola;
- Não utilizar nenhuma forma de comunicação em tom abusivo, ameaçador, malicioso ou inflamado, incluindo mensagens por email, telefone ou rede social, em relação a qualquer membro da comunidade Graduada.

The school expects parents to support its behavioral expectations and to direct any questions regarding an action taken by the school staff to the particular staff member involved or the principal without delay.

Graded Citizenship & Conduct

We believe that realizing Graded's mission and core values is a continuous, developmental process and that mistakes and lapses in judgment are learning opportunities. Our community works to instill Graded's shared core values through open dialogue, teaching, mentoring, and counseling. The ultimate goal for all Graded students is to develop appropriate, autonomous, and self-correcting behavior. All Graded disciplinary procedures are derived from these beliefs.

Students at Graded are expected to conduct themselves, both on and off-campus, in a manner that reflects well on themselves, the school, their families, and their communities. They should maintain standards of conduct that model the school's mission statement and core values. The principal and/or associate principal reserves the right to take appropriate disciplinary action in the case of a violation of these standards. Any incident that happens outside of school but still affects the learning environment at school will be handled as a disciplinary incident.

High School Community Norms

Our High School Community Norms were developed in partnership with students and faculty to reflect the values and behaviours that create a positive learning environment. As they are shaped

by our community, they represent shared commitments rather than a list of rules. They provide a common language for how we learn, work, and interact with one another, while encouraging reflection, accountability, and restorative responses when those norms are challenged. The norms are directly linked to Graded's Core Values and allow the high school as a community to understand how we can put these values into action in our everyday interactions.

- Be Kind & Inclusive
- Be Present & Engaged
- Be Persistent
- Be Honest
- Be Respectful & Responsible

Conduct Between Peers

Conduct between peers refers to behaviors occurring between students that exist on a spectrum, and understanding where a behavior falls on this spectrum is essential in determining an appropriate response. Harm between peers may involve differences in power, developmental stage, or intent, and each case should be considered individually based on context. The following categories represent the types of harm between peers as defined by the school's framework:

- **Social Behavior:** This ranges from simple misunderstandings and single incidents to repeated harmful behaviors, coercion, and violence.
- **Physical Behavior:** This category covers a spectrum of physical contact, ranging from accidental contact during play to intentional acts that cause injury.
- **Verbal Behavior:** This includes a progression of behavior starting from the use of inappropriate language through to threatening or psychologically harmful communication.
- **Discriminatory behavior and/or Identity-Based harm:** This includes any actions or language that specifically target a person's identity, culture, race, or beliefs, and includes racial or racist harm. These behaviors range from a lack of awareness or unintentional slights to intentional and harmful actions or language.
- **Online Behavior:** This includes digital behaviors such as harassment, coercion, threats, or the sharing of harmful and inappropriate content.
- **Sexual / Sexualised Behavior:** This spectrum includes developmentally expected and consensual behaviors as well as coercive, abusive, or violent sexual conduct.

Our Approach

- All behavior exists on a continuum and should be assessed accordingly
- Early identification is important to prevent escalation or repeated patterns
- Context, power dynamics, and developmental stage must be considered
- Each situation is reviewed on a case-by-case basis
- All concerns are handled sensitively, appropriately, and promptly
- Reporting and documentation procedures are followed, and outcomes align with both safeguarding and divisional expectations.

Bullying

Brazilian law establishes a framework to prevent and combat systematic bullying. In accordance with Brazilian law, systematic intimidation/Intimidação Sistemática (bullying) is categorized by three essential elements:

1. Persistence: The behavior follows a consistent pattern.

2. Intent: There is a deliberate objective to cause distress or harm.
3. Power Imbalance: The actions occur within a dynamic of unequal power. Power may be implicit (assumed) or explicit.

Brazilian law provides strong protections against bullying behavior to ensure a safe environment for all children. It is important for families to understand that certain actions, such as discriminatory or prejudice-based harm, racial or racist acts, online harassment, and any form of coercive sexual conduct, are taken very seriously by the legal system. In some cases, these behaviors go beyond school disciplinary matters and may require external legal involvement to ensure full protection and accountability. In accordance with Brazilian Law (Lei nº 13.185/2015), the school is committed to preventing bullying through education for teachers, students, and parents. Our approach prioritizes a rehabilitative and educational approach for all students involved to ensure a safe and supportive learning environment.

At Graded, we evaluate conduct between peers on a continuum of behavior, including inappropriate, problematic, and abusive and bullying behaviors. Response to behaviour will take into account documented student neurodivergent needs in the areas of social communication, social awareness and emotional regulation.

Inappropriate Behavior

Behaviors that may be developmentally typical but socially unexpected within the school environment. These actions may involve no intent to harm and be characterized by consensual, mutual, and reciprocal interactions.

Behaviors which are a single instance of behavior. There is no clear intent to harm and no overt elements of victimization. Interactions are generally consensual and reciprocal. The behavior occurs in a context that is unsuitable, poorly judged, or inappropriate.

These behaviors usually require clarification or teaching rather than disciplinary action. Often addressed through teaching, redirection, and a restorative conversation.

Examples may include:

- Misunderstandings of language, culture, or context.
- Using terms or language without realizing they carry underlying meanings or harmful connotations.
- Unexpected choices in social or online settings that lack malicious intent.
- Physical contact during play that leads to unexpected consequences.
- Online interactions that are developmentally typical but socially unexpected, while remaining mutual.
- Instances of pushing, pulling, or failing to respect personal space.
- Instances of inappropriate language or sharing digital content that is not particularly harmful.
- Instances of behavior targeting identity where there is no overt victimization.
- Possession and / or use of prohibited substances or objects
- Gambling or betting, regardless of whether or not it involves real money.

