

GRADED

THE AMERICAN SCHOOL OF SÃO PAULO

High School Student/Parent Handbook 2018-19

Stuart Kent
Principal

Fiona Cope
Associate Principal



**Graded's High School Handbook is currently undergoing revision.
An updated 2019-20 edition will be posted in August.**

Table of Contents

[Graded Mission](#)

[Welcome](#)

[High School Community Norms And Expectations](#)

[Core Values](#)

[Student Code of Conduct](#)

[Parent Code of Conduct](#)

[Communication](#)

[Academic Program](#)

[Graduation Requirements](#)

[American High School Diploma](#)

[Brazilian High School Diploma](#)

[International Baccalaureate Program](#)

[Requirements for Diploma Candidates](#)

[Fees for IB courses](#)

[Scheduling](#)

[Daily Schedule \(Monday, Tuesday, Thursday, and Friday\)](#)

[Wednesday Schedule](#)

[Early Release Schedule](#)

[School Calendar](#)

[Community Time](#)

[Community Time \(Flex\) schedule](#)

[Academic Consultation during Community Time \(Flex\)](#)

[High School Trips \(Classroom Without Walls\)](#)

[Co-Curricular Program](#)

[Upper School Participation and Eligibility in Co-curricular Activities and Trips](#)

[Multiple Co-Curricular Events](#)

[Athletic Program](#)

[Activities Program](#)

[Community Service](#)

[Upper School Assessment for Learning Policy](#)

[Purpose of Grading at the Graded School - Why do we grade?](#)

[Formative Assessments](#)

[Summative Assessments](#)

[Descriptors of Achievement](#)

[Learning Habits Descriptors](#)

[Reassessment Policy](#)

[Procedures and Consequences for Missing Assessment Deadlines](#)

[Making up Missed Assessments Due to Absences](#)

[Work Assigned During School-Related Absences](#)

[Vacation Assignments/Reading](#)

[Grade Reports](#)

[Grade Calculations](#)

[Academic Credit](#)

[Recuperação](#)

[Conselho de Classe](#)

[Final Assessments](#)

[Brazilian Report Cards and Transcripts](#)

[Recognizing Excellence](#)

[Student Support Services](#)

[Academic Support Services](#)

[After-School Support](#)

[Counseling Program](#)

[English Language Learners](#)

[Laboratório de Redação](#)

[Mathematics Help Center](#)

[Support, Accommodations, and Modification](#)

[Tutoring](#)

[Citizenship, Community, and Conduct](#)

[Graded Disciplinary Policy](#)

[Consequences for School Rule Violations](#)

[Consequences for Major School Rule Violations](#)

[Suspension](#)

[Expulsion](#)

[Drugs and Alcohol](#)

[Harassment and Bullying Policy*](#)

[Definition of Bullying](#)

[Academic Integrity](#)

[Attendance](#)

[Absences](#)

[Consequences for Unexcused Absences](#)

[Consequences for Tardiness](#)

[Early Departures and Gate Passes](#)

[Extended absences](#)

[Acceptable Technology Use Guidelines \(LARK\)](#)

[Legal](#)

[Appropriate](#)

[Responsible](#)

[Kind](#)

[Online Publication and Student Authorship](#)

[Upper School Dress Code](#)

[Dress Code in Physical Education Classes](#)

[General Policies and Procedures](#)

[Campus Facilities](#)

[Athletic Facilities](#)

[Regulations for Use of Campus Facilities](#)

[Care of Grounds and Graded Public Spaces](#)

[Information and Communication Technology](#)

[1:1 Bring-Your-Own-Device \(BYOD\) Program](#)

[Computer Equipment Loaning Policy](#)

[Emergency Procedures](#)

[Evacuation/Fire Drill](#)

[Lockdown](#)

[Grade 11 and 12 Privilege](#)

[Language Statement at Graded](#)

[Leaving Campus](#)

[Lost and Found](#)

[Personal Effects](#)

[Survey Procedures](#)

[Student Cards](#)

[Student Checkout Procedures](#)

[Vehicles](#)

[Visitors](#)

[Student Services](#)

[Bus Transportation](#)

[Health Services and Wellness](#)

[Strong Body – Strong Mind](#)

[Online Health Registration Form](#)

[Illness or Injuries at School](#)

[Medication](#)

[Immunization](#)

[Library Services](#)

[Library Hours](#)

[Library Resources](#)

[Library Catalog](#)

[Technology](#)

[Lending Policies](#)

[Library Expectations](#)

[Livro Fácil Book and Stationery Store](#)

[Snack Bar](#)

[References](#)

[Student and Parent Handbook Receipt and Agreement](#)

Graded Mission

inspire
challenge
succeed
every student
every heart
every mind

Welcome

Dear Students and Parents,

Welcome to Graded! Each year starts full of promise, energy, and excitement, and I look forward to the year ahead with all of you .

Graded has a reputation for inclusion, and while you are a student at Graded I would encourage each of you to work at being intentional about including others as it will strengthen our community in more ways that we can imagine. Graded is also known for its academic, creative, and sporting excellence and I am excited to see the pursuit of excellence on display both inside and outside our classrooms, fields, and theaters.

For some of you, this will be your last year at Graded due to your family moving on or your graduation. I hope that the story that you tell when you leave Graded is one that speaks of a community that welcomed and included you during your time here, challenged you to be your best self, and provided an education that thoroughly prepared you for success in the future.

The Graded Faculty and staff are a team of passionate, dynamic, and talented faculty and support staff who take our Graded mission of inspiring, challenging, and succeeding, both inside and outside of the classroom seriously, they are excited to work with you this year.

As a High School, let's celebrate our differences, commit to excellence, include all, and commit to building an even stronger community. An exciting, stimulating, and successful year awaits us all and together we should embrace it to the fullest. I look forward to getting to know each of you and working together to make it a great year!

"You are the sum total of everything you've ever seen, heard, eaten, smelled, been told, forgot - it's all there. Everything influences each of us, and because of that I try to make sure that my experiences are positive." - Maya Angelou

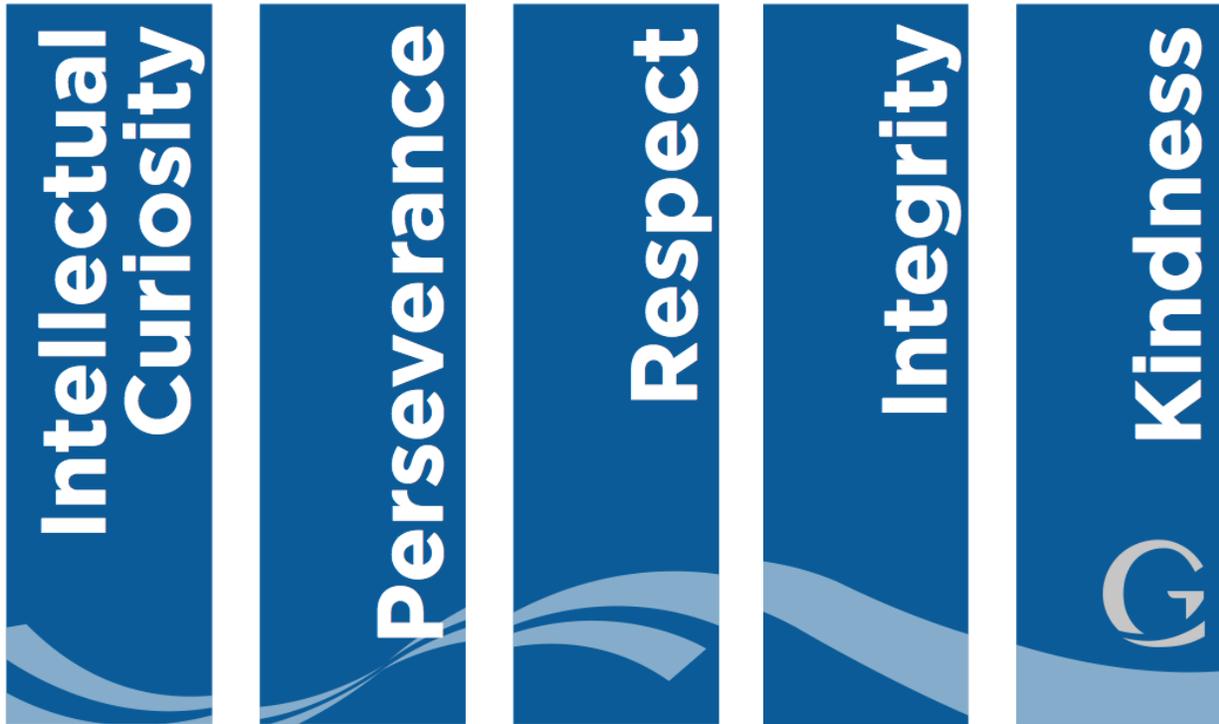
Cheers!

Mr. Stuart Kent

High School Principal

High School Community Norms And Expectations

Core Values



Student Code of Conduct

Every community develops a unique set of commitments that reflects its beliefs about that community and outlines what can be expected from each of its members. These are the Graded core values. Mutual respect and consideration are the keys to making our school a great place to be.

- **Students are expected to be respectful to all members of the Graded community**
 - Be kind, honest and respectful.
 - Use appropriate language. Don't 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's property.
 - Demonstrate good sportsmanship on and off the playing court or field.
- **Students are expected to leave distractions to learning at home**
 - Do not use cell phones during class, meetings, or assemblies without teacher permission. During school hours, use the features of smartphones and digital music players (like the camera and apps) appropriately.
 - Do not bring large sums of money or other valuables to school (except for learning tools such as laptops and calculators). The school is not responsible for valuables brought to school.
- **Students are expected to self-regulate**

- If somebody else does something that bothers you, please don't be tempted to retaliate. There are better ways of making your feelings known. Reach out to a trusted adult.
 - Be mindful of how you may say things that may offend others.
 - Please keep displays of affection to a minimum.
 - Wear clothing that is appropriate to an educational institution.
 - Sports balls and other sports equipment, including skateboards, are 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**
 - Refrain from pushing, shoving, and 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 washing area.
 - Recycle or dispose of trash in appropriate containers.
 - The campus can get crowded at times, and the halls can get slippery in the rain. Please walk at all times.
 - Harassment and/or bullying of any type is strictly forbidden.

Graded inspires, challenges, and instills success in every student, every heart, and every mind 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 stretch themselves. Students have the opportunities to exhibit growth in the areas of personal responsibility for learning, social relationships, character development, and learning habits. Mistakes will be made, but these are opportunities for growth.
- **an environment where students feel cared for and valued.** Counselors, advisors, and teachers are the primary adult advocates. Students must reach out to them. Students are expected to care for, be kind towards, and value others in the community.
- **an environment that celebrates multiple perspectives,** and one 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 is based on respect and mutual understanding and is necessary to ensure the success and well-being of our students.

As a Graded Parent, I commit to:

- recognizing that the education of children is the joint responsibility of the parents and the Graded school 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 to discuss and clarify specific events in order to bring about a positive solution.
- following Graded's protocol to resolving issues: speaking to the teacher first, if unresolved, then the principal, and if further unresolved, then to the superintendent.
- reinforcing and supporting the school's **code of conduct** for students.

- not engaging in disruptive behavior which interferes with the operation of a classroom, an office area, or any other part of the school grounds.
- building positive relationships with teachers, other parents, and my children's friends.
- not using any form of communication, including emails, 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 :

- 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 professores 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;
- Construir relacionamentos positivos com professores, outros pais e amigos de meus filhos;
- 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.

Communication

Graded makes every effort to include parents in discussions about school issues related to our greater community. Through clear and open communication by both parents and school staff we can ensure that all students have the best educational experience possible.

To assist in achieving this objective, the following general procedures are recommended:

1. When you have a question concerning your son or daughter and his or her work in school, the best person to see is the classroom teacher. You may email the teacher directly to make an appointment to see a High School teacher.
2. Questions of a personal nature or questions about a student's program, his or her overall potential, and general progress may also be discussed with the counselor.
3. Questions that cannot be resolved through a conference with the personnel mentioned above and questions of a more general nature concerning the operations of the school may be discussed with the High School principal or associate principal. Appointments may be made by calling the High School office at 3747-4800, ext. 202.
4. Questions that have not been resolved after conferences with the principal may be taken to

the superintendent, who will discuss any questions related to the general operation of the school or school policies. An appointment may be made by calling the superintendent's secretary.

5. If parents have questions for teachers, it is appropriate to email or call. Please allow 48 hours for the teacher to reply. If, after two days, you have not received a reply, it is appropriate to send a follow-up reminder or contact the counselor or principal about your question or concern.
6. Teachers are asked to not email students or parents after 6:00 p.m. on weekdays or any time on the weekend. This is to ensure privacy and healthy environment for teachers and students after school hours. Electronic submissions of school work should be no later than 10:00 p.m..

