



THE AMERICAN SCHOOL OF SÃO PAULO

Lower School Student/Parent Handbook 2020-21

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Mission

inspire
challenge
succeed

every student
every heart
every mind

Vision

Individuals empowered to reach their potential and positively impact the world.

Core Values

Graded instills these values in all members of our community:



Welcome

August 2020

Dear Graded Students and Parents,

Welcome to the 2020-21 school year! We are honored that you have chosen Graded. At Graded, we firmly believe that a successful education is founded on the relationships between student, school, and home. The Lower School faculty is excited to help each child master academic skills appropriate for their grade level, and we strive to assist each student in developing the many habits necessary to succeed in school.

In order to facilitate a developmentally-appropriate environment of growth and change, we continually examine the work we do to ensure our practices are commensurate with best practices in Brazil and around the world. The procedures and practices outlined in this handbook are a result of considerable thought and deliberation by our staff, in conjunction with student and community input.

Please review this handbook with your child as it provides a common framework and language for our learning community. If you have any questions or comments, please feel free to contact the Lower School Office at 3747-4834 or email lsoffice@graded.br.

Sincerely,

Vance Boisjoli
Lower School Principal

Anna Hammernik
Lower School Associate Principal

Calendar

The school calendar is updated yearly and can be found on our school website.

[2020-21 Calendar](#)

Program Overview

Lower School provides an educational foundation for the youngest students at Graded. Our three-year-old students enter a mixed-age Montessori classroom with students who are one and two years older than they are. In this environment, the teacher follows the child and assists in each child's personal development. As students enter grade 1, they are exposed to a single grade learning environment. To assist students in successfully crossing the bridge from Pre-primary to grade 1, our teachers offer a variety of exploratory and experiential opportunities, both social and academic. Graded provides a wide range of inclusive activities that encourage student involvement and personal responsibility throughout the Lower School. The Lower School provides many opportunities for students to take ownership of their own learning. They are encouraged to reflect on themselves as learners and also have many opportunities for self-directed learning (with guidance from their teachers).

The School Day

Our playground is open before school every day starting at 7:45 am. We encourage all children to have some movement before the school day begins. Students should be in their classroom by 8:00 am as classes begin promptly at 8:05 am. The last class of the day ends at 3:05 pm. Students engaged in extracurricular activities usually finish at 4:00 pm or 4:30 pm and occasionally at 5:45 pm, depending on the activity. Students who catch the bus are released from activities at 4:00 pm. Please note that Wednesdays are early dismissal days for students. The dismissal is at 2:35 pm.

Each day, students have:

- 360 minutes of instruction
- 60 minutes for lunch and recess

Further, students have scheduled time each day in their homeroom class to study language arts, math, science, and social studies (with the exception of Pre-primary which follows the Montessori philosophy detailed below). Students also attend daily Portuguese classes, along with a daily specialist class, which includes physical education, music, art, and visits to the library.

Montessori

In 1979, [Montessori education](#) was added to Graded's early childhood division and it continues to effectively lead Graded into the future. This move, led by then Lower School Principal Joyce Pickering (who later served as president of the Board of Directors of the American Montessori Society), ensures that a Graded early childhood education sets the [foundation for a lifetime of learning](#).

Maria Montessori's (1870-1952) legacy rests on her tremendous work on child

development and successful learning. When you walk into Graded's early childhood classrooms, it is easy to spot the pillars of a Montessori education: choice, movement, social interaction, independent work, and individual challenge. They are evident within the children at work and in the environment. Maria Montessori was a scientist and her findings have been expanded upon well into the 21st century. Psychologists Deci and Ryan built on her insights in their famed [self-determination theory](#): "Human beings have an inherent tendency to seek out novelty and challenges, to extend and exercise their capacities, to explore, and to learn."

In a mixed-age classroom, one can see children act as caring and respectful role models and mentors to each other. Like family members, they take on roles and do their best to maintain a peaceful and healthy community. The teachers prepare the environment so children can engage in activities of their choice or work in small groups according to their developmental level. Without a timeframe or schedule, they have the freedom to improve their concentration, self-confidence, and mastery of the fundamental skills needed to take on more advanced activities.

A Montessori classroom develops independence. The individual is allowed autonomy in his/her daily work and is rewarded with deeper learning. This, in turn, develops the growth of the whole child and community. This is a legacy we want to continue to build at Graded. Research shows the pillars of the Montessori education philosophy are timeless. Children who develop love of work, concentration, self-discipline, and sociability will naturally reach the expected outcomes of individual excellence and become engaged, ethical citizens in a dynamic world.

Playground

Students participate in cooperative play and/or relax during recess. The school recognizes the need for students to enjoy times when they can choose activities freely. As in the classroom, students are supervised by adults. Students are encouraged to design games to include all those who wish to play. Rough play is discouraged to reduce physical harm to children.