Problematic Behavior

Behaviour that is characterized by repeated or multiple instances of inappropriate behavior. The behavior is concerning, developmentally unusual, and socially unexpected. The behavior may stem from a lack of awareness or intent, the goal is not victimization. There is a lack of reciprocity or equal power, often involving an emerging power imbalance. Issues regarding consent may be unclear.

These behaviours require targeted support, monitoring, and possible intervention.

Examples may include:

- Multiple instances of inappropriate physical contact.
- Concerning communication patterns, such as repeated name-calling or threatening language
- May include repeated inappropriate actions targeting identity, culture, or race that remain harmful despite a potential lack of awareness.
- Ongoing social exclusion.
- Theft or damage of property (vandalism)
- Possession and / or use of prohibited substances or objects
- Gambling or betting, regardless of whether or not it involves real money.

Abusive and Bullying Behavior

This level is defined by a clear victimizing intent and a harmful outcome. It involves a distinct misuse of power, coercion, manipulation, or the use of force. The actions occur within a dynamic of unequal power where the victim is unable to defend themselves on equal terms, and informed consent is lacking or is not freely given.

Bullying behavior follows harmful actions of malintent, a power imbalance, and a repetitive pattern. Bullying Behaviour is addressed through divisional leadership coordination.

Abusive behaviour follows harmful actions of malintent, a power imbalance, and high intensity that can occur either as a single event or across multiple episodes. Abusive behaviours may require a coordinated safeguarding response and the immediate involvement of the Child Safeguarding Response Team.

Examples may include

- Physical Harm: Includes intrusive actions and the use of force that results in physical harm and injury.
- Psychological and Verbal Harm: Involves intentional harmful language, expressive verbal aggression, and threatening or psychologically harmful communication.
- Identity-Based Harm: Includes intentional racist language, derogatory terms used with understanding, and expressive aggression targeting identity, culture, or race.
- Digital and Online Harm: Includes sharing harmful, illegal, or violent content, as well as threats of violence.
- Sexual Behavior: Includes coercive or violent sexual behavior where there is a clear misuse of power and a victimizing intent.

Responses and Consequences for Behavioral Incidents

The school works to turn mistakes and lapses in good judgment into learning opportunities. Students who neglect their responsibilities or violate school rules will be subject to consequences. The severity of the violation and the student's discipline record will be considered when assigning consequences. Due to the various influences that affect the nature of disciplinary cases, it is difficult to codify offenses and consequences. If a student has violated a school rule within the classroom, the teacher will initiate procedures to correct the observed behavior.

The typical consequences are outlined below; however, the principal, associate principal, and IB coordinator reserve the right to assign alternate consequences when deemed appropriate.

Individual Conversation and Warning

Teachers and administrators will first have an individual conversation with a student. Individual teachers may assign appropriate consequences based on class or school rules. Conversations, if minor, are not recorded.

Detention

Students may be issued detention during school hours for behavioral infractions. Detention will be held during Community Time (usually on Wednesdays). Students and parents will be given notice via email up to 24 hours beforehand by the High School Office. Unless there is a valid reason that has been approved ahead of time by the associate principal, students will be expected to attend detention. Students are expected to work quietly during this staff-supervised, mandatory event. Parents and students will be notified of detention with at least one day's notice and asked to make appropriate transportation arrangements. Students who are unable to attend because of a medical appointment must bring a doctor's note (*atestado*) from that appointment the following day. Failure to do this will result in increasing consequences for the student.

Behavior Report

Students will receive a behavior report and an additional appropriate consequence for behavioral infractions. A behavior report is a letter/email home documenting the behavioral infraction to be acknowledged by the student and their parents or guardians. The behavior report is created by the associate principal in collaboration with the individual witnessing the infraction. In all cases, students are encouraged to advocate for themselves and discuss what happened with the teacher or administrator. Behavior reports are recorded in the student's file in PowerSchool and kept for the duration of the student's stay at Graded.

Behavior Improvement Plan

If a student fails to improve within an appropriate amount of time after a behavior report, the principal and/or associate principal will meet with the student and parents to go over a more formal list of behavioral expectations. Improvement plans are considered a final attempt to clarify the school's behavioral expectations and spell out the steps necessary to remain a member of the Graded school community. An improvement plan will also include whether a student can participate in school-sponsored activities, trips, and athletics during the term of the contract. A behavior improvement plan and consequences are non-negotiable and can include a final decision on whether the student should continue as a member of the Graded community.

Suspension

Suspensions may be in-school or out-of-school. During in-school suspension, the student spends

the entire day studying in school but is not allowed to attend classes or socialize during breaks and lunch. An out-of-school suspension is when the student is not allowed on campus for the term of the suspension. Both types of suspension are recorded as an excused absence by the HS Office. Students who are suspended are allowed to make up and receive credit for all the work missed during the suspension. The student will sit for any assessments during the suspension at the scheduled time. The assessments will be given in a location determined by the class teacher. It is the student's responsibility to speak with the teacher about a timeline for completing all missed work and how to speak to peers about what they missed. While teachers will be available for after-school help, they are not expected to re-teach the material. Students and the school may be required (if requested) to report suspensions when students apply to other schools or colleges.

Expulsion

In some cases, if the infraction is serious enough or if students do not comply with the terms of a behavior contract, a student may be expelled from the school. In addition, accumulated behavioral infractions may lead to suspension or expulsion. Any decision on expulsion is reviewed by the superintendent.

Those students who apply to transfer to new schools during their time in high school should note that, if requested, we may be required to disclose and report major behavioral offenses that resulted in suspension to those schools.

Students are expected to act at all times within prevailing local laws. The possession of illegal drugs, the possession of a weapon, the use of a weapon, or other more serious offenses will lead to expulsion.

Academic Integrity

What is academic integrity?

Academic integrity means being trustworthy and responsible, displaying integrity in all academic work, creating and expressing one's ideas, and, when necessary, acknowledging the intellectual contributions of others.