The preferred method of communication between students and teachers is face to face. In cases where students are sick, away from school, or need to communicate with a faculty member who is not their teacher, email communication is appropriate. In these situations, please allow 48 hours for a response.

Electronic Communication

The Graded website and Veracross are online portals, limited to members of the Graded community, that the school uses to facilitate communication between students, teachers, and parents. Teachers post weekly summaries of the upcoming week's work, future summative assessments, and electronic copies of class material. Students and parents see these materials for only those courses in which the student is enrolled. Some teachers may also use Google Docs, Google Sites, Google Classroom, Managebac, and Turnitin.com to collect student work, conduct formative assessments, have students collaborate on a project, discuss a topic online, or serve as a springboard to other Graded online resources. Graded issues each student and each parent their own username and password for Veracross. Each family must provide the school with a personal email account. Students will be issued a Graded Gmail account.

Emergencies

In case of emergencies, please always contact the High School office at 3747-4800 ext. 202.

Change of Contact Information

Please notify the High School office (hsoffice@graded.br) of any change to email address or home and cell phone numbers as soon as it occurs so that parents/guardians can be contacted in an emergency or for any other reason.

Academic Program

Graduation Requirements

Graded the American School of São Paulo, accredited by [AdvancED](#), is recognized by the Brazilian Ministry of Education and is an International Baccalaureate World School. Graded's academic program is college-preparatory, designed to prepare students for entry into colleges and universities in the United States, Brazil, and other countries.

Programs of study are available which lead to three different diplomas. The American diploma, equal in value to those issued by accredited high schools in the United States, must be earned by all Graded graduates. The Brazilian diploma is required for entry into Brazilian universities and universities in countries which have cultural agreements with Brazil. (Please see the Office of Brazilian Studies for the complete list.) Also available is the [International Baccalaureate Diploma](#), earned by successful completion of external examinations with expectations beyond those of the traditional high school student.

American High School Diploma

Requirements for the American diploma:

- Eight semesters [or the equivalent] of academic work beyond grade 8
- Earning a minimum of 24 credits
- Completion of a minimum of three International Baccalaureate courses
- Completion of external IBDP examinations in registered IB courses

Specific credit requirements for the American diploma, earned in grades 9-12, include those prescribed below:

- 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 credits)

Core Seminar for Juniors and Seniors

The Core Seminar is required for all students in both semesters of grades 11 and 12. It is a joint venture between the IB Program and the counseling department, designed to ensure that Graded students are well-prepared for success during the IB years, university research and application process, and life beyond High School. The purpose of the seminar is to deliver counseling, college, and career information as well as Theory of Knowledge (TOK), Extended Essay (EE), and Creativity, Activity, and Service (CAS) course content. Through the seminar, students will receive group and individual support from the TOK teachers, the IB coordinator, and the CAS and EE coordinator and counselors to further their thinking, organizational, time management, communication, and research skills. Non-IB diploma students are required to attend the counseling portions of the Seminar and will be given independent study time when the Theory of Knowledge, Extended Essay, and Creativity, Activity, and Service activities are presented.

Community Building Time

The High School Community Building program supports all High School students through a

series of activities focusing on intrapersonal/interpersonal skills, character development, and collaborative tasks to build a sense of community and encourage students to see themselves as part of the larger world. All students are scheduled for a 30-minute Community Time (Flex) block each day at 11:05 a.m. Attendance is also mandatory for assemblies, group meetings, and mentoring.

Multiple Language Requirement

The following world language requirements apply:

- While enrolled in the High School, students must study a language in addition to English. Portuguese, French, or Spanish may fulfill this requirement. Exceptions must be approved by the High School administration.
- Two years of study of the same world language (e.g., Portuguese, French, or Spanish) at the novice, intermediate, and/or an equivalent proficiency level is required and Graded must approve the course.
- Students enrolled in the English for Academic Purposes (ELL) program and students with a documented language disability may be exempted from studying a language other than English.

Course Credit

Full-year courses earn 1.0 credit and semester courses earn 0.5 credit. Credits are listed in the [High School Course Handbook](#).

Dropping or Adding Courses

Changes in a student's class schedule must be made in consultation with the counseling office and/or with the High School principal. Returning students make course selections in the previous school year. Only necessary changes may be made after that, during the first two weeks at the beginning of the first semester and during the first week of the second semester. Withdrawal and additions will be made based on need, feasibility, and availability. Courses that are dropped after the two-week grace period are noted as "W" (Withdrawn) on the student's transcript, except if the student is moving from Higher Level (HL) to Standard Level (SL).

Brazilian High School Diploma

Equivalency of courses and programs:

- 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 for the Brazilian diploma:

- At the end of grade 9, satisfactory completion of all requirements for the Conclusão do 9ª série do Ensino Fundamental
- Six semesters of academic work beyond grade 9
- Completion of Ensino Médio
- Satisfactory completion of all requirements for the American Diploma

Specific credit requirements for the Brazilian diploma, earned in grades 10, 11, and 12, include those prescribed below:

Brazilian Social Studies

- Grade 9 Brazilian Social Studies 9 (0.5 credit)
- Grade 10 Brazilian Social Studies 10 (0.5 credit)

- Grade 11 IB SL Brazilian Social Studies I (1.0 credit)
- Grade 12 IB SL Brazilian Social Studies II (1.0 credit)

Portuguese Language

- Grade 9 Portuguese 9 (1.0 credit)
- Grade 10 Portuguese 10 (1.0 credit)
- Grade 11 IB HL/SL Portuguese A Lang and Lit I (1.0 credit) *or*
IB HL/SL Portuguese B I (1.0 credit)
- Grade 12 IB HL/SL Portuguese A Lang and Lit HL II (1.0 credit) *or*
IB HL/SL Portuguese B II (1.0 credit)

Mathematics

Students must take one mathematics course in each of the four years of High School.

Science

Students must take one science course in each of the four years of High School.

Arts

Students in grade 9 must take at least one semester course in the visual and performing arts and two additional semester art courses in grades 10, 11, or 12.

Physical Education

Students must take one semester of physical education (PE) and one semester of health in grade 9 and two additional semesters of PE in grades 10, 11, or 12 – a total of four semesters.

International Baccalaureate Program

The [IB Diploma \(IBDP\)](#) and IB Diploma Course (IBDC) are two-year programs for students aged 16-19. Students share an educational experience that emphasizes critical thinking as well as intercultural understanding and respect for others in the global community. Both programs offer a broad and balanced curriculum in which students are encouraged to apply what they learn in the classroom to real world issues and problems. Wherever possible, subjects are taught from an international perspective.

Requirements for Diploma Candidates

In order to earn the full IB diploma, students are required to study six subjects from the IB Curriculum:

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

A student will only be permitted to take four HL courses if needed for a specific university program, if grade 10 results support such placement, and if approved by the IB coordinator and/or principal.

Additionally, full IB diploma students are required to successfully complete:

- Extended Essay
- Theory of Knowledge
- Creativity, Activity, and Service
- all external IBDP examinations (including internal assessments) in all registered IB courses
- a total of at least 24 points (a minimum of 12 on HL subjects and 9 on SL subjects)

In order to earn the IB diploma, no candidate may be found to have committed academic misconduct by the International Baccalaureate Organisation (IBO).

The Extended Essay (EE)

The [Extended Essay \(EE\)](#) provides students with an opportunity to engage in personal research in a topic of their own choice under the guidance of a supervisor (a teacher in the school). This leads to a major piece of formally presented, structured writing in which ideas and findings are communicated in a reasoned and coherent manner appropriate to the subject (ibo.org). The process begins in September of grade 11 and reaches completion in December of grade 12.

Theory of Knowledge (TOK)

The [Theory of Knowledge \(TOK\)](#) course challenges students to question the basis of knowledge, to reflect critically on how they know what they believe, and to use their own experience as learners to support arguments. TOK consists of exploring questions about different ways of knowing (language, sense perception, emotion, reason, imagination, faith, intuition, and memory) and different areas of knowledge (mathematics, the natural sciences, the human sciences, the arts, history, ethics, religious knowledge systems, and indigenous knowledge systems).

Creativity, Activity, and Service (CAS)

Another important component of the IB Curriculum Model is [Creativity, Activity, and Service \(CAS\)](#). To fulfill this requirement, the students must take part in creative activities, sports, expeditions, local or international projects, community or social-service projects, or other activities of their choosing outside the classroom that meet the requirements.

Participation in CAS raises students' awareness of community needs and gives them an opportunity to apply what they have learned in the classroom to address those needs. It also gives them confidence in their ability to bring about change. The projects must have tangible results and offer real benefit to the student and to others. The holistic development supported by the CAS program prepares students for fulfilling lives beyond their education. Graded and colleges recommend students select two or three activities and get involved in those activities in depth.

IB Diploma Program (IBDP) and the IB Diploma Course Program (IBDC)

The requirement to maintain studies in all six sections of the [IB Curriculum](#) ensures the breadth of curriculum required by some national university systems. The choice of appropriate Higher Level (HL) subjects enables students to obtain the degree of specialization required for university entrance. Higher Level subjects should be selected to complement a student's previously demonstrated academic strengths.

Graded offers the following IB courses:

Studies in Language and Literature: Group 1

Literature; Language and Literature, HL and SL
English A, Portuguese A, Spanish A, or other native language through independent study
(must be approved by IB coordinator)

Language Acquisition: Group 2

Portuguese B, Spanish B, French B (HL and SL), ab initio French or Spanish; a second A Language would fulfill this requirement as well

Individuals and Societies: Group 3

History, Economics, Psychology (HL and SL), and Brazilian Social Studies SL; Environmental Science and Societies SL

Sciences: Group 4

Physics, Chemistry, and Biology (HL and SL); Environmental Science and Societies (SL)

Mathematics: Group 5

Math HL, Math SL, and Math Studies SL

The Arts: Group 6

Film HL, Visual Arts HL and SL, or a second subject from Groups 1 to 4

Internal assessment tasks are marked by the teachers at Graded and then moderated by the IBO at International Baccalaureate Curriculum and Assessment Centre (IBCA). "Final examinations at the end of the two-year course are set and marked externally by IBCA." They are taken in May of the last year of the course.

Candidates for the IB diploma may be permitted to study a Language A or B independently to fulfill the world language requirement if that language is not available at school. If a tutor is contracted outside of school by the family, the family is responsible for the payment directly to the person contracted, and that person needs to hold a valid IB certification in the subject area. These students need to complete the signup process and obtain the syllabus from the IB coordinator. It is highly recommended that the tutor is employed at an IB World School.

A Note Regarding IB French A or B, Portuguese B, and Spanish B

For students taking IB French A or B, Portuguese B, and Spanish B courses, it may not always be possible to schedule these singleton courses for every student, given the number of potential conflicts. Thus, some students may need to hire their own tutors for such a language course, as is the practice for some other independently studied IB languages at Graded.

The Diploma Programme (DP) is demanding in terms of time commitment and it is important that students develop effective time-management skills from the start. This can be facilitated by ensuring students understand the expectations of time commitment over the two years of the DP. At the start of each year, students will receive a calendar including major internal and external IB deadlines. Students should utilize this tool to organize their priorities inside and outside of school. In order to meet the demands of the Core, all junior and senior students are enrolled in a Core Seminar class for four semesters during which time they will complete their Theory of Knowledge requirements, prepare for their extended essays, reflect on their CAS, and receive college and career counseling.

Registration for IB courses

Students declare their desire to be full IB diploma candidates in the second semester of grade 10. Counselors and the IB coordinator review candidate course applications. Based on teacher recommendations, student and family goals, appropriate IB program balance, and current student performance, the counselor and the IB coordinator help the student and parents decide which combination of courses and diploma options seem like the most appropriate match for each student. Students who would like to be considered for courses above a teacher's recommendation will be asked to provide a written explanation as to why they wish to take the course and a plan of action to be successful in the course. If permitted to take the course, students will be monitored by the IBDP coordinator to ensure they are adhering to their written plan.

Fees for IB courses

All fees for the IB exams and registration will be paid for by parents. The fees range from US\$620 to US\$1250, payable to the school in November prior to the May IB examination session. For further details, please consult the IB coordinator.

Families are responsible for any extra IB fees incurred due to student delays in registration or changes to course levels after November 1 of grade 12. The optional legalization of results and "enquiry upon results" will also incur an additional fee.

Credit and Exams

Credit towards the IB diploma is based on results of both internal coursework and external examinations provided by the IBO. Students complete all IB coursework during the final two years of High School. All coursework must be completed to be awarded credit for a course.

The IB diploma is awarded to students whose total marks for the six subjects (plus possible bonus points for TOK and Extended Essay) range from a minimum of 24 to 45 with successful completion of all other program requirements: CAS, TOK, Extended Essay. Please consult the [Diploma Award Regulations](#) for explicit details.

Students enrolled in IB courses are expected to take the IB exams.

Students are responsible for verifying with the IB coordinator that they have registered for the correct exams at the correct levels. The registration deadline is November 1 of each school year for exams to be taken the following May.