Field Trips and Other School Travel

Students in each grade have the opportunity to participate in various local day-long field trips. Additionally, students in grades 4 and 5 experience three-day trips. These overnight trips are designed as an extension of the Lower School curriculum and give students the opportunity to explore a variety of interests, engage in team-building, enhance cultural awareness, and learn about themselves and each other, as well as the wonderful country of Brazil. The school scrutinizes and analyzes the itineraries and travel arrangements, which are also reviewed by security experts.

Students who do not participate in field trips are considered absent from school.

School-sponsored travel is also available through various groups and activities, including Eaglets Sports and Destination Imagination. Students must meet the *Participation and Eligibility in Extracurricular Trips and Activities* requirements described in this handbook in order to participate.

After-school Activities

The Graded experience for many of our students in the Lower School includes participation in after-school activities. These activities allow students to pursue their interests in a variety of areas including athletics, arts, academics, and/or service learning. We encourage all our students to understand the importance of pursuing different interests both in and out of the classroom. There are many benefits to participating in after-school activities. One in particular is the opportunity to interact with different students and make new friends. Students also are exposed to new skills and given opportunities to develop them through different activities. In addition, a sense of belonging also comes with students being part of a group that is based on their own particular interest.

The school sends out a list of after-school activities each semester, and informational material about those activities is published mid-August and mid-January. Parents can then register their child(ren) the following week through a Google Form. If there are any conflicts with registration, parents will be contacted via email.

Parents are responsible for coordinating transportation prior to the start of the activity. We request any students in K5-grade 2 be picked up by car. Parents or guardians should meet their child(ren) at 4:00 pm in front of the room where the activity takes place. Children who have not been picked up by 4:00 pm will be brought to the Lower School Office to wait for pickup. If the secretary leaves the office, the children will be taken to the guard station at the Av. José Galante gate. If a student in K5-grade 2 has an older sibling, they may return home with their sibling with parental permission. Please contact the Lower School Office to let us know if this is the case. For students in grades 3-5, the 4:15 pm buses are available. Please remember that these buses have limited stops and therefore may not drop all students off directly at their homes. Please ensure arrangements have been made to pick up children at the bus stop locations.

We ask parents also to review the after-school activity schedule with their child(ren) to help them feel secure about their week ahead.

Eaglets Sports

Graded believes that athletics is an important pillar of school life and an integral part of a well-rounded education. Athletic opportunities offered to our Lower School students are designed to build skills and sportsmanship. Our athletic community values teamwork, school spirit, and the development of individual skills and self-esteem through training and competition.

Students have the opportunity to belong to a more formal team with the Eaglets. Eaglets focus on developing skills, both in coed and single-gender practices. They also participate in friendly games during the season and at least one local tournament. Students in all grades are welcome to participate as there is a “no cuts” policy.

To see an example of the Lower School after-school activities, view the [Lower School Activity Handbook](#).

Lower School Participation in Field Trips and Extracurricular Activities

Participation

- All students are encouraged to participate in activities and have the right to participate.

Student Conduct and Behavior

- Students are expected to conduct themselves in a manner that adheres to Graded's core values, reflecting positively on themselves and the school community.
- All school and team rules must be adhered to.
- 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.

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 them to remain eligible.

Service Learning

Students can engage in many community service activities throughout the year. They may sponsor special programs for less privileged communities, raise awareness and funds for the environment, and help our local Graded community. Community service initiatives take place in class and are often part of the curriculum.

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.

Homework

Homework supplements or extends a student's class work. Beginning in grade 1, students should generally expect to have work to complete each day. This may include reading, reviewing the day's work, discussing learning with parents, classroom projects, preparing for assessments, or self-directed learning (see section below).

Students are expected to complete assignments within the prescribed timelines. The amount and kind of work which is assigned for outside the class period varies according to the subject and to what projects or work is being done in class at any given point in the year. Due to individual differences in work style, learning styles, and energy management, different students will need different amounts of time to complete homework.

Teachers who receive frequent feedback that homework is a challenge for a student

may adjust expectations accordingly. Students who consistently need more time to complete assignments should also confer with their teachers.

Self-Directed and Parent-Supported Home Learning

We invite children to participate in reading and self-directed learning, to explore topics they're curious about, and to engage in unstructured play. This style of learning at home empowers students and families to determine how they want to structure their time after school.

Learning initiated in the classroom will have natural extensions to home learning. For example, your child may be invited to bring items from home to contribute to school projects. In our classroom learning communities, we will celebrate school-home learning connections and invite students to share their passions and learning with their peers.

Supplies

From Pre-primary to grade 3, school supplies will be furnished by the school. However, please make sure to buy a non-rolling backpack. Students may bring in their favorite items, including a pencil case with writing utensils. We ask that toys be left at home unless brought in by teacher request for a special day or project. Supplies lists needed for grades 4 and 5 are listed in the link below.

Supply Lists: www.graded.br/supplies

Class Placement

When class groupings are decided upon, a great deal of time and thought is put into the process. Teachers and administrators start by determining groups of students that will work well together academically. Additionally, we look for a balance of girls and boys, native English speakers and English Language Learners (ELL), and different learning styles. We also consider nationalities of students and peer relationships. This process is lengthy but essential for us to prioritize strong learning environments. With the large number of students in the Lower School, it is not possible for us to honor parent requests for specific teachers or placement with specific friends.