Issues of academic integrity include, but are not limited to:

- **Cheating:**
 - Receiving unauthorized assistance from another student or adult (such as a tutor or family member) when the work has been given to assess the student's ability.
 - Copying parts of or an entire assignment or assessment.
 - Using internet translators as a substitute for a student's own work in language study.
 - Resubmitting work previously submitted to another class (at Graded or another school).
 - Submitting work completed in a different class.
 - Accessing notes or other sources of help during an in-class assessment.
- **Fabrication:** intentionally making up data, information, documents, or research.
- **Facilitating academic dishonesty (collusion):** intentionally or knowingly helping or attempting to help another engage in academic dishonesty, including telling peers what will appear on tests and quizzes in advance.
- **Plagiarism:** representing another person's ideas or original work without giving proper credit (e.g., in-text citations, works cited, footnotes, endnotes). This includes handing in

assignments or coursework that is downloaded or copied from the internet, or created using artificial intelligence (AI).

- **Failure to cite sources:**

- Using writing presented as one's own ideas and creation, without crediting the original source (including AI).
- Using an exact phrase or sentence without an appropriate citation.
- Using phrases or sentences (paraphrasing) from sources *that are then put into a student's own words* without clearly stating whose idea it is.
- Using a photo or picture without citing its source.
- Fabrication of a source.
- Intentionally citing a source incorrectly.

- Other actions of academic dishonesty not listed above, as determined by the teacher and administration.

Consequences of Academic Integrity Issues

First confirmed incident:

- This will serve as a formal warning.
- The student will meet with the teacher or the associate principal. This meeting will be documented.
- The student will be asked to redo the assignment under supervised conditions and with a new timeline set by the teacher.
- The associate principal will contact parents in writing to notify them of the event.
- The high school principal, in consultation with the athletics and activities director, may decide to prohibit a student from taking part in any extracurricular activities if there is a delay in completing the newly assigned tasks.
- The event is recorded on the student's Graded record.
- Students will be required to complete a workshop on how to avoid academic malpractice.

Second confirmed incident:

- The student will be assigned a single-day in-school suspension.
- The student will be asked to redo the assignment under supervised conditions and with a new timeline set by the teacher.
- A conference will be scheduled with parents, faculty members, and the associate principal. The meeting will be documented.
- A behavior plan will be developed to avoid additional incidents of academic dishonesty.
- The event is recorded on the student's Graded record.

Third confirmed incident:

- The student will be assigned a single-day out-of-school suspension.
- The student will rewrite the assignment under supervision.
- A conference will be scheduled with parents, faculty members, and the associate principal. The meeting will be documented.
- The event is recorded on the student's Graded record.
- If asked for or required by a university or college, Graded will report this out-of-school suspension.

Fourth confirmed incident:

- If a fourth incident is confirmed, the student may be asked to leave the school.

Investigating possible incidents:

- All teachers have a responsibility to inform the associate principal if they suspect academic malpractice has occurred.
- The students and parents involved will be notified in writing that an investigation will take place.
- To respect the student's privacy and the integrity of the process, the teacher and associate principal will treat all information discreetly and will keep the investigation confidential. It is strongly recommended that the student maintain the same confidentiality during the investigation.
- If no grounds for establishing academic integrity issues can be determined, no further action will be taken, and the assessment will be submitted for grading.
- If an incident has occurred, the consequences will be followed according to the Regimento Escolar and the guidelines listed above.
- If necessary, the HS principal will make the final determination regarding academic integrity.

Reference: SFS Academic Integrity Form, AISR Academic Dishonesty Policy

Communication

Graded makes every effort to include parents in discussions about school matters that affect our broader community. Through clear, open, and respectful communication between families and school staff, we can work together to ensure that all students have the best possible educational experience.

To support effective communication, the following guidelines and procedures are recommended.

Parent-to-School Communication Methods			
PowerSchool	Phone	Email	In-Person Meetings
Use PowerSchool to: • Give permission for your child to leave campus (gate passes) • Select or change transportation arrangements • Report an absence • Update medical information	Use the phone for urgent communication needs . Our divisional assistants can relay information to teachers or other appropriate staff members.	Use email to share information that is not time-sensitive and does not require immediate action or a response. Please be aware that teachers teach throughout the day and have limited opportunities to check email. In general, we ask teachers and other personnel to respond within 24 hours or by	In-person meetings are recommended for sensitive topics or complex concerns that are best addressed through conversation. You can request an appointment with any staff member either by contacting them directly or by scheduling through the divisional secretaries.

		the following business day, depending on weekends and holidays. Teachers are not expected to respond to communications after 6:00 pm, on holidays, or on weekends.	When language presents a barrier to communication, we will make every effort to provide assistance, such as arranging for another teacher, staff member, or secretary to assist with translation.
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Addressing concerns

We believe that effective communication starts at the lowest appropriate level. We strongly encourage students to take the first step in self-advocacy by reaching out directly to the individual involved before parents step in.

When additional support or resolution is needed, please follow the contact escalation pathways below. Our team strives to respond to all inquiries within 24 hours (one business day).

Concerns brought directly to the High School administration or the Superintendent may be redirected to the process outlined below.

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
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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, to 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.danzieri@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.dayller@graded.br

Constructive and Solution-Oriented Communication

We aim to model what we teach our students. Therefore, we always 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 will be asked to meet with the Principal to review the Parent Code of Conduct.

Electronic Communication

The school uses the Graded website and Toddle as online platforms to facilitate communication between students, teachers, and parents.

In High School, all teachers use Toddle to post upcoming work, future assessments, and electronic copies of class materials. Students and parents will see only the materials relevant to their courses. Faculty and students also use ManageBac and Turnitin.com to collect and assess work, facilitate student project collaboration and online discussions, and provide access to other Graded online resources.

Each student and parent will receive their own PowerSchool username and password. Families must provide the school with a personal email account, and students will be issued a Graded Gmail account.