Bilingual IB Diploma

Students who take two Group I language courses and successfully complete all other program requirements will receive the IB Bilingual Diploma.

Guidelines for IB Final and Mock Exams

- Full Diploma students complete all IB coursework by the day before IB study week begins. Once IB exams begin, Full Diploma seniors only have to attend school on days that they have a subject matter exam.
- For those senior students taking IB Year 1 and/or non-IB courses that have not been completed, they will complete coursework and assessments as required but will miss class if taking an IB exam.
- Teachers may meet with the class at least once following the final exam in order to review the content of the exam with the students.

- IB Mock Exams

The purpose of mock exams is to (in no particular order):

- inform teacher for predicted grade
- inform teacher and student for review
- provide teacher with a summative grade
- simulate high stakes exams under IBO conditions

Mock exams are unique in the fact that they serve both formative and summative functions. Therefore:

- The mock exam counts as a summative grade and at the same it is used to inform teachers and students in preparation for the final IBDP external exam.
- Mock exams will include content and skills that have been previously summatively assessed, which is not eligible for reassessment.
- Portions of the exam which have **not** been previously summatively assessed are eligible for reassessment.
- Teachers will inform students in advance of the portions of the exam which are eligible for reassessment.
- In courses that have multiple teachers, the exam should be uniform across all classes. The breakdown on previously assessed and un-assessed material should be the same.
- During the mock exam week, candidates do not report to classes and do not need to attend school if they do not have an exam.
- The reassessment policy guidelines are applicable to the portions of the mock exam which are eligible for reassessment.

Descriptions of all courses can be found in the High School Course Handbook

Scheduling

Block Schedule

The High School uses a block schedule which follows an eight-day rotation - Day A through H, and is shown below. When students are not scheduled for classes, they are expected to be working in the library or meeting with peers and teachers. Formal classes begin at 8:10 a.m. and end at 3:10 p.m. except on Wednesdays (8:10 a.m. to 2:50 p.m.).

At the beginning of the second semester of each school year, students will work closely with counselors in consultation with their parents and teachers to select the courses for the following school year. Careful consideration must be given to student interests, future educational and career goals, and previous and current performance in courses when selecting an appropriate course of study. Courses should not be selected based on what friends are taking nor on which teacher a student believes will be teaching 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.

Daily Schedule (Monday, Tuesday, Thursday, and Friday)

Time	Day A	Day B	Day C	Day D	Day E	Day F	Day G	Day H	Min
8:10 - 9:30	1	5	2	6	3	7	4	8	80
9:30 - 9:40	Break								10
9:40 - 11:00	2	6	3	7	4	8	1	5	80
11:00 - 11:05	Transition								5
11:05 - 11:35	Community Time (Flex)								30
11:35 - 12:20	HS Lunch								45
12:20 - 1:40	3	7	4	8	1	5	2	6	80
1:40 - 1:50	Transition								10
1:50 - 3:10	4	8	1	5	2	6	3	7	80

Wednesday Schedule

Time	Day A	Day B	Day C	Day D	Day E	Day F	Day G	Day H	Min
8:10 - 9:30	1	5	2	6	3	7	4	8	80
9:30 - 9:40	Break								10
9:40 - 11:00	2	6	3	7	4	8	1	5	80
11:00 - 11:05	Transition								5
11:05 - 11:35	Community Time (Flex)								30
11:35 - 12:20	HS Lunch								45
12:20 - 1:25	3	7	4	8	1	5	2	6	70
1:25 - 1:35	Transition								10
1:35 - 2:40	4	8	1	5	2	6	3	7	70

Early Release Schedule

Time	Day A	Day B	Day C	Day D	Day E	Day F	Day G	Day H	Min
8:10 - 8:55	1	5	2	6	3	7	4	8	50

8:55 – 9:00	Transition								5
9:00 - 9:45	2	6	3	7	4	8	1	5	50
9:45 - 9:50	Transition								5
9:50 – 10:35	3	7	4	8	1	5	2	6	50
10:35 - 10:40	Transition								5
10:40 – 11:25	4	8	1	5	2	6	3	7	50

Schedule for Senior Awards Assembly

Students in grades 9-11 will attend regular classes until lunch time. The last two periods of the day will be cancelled and all students and teachers will attend the Senior Walk-through at 12:30 p.m. and the assembly at 1:00 p.m.

Unscheduled Blocks

Students who do not have a regularly scheduled class printed on their schedule have independent study time. The purpose of independent study time is to provide time for the completion of formative assessments and preparation of summative assessments for all classes. Students may use the library, Student Center, or other campus facilities not occupied by a course to study. Students choosing to socialize should select an appropriate location for this activity (normally the Student Center). Responsibility to choose the appropriate location to complete work belongs to the individual student. Students are expected to embrace the Graded core values during their unscheduled blocks.

School Calendar

The school calendar is updated yearly and can be found on our school website: [2018-2019 Calendar](#)

National Holidays

Curricular activities are not normally scheduled on Brazilian national holidays.

Community Time

The High School Community Building program supports students through a series of activities focusing on intrapersonal/interpersonal skills, character development, and collaborative activities to build a sense of community and encourage students to see themselves as part of our larger world.

Learning Objectives:

- Students will become empowered to meet the aim creatively
- Students will engage regularly in goal-setting and self-assessment
- Students will develop positive behaviors with a growth mindset
- Students will feel a sense of belonging to a community of cultures
- Students will become self aware and advocate for themselves and others
- Students will develop intrapersonal/interpersonal skills through mentorship
- Students will understand the benefits of participating in community based activities in order to build character
- Students will develop collaborative and community building skills
- Students will become prepared for life transitions

Role of the advisor:

Advisors:

- are caring adults who know and care for each of their advisees. They advocate for each advisee, and seek resources to ensure their individual well-being.

- foster a positive peer group within mentoring groups, which in turn supports a positive peer culture in the High School. They are active participants, modeling and encouraging the behaviors and skills developed in mentoring.
- support a growth mindset and healthy development by helping advisees learn and practice self-awareness, teamwork, problem solving, and conflict resolution skills.

Community Time (Flex) schedule

All students are scheduled for a 30-minute Community Time (Flex) block each day at 11:05 a.m.. **Attendance is mandatory.** The Community Time (Flex) schedule is posted in "The Docket," on the bulletin board outside the auditorium, and TV monitors in the High School hallways and cafeteria.

Monday	Tuesday	Wednesday	Thursday	Friday
StuCo Grade level meetings/ Assemblies	PGC Academic Consultation	Activities Service Clubs Academic Consultation	Mentoring in small groups	Activities Service Clubs Academic Consultation

Academic Consultation during Community Time (Flex)

During academic consultation time, all students and teachers are available to schedule meetings to further student understanding of class content, mastery of skills, and/or completion of missed assessments or incomplete assignments. Students may also use this time to study quietly, socialize quietly, or simply reflect and relax. On Wednesdays and Fridays, if students are not involved in Activity or Service Club meetings, they may use the Flex Block for academic consultation or independent study time.

High School Trips (Classroom Without Walls)

Purpose

Every year (mid September/early October) Graded High School students travel on Classroom Without Walls (CWW) trips to various parts of Brazil to enhance their education. Graded believes in the value of the education students derive from experiences outside the classroom and is committed to planning and executing a major trip once a year involving all students and faculty. High School trips are planned to *"make the experience indispensable and unforgettable, so that the mission and core values come to to life."*

Objectives

1. **To gain a deeper appreciation and knowledge of Brazil, the host country.** Trips may focus on the following:
 - Exploring various cultural aspects of the respective community
 - Environmental issues in the community
 - Sustainable development and the economic environment in the community
 - Adventurous activities that are representative of the community
 - Service learning activities within the community
2. **To develop relationships within our community.** The trips are an excellent opportunity for students to connect and engage with other students and their teachers outside of a traditional classroom. In doing so, students and teachers can build an appreciation for others and a respect for differences. Relationship building may occur in the following ways:

- Collaborative team-building activities
- Discussion groups focused on objective 1 above
- Informal dialogue throughout the trip

All students are expected to travel on their respective trips. Students sign up for these in May/June so that plans can be made prior to the start of school. School trips are billed separately from regular school fees.

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 from school.

Co-Curricular Program

Upper School Participation and Eligibility in Co-curricular Activities and Trips

Participation

- Participation in co-curricular opportunities and trips at Graded is a privilege that must be earned by maintaining good conduct, behavior, and attendance.
- Students intent on attending overnight school trips must have grades of **3** or higher in every subject. All **due work** must be completed by the student according to the time frame of the director of activities and athletics. Students with grades of 1 or 2 or overdue classwork may not be eligible to take part 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 in order 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, D). All students have the right to participate. The school, however, is not required to allow participation unless the student meets and maintains the criteria below.

Student Conduct and Behavior during Trips

- Participants are expected to conduct themselves in a manner that aligns to Graded's core values and reflects positively on themselves and the school community.
- All school and team rules must be adhered to.
- Behavior and/or conduct not in the best interest of the school that occurs either in activity endeavors or non-activity situations may constitute grounds for suspension or dismissal from the team and/or school depending upon the gravity of the offense. If a participant is involved in a major violation of the school rules, the administrator will include in the disciplinary response whether a student can continue to participate in the activity.

Attendance

- Attendance at practices and events is mandatory, the only possible exceptions being illness and family circumstances. The student must inform the coach/sponsor prior to the practice or event to be missed.
- Poor attendance in the activity or sport may jeopardize the student's placement in the activity and/or traveling team or group. In athletics, this includes playing time.

- Participants are expected to attend all classes on days of games, activities, events, and practice sessions to participate.
- Participants are expected to attend all community events during the school year such as CWW, Peer Group Connection (PGC), Grg retreat.
- Participants are expected to attend classes the day after returning from the trip unless otherwise noted by the teachers or coaches. Student who return from a school sponsored trip to São Paulo after 10:00 p.m. are excused from the first two classes the next day. If they return after 12:00 a.m., they are excused from the entire next day of school.
- Participants must be on time for games, practice sessions, events, and meetings.

Overnight Trips

Graded aims to support all students selected to participate in overnight trips. Those that 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 who are receiving a grade of **3** or below in any subject will be required to complete an approved *Overnight Trip Support Plan* with their relevant teachers, divisional administrators, counselor and/or athletic director. Final decision about eligibility will be decided by school administration.

In most circumstances, students will be informed by the activity sponsor or athletic director if they are eligible for attendance at least three weeks before the overnight trip.

Students are responsible for all work missed during an overnight trip. They should check Veracross or the teacher's website for daily assignments in addition to completing the advanced absence form. Work missed due to trips is due upon return or a previously agreed upon date with the teacher.

Link: [Overnight Trips Missed Assignment Document](#)

Other School Travel

School-sponsored travel is also available through various groups and activities such as band, choir, varsity sports, Model United Nations (MUN and HACIA), Debate Club, Global Issues Network (GIN) and Knowledge Bowl. Students must meet the Participation and Eligibility in Extracurricular Trips and Activities requirements described in this Handbook in order to participate.

Multiple Co-Curricular Events

A student is limited to ONE co-curricular multiple-day off-campus event per semester (e.g., Big Eight or MUN) without approval by the associate principal and grade level counselor at the beginning of each semester. The meeting is meant to provide consistent monitoring and support of students missing class on multiple trips. There is no limit to the number of co-activities in which a student may participate with the approval of the associate principal, athletic director and counselor **as long as** the student remains in good academic, attendance, and behavioral standing.

Balancing Curricular and Co-Curricular Activities

In order to avoid student overload and stress, students may not be away from school more than eight days per semester. Students are also limited to ONE co-curricular multiple-day off-campus event per semester (e.g., Big Eight or MUN). Exceptions to this policy must be approved by the associate principal, athletics and activities director, and grade level counselor at the beginning of each semester.

Athletic Program

The athletic program holds practices from 3:15 to 6:00 p.m. Graded is in the São Paulo High School League (SPHSL) and competes with other American schools in Brazil and South America. The sports program includes junior varsity and varsity teams for most sports offered; students aged 11-15 are

eligible for junior varsity, and ages 14-19 for varsity teams. For additional information, schedules and specific athletic department policies, rules, and expectations regarding student participation in the sports program, please see Athletics and Activities Handbook or contact the [Athletic and Activities Director](#).

Activities Program

The Graded Activities program offers its students the opportunity to participate in a wealth of activities that complement, but are not part of, the regular curriculum. Through the activities program, students are able to pursue an area of personal interest in a collaborative setting, while building intercultural competence and the opportunity to become 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 which includes academics, leadership, the arts, athletics, and service. Students may sign up for activities at any time throughout the year but more importantly during the Activity Fair that takes place during Flex/Community Time early in the year.

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

Most of the sports and some of the activities allow for a limited number of High School students to travel within and outside of São Paulo to compete or participate interscholastically. Since there are usually more students who wish to participate than there are places available to travel, a number of criteria are used to decide which students may travel. However, since maximum participation is encouraged, traveling groups are not selected too early in order to ensure opportunities for as many students as possible. Students must meet the Participation and Eligibility in Extracurricular Activities and Trips requirements described above.