Lower School Library

Please visit our library often - both the physical space (open from 7:30 am-4:00 pm) and the online space (24 hours a day). The library program offers a wide range of literature to develop passionate readers, integrate technology and information literacy into classroom units, and collaborate and share resources with staff to support student learning. Students will visit the library regularly to find and enjoy great books, to learn more about exploring big questions, and to develop thinking and researching

strategies. The librarian will also sometimes work with students and teachers in their classrooms.

Parents and students are welcome to explore the library's print materials, audiobooks, DVDs, and online resources. Access to the library website is through the Quicklinks at www.graded.br. The library site offers a wealth of online resources from eBooks to *World Book Encyclopedia* to multiple popular magazines that can be accessed anywhere.

Parent volunteers are also an invaluable part of our program, so please contact the library if you are interested in volunteering.

Student Support

Counseling

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, we ensure that comprehensive services are available to all students. We value a student-centered approach that empowers students to reach their full potential in an ever-changing society.

Lower School counselors deliver standards-based social emotional curriculum to students in their homeroom classes on a rotating basis. Topics include friendship skills, self-identity, cultural understanding, social skills, problem solving skills, and conflict resolution.

Our counselors are also available to meet with students or parents during the school day. Students may drop in to the counselor's office or schedule an appointment for a specific meeting. Our counselors have an open door policy for parents. Please stop by and introduce yourself, or feel free to call or email the Lower School if you would like to set up an appointment.

English Language Learners

Graded's 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 in order to determine which services will be provided to facilitate full immersion into Graded's academic program.

The Lower School ELL Program is designed to foster the acquisition of social and academic language, as well as assist students in acquiring the cognitive and academic proficiency necessary for success in the mainstream curricular program of the school. We believe that language learners will make a more rapid academic, social, and emotional adjustment to the school environment through mainstream immersion.

Linguistic needs, placement, and exit criteria are assessed using a combination of the [WIDA Framework](#), student coursework, and teacher input.

Optimal Learning Services

Optimal Learning Services (OLS) faculty support students with learning differences, providing available intervention, remediation, and academic support towards the mastery of grade level standards. OLS integrates its services into the routines, classroom structure, and curriculum of the regular school day. Optimal Learning Specialists collaborate with students, parents, teachers, and other stakeholders to maximize individual strengths and address specific areas of concern. OLS provides services in the classroom, small group settings, or individual settings, including consultation with classroom teachers. We aim to develop self-advocacy in all students to help them become confident, autonomous learners.

To be eligible for OLS in the Lower School (grades K5-5), the student must have a current (i.e., within the past three years) diagnosed learning difference, identified special educational need, and/or a social/emotional diagnosis, and be performing significantly below grade level academic standards in literacy and/or numeracy despite documented research-based intervention and support. All students who begin receiving Optimal Learning Support will be reviewed in a Student Support Team (SST) meeting. Students new to Graded with special educational needs that require academic support will receive priority in scheduling an SST meeting in order to begin immediately. They should have a current evaluation. A student will be exited from OLS when the SST convenes to discuss the student's performance in meeting grade level expectations independently. The recommendation to exit a student will be made by the Student Support Team, followed by consultation and final determination with the student and the parents.

Tutoring

In some cases, students may need reinforcement in certain areas beyond what can be covered in class. In these cases, teachers may suggest to the counselor, at a Student of Concerns meeting, that a tutor could help. The list of tutors can be obtained in the Lower School Office with the Lower School administrative assistant only. All such recommendations must go through this channel, at which point the parents are advised. We recommend that parents wishing help in this area contact the counselor. All tutoring for pay must take place off campus, unless approved by the principal.

Graded Mentoring and Tutoring Program

The Graded Mentoring and Tutoring Program (GMT) is a teacher-inspired, student-run initiative. By matching High School students with Lower and Middle School students for weekly tutoring sessions based on their needs and interests, the program aims to not only create a helpful learning environment in the community, but to also form lasting bonds between tutors and their tutees. This tutoring opportunity is offered to all High School students from grade 10 and above, while all tutees must be in grades 3-8. To obtain more information about this program, please contact your school counselor for the application form.

Attendance

Success in the academic program in the Lower School depends on regular and punctual attendance. Our educational philosophy places high value on the learning process during these formative years, and students need to be active participants in their classes to achieve the maximum benefits of a Graded education.

We realize, however, that there are some times in which students cannot be in school. Graded trusts that parents will remove their child(ren) from school only when they feel it absolutely necessary. The Lower School dean of student life, in consultation with the classroom teacher and administration, will contact parents if absences are recurring and affecting the student's academic performance.

To fulfill Brazilian law, students are required to be in attendance a minimum of 75% of class time. It is the responsibility of the student and family to know and understand the attendance policy in order to ensure that students do everything possible to minimize absences from school.