Eagle News is an e-newsletter sent to Graded parents and High School students every Sunday. *The Docket*, the High School section of *Eagle News*, contains important school announcements, event details, and deadlines. Families are expected to read *Eagle News* each week to stay informed. Students are expected to read *The Docket* every Sunday.

Emergencies

In case of emergencies, please contact the high school office at 3747-4800 ext. 202.

Change of Contact Information

Please make any updates on the [Student Logistics](#) page in PowerSchool and notify the High School Office at hsoffice@graded.br of any changes to email addresses or home/cell phone numbers as

soon as they occur. Parents/guardians may be contacted in the event of an emergency or for other important school-related reasons.

Acceptable Technology Use Guidelines (Legal, Appropriate, Responsible, Kind - LARK)

Using Technology

- Students must own and maintain a laptop, as defined by the laptop [requirements](#).
- Computers are only to be used for educational purposes as directed by teachers in classroom settings. Non-educational gaming is not allowed during class, and students found to be gaming may have their computer removed for the lesson.
- Any malicious attempt to harm or destroy school technology equipment or materials or the data of another user is prohibited.
- All data created within the school domain and on associated online spaces are governed by the core values and educational expectations of Graded. There are occasions when a technology staff member may need to access data for security or maintenance reasons.
- Cell phones are only to be used with the teacher's express permission. Students found to be using their phones during lessons may have them confiscated for the remainder of the school day, and the incident will be recorded on PowerSchool. More information may be found on cell phone policies below.

Cell Phone Use

- All phones must remain at home or stay switched off in lockers or student backpacks from 8:00 am - 3:30 pm. This includes break times, lunch, and Flex.
- Students may use their phones on campus after 3:30 pm to communicate with their families.
- At the sole discretion of a teacher and only for academic purposes, a cell phone/smartphone may be used briefly to address an academic need and then switched off and returned to the student's backpack.
- When a student does not comply with the policy the first time, their phone will be collected and returned to them at the end of the school day.
- Repeated violations may result in additional consequences, including parent conferences.
- If a student needs to call home, they should go to the HS Office and request permission from an adult before making a call via cell or office phone.
- If a parent needs to contact a student, they may leave a message with the HS Office, and messages will be relayed promptly.

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

Legal

(Respect and protect intellectual properties)

- Abide by copyright and fair use laws when using text, images, audio, or video, and give credit to all sources.
- Use parenthetical citations and cite sources to avoid plagiarism.
- Use Creative Commons-licensed media instead of copyrighted media where possible.
- Use only legally acquired software, music, and other media.
- Get permission to record and publish images or videos of others.

- Use only accounts that have been created by you or for your use, and follow the guidelines in the user agreement.

Appropriate

(Digital footprint)

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

Responsible

(Protect yourself and others)

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

Kind

(Respect yourself and others)

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

Online Publication and Student Authorship

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

Images or videos of students, or their work, may be used on the school website and other online platforms and print media, including teaching and school promotional materials. If parents have concerns about their children's images or work appearing in online spaces, please contact the Communications Office at communications@graded.br.

Upper School Dress Code

Prohibited clothing items are those that include:

- Pejoratives (e.g., sexist, homophobic, racist, other derogatory language)
- Clear sexual overtones
- The promotion of alcohol and/or drugs
- Clothing that disrupts the instructional environment

Infractions will result in being asked to remove the piece of clothing in question and given an alternative Graded garment to wear. The offending item will remain in the HS office until dismissal time that day, when it can be collected and taken home. An email will also be sent home to parents informing them of the incident. Underwear garments must be covered at all times.

Graded respects students' choices on how to dress, and faculty will only orient students regarding inappropriate clothing if there is a clear violation of the infractions above or the clothing presents a safety concern (e.g., open-toed shoes when participating in science labs). When concerned about the way a student is dressed, a faculty member may either discreetly approach the student or approach a counselor or selected faculty member who will initiate a conversation with the student. Students who repeatedly violate the infractions above will be asked to meet with the associate principal.

Repeated infractions will result in a behavior agreement and a meeting with parents.

Dress Code in Physical Education Classes

Students are required to wear appropriate clothing to their PE lessons. Students should change into their PE uniform during the 10-minute passing period before class, and back into their street clothes in the passing period before their next class. Students are expected to use this time appropriately and are still expected to arrive at class at the scheduled time.

The upper school PE dress code is:

- Sports shirts with sleeves are acceptable (T-shirts, long-sleeve shirts, sweaters, etc.) Sleeveless shirts, tank tops, and crop tops are not appropriate and will result in a uniform strike.
- Sports shorts, leggings, tennis skirts, or light track pants in any color are appropriate. Jeans and cut-off jeans are not appropriate, nor are pants that restrict physical movement. Shorts must fully cover the student's bottom.
- Sports shoes, athletic shoes, or tennis shoes are suitable for PE. Slides, flip-flops, open footwear, Crocs, or Birkenstocks are not suitable. Lack of appropriate footwear may result in the student sitting out the PE lesson due to safety concerns.

PE Swim Classes

Some high school PE courses include an aquatics unit. Students must bring:

- A swimsuit.
 - Girls are encouraged to wear a one-piece swimsuit. They may also wear board shorts and a swim shirt/rash guard over a one-piece swimsuit or a bikini. Bikinis are not appropriate by themselves. Boys can wear board shorts or *sungas/speedos* and may also wear a swim shirt/rash guard.
- A swim cap.
- Goggles.
- A towel.
- A waterproof bag to store wet swim gear after the lesson.

Other considerations for PE:

- A hoodie or a tracksuit top may be worn on top of the PE uniform during cooler winter days.

- Students with long hair must tie their hair back during the PE lesson.
- All students are encouraged to bring a water bottle to class.
- Students are encouraged to keep a spare PE uniform in their school lockers.
- Students who continually forget to wear their PE uniform will be assigned after-school detention.