Those students on the traveling list, as well as any students designated as alternates, must continue to participate in practices or rehearsals while maintaining attendance and academic requirements. Also, all participants must continue to demonstrate good citizenship in all areas of their school lives. If there is reason for concern over a student traveling for an event, the coaches/sponsors of a particular sport or activity will meet with the principal, associate principal, counselor, and/or athletic director to make the ultimate decision concerning eligibility after gathering feedback from teachers. All students who maintain appropriate academic and social standing are eligible to participate in co-curricular activities.

Community Service

Students can engage in many community service activities throughout the year. They may sponsor special programs for the underprivileged, raise awareness and funds for the environment, and help our local Graded community. Community service initiatives are pre-approved by the High School community service coordinator.

Activities to raise money for community service and class projects must be approved one week in advance by the associate principal. Students may not sell products for personal gain on school grounds at any time.

For more information about our After School Activities, visit the
High School Athletics and Activities [Handbook](#)
For information about Athletics, visit www.graded.br/athletics

Upper School Assessment for Learning Policy

Purpose of Grading at the Graded School - Why do we grade?

Grading is the evaluation of student learning based on evidence of what students know and are able to do.

It is important to have a common understanding of the following terms:

- **Assessment** is the "planned collection and analysis of evidence about what students know and are able to do."
- **Grading** is the evaluation of the evidence of learning to determine what students know and are able to do at the end of a grading period.
- **Reporting** is the communication to students and parents of what students know and are able to do at the end of a grading period.
- **Scores** are "the number (or letter) given to any student test or performance that may contribute to later determination of a grade." (O'Connor)
- **Grades** are the descriptor or "symbol (number) reported at the end of a period of time as a summary statement of student performance." (O'Connor)
- **Feedback** provided by teacher on assessments aims to be:
 - Timely: It arrives while the student is still thinking about the work and while there's still time for improvement.
 - Descriptive of the work: It focuses on one or more strengths of the work and provides at least one suggestion for a next step.
 - Positive: It shows how learning is a journey forward, and it is honest about both strengths to build on and weaknesses to improve.
 - Clear and specific: It is specific enough that the student knows what to do next and provides sufficient applicable and actionable feedback/information to act upon on the next assessment.
 - Differentiated: It meets the needs of each student with respect to the current work. For some students, a reminder is all that's needed for a next step; others may need prompts or examples.

Formative Assessments

Formative assessments:

- are formal and informal processes or assignments that help students acquire the knowledge and skills outlined in the learning objectives
- prepare students for summative assessments
- provide evidence of progress toward the stated learning objectives and/or standards
- encourage intellectual risk-taking where students understand that mistakes are part of the learning process
- will provide sufficient descriptive feedback to allow students to effectively predict their summative grade

FORMATIVE Expectations and Responsibilities

Teachers will...

- ensure that students and parents know which assessments are for practice (formative assessment) and which will count toward the final grade (summative assessment).
- consider performance on work intended for practice (formative assessment) in the final grade only if it provides extra opportunity to show evidence of proficiency.
- inform students as to the purpose(s) of the work when assigned.

- assign formative work due the following class by the end of the class period.
- provide descriptive feedback on formative assessments.¹ (Fix 13)
- If teachers are providing a score on a formative assignment they will use the 1-7 scale and descriptors in order to give students a clear understanding of where they are at in relation to the learning being assessed.
- Assign after school sessions to complete formative work that is overdue. Students who do not stay after school will be referred to the associate principal.

Students will...

- "provide [evidence of learning] in a timely manner within a grading period."²
- use feedback from teachers and peers to evaluate their learning progress and to make adjustments.
- provide feedback to teachers to improve learning.
- complete all formative tasks in the time given or stay after school to finish them.

Summative Assessments

Summative assessments:

- provide evidence of student achievement³ and are used to evaluate student proficiency in the learning objectives at the end of a learning period.
- should reflect a student's actual achievement at that moment in time and not reflect the future learning that will occur at a later time.

SUMMATIVE Expectations and Responsibilities

Teachers will...

- ensure summative assessments reflect **only** individual student achievement aligned with stated learning objectives or standards and levels of proficiency.
 - Scores for group work will not be included in achievement grades. (Fix 6)
 - The "Habits of a Learner" (self-management skills and social skills) are reported separately from the achievement grade. (Fix 1)
 - Summative results reflect actual achievement against learning objectives or standards and do not evaluate growth toward a future learning target.
- not lower a student's grade when using the *most recent* assessment because prior evidence of learning has already occurred. (Fix 14) (See Classroom Assessment for Learning, Ch. 10)
- base the summative assessment result on clearly defined standards or learning objectives for performance, not performance compared to other students. (Fixes 8 and 9)
- ensure summative assessments are based on "previous teaching, learning, and formative assessments."⁴ (Fix 10)
- base summative assessment results only on evidence of work and not give points for extra credit or use bonus points. (Fix 3)
- utilize common, quality assessments when multiple teachers teach the same course or grade level.
- collaborate and moderate the grading of common assessments to ensure that teachers are applying the criteria correctly and consistently.
- not assign a zero for late or missing summative assessments and instead note "no evidence."

Multiple Summative Assessments

Students may not be required to have more than two summative assessments due on any one day. It is the students' responsibility to arrange to reschedule one or more of their tests or projects with their

¹ From Moanalua High School policy on pg. 117 of O'Connor

² From Moanalua High School policy on pg. 118 of O'Connor

³ From Chappuis, et. al.

⁴ From Moanalua High School policy on pg. 118 of O'Connor

teachers at least one class period in advance. For example, if a science test scheduled for a Friday a third assessment for students, they must make arrangements for an alternative testing date with the science teacher during science class the Wednesday (one science class period) before the test. Students should contact the teachers concerned (before contacting the associate principal) if they have questions or concerns regarding the issue.

Summative Assessment Scheduling

Veracross is the central assignment calendar and gradebook for the Graded High School. Therefore, all summative assignments (tests, projects, papers, labs) must be posted on the school-wide Veracross agenda system the day they are assigned. Other work students are expected to complete outside of class can be listed at the teacher's discretion. It is the responsibility of the students to complete all assignments posted on Veracross.

Descriptors of Achievement

The Graded School Grading Scale serves to support students and parents in understanding students' progress in developmentally appropriate structures. In the Upper School, achievement aligns to deepening levels of application, critical thinking, and originality. Graded has adopted a 1 to 7 scale with descriptors shown below:

Graded Number Grade	Grade Descriptor
7	Exceeds or Beyond Mastery (Extending) <ul style="list-style-type: none"> Consistent and thorough understanding of knowledge, skills, and concepts Applies learning in new contexts independently Communicates learning clearly and fluently
6	Mastery of Learning <ul style="list-style-type: none"> Consistent and thorough understanding of knowledge and/or skills, and/or concepts Applies learning in new contexts with little assistance Communicates learning clearly and fluently
5	Proficient in Learning <ul style="list-style-type: none"> Solid understanding of knowledge, skills, and concepts Applies learning in familiar contexts Communicates most learning independently
4	Partially Proficient in Learning <ul style="list-style-type: none"> Understanding of knowledge, skills and concepts with some gaps Applies learning in familiar contexts with some assistance Communicates learning with some assistance
3	Progressing in Learning <ul style="list-style-type: none"> Inconsistent understanding of knowledge, skills, and concepts Applies learning in familiar contexts with significant assistance Communicates learning with significant assistance
2*	Insufficient Evidence of Learning <ul style="list-style-type: none"> Inconsistent or inaccurate understanding of knowledge, skills, and concepts with many gaps Applies learning in familiar contexts only with assistance Communicates learning only with assistance
1*	No Evidence of Learning <ul style="list-style-type: none"> Has no understanding of knowledge, skills, and concepts

**A summative grade of a 1 or 2 requires the students to reassess. If students earn a 1 or 2 at the end of a*

grading period, they are required to complete recuperação, per our policies.

Learning Habits Descriptors

In the High School, we value not only the academic achievement of each student but also the development of healthy learning habits that will serve our students as lifelong learners. At a minimum the teacher will comment on one area of strength and one area for growth in a narrative format. The following learning habits are evaluated and reported on the Grade Report each reporting period:

1. **Balanced:** Students understand the importance of a well-rounded education that incorporates academics, arts, athletics, and community service. The student:
 - Selects a variety of courses
 - Chooses activities that represent arts, athletics, and service
 - Approaches tasks and demonstrates learning from a variety of perspectives or techniques in order to build a full repertoire of skills
 - Manages emotions in a way that promotes successful learning
 - Works effectively, both individually and in groups

2. **Communicators:** Students value the importance of clarity in communication across multiple languages and through a variety of digitally collaborative venues. The student:
 - Matches the communication style, level of language, and register to the context
 - Effectively expresses ideas using a variety of modes of communication
 - Articulates ideas with clarity, voice, and purpose

3. **Critical thinkers:** Students embrace interdisciplinary study and explore multiple perspectives to approach complex problems and to make reasoned decisions. The student:
 - Analyzes, synthesizes, and evaluates information and ideas
 - Identifies and solves problems and is able to predict outcomes
 - Makes connections among ideas and disciplines
 - Uses and evaluates different perspectives in decision making
 - Follows and creates a reasoned argument or proof

4. **Curious:** Students actively commit to learning, acquiring the skills necessary for rigorous intellectual inquiry and independent research. The student:
 - Asks questions to reach deeper and broader understanding of concepts
 - Actively commits to learning
 - Shows characteristics of engaged inquiry

5. **Inclusive:** Students appreciate the strength inherent in diversity and are open to the perspectives, values, and traditions of other individuals and communities. The student:
 - Appreciates his or her own culture(s) and personal history
 - Is open to the perspectives, values, and traditions of other individuals and communities
 - Extends self to involve others, embrace varied experiences, and invest in others' improvement
 - Uses interpersonal awareness and skills to work effectively in groups

6. **Innovative:** Students engage in creative and imaginative thinking that enables them to extend their learning in original and insightful ways. The student:
 - Exercises initiative in applying critical thinking skills
 - Develops his or her natural curiosity to create original and insightful ideas and end products

7. **Reflective:** Students regularly assess their strengths and limitations as learners in a spirit of continuous improvement and personal growth. The student:
 - Assesses the strengths and weaknesses of his or her own behavior and approach
 - Demonstrates willingness to use insight in a spirit of continuous improvement
 - Shows focus, resolve, and resilience in the pursuit of goals
 - Displays intrapersonal awareness

8. **Responsible:** Students act with honesty and integrity, have a personal commitment to service, and strive to make a positive difference in the lives of others and in the community. The student:
 - Acts with integrity and honesty, with a strong sense of fairness, justice, and respect for the dignity of the individual, groups, and communities
 - Takes responsibility for his or her own actions and the consequences that accompany them
 - Accepts responsibility for own learning
 - Shows a personal commitment to service, and acts to make a positive difference to the lives of others and to the environment

9. **Risk-takers:** Students have the courage to explore new ideas, roles, and strategies as they encounter unfamiliar situations and new challenges. The student:
 - Approaches unfamiliar situations and uncertainty with courage and forethought
 - Demonstrates willingness to challenge his or her own belief system in the spirit of positive growth
 - Shows the independence of spirit to explore new roles, ideas, skills, and strategies
 - Demonstrates bravery in articulating, justifying, and defending his or her beliefs

The Learning Habits were generated by stakeholders in the Graded community and further informed by the [IB Learner Profile](#) and the [National Educational Technology Standards \(NETS\)](#)s

Reassessment Policy

The purpose of re-learning and reassessment is to provide an additional opportunity for students to demonstrate their learning.

- Reassessments are required for students receiving a grade of 1 or 2 on a summative assessment.
- Reassessments are permitted and will be based on the following conditions:
 - A structured re-learning process must occur (e.g., e-teaching, use of a reassessment form, study session(s), completing or correcting formative work) before a reassessment takes place
 - Completing all formative assessments directly related to the summative assessment
- Reassessments are scheduled by the teacher, taking into consideration the opportunities for learning.
- Students will be allowed to retake a summative assessment one time unless the teacher permits additional opportunities for reassessment.
- Reassessments are designed to assess areas that not have been mastered. Therefore, reassessments can be given that cover portions of the assessments where remediation is needed. Re-assessments may look different for different students. For example, alternative assessments may be required by the teacher as some scenarios are impossible to replicate.
- The grade for a reassessment should never result in a lower final grade on the assessment.

- A student who is absent from reassessment will be able to reassess ONLY if there is a documented and justified reason for the student's absence by the parent. Optional travel is not a justified reason.
- All reassessments must be completed before the beginning of the last week of the second semester.
- If IB internal assessments are reported as a summative result at Graded, they are eligible for reassessment. An IB external assessment is not reported as a summative result at Graded and cannot be reassessed.
- If a student does not meet the standard/learning objective after reassessment, the student may need to complete *recuperação* or credit recovery during the vacation period.