Extended Absences

When a family must take a student away from school for one to three days, prior notice, in the form of written notice at least one week before departure must be sent to the dean of student life, to the school office and the student's teachers. In most circumstances, an effort will be made to provide students with a recommendation of reading work that can be done outside of school.

Lengthy absences (more than three days) should also be addressed in prior written notice to the dean of student life and associate principal, who will assist the student's teachers in making a plan that can best address missing content and classroom activities. 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 and remain within the given days allocated. The student is responsible for making up all missed work.

Punctuality

Students are expected to be prepared and on time for classes. A student's success at school is dependent upon regular and consistent attendance. When students are late to class, not only does their learning suffer significantly, but the learning of other students is also affected. Therefore, timeliness to class is considered a matter of respect for the members of the Graded learning community.

Specifically, "on time" means physically being present in the classroom at 8:00 am and prepared to be an active member of the classroom morning activities. As a rule, tardiness is not accepted at Graded and teachers will record tardies on PowerSchool. In the event of tardiness, the following procedure is used:

- Parents are asked to call the Lower School Office if their child will not be arriving

on time.

- Students are to go straight to class if they arrive late to school unless they arrive after 8:20 am. In this case they must obtain a tardy pass from the Lower School Office in order to enter class.

Habitual tardiness, more than two tardies per five-day period, is unacceptable. Students who are habitually tardy will receive an email to their parents from the dean of student life, in consultation with the counselor, to offer assistance on getting to school on time. If tardiness continues at this rate over 3 consecutive weeks, a call home by the dean of student life or the associate principal will occur, to ensure clarity of the expectation and future compliance.

Student Logistics: Obtaining Gate Passes, Notifying Us of Absences, and Alerting Us of Changes in Transportation Methods

In order to obtain a gate pass, notify us of an absence, or alert us of any changes in transportation, you must do so through our PowerSchool system (which is replacing Veracross as of the 2020-21 school year). Instructions on how to do so, including useful videos, are located on our school's website. You can also contact the Lower School Office for instructions.

If you have questions, please write to parenttechsupport@graded.br.

School Dismissal

After students are dismissed from class or after-school activities, they must leave the campus unless under direct adult supervision. In the event that a student needs to wait for a ride home, he or she may wait in the Lower School Office.

Class Parties

Parents often ask to have birthday parties for their children at school. Requests should be directed to the classroom teacher. Celebrations may occur during a natural break in the day or during the last 15 minutes, when possible. If providing treats for students, please prepare small individual portions before entering the classroom. Do not send gifts as part of the celebration. Please be aware of all dietary restrictions of the students in the class and plan accordingly. Invitations for parties outside of school should be distributed outside of the classroom. If inviting a large group of students, please be inclusive (ie. include all the girls and/or boys in the class).

Citizenship, Community, and Conduct

Graded students 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.

Lower School Community Building

At Graded, it is an expectation that our students are safe, respectful, responsible, and that they challenge themselves. To promote and support this lifestyle in school, students are expected to abide by “The Eagle Way” in all areas on our campus. When students live by The Eagle Way, they can be proud. We want every student to be happy, learn, and reach their maximum potential, which means that it’s important for our community to know the rules and follow them.

We are Graded Eagles:

Eager to Inspire by
Acting Safely
Giving Respect
Living Responsibly
Embracing Challenges and
Soaring to Success!

The first few weeks of school are important for students to become a part of their new classroom community. During these days, teachers focus on essential skills in the classroom. The class collaborates to create agreements for expected behaviors and acts of respect, kindness and responsibility. Teachers develop a common language and understanding of classroom collaboration. Students are recognized for their efforts and positive behaviors in and out of the classrooms.

Weekly Community Meeting

To begin each week, the full Lower School comes together in the Lower School Gym. Sitting by classroom and by learning community, the students and teachers listen and follow a morning schedule which includes announcements, a message, an activity and/or a recognition of the Eagle Way. We are led by a group of fourth and fifth graders who write their scripts and provide important information. Often our teachers, counselors and administrators will add specific messages about our five core values, individual or group shout-outs and special events. These weekly events, last only about 20 minutes, are an ideal kick-off to a positive and productive week.

Learning Communities

Learning Communities consist of one class from grades 1-5 and one or two classes from Pre-primary. These communities regularly meet in two ways. First, we gather three times a year for assemblies. The purpose of the assembly is to create an environment for meaningful sharing of learning and community building. When the learning communities meet, students have opportunities to present information in a variety of ways and learn from each other. This smaller community environment is less formal

than whole-school assemblies and has more opportunities for students to present. In addition to assemblies, learning communities sit together for the Eagle's Nest every Monday morning.

Lower School Discipline 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 values through open dialogue, teaching, and counseling. The ultimate goal for all Graded students is to develop appropriate, autonomous, and self-correcting behavior.

As a school, our priority is to assure a safe learning environment, one free from disruptions. Student's rights and responsibilities, as well as school rules, are established for the safety and well-being of all students at our school. School rules apply on school grounds, on school buses, and at school-related activities. Any incident that happens outside of school but still affects the learning environment at school will be handled as a disciplinary incident (e.g., inappropriate use of technology). Common sense and a concern for the safety of all shall prevail in situations where a rule has not been formalized.