General Policies and Procedures

Campus Facilities

The Graded community is fortunate to have various facilities and spaces. The information below is to help us understand how we can safely enjoy the facilities our school has to offer.

Athletic Facilities

Graded has an extensive sports complex, including gymnasiums, a beach volleyball court, a lighted track and field, and a weight room. These facilities are used for physical education classes, interscholastic sports, and certain Graded community events on weekends. Community members may use the Graded facilities after hours by submitting requests to the director of athletics and activities.

Regulations for the Use of Campus Facilities

- Use of campus facilities must be approved in advance by the director of athletics and activities.
- Students on campus outside school hours must be under direct adult supervision.
- Students may not use sports facilities during class time without the express permission of the head PE teacher and must be under adult supervision.
- Outside school hours, participants and spectators must remain in/near the event area.
- Climbing on trees, gates, walls, towers, and roofs is prohibited.
- Smoking and consuming alcoholic beverages are not permitted on campus.
- Pets are not allowed on campus.
- All wheels, such as bicycles, rollerblades, and skateboards, are only permitted with permission from an administrator.
- Safe and proper use of facilities and equipment is expected.
- All community members have a responsibility to keep the campus clean.
- Students playing on the field and on the courts (inside or outside) during recess or free blocks are expected to wear appropriate footwear, or they will be asked to leave by the supervising teacher.

Care of Graded Grounds and Public Spaces

It is every student's obligation to help keep the Graded campus clean and attractive and to show general respect to colleagues and the environment, inside and outside the classroom. Please walk only on cemented or tiled walkways. Place organic food waste in composting bins, litter in trash cans, and aluminum cans, plastic items, and paper in the recycling bins. Any cutlery and crockery taken from either the Cafeteria or the dining tent should be returned there. It is not the responsibility of the cleaning staff to pick up after students or faculty who choose to eat outside these two locations.

Snack Bar and Oakberry

The Snack Bar, operated by external vendor SANUTRIN, and Oakberry, both located in the Student Center, are open from 8:00 am to 6:30 pm on school days. Students in grades 9-10 may access the Snack Bar and Oakberry before and after school hours and during recess. Students in grades 11 and 12 may access the Snack Bar and Oakberry throughout the day except during lunch. The Snack Bar and Oakberry accept credit and debit card payments (preferably), as well as Pix and cash. Students may also use their Student ID number to deduct funds from a registered account for the Snack Bar only. To credit funds to a student account, please [follow the instructions](#) as well as register your child's facial recognition when using the SANUTRIN app, so that the purchases can be safely made through this identification.

Vending Machine

The vending machine is open only to HS students from 8:30 am to 3:30 pm. If students are using the vending machine during class, it is only with the express permission of the class teacher. If students are found to be using the vending machine during class time without permission, their purchases will be confiscated and kept in the High School Office until 3:30 pm, when they may be collected.

Health Services and Wellness

Nurse's Office

Four full-time registered nurses are on duty during school hours to treat students who become ill, are injured, or require treatment or medications during the school day. Students may visit the Nurse's Office during class time only with a valid student pass. Upon arrival, students must wait to be seen and explain their symptoms to the nurse. All relevant information will be recorded in PowerSchool, including the reason for the visit. After evaluating the student's condition, the nurse will provide appropriate care, document any treatment administered, and send a notification to parents through PowerSchool. Nurses do not contact parents by phone for minor issues such as small cuts, scrapes, bruises, or general complaints.

Students are expected to return to class within 20 minutes of visiting the Nurse's Office. If a student is not well enough to return to class after that time, they will be asked to go home. In such cases, the nurse will contact the parents directly. Parents are responsible for informing the Nurse's Office of any ongoing medical or psychological treatment their child is receiving, any known allergies, and any medication being taken. All medical forms must be kept up to date. The school nurses also serve as a resource for health-related issues for students, families, and the classroom.

Health Form

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

Illness or Injuries at School

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

Medication

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

Immunization

Students are expected to have followed a routine and customary schedule of immunizations throughout their early childhood and later years. Parents are responsible for ensuring that their child's immunization record is current. The school requires a copy of each student's up-to-date vaccination record.

Information and Communication Technology

1:1 Bring-Your-Own-Device Program

Graded is a 1-to-1 school and a bring-your-own-device (BYOD) institution. All students are expected to come to school prepared for learning with fully charged and functioning computers that meet specific [minimum requirements](#). These requirements enable students to fully participate in educational activities and be supported by teachers and the Department of Information and Communications Technology (ICT). Minimum requirements are listed on our website and are updated annually.

[Bring-Your-Own-Device Program Requirements](#)

Computer Equipment Loan Policy

The school recognizes that students may occasionally experience technical difficulties, come to school without a fully charged device, or forget their computer altogether. Because Graded strives to empower students to take ownership of their learning, Graded will not lend any equipment to any student. This includes chargers, adapters, cameras, calculators, power cords, or any other device or peripheral equipment not mentioned here.

Should a student's computer break or be otherwise unavailable, a loaner may be arranged after consultation with the student's parents. If the equipment or any peripheral is returned damaged or defaced, the student will be charged for the damage.

Should you have questions, please contact the [director of information communication technology](#).

Emergency Procedures

Evacuation/Fire

When a fire alarm sounds, and if an evacuation is announced, respond with the following steps:

- Do not use any electrical switches (e.g., lights, wall switches, AC), as any of those could be a potential bomb detonation device.
- Leave doors and windows open upon leaving the room.
- Turn off the lights.
- Students should not take coats and backpacks with them.
- The teacher will lead their class quietly and orderly to the on-site evacuation location (unless

instructed differently).