Reassessment of mock exams:

- The mock exam counts as a summative grade and at the same time it is used to inform teachers and students in preparation for the final IBDP external exam.
- Mock exams will include content and skills that have been previously summatively assessed which will not be eligible for reassessment.
- Portions of the exam which have not been previously summatively assessed are eligible for reassessment.
- Portions of the exam which have not been taught must be considered as formative.
- Teachers will inform students in advance of the portions of the exam which are eligible for reassessment.
- Teachers should consider the weight of a mock exam equal to any other summative assessment.

Students who fail to show up for their scheduled reassessment will lose the right to complete the assessment.

Procedures and Consequences for Missing Assessment Deadlines

In the event of failure to meet assessment deadlines:

- At teacher discretion, the student will be assigned time to complete the work during lunch time, independent study block, or after school.
 - It is the student's responsibility to complete the missed work, so if the student submits the work before the arranged time, the he or she will not need to attend the make-up time.
 - Attendance is mandatory and non-negotiable and after-school activities will be suspended for that student that day in these instances.
 - Parents will be notified by the teacher so they can arrange alternative pick up times as necessary.
- If a student fails to show up for the make-up session, the teacher will inform the associate principal who will follow up with the student.
- Alternatively, teachers may arrange a new deadline with the student. Students who inform teachers before the deadline that they are having problems or have genuine mitigating circumstances may be given extension at the teacher's discretion.
- For those students who fail to complete the assessment, the student will receive a "No Evidence of Learning."

Making up Missed Assessments Due to Absences

All missed assessments will be made up when the student returns to school.

If a student arrives late and missed an assessment, the student must make up the assessment in the

afternoon of the same day in which they were late.

Student leaving school early and missing an assessment must inform the teacher in advance so that the assessment can be completed prior to departure.

If students fail to meet the conditions above, he or she will be expected to complete the missing assessments during an assigned after school Supervised Academic Support session on the day they return to school. Any exceptions to these policies must be arranged in advance with the teacher.

Work Assigned During School-Related Absences

Students who will miss classes due to a school activity are required to fill out a "Student Planned Absence Form" that lists the assignments and assessments to be missed, date those assignments will be due or assessments completed, and is signed by each teacher on the students' schedules. The form is to be completed at least 24 hours before departure. The associate principal, athletics and activities director, and community service coordinator will oversee the process in coordination with coaches, advisers, and teachers.

We realize that students are typically immersed in activities while attending these events and that there may be little time for students to complete homework. While we encourage students to complete the work prior to leaving for a trip, we understand that much of the work will be turned in afterwards. Students and teachers will both benefit when summative assessments can be completed before a trip. The following timelines 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 due date. Not knowing the due date is not an acceptable excuse for extensions. If a student fails to meet the conditions above, he or she will be expected to complete the missing assessments during an assigned after school Supervised Academic Support session. Any exceptions to these policies must be arranged in advance with the teacher.

Original Due Date	New Due Date	Rationale	Example
Assigned on the day of departure and due on the first day back after the school-related absence	Within 2 days of return to school	The student did not miss any preparation time and the additional two days give the student time to recover and complete the work after the trip.	The assessment was assigned on the day of departure for the GIN conference and due on Tuesday, the first day back at school. The student must turn in the work on or before Thursday after he or she returns to school.
The first day that the student is absent for the school-related absence	Within 2 days of return to school	The student did not miss any preparation time and the additional two days give the student time to recover and complete the work after the trip.	The assessment was due on Monday, the first day of the Big Eight tournament, so the student must turn in the work on or before the second day after he or she returns to school.
The second day that the student is absent for the school-related absence.	Within 3 days of return to school	The additional day compensates the student for one day of missed preparation time.	The assessment was taken on the second day of the MUN trip, so the student must turn in the work on or before the third day after he or she returns to school.

The third day that the student is absent for the school-related absence.	Within 4 days of return to school	Same rationale as above due to preparation time.	The assessment was given on the third day of the trip, so the student must turn in the work on or before the fourth day after he or she returns to school.
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Vacation Assignments/Reading

There are times when students will have homework during the June/July and December/January vacations. Below are the guidelines that we use when reviewing vacation homework:

- Since homework is designed to "assist students in consolidating their ideas and prepare them for participating in class at a more meaningful level," there should not be graded summative assessments immediately upon return to class.
- Our belief that reading is important for language development means that vacation reading assignments in English, Portuguese, Spanish, and French classes are allowed.
- The IB HL courses require additional work outside of the normal school year so these classes may require work during the vacation.
- New students have a minimum of two weeks after they start school to complete the vacation assignments.
- The amount of work per class should be of a reasonable amount. We do not believe that students should have to spend a significant amount of time working during the vacations.

Grade Reports

Parents and students can monitor a student's progress in every course by accessing the their Veracross accounts. At the end of each reporting period, a Progress Report is also made available to all parents and students. This report will include the following components:

- The current level of achievement (from 1-7) for each subject area
- Narrative comments from the teacher at the end of each semester (Parents will receive feedback from teachers by attending Parent Teacher Conferences scheduled at the mid-semester point)
- Comments on Learning Habits
- A summary of attendance and tardies

Grade Calculations

The grade for each reporting period will be based on the following:

- **The most consistent data will be used first, followed by the most significant data, and finally, if beneficial, the most recent data.**
- Teachers should not base grades on the average score or rating since proficiency develops over time.
- Teachers will administer a minimum of four summative assessments per semester.
- Final grades should include all summative data (for example, all summative grades from August to June for a year-long course).
- Missing work is not calculated in the final grade. (Fixes, 2, 4, 5, 12)⁵
- When there is insufficient evidence of learning to report a final grade, a **No Evidence of Learning** will be used for reporting student achievement until the student has completed the work. If the student fails to complete the work, the grade turns to a 1.

For work not completed:

⁵ Refer to policy on pg. 103-14 of O'Connor

- Assessments not turned in will be marked "not turned in."
- The conditions for completing missing assignments or assessments must be established between the teacher and the student, and it is the student's responsibility to meet those conditions. (O'Connor 103). (Fix 15)

Academic Credit

Academic credit for the American diploma and grade-level promotion are earned based on final grades in a course. Upon failure of a course, students will be required to recover credit. For Brazilian diploma purposes, credit recovery will count as *recuperação*. When the credit recovery is not required for the American diploma, the appropriate *recuperação* will be offered locally by the Brazilian Studies Department. (See statement on *Recuperação* below)

If students do not successfully recover credit, then promotion decisions are facilitated by the principal or associate principal in consultation with a group of teachers and other specialists as appropriate. If a student fails more than two required courses, they may jeopardize their graduation timeline, not be promoted to the next grade level (e.g., reclassified), or may be required to seek alternative school options. Decisions on placement for the following year will be based on the students' being on track for graduation. Students who are reclassified will not be required to repeat courses for which they have already received credit. Once a student has been reclassified through the *conselho* process in Middle and/or High School, that student may not apply for reclassification at a later date. Graded follows the guidelines of the AdvancED in the granting of all credits.

Any student who fails a required course must either retake the course the following year or enroll in a regionally accredited American high school other than Graded, community college, or online course provider and earn the appropriate passing credit within the discipline of the failed course. Graded will then record the credit on the student's transcript. All courses taken outside of Graded for credit recovery must be pre-approved by the High School principal. (Due to time constraints, it is only feasible to complete one credit over the June/July vacation.)

Students who have not met the requirements for graduation by the ceremony date will not participate in the graduation ceremony.

Recuperação

Recuperação provides students authentic remediation and holds students accountable to our academic standards. Over the course of the year, students who do not meet academic standards will have the opportunity to re-learn and reassess, known as *Recuperação Paralela* or *reassessment* (see reassessment policy). At the end of each semester, students still have an opportunity to re-learn and reassess. If a student earns a 2 or is "incomplete" at the end of a term, the process is similar to that of ongoing reassessment and is called *Recuperação Paralela*. If a student earns a 1, they have failed the course, and the reassessment process is called *Recuperação Final*.

Recuperação Paralela (ongoing reassessments) and Recuperação Final at the end of the school year:

Students who earn either a 1 or a 2, or who have earned an "incomplete" in a course, do not meet our standards and must undergo a process to re-learn the material and reassess in order to earn credit. A teacher will identify the material that a student has not mastered and provide resources for the student to review and re-learn the material. This could include remedial classes or tutoring during the break. An assessment is then prepared and administered before classes begin in January or August. If a student is leaving the school, the assessment is administered before their departure.

If a student fails two or more courses (grade 1) in a given year, the final grade on the report card and the American transcript will not change.

Conditions for Promotion and Retention in the case of *recuperação final*:

- If the student demonstrates achievement, he or she will be promoted to the next grade level.
- If a student does not demonstrate achievement in one or more courses, the *Conselho de Classe* will meet to review the student's progress, standards that he or she has not met, support structures needed for *recuperação*, and, depending on the case, recommend promotion or retention.

Conselho de Classe

The *Conselho de Classe* is a team of representatives (the principal, counselors, and student's teachers) will meet as a team who meet to discuss the academic performance of students who are failing or who have failed class(es). The team discusses *recuperação* for the Brazilian diploma and future placement in courses for the American diploma and assistance recovering credit, when appropriate.

Final Assessments

There will be no formal final exam session at the end of the school year (except for juniors) but final assessments may take place. Summative assessments given at the end of the school year should cover the current unit and not be cumulative of the semester or year (except for juniors).

Brazilian Report Cards and Transcripts

These will be issued as part of the checkout procedures for those students officially enrolled in the Brazilian diploma program.

Recognizing Excellence

Graded no longer averages grades nor does it rank its students. Academic achievement in the High School is recognized throughout the year but specifically for each grade level at the end of each year at an awards assembly. 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 that is awarded to any student who has earned a final grade of Mastery or above (6-7) in all classes at the end of a school year. Students who receive this award in multiple years between grades 9-12 will be recognized in the senior year as one, two, three, or four year award winners.

Superintendent's Award - Grade 12

Criteria:

- Be a well-rounded student with a broad range of interests as expressed in his or her participation in and contributions to school activities.
- Be a student seen as continuously striving for excellence in conduct and in scholarship. As regards academic achievement, the student need not be at the "top level" within the class but rather one who vigorously seeks to achieve his or her potential.
- The student should excel in such qualities as consideration for others, helpfulness, and open-mindedness.

Award for International Understanding - Grade 12

The award is given to a student who is a good representative of his or her own country, with a

positive attitude toward the life and culture of others, able to converse in at least two languages, a contributing force in the life of the school, with the ability to bring different people together into a sense of community, thus furthering the cause of international understanding.

Rob Neeleman Humanitarian Award - Grade 12

The Rob Neeleman Humanitarian Award was set up 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. The award is given to someone who is compassionate, caring, creative, and loving. Nominations for this award come from students, so the individual must have been recognized by his or her peers in order to be considered. The winner will receive R\$1,000 to be donated to the charity or community service group of his or her choice.

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 a R\$10,000 scholarship award – R\$5,000 to the winner and R\$5,000 to the charity of the winner's choice.

Rensselaer Award of Excellence - Grade 11

The Rensselaer Medal is a scholarship opportunity worth a minimum of \$60,000 for outstanding math and science students (for each medalist who is accepted and enrolls at the Rensselaer Polytechnic Institute). Each spring, participating high schools are allowed to select one member of the junior class to be honored with the Rensselaer Medal Award. The responsibility for designating the Rensselaer Medalist belongs to faculty and staff within the secondary school. To be considered for the Rensselaer Medal Program, the student needs to be in the top 10 percent of the junior class (or equivalent) and should be taking (and excelling in) four years of math (at least through pre-calculus) and should have completed (or be scheduled to take) biology, chemistry, and lab-based physics. *Students need not be interested in attending the Rensselaer Polytechnic Institute to be considered.*

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, specifically with their academic excellence, leadership outside of the classroom, diversity of thought, and ability to put knowledge into action.

Graded Spirit Award (Grades 9-11)

Criteria:

- Be a student who demonstrates commitment to the school's core values
- Be a student seen as continuously striving to achieve his or her potential
- Be a student who excels in bringing out the best in others
- Be a well-rounded student with a broad range of interests as expressed in his or her participation in and contributions to school activities

Subject Area Awards - Grades 9-12

Subject area awards may be awarded to students by each academic department based on academic achievement, engagement, and habits of a learner:

- Language arts

- World languages
- Social studies
- Mathematics
- Sciences
- Visual and performing arts
- Physical - grades 9 and 10
- Health education - grade 9

SENIOR RECOGNITION

At the **Senior Awards** assembly, all seniors who have successfully 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 during their senior year will be recognized for their academic excellence with the **Eagle Award for Academic Excellence** by a Gold Cord to wear over their graduation gown.