Lower School Rights and Responsibilities

Graded is committed to helping each student achieve academic success, explore interests, and discover their strengths as unique individuals. During the Lower School years, students will grow and change in many ways. We are committed to supporting students as well as recognizing and celebrating their many skills, talents and accomplishments. As part of a community, we have formulated rights and responsibilities. These rights and responsibilities come from the school's mission and values.

Lower School Student Rights

- You have the right to an outstanding education. It should be engaging, challenging, and able to involve you in important learning activities at your ability level.
- You have the right to feel cared for and valued. Your teachers are your primary adult advocates. They will be there for you throughout the year. Reach out to them if you are not feeling cared for by any member(s) of our school community.
- You have the right to express yourself. If you don't agree with a rule, you have a right to express your feelings and opinions, respectfully, without being interrupted or punished. We celebrate the multiple perspectives and learn from the differences in our school community.
- You have the right to dignity and fairness. If you feel that an adult has made a decision which is not fair, you can make an appointment to talk to the teacher, the counselor, the dean of student life, the associate principal, or the principal. If you break a rule or hurt someone, you have a right to explain what happened.
- You have the right to a safe school. Your school community should be free from bullying, labeling, harassment, and hurtful behavior. Our community will not allow anyone to make you feel oppressed; therefore, we will not allow you to do that to anyone else.

Lower School Student Responsibilities

- You have the responsibility to participate actively in your own learning and accept the responsibility to take intellectual risks and to stretch yourself. You have the responsibility to exhibit growth in the areas of personal responsibility for learning, social relationships, character development, and learning habits. You will make mistakes, but these are opportunities for growth.
- You have the responsibility to care for, be kind, and value others in this community. You have the responsibility to report events or situations that result in you or another member of our school community feeling uncared for or not valued.
- You have the responsibility to demonstrate the core values of intellectual curiosity, perseverance, respect, integrity, and kindness without fear and to respect one another's beliefs and opinions.
- You have a responsibility to act. You must not permit anyone to frighten or harass another member of our community. If you do not take action, such as telling an adult, when you know this is happening, then you are participating in this oppression and are just as guilty.

Behavioral Offenses

The school works to turn mistakes and lapses in good judgment into learning opportunities. Students who have lapses in behavior or cannot fulfill their responsibilities and violate school rules will be subject to a progressive response by staff. The severity of the violation and the student's individual discipline record will be considered when responding and assigning consequences if necessary. Because of the various influences that affect the nature of discipline cases, each situation is handled individually. School staff will generally follow the steps below, but may assign alternative consequences if extenuating circumstances merit a different response.

Students will be given fair notice and warning when they stray outside of rules and guidelines of the school. They will be reminded of the Classroom Agreements and what the expectation is for the specific area of concern. These responses are designed to help students understand and learn from their mistakes. The Lower School uses a ladder approach to reporting behavior missteps.

Minor Behavioral Offenses

The rules and responsibilities laid out in the Eagle Way lessons and general matrix provide guidance to students and teachers for behavioral expectations. When those rules are violated, the infraction is brought to the student's attention and is followed up by warnings and consequences.

The ladder approach we use includes three levels of infraction. The first level is considered incidental. Teachers will address the infraction in the classroom and redirect the student. These usually manifest as off-task or disruptive behaviors in class and can usually be handled with a simple reminder of the expectation.

The second level of infraction can be a completely different misbehavior or a repetition of three level 1 infractions. Often these are breaking rules such as leaving the class

without permission, inappropriate words or physical action or damage to school property. Level 2 infractions will be tracked in PowerSchool, our student information system and can sometimes warrant an email or reflection form sent home.

Level 3 infractions involve administration, teachers and parents. Students who take part in bullying, fighting, lying, cheating or other significant misbehaviors will be sent to the office for a discussion with the dean or one of the principals. Follow up includes a discussion with problem-solving, a determination of consequences and communication with parents and others involved. This level of infraction will also be added to our PowerSchool documentation system.

Major Behavioral Offenses

Students may be given immediate in- or out-of-school suspensions for major offenses (level 3 and repeated level 2 infractions). In these cases, the administrator or dean, consulting the homeroom teacher and reporting staff member, will determine the length and nature of the suspension and make appropriate arrangements with the parents. The suspension will be documented in PowerSchool for the duration of their time at Graded. In addition, a behavior plan or contract may be written as a proactive measure to minimize recurring behavior offenses.

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, it may raise the question of whether or not a student may remain part of the Graded community. In these cases, the principal makes a recommendation to the superintendent, who makes a final decision on continued enrollment in the school.

Those students who apply to transfer to new schools should note that, if requested, Graded may be required to disclose and report major behavioral offenses.

Students are expected to act in accordance with prevailing local laws at all times. The possession of illegal drugs, the possession or use of a weapon, or other more serious offenses will raise the question of whether or not the student may remain part of the Graded community.