- Line up with your mentoring group in your location as identified by the evacuation map.
- Once at the on-site evacuation location, the mentor teacher takes attendance. If all students are present, hold up the **green** sign. If any student is missing, the teacher will hold up the **red** sign.
- The fire brigade will look for any missing students, take them to their class at the evacuation location, and report their presence to the divisional secretary.
- Staff and students will remain together in the designated safe area until the end of the evacuation is announced.

Lockdown

Notice of a lockdown will be made either by the public address system or personally. Under those circumstances, the following steps must be followed:

- Everyone stays in their rooms, away from windows and doors and out of sight, and remains quiet.
- Teachers quickly look outside the classroom and sweep students from the hallways into their classrooms.
- Lock all doors, close all windows, and pull shades, if available.
- Classes in the upper school PHE areas should assemble in the Athletics Center. Classes in the lower school play area should assemble in the Lower School Gym. The gym doors should be closed and locked.
- Teachers should take attendance at the end of the lockdown, once students have had a chance to return from other locations, and communicate missing students to the divisional offices.

Safety and Emergency Drills

Emergency drills at regular intervals are required by law and are an important safety precaution. Students must quietly evacuate the building under the supervision of their teachers. Students at lunch should exit the Cafeteria and move to the field, where they must report to their pre-assigned place. Detailed emergency procedures can be found in the classrooms, offices, and other areas of the school.

Please be aware that Graded's campus is accessed through a controlled entry/exit system. Parents must use IDs to enter and exit the campus. New parents will receive their badges on Orientation Day. All visitors must register at Reception in the Parking Garage, where they will receive a badge to enter the campus.

Language Statement

The Graded community is a dynamic, multi-cultural environment. Language is the key component of cultural understanding, and as an American school, Graded's language of inclusion is English. Our language philosophy and aims are as follows:

Philosophy

- We believe that language is the primary means of communication. Its acquisition is a lifelong process and a central component of intellectual and personal growth. Proficiency in one language is transferable to other languages and aids the student in acquiring competence in other curricular areas.

- As an expression of culture and identity, the continued development of the mother-tongue language is critical. Language learning promotes internationalism and multicultural understanding and must be fostered in all aspects of the school community.
- All teachers strive to recognize the language needs of their students and work to serve these needs within the context of their subject areas and outside the classroom.
- We believe that to build a community where every member feels that they can belong, we need to create an environment where language use is inclusive to all.

Aims

- Our language programs aim to enable students to learn and use language effectively, accurately, and confidently in various contexts and purposes, in both oral and written forms.
- We promote the appreciation, understanding, and analysis of literature and encourage students to explore language as a means to understand different perspectives of people from other cultures. We emphasize written and oral expression for students to develop their voices.
- We aim to develop students' awareness of the role of language in all subject areas and in other ways of knowing and provide opportunities for enjoyment, creativity, and intellectual stimulation through knowledge of language and literature.

Languages Offered at Graded

- Throughout grades 9-12, all students study English language and literature; students also study Portuguese or Spanish as a first language. Except for language classes and Brazilian social studies, all classes are taught in English. Portuguese and Spanish are also taught as second languages.
- Through its IB Diploma Program, Graded offers **Group I** courses in English Literature, English Language and Literature, Portuguese Language and Literature, and Spanish Language and Literature. **Group II** courses are Portuguese B and Spanish B and *ab initio*. Students may take IB language exams at either the higher or standard level.
- Students are also offered the opportunity to study their home language through one of the IB's school-supported self-taught (SSST) language courses.
- Parent attendance at the grade 10 Academic Pathways Program held every January is strongly encouraged so as to allow parents to support the planning of their children's IB language choices and development.

Mother Tongue: Instruction and Language Use

- In class, we speak the target language (English in an English-medium class, Portuguese in a Portuguese-medium class, Spanish in a Spanish-medium class).
- In our public spaces, we recognize the social importance, educational value, and comfort of people speaking their mother tongue. Thus, we may hear an array of different languages in our halls. In our group interactions, we focus on English as the language of inclusion.

Leaving Campus

Students are always required to present a gate pass to the school gate guard when they leave campus during the school day. Gate passes are only issued by the high school office when requested in writing through PowerSchool by the student's parents. The request should include when and why the student must leave (e.g., consulate appointment). Students and parents are asked to schedule all appointments after school.

Students may not leave campus and then return to campus after the last late bus has departed unless they have a valid reason to do so that has been approved by the HS office, and the absence is excused with appropriate documentation. Students are encouraged to go home at 3:30 pm unless they have an appointment with a faculty member or are participating in school-sponsored events or activities.

Grade 11 and 12 Leave Campus Privilege

Grade 11 and 12 students in good academic standing who do not have scheduled classes during the first or last period may, with parental consent, be granted the privilege of arriving at school after 8:30 am or leaving during the last period. This privilege is granted at the discretion of the high school administration and will be arranged on a case-by-case basis.

Students may only leave early if no classes are scheduled during that period. Choosing to miss a scheduled class will result in the same consequences as skipping class. The school administration reserves the right to revoke this privilege at any time.

Lost and Found

As a general rule, lost books, learning materials, clothing, sports equipment, and small valuables are turned in to the Security Office. Items not claimed by the end of each semester are typically donated. Money and valuable items that are lost or stolen should be reported immediately to the High School Office. **Students are strongly discouraged from bringing valuable objects to school.**

Please note that the school is not responsible for tracking down lost or stolen items that were not secured in a locked locker or were left unattended. While such items can be reported, the school's ability to assist is limited to checking the Lost and Found; the school is unable to review security camera footage to track lost items. Items not properly secured are more vulnerable to loss, and recovery cannot be guaranteed.

Personal Effects

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

Lockers

High school students are assigned lockers to store items such as books, computers, coats, supplies, or shoes during the school day. Every student is allocated a locker number through PowerSchool. *Students should never open another student's locker.* All student possessions should be kept inside a locked locker. Items stored outside a locked locker are left at the student's risk, and the school cannot guarantee their security. Students in high school supply their own locks. Lockers must be cleared and locks removed at the end of each school year.