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

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

- Speaker One: senior selected by the senior class student body (highest vote)
- Speaker Two: 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: faculty member - selected by the senior class (highest vote)

Student Support Services

Academic Support Services

The Optimal Learning Center (OLC) supports students with identified learning differences, empowering them to become confident, autonomous learners who meet or exceed grade level standards. The learning specialists in the OLC collaborate and consult with students, parents, teachers, and other stakeholders in the community to provide individual, small group, and classroom level interventions. These include strategies within daily routines, classroom structures, and curricular activities.

Students with less severe documented learning needs may be placed on consult with the academic support teacher. When students are on consult, their grades are monitored regularly, there is consultation with their core teachers, and they will have access to accommodations such as extended time for assessments, outlined by their support plans.

After-School Support

If a student has questions or difficulties with a subject, after-school help with the teacher is available upon request from 3:15 to 4:00 p.m., Monday, Tuesday, and Thursday. In a few cases, students may need reinforcement in certain areas beyond what can be covered in class or in after-school help sessions.

Counseling Program

The Graded counseling program is an integral part of all student experiences, providing proactive and responsive services to meet the personal, social, and emotional needs of the Graded Community. Through collaboration with all relevant education professionals and coordination of programs, the Graded counselors ensure that comprehensive services are available to all students. They value a student-centered approach that empowers students to reach their full potential in an ever-changing society.

The High School counselors at Graded not only provide social-emotional support to students, they identify and monitor effective interventions to help students' achieve academic success. In addition, they play a key role in assisting students through their post-secondary planning. High School counselors meet students individually before school, during academic consultation time, or after school. The grade 9 and 10 counselor meets groups of students during pre-scheduled times during social studies classes. The counselors for grades 11 and 12 have access to their students during scheduled Junior and Senior Core Seminar classes.

In the earlier years of High School, the counseling program focuses on guiding students through self-discovery so that they can make informed educational and career decisions. Students learn how their interests, values, and skills relate to different careers.

We believe that college is a match to be made, not a trophy to be won. Graded college counselors focus on helping to identify those colleges and universities that most closely match the individual student's interests, needs, abilities, and potential while honoring the unique qualities and characteristics of each student.

The counselor is available to help students and parents with every step of the application process. The counseling office utilizes the web-based program, Naviance, to support and assist the post-secondary research and application process.

Graded hosts many admission representatives every year from the U.S., Canada, the U.K., and other countries so that students are able to receive personal attention in the admissions process. In addition, the High School college counselors visit college campuses throughout the world to educate admissions officers about Graded and its students.

English Language Learners

The Graded English Language Learner (ELL) Program empowers multilingual students to succeed in the school's rigorous academic learning environment. Language instruction in this program supports access to core curricular content while honoring diverse backgrounds and learning styles. Students' linguistic needs are comprehensively assessed using the [WIDA Framework](#) in order to determine which services will be provided to facilitate full immersion into Graded's academic program.

The High School English Language Learning program is designed to foster the acquisition of social language and to assist students in acquiring the cognitive and academic proficiency necessary for success in the mainstream curricular program of the school. In the High School, we believe that additional language learners will make a more rapid academic, social, and emotional adjustment to the school environment through mainstream immersion.

Laboratório de Redação

O Laboratório de Redação propõe-se a ser um espaço de apoio aos alunos, em suas produções textuais acadêmicas de Língua, Literatura e Estudos Sociais Brasileiros, assim como em suas criações independentes – literárias ou não. O trabalho se dá em parceria com os professores de classe, em horários compartilhados, ou em horários marcados por email ou na sala B28. Durante os atendimentos, o professor será um ouvinte especial e um leitor-crítico do texto do aluno, orientando-o na busca de uma expressão clara, coerente e autêntica, seja por meio de estruturas ensaísticas, narrativas ou poéticas.

Mathematics Help Center

With the help of Higher Level math students, the math department runs an after school Math-Help Center in room B6 on Monday, Tuesday, and Thursday from 3:15 to 4:00 p.m. If students have questions or difficulties with a current math topic or they want to prepare themselves for an upcoming assessment, they will find a mature peer-tutor and/or math teacher in that room waiting to give them a helping hand.

Support, Accommodations, and Modification

Graded School makes every effort to provide ongoing support to students who encounter academic difficulties or struggle to meet course requirements. We recognize students learn best when they are appropriately challenged and are presented with curricular material which matches their instructional level and intellectual abilities. Graded School's commitment to differentiation requires teachers, as outlined in our principles of teaching and learning, to match students' instructional levels with their capabilities, interests, and talents. Support for students may include, but not be limited to, after-school help, re-takes and revision of tests, papers, and projects, enrichment opportunities, online modules and tutorials, and peer tutoring. Additionally, Graded School recognizes that to best meet the learning needs of students, there may also be a need for accommodations. Students must present the results of a psycho-educational evaluation to be eligible for accommodations. Graded rarely modifies the course expectations for a student. The decision to modify a course is determined by the Student Support Team (SST) and the High School principal. On those rare occasions, the modification is noted on the transcript.

Tutoring

In some cases, students may need reinforcement in certain areas beyond what can be covered in

class or in after-school help sessions. In these cases, teachers may suggest to the principal or counselor that a tutor could help. All such recommendations must go through this channel, at which point the parents will be advised. It is recommended that parents wishing help in this area contact the counselor. All tutoring for pay must take place off campus.

Citizenship, Community, and Conduct

Students at Graded are expected to conduct themselves, both on and off campus, in a manner which reflects well on themselves, the school, their families, and their countries. They should maintain standards of conduct that model the school's mission statement and core values. The superintendent and/or the principal reserve the right to take appropriate disciplinary action in the case of a violation of these standards.

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 Disciplinary Policy

We believe that realizing Graded's mission and core values is a continuous, developmental process and 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.

Any incident that happens outside of school but still affects the learning environment at school will be handled as a disciplinary incident.

Consequences for School Rule Violations

The school works to turn mistakes and lapses in good judgment into learning opportunities. Students who can not fulfill their responsibilities and violate school rules will be subject to consequences. The severity of the violation and the student's individual discipline record will be considered when assigning consequences. Because of the various influences that affect the nature of discipline 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 progression of consequences for violations of school rules are outlined below; however, the principal, associate principal, IB coordinator, and counselor reserve the right to assign alternate consequences where 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.
- After-School Detention: Students may be issued an after-school detention for behavioral infractions. Detention will be held on Tuesday, Thursday, and Friday afternoons from 3:10 to 4:00 p.m. Students are expected to work quietly during this staff-supervised, mandatory event. Parents and students will be notified of detention with at least one days' notice and are asked to make appropriate transportation arrangements.
- Behavior Report: Students will receive a Behavior Report, along with an additional appropriate consequence, for behavioral missteps. A Behavior Report is a letter/email home documenting the behavioral infraction to be acknowledged by the student and his or her parents or guardian. The Behavior Report is reported by the associate principal in collaboration with the individual witnessing the infraction. In all cases, students are encouraged to advocate for themselves and to discuss with the teacher or administrator what happened. Behavior Reports are recorded on the student's file in the Veracross System and kept for the duration of the student's stay at Graded.

- **Behavior Contract:** If a student fails to find success with a Behavior Report within an appropriate amount of time, the principal and/or associate principal will meet with the student and parents to go over a more formal list of behavioral expectations. Contracts are considered a final attempt to make very clear the behavioral expectations at the school and spell out the steps necessary to remain a member of the Graded school community. A contract will also include whether a student can participate in school-sponsored activities, trips, and athletics during the term of the contract. A Behavior Contract and consequences are non-negotiable and can include a final decision of whether the student should continue as a member of the Graded community.

Consequences for Major School Rule Violations

There are some actions that require a more immediate response. Students may be given immediate in- or out-of-school suspensions for major offenses. Such offenses may include, but are not limited to:

- Insubordination and/or defiance (failure to comply with requests of faculty or staff members)
- Fighting, hitting, pushing, kicking, slapping, or play fighting
- Inappropriate physical touching or physical displays (self or others)
- Academic dishonesty
- Vandalism
- Bullying or harassment of any kind (refer to the Safe School Policy for a full policy and definition of bullying)
- Threats or intimidation
- Activities that endanger the health or well-being of the student or another person
- Theft or damage of property (vandalism)
- Possession, use, or distribution of alcohol or illegal substances
- Smoking on campus
- Possession of a weapon or something that could be perceived as or used as a weapon (including laser pens, matches, lighters, or fireworks)

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 to 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 (see exception below). Students who are suspended are allowed to make up and receive credit for all work that was missed during the suspension. The student will sit for any assessments that occur during the suspension at the scheduled time. The assessments will be given in a location that is determined by the associate principal. It is the student's responsibility to speak with the teacher about a timeline for completing all missed work, and the responsibility falls on the student to speak to peers about what he or she 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 of a serious enough nature, 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 and/or expulsion. Any decision on expulsion is reviewed by the superintendent.

Those students who apply to transfer to new schools during their time in the High School should note that in cases, if requested, we may be required to disclose and report to those schools major behavioral offenses that result in suspensions.

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

Drugs and Alcohol

Abuse of chemicals and controlled substances (illegal drugs) is an extremely serious matter in Brazil and can result in legal consequences. The school is not in a position to protect the student involved in drug abuse although it does attempt to prevent such problems by providing information in health classes and other forums. The school may facilitate the treatment of a student who wants help with an addiction and wishes to remain in school. Students possessing or bringing these substances onto the campus or appearing on campus under their influence will face lengthy suspensions or expulsion. The school is under obligation, in certain circumstances, to report these incidents to the local authorities. The supplying or sale of drugs on campus will result in expulsion and the notification of the authorities.

Harassment and Bullying Policy*

We are committed to providing a caring, friendly, and safe environment for all of our students so they can learn in a relaxed and secure atmosphere. Bullying of any kind is unacceptable at our school, and is against Brazilian law.

At Graded, you have the right to be free from bullying, labeling, harassment, and hurtful behavior.

Our community does not tolerate students being oppressed; therefore, we do not allow students to bully one another. Further, all students must not permit anyone to frighten or harass another member of our community. All students are required to report any incident of bullying they witness. Hurtful bystanders, those who instigate, passively accept, encourage, or join are participants of bullying. Witnessing and not reporting makes you a participant in bullying. It is the responsibility of every member of the Graded community to prevent bullying.

Definition of Bullying

Bullying at the Graded School is defined as any type of verbal, physical, or psychological abuse or intimidation against another student, which is repeated and intentional. The underlying purpose of this type of behavior is always to humiliate, hurt, or distress someone else. A bullied person is one who is repeatedly exposed to negative action by one or more persons. Bullying can include, but is not necessarily limited to, the following categories and specific behaviors in person, online, or on the phone: verbal bullying, threatening, social exclusion, physical bullying, cyber bullying, vandalism, extortion, or theft.

Verbal bullying

- Name-calling, teasing, insulting, calling someone pejorative nicknames
- Making fun of or being disrespectful of another person's physical characteristics, nationality, religion, color, size, sexual orientation, physical disabilities, family problems (i.e., divorce), economic means, ability to learn, athletic ability, and the like
- Using inappropriate language
- Spreading lies or rumors about a person
- Laughing at another's misfortune
- Inciting others to fight or bully someone in any way
- Putting people down
- Mocking someone
- Sexually harassing someone

Threatening

- Saying that someone will be hurt if they do not comply with the bully's requests
- Using antagonistic language towards someone

Social Exclusion

- Not allowing someone to play with, participate, or work in your group (including online groups)
- Forming a circle or group on the playground or the hallways so that another person cannot join
- Speaking with a group so that one person is purposely excluded either because of the language or slang they are using by a group
- Ignoring a person to purposely isolate or exclude them
- Working as a group to pressure others to isolate someone or exclude them as a friend
- Refusing to allow someone his or her place in a line, on a bus, or at a cafeteria table

Physical Bullying

- Pushing or shoving someone, hitting someone, poking or jabbing someone with hands or fingers or objects such as a pencils or sticks
- Grabbing someone's clothes (i.e. taking off someone's hat and throwing it down or giving it to someone else or grabbing a person's clothes with the intent to tear them)
- Fighting

Cyberbullying

- Any bullying as outlined in this policy through online means (using any application, tool, or forum through the world wide web)
- Tampering with someone else's photos or personal data
- Disparaging, embarrassing, intimidating, insulting, humiliating, hurting, or threatening someone through online means, including sending text messages or on messaging services (i.e., WhatsApp)
- Publicly humiliating someone or sharing inappropriate pictures online (i.e., Facebook, WhatsApp, Snapchat)

Vandalism

- Damaging someone's books or locker
- Breaking someone's pencils, pens, or art supplies
- Writing on someone's notebook or binder
- Digital vandalism (i.e., adding something to another student's computer without the owner's permission)
- Writing derogatory graffiti

Extortion or Theft

- Taking someone's money
- Taking or hiding something that belongs to someone else (i.e., books, laptops, iPads)

***REFERENCE: Brazilian Law**

Brazilian law prevents and combats against systematic oppression and intimidation known as bullying. The law aims to promote citizenship, empathy and a culture of peace and mutual tolerance. It outlines the duty of educational institutions to train their communities, including teachers, students, and parents, to discuss, create awareness of, and prevent bullying. It also calls for schools to establish codes of conduct and guidance for students and families, which include how to identify bullying, its victims, and its perpetrators. It promotes a rehabilitative approach to the education of bullying offenders. (Lei nº 13.185/2015)

Academic Integrity

Graded aims to develop "engaged ethical citizens" who use information ethically and value the work of others. Academic honesty means to be trustworthy (display integrity) and responsibility in all academic work, creating and expressing own ideas, and acknowledging the intellectual contributions of others. Graded believes that the well-being of our community depends on creating a trusting, caring, and kind environment that values each individual's honest contributions. Academic honesty is a fundamental aspect of responsibility, which is part of our core values.