Harassment and Bullying Statement

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. Reports of harassment or bullying will be investigated by the principal, assistant principal, dean of students and/or school counselors. They will determine if the situation will be treated as a minor offense or a major offense as outlined in the previous section and respond accordingly.

Definition of Harassment and Bullying

Harassment and bullying at Graded School is defined as **any type of verbal, physical, or psychological abuse or intimidation against another student which is repeated and purposeful (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. Harassment and bullying can include, but it is not necessarily limited to, the following categories and specific behaviors (either in person, online, or on the phone): verbal harassment, threatening,

social exclusion, physical harassment, cyberbullying, vandalism, extortion, or theft.

Verbal Harassment

- Name-calling, teasing, insulting, calling someone pejorative nicknames;
- Making fun of or being disrespectful of another person - for example, physical characteristics, nationality, religion, color, size, sexual orientation, physical disabilities, family structure (e.g. divorce), economic means, ability to learn, or athletic ability;
- 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;
- Using antagonistic language towards someone (e.g. saying things like, "I don't like the way you're looking at me!")

Social Exclusion

- Not allowing someone to play with, participate, or work with you 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 the slang being used by the group
- Ignoring a person to purposely isolate or exclude them
- A group pressuring others to isolate someone or exclude them as a friend
- Refusing to allow someone their place in a line, on a bus, or at a cafeteria table

Physical Harassment

- Pushing or shoving someone, hitting someone, poking or jabbing someone with hands or fingers or objects such as pencils or sticks
- Grabbing someone's clothes (ie.g. 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 via the internet)

- Tampering with someone else's electronic files, photos, personal data and/or device
- Disparaging, embarrassing, intimidating, insulting, humiliating, hurting, and/or threatening someone through online means, including sending text messages or photos/videos/memes (i.e. WhatsApp, TikTok, Snapchat, etc.)

Vandalism

- Damaging someone's books, locker, or personal items
- 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)
- Obtaining money, property or service from a person by threatening them, their property or family

REFERENCE: Brazilian Law

Brazilian law prevents and combats 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 and its victims and perpetrators. It promotes a rehabilitative approach to the education of bullying offenders. (Lei n° 13.185/2015)

Reporting Incidents of Harassment or Bullying

Suspected incidents of harassment or bullying can be reported to any adult at the school. Individuals that students and/or parents report harassment or bullying to include classroom teachers, school counselors, and the principal or associate principal. Your report will initiate an investigation which, in most cases, will be completed within a week. The school will work with the reporting student to decide next steps to help address the issue.

At Graded, you have the right to be free from bullying, labeling, harassment, and hurtful behavior. Our community does not tolerate students being oppressed, frightened or harassed by another member of our community. **All students are required to report any incident they witness of these behaviors.** Hurtful bystanders, those who instigate, passively accept, encourage, or join, are considered participants. Witnessing and not reporting also defines a participant. It is the responsibility of every member of the Graded community to prevent these behaviors.

Lower School Dress Code

As part of an inclusive community that cherishes both multiculturalism and individualism aiming 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. All students come 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 (i.e. sexist, homophobic, racist, other derogatory language/images), 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.

Graded respects students' choices on how to dress and faculty will only orient students with regards to inappropriate clothing if there is a clear violation of the infractions above or the clothing presents a safety concern (e.g. open-toed shoes). In a situation where a faculty member is concerned about the way a student is dressing, the faculty member may approach the student in a discreet way. The faculty member can also approach the dean of students or counselor who will initiate a conversation with the student. Students who repeatedly violate the infractions above will be asked to meet with the associate principal.

Physical Education Clothing

Loose-fitting, comfortable clothing, and running shoes are required for physical education classes. Jeans or dresses are not considered suitable. Students with long hair should tie their hair back for the duration of PE class. Students and parents will receive their schedule of physical education classes at the beginning of the school year.

Graded's Language Statement

The Graded community is a dynamic multi-cultural environment. Language is the key component of cultural understanding. To align with 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. In addition, there are definite cognitive benefits to learning other languages.

As an expression of culture and identity, the continued development of the home language(s) is critical. Language learning promotes internationalism and cross-cultural understanding and must be fostered in all aspects of the school community.

Graded teachers strive to recognize the language needs of all students and work to serve these needs within the context of their subject areas as well as outside the classroom.

Aims

The aim of our language program is to enable students to learn and use language effectively, accurately, and confidently in a variety of contexts and for a variety of 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 the 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 in Lower School

Throughout grades PP-12, all students study English language and literature along with Portuguese language and literature. All classes except Portuguese language classes and Brazilian social studies are taught in English. Portuguese is taught either as a first or additional language.

In class, Graded students speak the target language (English in an English-medium class, Portuguese in a Portuguese-medium class).

In Graded's public spaces the social importance, educational value, and comfort of people speaking a "mother tongue" is recognized. Thus, in the halls we may hear an array of different languages. In Lower School homeroom and special classes, Graded's group interactions are in English since it is the language of inclusion at Graded.