Students wishing to use their lockers during the year must attach their lock before the end of August. After this, the school will lock all other lockers to prevent them from being used to store garbage during the year. Students can ask the high school administrative assistant to open their locker at any time during the year when they wish to begin using it.

Students will clean out their lockers at the end of the school year as part of their end-of-year

procedures.

Locker Room Baskets

During PE classes, lockers are available for students to store valuable items such as jewelry or books. The school is not responsible for missing articles outside the locked area.

Survey Procedures

Graded is an academic environment, and thus surveys distributed to the Graded community must be appropriate. Therefore, if a student wishes to collect data through a survey that involves the Graded community, it is required that the student include:

- A clearly stated purpose detailing the class or extracurricular activity for which the information will be used.
- The approval of a faculty member with their name stated on the form.
- Final approval from the high school administration.
- The associate principal will share the survey with students in *The Docket*.

Student Check-out Procedures

Any student leaving Graded must complete the official checkout process before departing from the school. The process begins with the completion of the checkout form, available on the school website, by the student's parents. Once submitted, the form enables the school to coordinate all necessary academic and administrative procedures related to the student's withdrawal.

Before leaving the school, the student and family must complete any outstanding obligations, including returning school materials and obtaining clearance from the appropriate departments.

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

Additional information about procedures, timelines, and required documents is available in [Graded's Parent Portal](#). You may also contact registrar@graded.br for further information or clarification.

Vehicles

Under no circumstances are students allowed to drive cars or motorcycles to school.

School Visitors

When visiting campus, the following rules need to be observed.

- All visitors must check in at Reception in the Parking Garage. ID badges are required for all visitors.
- Employees of Graded families (e.g., nannies, drivers) are not permitted on campus. They may wait in the Parking Garage to pick up children at the end of the day.
- For any other adults who are not related to Graded community members, special permission to enter the campus must be granted by an administrator.

Parent-Teacher Association

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

The PTA exists to help parents, administration, and faculty:

- Communicate with one another and with the community.
- Understand the Graded experience better, promoting its values, educational enrichment, and a healthy environment for the students.
- Engage and be active participants in school events.
- Cherish being part of our unique and diverse community and promoting harmony among the many cultures at Graded.

Visit the [PTA webpage](#) or contact pta@graded.br for any inquiries or further information on volunteering opportunities.

Student Services

Bus Transportation

The transportation system at Graded is offered as an optional service because of the widely separated areas of São Paulo in which students live. Twenty-seven routes deliver students to school by 8:20 am and return students to their homes in the afternoon. Buses depart in the afternoon at the following times:

- Regular departure from Graded (M, T, Th, F): 3:45 pm
- Wednesday departure from Graded: 3:15 pm
- After-school Activities departure: 4:50 pm (4:20 pm on Wednesdays)
- Late departure: 6:20 pm (6:00 pm on Wednesdays)

Bus drivers are screened, licensed, and responsible for the safe conduct of students through São Paulo traffic. Students who do not behave properly on the bus are a safety hazard to all passengers and can lose the privilege of school bus transportation. Regular school rules apply to buses.

Safety Rules and Guidelines for Bus Riders and Families

These rules and guidelines help promote a safe, healthy, positive, and respectful environment. We aim to provide safe transportation for all of our students. Any case of inappropriate behavior will be addressed accordingly.

Pick-up and Drop-off

- Bus riders must be ready to board at least five minutes before the time informed by the Transportation Office. The bus does not wait for students/passengers.
- For pick-up, students must wait for the bus inside their home gate. An adult must be present for lower school students; for middle and high school students, an adult's presence is encouraged.
- For drop-off, an adult must meet all lower school students in the afternoon. For middle and high school students, an adult's presence is encouraged.

- The Transportation Office and bus personnel must be informed in case of any change regarding the adult who waits for the student at drop-off.
- Families must always communicate in advance with the Transportation Office regarding any change to the student's bus schedule (e.g., not taking the bus, going to a friend's house on the student's bus, changing the bus stop, or similar situations). Last-minute arrangements should always be avoided.
- The Transportation Office will provide families and passengers with pick-up and drop-off times. Bus monitors are available to assist students and passengers on the bus.

Safety Procedures

- Students/passengers must follow the bus monitor's and driver's instructions.
- When the bus arrives, students/passengers should wait until it comes to a complete stop before boarding.
- Once on the school bus, the student/passenger must find a seat quickly.
- Students/passengers must fasten their seatbelts immediately and keep them fastened throughout the trip.
- Students/passengers must always keep the aisles clear.
- To prevent accidents, all body parts must remain inside the bus and out of the aisles throughout the trip.
- Students/passengers must not stand up before the bus comes to a complete stop at school or a bus stop.
- Students/passengers must not throw objects of any kind inside or outside the bus.
- Early years and lower school students must hold the bus monitor's hand while boarding and exiting the school bus, and while walking to their building/house gate.
- To avoid distracting the driver, students/passengers must keep the noise level down.

Behavioral Guidelines

- Positive, respectful, and friendly interactions among students/passengers and with bus drivers and monitors are expected at all times.
- Students/passengers should not use abusive language and/or obscene or rude gestures.
- Students/passengers may not damage or litter on the school bus.
- Students/passengers must not interact with pedestrians or passengers in other vehicles.
- The volume of any device must be muted if headphones are not being worn.
- If students/passengers are not feeling well, they should let the bus monitor know. If they are unable to communicate because of language, they should ask a friend to translate.
- In the event of student/passenger vandalism to the bus, parents will be contacted and charged for the damage.

Graded school buses are an extension of our community. Therefore, rules and expectations in the school also apply to the bus, and progressive discipline will be taken when needed.

More information about Graded's transportation system [may be found here](#).