Communicating clearly about assignments and expectations is the responsibility of all students and faculty members. Communicating clearly about deadlines and approved aid/support (e.g., the use of tutors or group work) can help students make good choices. It is also the responsibility of students to ensure clarity of expectations (e.g., asking before acting).

Academic dishonesty includes but is not limited to:

- Cheating: Cheating may involve:
 - *giving* unauthorized assistance to another student (collaborating when it's not authorized) or an adult (such as a tutor or family member) without acknowledging their assistance
 - *receiving* unauthorized assistance from another student or an adult (such as a tutor or family member) without acknowledging their assistance
 - copying parts of or an entire assignment or assessment
 - use of internet translators as a substitute for a student's own work in language study
- Fabrication (making things up, lying): intentionally making up data, information, documents, research, or forging signatures
- 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, "facts," or original work without giving proper credit (e.g., citations, footnotes, endnotes). This includes handing in assignments or coursework which has been downloaded in full or in part from the internet, or used for another current or previous class
- Other actions of academic dishonesty not listed above, as determined by a teacher and administrator

Consequences of academic dishonesty

- The student will have a conference with the administrator/counselor and teacher in order to learn from his or her poor choices. The primary purpose of the conference is to understand the importance of integrity, how to properly value the intellectual property of others, and understand the consequences of his or her actions. The conference will also serve as a warning. Parents will be notified.
- The student will be required to complete another assignment under supervised conditions within a new timeline set by the teacher.
- All extracurricular involvement may be suspended until the assignment is completed.
- A note with details of the incident will be placed in the student's official file on Veracross. This will allow the school to track repeated offenses.

Further disciplinary consequences:

If a student commits academic dishonesty for a second time (across all classes) further disciplinary consequences will be applied and can include:

- Further conference with the parents and associate principal or principal
- In-school suspension
- Development of a Behavior Plan
- **Placing a note on the student's official file on Veracross.** This forms part of a student's official record. In the Upper School, we may be required (if requested) to report academic dishonesty cases to schools where students are transferring.
- For further offenses a student may serve an out-of school suspension or be expelled

Attendance

At Graded, we believe that having an excellent attendance record allows students to contribute to the Graded learning community through engagement with classmates and teachers. This daily intellectual interaction empowers students to maximize their individual potential and to enhance the learning of others. When students are absent or late to school or to class, not only does their learning suffer significantly, but the learning of other students is also affected. Therefore, we expect students to be in school and to be on time for classes. To fulfill Brazilian Law, Carnegie Units (American High Diploma Credits) and the IBDP requirement of minimum contact hours, students are required to be in attendance a minimum of 75% of class time, **in each subject**, in order to be eligible for course credit.

Student and Parent Responsibilities:

- It is the responsibility of the student and family to know and understand the attendance policy to ensure that students do everything possible to minimize absences from school.
- Students should arrive to class promptly by 8:10 a.m. Students arriving after this point are considered tardy and must sign in the Middle or High School office and obtain a pass to be allowed to class.
- Arrive to each class on time.

Absences

Absences are not permitted. However, we realize that there are instances in which students cannot be in school due to medical issues or appointments. Graded trusts that parents will remove their children from school only when they feel it is absolutely necessary. Extending vacations and service commitments are examples of events not considered excused absences and are not allowed. For full clarity:

- All absences are unexcused unless a parent provides valid documentation from a medical professional.
- Students who are aware of an absence in advance must complete a Student [Planned Absence Form](#) and ensure it is signed by all teachers. If this process is followed, full credit will be given for all work that is made up in the time frame agreed upon between student and teacher. A signed copy of the form must be given to the school secretary the day before the absence. Students may be prevented from participating in school trips or off-campus events if the Student Planned Absence Form is not completed.
- In order to ensure the whereabouts of all students, parents/guardians are asked to complete the Student Logistics feature in Veracross by 8:30 a.m. on the day that their child is absent and/or if their child 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.**

Class cuts, including cutting Community Time (Flex) and assigned after school make-up sessions (SAS), are a disciplinary matter because it compromises the trust we have in a student to know their

whereabouts and ensure their safety. **Students will be given one written warning and may be suspended as a result of class cuts after the warning.**

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.
- In the High School, junior and senior students will lose their sign in late/leave early privilege.
- For class cuts, students will face disciplinary consequences **of one written warning followed by suspension.**

Tardiness

Students are expected to be prepared and on time for classes. Tardiness is disrespectful to teachers and fellow students. When students are late to class, not only does their learning suffer significantly, but the learning of other students is also affected. Specifically, "on time" means physically being present in the classroom and prepared to be an active member of the Graded learning community at the time that class starts.

In students are tardy:

- In order to ensure the whereabouts of all students, parents/guardians are required to complete the Student Logistics feature in Veracross by 8:30 a.m. on the day that their child is absent and/or if their child will be arriving late to school.
- If students are late to school (after 8:10 a.m.), they must go to the office and receive a pass to attend class. The pass does not excuse the tardiness, it simply allows the student who arrived late to school to enter the class.
- Attendance is taken at the beginning of each block. Therefore, students who arrive late may be marked absent.

Consequences for Tardiness

If students are tardy, they receive the following disciplinary consequences:

- Fourth incident: Written warning from the office
- Fifth to Eighth incident: In the High School, the student will be given an after-school detention to be served on Friday from 3:10 to 4:00 p.m. Parents will be notified each time by the High School office.
- Eighth incident: A parent meeting by phone or in person is scheduled between the associate principal and the family.
- Nine or more incidents: Students will no longer be able to participate in co-curricular activities and will attend Friday detention each week when they have accrued a new tardy.
- Twelfth to fifteenth incident: The student is issued an in-school suspension. They can no longer participate in after-school sponsored activities for that day.
- Sixteenth incident: Students can no longer participate in after-school activities for the semester, and the privilege to travel on a school-sponsored activity is revoked for the semester.
- At this point, a student's disrespect, insubordinate behavior, and apathy are sufficient to warrant a behavioral contract with the school.
- Students arriving at school after 8:25 a.m. will not be able to participate in co-curricular activities that day.
- All incidents of tardiness will begin afresh in the new semester with no carry-over.

Early Departures and Gate Passes

Students who need to depart early for urgent family matters or medical appointments (or use something other than their normal method of transportation) must obtain a departure gate pass from

the Middle or High School office in order to leave class or campus. Authorized parents and guardians with a password to log in to the Veracross 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 the parent permission given through the Veracross system.**

The *Student Logistics* feature in Veracross 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 gate pass requests must be submitted to the High School office by 12:20 p.m. Gate passes will not be issued for the day after 9:00 a.m. to give time for the school to verify the validity of the permissions given. Parents/Guardians requesting passes after 12:20 p.m. will not be granted gate passes for their children and for safety reasons will be required to physically sign their child out of school. Gate passes for medical appointments require a follow up letter or note from a medical professional.

Communication of Absences and Tardiness

Each Monday, the High School secretaries will email parents/guardians of students who were absent or tardy the previous week to notify them of the infraction.

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 HS 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 Veracross to communicate the predicted extended absence.

In most circumstances, for excused extended absences, 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, who 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. The student is responsible for making up the missed work.

Acceptable Technology Use Guidelines (LARK)

Using Technology in the High School

- Students are required to 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.
- Any malicious attempt to harm or destroy school technology equipment or materials, the data of another user, or any of the institution's, or other networks that are connected to the internet is prohibited.
- All data created within the school domain and on associated online spaces is governed by the core values and educational expectations of Graded School. There are occasions when a member of the technology staff may need to access data for security or maintenance reasons.

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 laws and “fair use” when using text, images, audio, or video and give credit to all sources.
- Use parenthetical citation and cite sources to create authentic work and 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 video 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 that is focused on learning and is fitting 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 and respects others.

Responsible

(Protect yourself and others)

- Use cell phones for educational purposes 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 on other online platforms, as well as in 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 appropriate division principal.

Upper School Dress Code

As part of an inclusive community that cherishes both multiculturalism and individualism and aims to foster a collaborative and respectful environment for all, students are encouraged to feel comfortable in their attire. Students should feel free to express themselves while also being mindful of others and their cultures. Each student comes with a set of cultural and individual values that shape how they choose to present themselves.

Clothing items that are prohibited are those that include pejoratives (e.g., sexist, homophobic, racist, other derogatory language), clear sexual overtones, and the promotion of underage alcohol and drug consumption. Infractions will result in either covering the piece of clothing, turning it inside-out, or requiring the student to wear Graded athletic apparel on top. **Underwear garments must be covered at all times.**

Graded respects students' choices on how to dress and faculty will only orient students with regards to inappropriate clothing if there is clear violation of the infractions above or the clothing presents a safety concern (e.g., open-toed shoes when conducting science labs). In a situation where a faculty member is concerned about the way a student is dressed, the faculty member may approach the student in a discreet way 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. Hats are not permitted in the auditorium. If a teacher requests that a student remove his or her hat in a classroom, the student must comply.

Dress Code in Physical Education Classes

Arriving to PE class dressed appropriately is an expectation of every student attending Graded. We aim to make this easier for both parents and students by introducing a new PE uniform requirement for all Upper School students.

Starting March 2019, students in Upper School will be required to arrive at their PE class fully dressed for the lesson. This is the new PE dress code:

- Students must wear Graded apparel in all PE classes
- Students must change **after** each PE lesson
- Graded wear can be purchased through the Booster Club store (open Tuesday and Thursday 2:00 to 4:00 p.m.)
- **Only plain black** leggings, short, tracksuit pants, or "Spanx" are acceptable for all PE classes.
- High School students not wearing approved PE apparel will be issued with a Friday detention on the fourth offense in a semester, and then every two occasions after that. Parents will be notified of this consequence.

General Policies and Procedures

Campus Facilities

The Graded community is fortunate to have a variety of 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 Graded facilities after hours by applying to the athletics and activities director.

Regulations for Use of Campus Facilities

- Use of campus facilities must be approved in advance by the athletics and activities director.
- Students on campus outside school hours must be under direct 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 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 of an administrator.
- Safe and proper use of facilities and equipment is expected.
- All community members have the responsibility to keep the campus clean.

Care of Grounds and Graded 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 to the environment, inside and outside the classroom. Please walk only on cemented or tiled walkways. Place litter in trash cans and aluminum cans, plastic items, and paper in the appropriate recycling bins.

Information and Communication Technology

1:1 Bring-Your-Own-Device (BYOD) Program

Graded is a 1-to-1 school and a "bring your own device" (BYOD) institution. It is the expectation that all students come to school prepared for learning, with fully charged and functioning computers that meet certain [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 yearly.

Bring-Your-Own-Device Program Requirements: [Graded Technology Webpage](#)

Computer Equipment Loaning Policy

The school recognizes that on occasion, students will run into 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 own 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 Technology Integration](#).

Emergency Procedures

Evacuation/Fire Drill

In the event everyone needs to evacuate, the school a siren will sound. Close, but don't lock, all doors from where you are leaving. Leave your belongings behind. Walk quickly and quietly (in an orderly and calm manner) directly to the field. Each student is to line up with his or her current block class and teacher and quietly wait for the teacher to take attendance and for further instructions. All students on a free blocks, visitors to the High School, and teachers with no class are expected to congregate on the field where the security manager will take roll.

Lockdown

A notice of a lockdown will be made either by public address system or personally, under which circumstances students are to remain in or enter the nearest classroom and be inconspicuous. Doors must be locked. Blinds in the classrooms will be drawn, lights turned off, and students will sit on the floor until further notice. Students should remain quiet and calm. An "End of Lockdown" announcement will be made, either by public address system or personally. Visitors to the High School are expected to congregate in the High School office or the nearest classroom.

Grade 11 and 12 Privilege

Grade 11 and 12 students in good academic and social standing and who do not have classes during the first period or last period may (with parental consent) be granted the privilege of arriving to school later than 8:10 a.m. and leave school during the last period. Students may sign in later and leave early **ONLY** after High School trips have been completed. Details will be worked out on an individual basis and at the discretion of the High School administration. The school administration reserves the right to revoke this privilege at any time. Students who leave early may not return to campus until after the last late bus has departed at 6:00 p.m.