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 our core value of integrity) and responsible in all academic work. This includes creating and expressing a student's own ideas and acknowledging the intellectual contributions of others. Graded believes that the well-being of its community depends on the creation of 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 Graded's core values.

Academic dishonesty includes but is not limited to:

- **Cheating**, which 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;
 - giving or receiving unauthorized materials during an assessment;
 - 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, and/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), including handing in assignments or coursework which has been downloaded in full or in part from the internet, and/or handing in assignments or coursework which has been 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. 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 the student's 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 PowerSchool. This will allow the school to track repeated offences.

Further disciplinary consequences

If a student commits academic dishonesty for a second time, further disciplinary consequences will be applied (as per the division's disciplinary policy), and can include:

- Further conference with the parents and associate principal or principal.
- A behavior plan may be collaboratively developed.
- A note will be placed on the student's official file on PowerSchool. This forms part of a student's official record.
- The student may serve an internal or external suspension.
- For repeated offences, a behavior contract will be put in place.

Information and Communication Technology (ICT) Rights and Responsibilities

School Devices

All Lower School students are able to use school-provided devices (iPads, laptops, cameras). Most of our school resources are accessed online.

Information and Communication Technology (ICT)

The following guidelines are intended to help Lower School students understand

appropriate use of all information and communication technology at Graded, both school- and student-owned. The primary use of ICT resources is to further the educational goals of the school.

Using ICT in the Lower School

- 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 or the data of another user or any of the institutions 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.
- Students should not play video games in the hallways between classes.

Legal, Appropriate, Responsible, and Kind (LARK) Guidelines

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)

- Use only legally acquired software, music, and other media.
- Get permission to record and publish images or videos of others.
- Use only accounts that have been created by you or for your use and follow the guidelines in the user agreement.
- Abide by the 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.

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 you and the school in a positive manner and respects others.

Responsible (Protect yourself and others)

- 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.

- Use cell phones for educational purposes when requested by teachers.

Kind (Respect yourself and others)

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

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 will be sharing 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 child(ren)'s images or work appearing in online spaces, please contact the Lower School principal.

Cell Phone Use

Graded values the development of interpersonal communication. Deliberate skills are taught across subjects, taking into account multiple modes and mediums. However, research today points to the adverse effects of cell phone technology on education. Lower school-aged students do not have the maturity, understanding, and self-control to utilize these devices in moderation, and always in an appropriate way. While students can perform many of the same functions on laptop computers that they can perform on cell phones, the portability of these devices makes them an impediment and distraction to learning. Research points to academic gains when these devices are removed. Both research, as well as on-the-ground experience of diverse schools, reveals that removing cell phone devices during the school day also reduces cyberbullying incidents and disciplinary infractions while encouraging more play and personal interactions.

Therefore, the use of cell phones and other personal technology is prohibited in the Lower School between the hours of 8:00 am and 3:05 pm. Such devices should remain out of sight, stored in cubbies, and turned off during these hours. If students bring a cell phone to school, it must be kept in their bags or cubbies. Personal devices are to be turned off during school hours. The school is not responsible for any personal devices should they go missing.

Violations of this prohibition will result in:

- First offense: Reminder and confiscation of the device until the end of the school day.
- Second and further offences: Confiscation of the device until the end of the school day. A parent or guardian (not a driver) must pick up the device from the Lower School Office.

If students need to make a phone call, they can do so from the office.

Furthermore, use of audio/video recording devices is particularly prohibited without the express consent of the teacher or administrator. A violation of this prohibition may be considered a serious infraction causing students to face disciplinary consequences as identified in our disciplinary policies. Students and parents should also be aware that a secret audio or video recording (recording of an individual without his/her knowledge) is against the law in Brazil and in many other countries.

Parent Volunteers

At Graded, we value and appreciate the time parents commit to helping out in classrooms. Parent involvement in school is one indicator of a positive school climate and we all realize the importance of taking an active part in education both at home and at school. To ensure the volunteer experience is positive for everyone involved, we ask parent volunteers to:

- Be a positive adult role model within the school.
- Practice confidentiality at all times and leave information they have learned about students and staff members in the classroom.
- Ask for clarification if they are unclear of instructions or directions the teacher has given.
- Talk to the teacher if they see a problem in the classroom; if the problem remains unresolved, they should speak to an administrator.
- Call in advance, if at all possible, if they are unable to keep a prior commitment
- Understand that their support is voluntary, non-paid, and that they are not a contracted employee of the school.

Thank you for considering being a parent volunteer. Education is a cooperative effort Graded greatly values and appreciates parental assistance.

Parent Teacher Association

Parents are encouraged to attend all Parent Teacher Association (PTA) coffees and social events. Please watch for the date and time on the school calendar or the PTA Facebook page. These meetings are designed to update parents on all events taking place at school. This is a good time to clarify any questions and contribute suggestions on school-wide endeavors.

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, 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.

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

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 e-mails, telefone ou rede social, em relação a qualquer membro da Comunidade Graduada.