Cafeteria

The Graded Cafeteria is run by a certified nutritionist and dietitian. The school strives to provide balanced and nutritious meals every day. All drinking water comes from a well on site that is regularly analyzed for purity. Students are strongly encouraged to make healthy choices in our Cafeteria and choose to eat healthy snacks. All students are expected to return utensils, paper, and

the like to the service area, scrape dishes clean when finished eating, and leave tables clean for those who follow. *Food should not be taken out of the Cafeteria* unless students are attending an event approved by the high school administration. Food is allowed in the Student Center.

Library Services

The Upper School Library and its resources support and enrich Graded's mission, core values, and educational programs. The library program strives to ensure that students are effective users of ideas and information. Library materials are selected to encourage the development of factual knowledge, literary appreciation, aesthetic values, and ethical standards.

Library Hours

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

Library Resources

With more than 17,000 learning materials, the Upper School Library is well-resourced. Materials are available in English and Portuguese. Included in our collection are the following:

- Print and e-books (e.g., fiction, nonfiction, biographies, graphic novels)
- Citation maker - NoodleTools
- College resources and test preparation guides
- Print and electronic magazines
- Print and electronic newspapers, both local and international
- Professional resources
- Reference materials
- Subscription databases (e.g., EBSCO, Gale, Infobase, and JSTOR)
- Turnitin.com

Library Catalog

The Upper School Library catalog, Destiny Discover, is available to students via Graded Bookmarks. Additionally, Upper School Library resources are available on the Graded website, www.graded.br, under Quick Links. Logging into the catalog allows patrons to search Graded's print collections, read e-books (FollettShelf), and be part of an online community of readers.

Databases

To extend the library and provide quality, scholarly resources for research, Graded subscribes to a variety of databases such as Culturegrams, EBSCO, Facts on File (*Ancient & Medieval History*, *Science Online*, and *Today's Science*), Gale (*Global Issues*, *Informe Académico*, *Opposing Viewpoints*, *US History*, *World History*), JSTOR, and World Book. The link and password information for each database is available for patrons once they log on to the Online Resources tab located on the Graded website library page. These library resources are available 24 hours a day, seven days a week, anywhere patrons have internet access.

Technology

The library is equipped with Apple TV, iPads, LCD projectors, a printer, a copier, and a scanner.

Lending Policies

- Students may borrow a maximum of 10 materials for two weeks at a time.
- All resources 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 resource.
- Students receive a due date reminder by email the day before their materials are due.
- Students can renew materials and place holds themselves when logged into Destiny Discover.
- Overdue notices are sent weekly. Notices are sent electronically by email to students' email addresses.
- Students with overdue material may not borrow additional material.
- Items lost or damaged while on loan from the library must be paid for by the person who borrowed them.
- At the end of the first semester, library materials that are more than two months overdue will be marked as lost. If not resolved beforehand, the replacement cost will be included in the next tuition mailing.
- Students must clear their library accounts at the end of each academic school year. Students and parents will be notified by email, letter, or phone call of outstanding accounts.
- If an item considered lost was paid for and is subsequently found and returned to the library in good condition during the same academic school year, the patron will be refunded.

Library Expectations

The library is a great place to discover, explore, imagine, investigate, locate, and access information, study, collaborate, work on homework, browse magazines, and read for pleasure. To ensure that the library meets the needs of **all** patrons, please adhere to the following expectations:

- Space in the library is regulated during academic prep blocks. Juniors and seniors who wish to study in the library during their academic prep blocks must sign in at the beginning of each block
- The library is a public space, and many patrons are reading and studying; please whisper.
- Wear headphones when listening to music or watching videos.
- Before school, during academic prep blocks, and after school, high school students using the library should be engaged in school-related work or study. Playing video games, watching Netflix, and the like will be permitted only during lunch/Flex Time. Students wishing to socialize or rest should take advantage of the Student Center.
- Use of technology in the library is for school-related work.
- Library iPads should not be altered.
- Allow the library staff to reshelve books and magazines; leave items for reshelving at the circulation desk, on carts, or at tables.
- Eat and drink outside of the library. Water is allowed.
- Students who do not comply with the above expectations may lose their library privileges for a time determined by the library staff or administration.

As part of the Teaching and Learning Department, the library staff is committed to providing high-quality services for our students, faculty, staff, and parents. Services offered to students and faculty include training sessions on using the library resources, book talks, digital citizenship workshops, academic honesty guidance, and information literacy lessons.

Please feel free to ask the library team for assistance. The librarians enjoy answering questions, pointing students in the right direction, assisting in accessing and evaluating information, demystifying citations, or recommending novels for personal reading. If students have suggestions for the library, they are encouraged to share their ideas and book recommendations with the library

team.

During the year, the library staff puts together a variety of displays and programs to promote literacy and leisure reading. Students are welcome to browse or check out any books on display.

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Student and Parent Handbook Agreement

The Graded *High School Student and Parent Handbook* contains important information regarding the policies and practices of the High School.

I, as the parent or guardian of the student named below, have been given access to the Handbook for the 2026-27 school year. I have read the Handbook, and I understand and agree that my child and I shall abide by all of the policies set out in this Handbook.

Contrato de Ciência das Normas do Manual de Alunos e Pais do Ensino Médio

O Manual de Alunos e Pais do Ensino Médio (*High School Student and Parent Handbook*) da Escola Graduada (Graded - The American School of São Paulo) contém informações importantes sobre as políticas, normas e práticas do Ensino Médio (*High School*).

Eu, como pai ou responsável legal do(a) aluno(a) mencionado(a) abaixo, tive acesso ao Manual (*Handbook*) para o ano letivo de 2026-27. Atesto que li, entendi e concordo que meu/minha filho(a) e eu, devemos respeitar e seguir todas as políticas, normas e práticas estabelecidas neste Manual (*Handbook*).