Language Statement at Graded

The Graded community is a dynamic multi-cultural environment. Language is the key component of cultural understanding and as an American school, the language of inclusion is English. To align to our core values, our language philosophy and aims are as follows:

Philosophy

- We believe that language is the primary means of communication, and 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 all students and work to serve these needs within the context of their subject areas, and outside the classroom as well.

Aims

- Our language programs aim to enable students to learn and use language effectively, accurately, and confidently in a variety of 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 differing perspectives of people from other cultures. We emphasize written and oral expression for students to develop their own voice.
- We aim to develop students' awareness of the role of language in all subject areas and in other ways of knowing and to 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. All classes, except language classes and Brazilian social studies, are taught in English. Portuguese, Spanish, and French 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, Spanish B and *ab initio*, and French B and *ab initio*. Students may take IB language exams at either higher or standard level.

Mother Tongue: Instruction and Language Use

- The school provides orientation for tutors outside school who teach language and literature to students wishing to develop mother-tongue competence in languages other than English and Portuguese.
- In class we speak the target language (English in an English-medium class, Portuguese in a Portuguese-medium class, Spanish in Spanish class, and French in French class.)
- In our public spaces, we recognize the social importance, educational value, and comfort of people speaking their "mother tongue." Thus, in our halls we may hear an array of different languages. In our group interactions we focus on English as the language of inclusion.

Leaving Campus

Students are required to present a gate pass to the school gate guard when they must leave campus during the school day. Gate passes are only issued by the High School office when requested in writing by the parents of the student who must leave or by the parents speaking to the High School office. The request should include when and why the student must leave during class hours (e.g., consulate appointment). Students and parents are asked to schedule appointments, such as doctor's visits, after school.

Students may not leave campus and then return to campus until after the last late bus has departed at 6:00 p.m. Students are encouraged to go home at 3:10 p.m. unless they have an appointment with a faculty member and/or are a part of a school-sponsored event.

Lost and Found

As a general rule, lost books, other learning materials, clothing, sports equipment, and small valuables are turned in to the security office. Items not claimed at the end of each semester are usually given to needy families. Money and valuable articles that have been lost or stolen should be reported immediately to the High School office. **Do not bring valuable objects to school.**

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 for use to storing things such as books, computers, coats, supplies, or shoes during the school day. Students are responsible for their own lockers and are to treat them with respect and a keen eye for organization. Lockers are the property of the school and assignment to individuals does not indicate a transfer of ownership. As property of the school, lockers are subject to inspection at any time deemed appropriate by the school administration. Problems with lockers should be brought to the attention of the High School secretary. *Students should never open another student's locker.* All student possessions should be kept inside a locked locker. Please do not leave bags and personal items lying in the hall. Students in the High School supply their own locker locks. Students are allowed to decorate (but not permanently) the inside of their lockers but should not post anything on the outside of the locker. However, birthday greetings and approved school spirit decorations are an exception to the above. Lockers need to be cleared and locks removed at the end of each school year.

Locker Room Baskets

During physical education classes, baskets are provided in a locked area 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 his or her name stated on the form
- Final approval from High School administration

Student Cards

Student cards will be issued during the first semester. These cards provide student access onto campus, may be pre-charged for use in the snack bar, and may also be used for discounts in movies and theaters. Just show it when purchasing tickets. Students are responsible for keeping their cards current by having the office place the sticker for the current year on the card.

Student Checkout Procedures

Any student leaving Graded must be properly checked out prior to his or her departure from school. The checkout process is initiated by contacting the appropriate principal or counselor AND the admissions office. The student is responsible for furnishing a letter signed by his or her parents requesting withdrawal from school.

No student will be officially checked out until all school obligations have been cleared. Requests for official transcripts and school records will not be honored until a student has been officially cleared by the business office. Copies of *unofficial* transcripts may be available earlier.

Vehicles

Vehicles may be parked in the garage on José Galante. Students who hold a valid Brazilian driver's licence may park on campus by applying for permission through the security manager.

Visitors

Visitors should be limited to school business, and a visitor's pass must be obtained from the High School office. While we welcome friends from outside of the school, **student visitors are not allowed in classrooms between 8:10 a.m. and 3:10 p.m. without permission of the associate principal.** Permission for student visitors must be requested from the associate principal **at least 24 hours in advance.** Student visitors may visit the campus for a maximum of one day. Student visitors may only visit during lunch time (11:00 a.m. to 12:20 p.m.).

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 at 8:00 a.m. and return students to their homes in the afternoon, leaving school at 3:15 p.m.

Eight buses leave school at 4:15 p.m., and four buses leave school at 6:00 p.m. to transport those who participate in after-school activities. Note: The after-school activity buses follow predetermined routes and therefore do not drop students at their doors but usually drop students within a 10-block radius of their homes. For more information contact Transportation Coordinator Silvio Pedrosa at silvio.pedrosa@graded.br.

A fee is required of any student who wishes to use the transportation services but is not a regular user. Special bus passes must be issued by the transportation coordinator, who is to be informed in advance. The after-school activities bus is free for students who pay the normal bus fee. High School students wishing to ride another bus must receive a bus pass from the transportation coordinator by 2:00 p.m. on the day of travel. High School students may request to be dropped off at any point on the bus route on their way home unless their parents have requested an alternative stop.

Bus drivers are screened and licensed and are responsible for the conduct of the students and rule enforcement, in addition to the safe navigation of the buses in the traffic of São Paulo. Students who do not behave properly are a safety hazard to all who ride the bus and can lose the privilege of school bus transportation for varying lengths of time depending on the seriousness of the infraction. Regular school rules apply to buses.

Students who are not receiving after-school help or who are not in an after-school activity should leave the campus at 3:10 p.m.

Health Services and Wellness

Strong Body – Strong Mind

The Graded cafeteria is run by a certified dietitian. The school strives to present balanced and nutritious meals every day. Hot lunches are served with soup-and-sandwich alternatives available. All drinking water comes from a well on the site that is regularly analyzed for purity. Students are strongly encouraged to make healthy choices from our cafeteria and choose to eat healthy snacks. The adage “an apple a day keeps the doctor away” serves adolescent minds and bodies well. “You are what you eat” is not just a cliché. We don't recommend that either students or adults eat junk food and consume carbonated soft drinks during the school day. The above, combined with enjoying the outdoors and engaging in mild exercise at breaks (in appropriate locations) is important to promoting good health. 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 to be taken out of the cafeteria** unless students are monitored by a faculty member and the event, such as an activity meeting during lunch, is approved by the High School administration. Food is allowed in the Student Center.

Nurses

Two registered full-time nurses are on duty during school hours to treat students who become ill, are injured, or need treatment and/or medications during the school day. During class time a student pass should be secured from the teacher referring the student to the nurse's office. Upon arrival to the nurse's office, the student must sign into the Health Kiosk on Veracross indicating the reason for

the visit. After leaving the office, the nurses will indicate the treatment provided and a notification will be sent to parents. Students will be required to return to class within 20 minutes of visiting the nurse's office. If a student has not recovered after 20 minutes, he or she will be required to go home. Parents will be contacted by the nurse. Parents are required to inform the nurses of any treatment (medical or psychological) their child is undergoing, any allergies suffered, or medicine given, as well as keep all medical forms up-to-date. The school nurses also serve as a resource for health-related issues for students, families, and the classroom.

Online Health Registration Form

The on-line health and registration form must be completed by the parent and the student for students to be eligible to participate in co-curricular activities.

Illness or Injuries at School

The school's nurse's office is equipped to provide immediate first aid and to treat minor injuries. All students that visit the nurse's office are required to sign in through the Health Kiosk upon their arrival. Nurses will assist as necessary. Following the evaluation of the student's symptoms and/or complaints, the nurses will record the treatment actions taken and an automatic Veracross notification will be sent to parents. The school nurses will not contact parents by telephone for minor cuts, scrapes, bruises, or complaints.

In the event of illness or accident requiring further medical treatment, parents will be notified. The nurse will call the home, office and/or emergency telephone numbers listed in the student's file. Parents or their appointed guardians will be asked to pick up their child at school and arrange for medical treatment. In the event of 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. Nurse's may not give students medication without a note from the doctor. No student is allowed to self-medicate and all medicines must be taken under the direction of the school nursing staff. Please contact the nurse's office for further questions.

Immunization

Students are expected to have followed a routine and customary schedule of immunizations throughout their early childhood and later years. It is the parent's responsibility to ensure that their child's immunization record is up-to-date. The school requires a copy of each student's vaccination record.

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 to Friday from 7:30 a.m. to 4:30 p.m.

Library Resources

With over 28,000 materials, the Upper School library is well resourced. Materials are available in English, Portuguese, Spanish, and French. Included in our collection are the following:

- Print and e-books (fiction, non-fiction, biographies, graphic novels)
- Citation Maker - Noodletools
- College resources and test preparation guides
- CDs of books and music
- DVDs
- Print and electronic magazines
- Print and electronic newspapers, both local and international
- Professional resources
- Reference materials
- Subscription databases
- Turnitin.com

Library Catalog

The Upper School Library Catalog, Destiny Discover, is available on the Graded website, www.graded.br, under Quicklinks. Logging into the catalog allows patrons to search Graded's print collections, access relevant websites for research (WebPath Express), read e-books (FollettShelf) and belong to 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 (*Today's Science, World Geography and Culture*), Gale (*Global Issues, Informe Académico, Literature Resource Center, Opposing Viewpoints, U.S. History*), JSTOR, Questia, TumbleBooks Cloud, and World Book. To access these resources, students must log on to Destiny Discover, the library catalog, using their 'gr' usernames and passwords. The links and password information for each of the databases are available on the Graded US Library Google site. 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, LCD projectors, desktop computers, and a printer, copier, and scanner.

Lending Policies

- Students may borrow a maximum of ten materials for two weeks at a time.
- All resources leaving the library must be checked out at the circulation desk.
- Material 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 that are lost or damaged while on loan from the library must be paid for by the person in whose name they were borrowed.
- At the end of first semester, library material that is more than two months overdue will be marked as lost. The replacement cost will be included in the next tuition mailing if not resolved beforehand.

- At the end of the academic school year, students must clear their library accounts. Students and parents will be notified by email, letter, and/or phone call of outstanding accounts.
- If a "lost" item was paid for and is subsequently found and returned to the library in good condition during the same academic school year, the patron's replacement money 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:

- Remember that you are in a public space and that many patrons are reading and studying; please talk quietly.
- Wear headphones when listening to music or watching videos.
- Step out of the library when speaking on cell phones.
- Before school, during "free" blocks in their schedules, 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 computers should not be altered.
- Allow the library staff to reshelve books and magazines; leave items for reshelving at the circulation desk, on carts, or tables.
- Eat and drink outside of the library. Water is allowed.
- Ask permission from the library staff before turning on or adjusting thermometers.
- Students who do not comply with the above expectations may lose their library privileges for a period of time to be determined by the library staff and/or administration.

The library staff, as part of the of the Teaching and Learning Department, are committed to high quality services for our students, faculty, staff, and parents. Services offered to students and faculty include training sessions on how to use 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 love to answer questions, point students in the right direction, assist in accessing and evaluating information, demystify citations, or recommend novels for personal reading. If students have suggestions for the library, they are encouraged to share their ideas and/or 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.

Livro Fácil Book and Stationery Store

Livro Fácil is the provider of services in the school store. The student store will open on the first day of school and is housed in the basement of the auditorium across from the cafeteria. However, to make this as convenient as possible, students and their families will be able to purchase [school supplies and books](#) online.

Snack Bar

The snack bar (Paneria) is run by an outside vendor ([GRSA](#)) and is open from 7:30 a.m. until 5:00 p.m. It closes during regular lunch hours from 11:00 a.m. to 1:15 p.m. The snack bar is manned by three people: two sales personnel and a nutritionist. Current student identity cards may be used to make purchases at the snack bar. Cards may be charged by paying cash at the snack bar or electronically

through the GRSA [site](#). When the credit on the card has been zeroed, cards may be charged again electronically or with cash. A list of all products bought on the specific card may be obtained electronically from the GRSA's Graded site. Students should not use the snack bar during class time unless they have an unscheduled block.

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Please print this page, sign it, and return it to the High School office
Por favor imprima esta página, assine e regresse ao Escritório do Ensino Médio

Student and Parent Handbook Receipt and 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 2018-19 school year. I have read the Handbook, and I understand and agree that my child and I, as parent or guardian, 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 School) 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 2018-19. Atesto que li, entendi e concordo que meu/minha filho(a) e eu, como pai ou responsável legal, devemos respeitar e seguir todas as políticas, normas e práticas estabelecidas neste Manual (*Handbook*).

Student Name/Nome do aluno:_____ Grade Level/Ano:_____

Parent or Guardian/Pai ou Responsável legal:_____