Communication

Graded makes a great effort to include parents, students, and our larger community in discussions concerning school issues involving 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.

Graded families should ensure their account is updated regularly with the most recent email and contact information. Parents should contact the LS administrative assistants with any updates or changes.

There are a number of ways the school will communicate with parents. These include, but are not restricted to:

Electronic Communication

- **Email correspondence:** Parents should provide an email address to the school by contacting the LS administrative assistants. We aim to respond to emails within 24 hours.
- **Website:** The school's website is www.graded.br.
- **Graded Gazette:** The school newsletter is called the Graded Gazette. The Gazette is distributed electronically monthly.
- **Grade-level blogs:** Each grade level has a blog that provides regular curricular updates along with suggestions for supporting student learning.
- **Emergencies:** The school website will provide up-to-date information in the case of very rare school closings due to emergencies.

In-person communication

- **Back to School Night:** Early in the school year, parents are invited to an evening meeting to meet their child's teachers and to learn more about our curriculum.
- **Parent/Teacher Meetings:** Teachers may contact parents to discuss student progress. Parents are also welcome to request and schedule a meeting with the teacher via email at any time.
- **Parent-Teacher and Student-Led Conferences:** Parents will meet with teachers upon the completion of the first trimester to discuss the child's progress and goals for the next trimester. Student-led conferences take place at the completion of the second trimester. The student, parent(s), and teachers will review learning from the school year and set goals for the final trimester.
- **Parent Coffees:** Periodically, parents are invited to attend meetings with the principal or other school members to receive updates and to share questions and concerns. Meetings are also conducted by the PTA and often involve guest speakers. For detailed times and locations, please consult the school calendar.
- **Open door policy:** Please know the school community is welcome to come by the Lower School Office anytime. As the office is an active place, arranging an appointment prior to visiting may reduce waiting time.

Telephone and Cell Phone Communication

- **Telephone and Cell Phone Use:** Lower School students may not use cell phones to send or receive calls or messages during the school day. Unless prearranged with the teacher, cell phones should be turned off. Should a phone call become necessary, the phone in the Lower School office is available for student use. If students bring a cell phone to school, it must be kept in their bags or cubbies as outlined above during the school day. The school is not responsible for any personal devices should they go missing.

Addressing Concerns

If parents or students have a concern, they should work proactively to address and resolve issues. They should follow Graded's protocol for resolving issues, which start by speaking to the teacher first. If unresolved, the principal, and if further unresolved, the superintendent.

Families Addressing Concerns

In the Lower School, we believe in working in partnership with families to resolve issues quickly and proactively. Families are *highly encouraged* to contact the relevant teachers and counselors about any issues, and then, if necessary, the principal. As we teach our students to be self-advocates, we want adult communication to serve as an example to our students.

We always encourage and expect constructive feedback from parents. We have an open door policy and welcome parents to speak to the administration about their concerns. Although, when the conversation veers away from being constructive and solution-focused (e.g., using Whatsapp messages, emails, or public conversations to complain, defame, or speak ill of individuals or the school without talking to the school or the individual directly), those involved will be asked to speak with the principal to review the parent code of conduct. We aim to model what we teach our students.

Assessment of Learning

Graded School recognizes that teaching, learning, and assessment are deeply linked. Students and teachers work in partnership to enable students to demonstrate what they have learned, assess their progress, and identify specific strategies to maximize their potential on their class assessment to demonstrate learning.

We are guided by the following:

- We believe that assessment is effective when it is appropriate, engaging, and targeted at standards.
- Assessment can be diagnostic, formative, or summative, and each type of assessment serves a different purpose.
- Assessment should be well-structured and differentiated, often requiring collaboration among different learners.
- Meaningful assessment requires a variety of tools, including informal checks in class, observation and student dialogue, formal quizzes and tests, academic prompts, and open-ended assessment tasks.
- Quality assessment is authentic and transparent, providing students with a fair and attainable venue to proudly exhibit what they have learned.
- Assessments provide feedback to students so that they can understand their current level of achievement and take responsibility for their own learning.

Types of Assessment

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.

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.
- Provide descriptive feedback on formative assessments. If the formative assessment is scored, teachers will provide a score using a rubric with descriptors in order to give students a clear understanding of where they are at (in relation to the learning being assessed).

Feedback provided by teacher on assessments aims to be:

- **Timely:** It is provided when the student is in the learning process and 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 the next step.
- **Positive:** It shows how learning is a journey forward, and it's honest about both strengths to build on and weaknesses to improve.
- **Clear and specific:** It's specific enough so the student knows what to do next and provides sufficient applicable and actionable feedback and 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.

Summative Assessments

Summative assessments are:

- Assessments that provide evidence of student achievement and are used to evaluate student proficiency in the learning objectives at the end of a learning period.

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 summative assessments when determining grades.
- Provide descriptive feedback on summative assessments.

Descriptors of Achievement

The Graded School descriptors of achievement support students and parents in understanding students' progress in developmentally appropriate structures. In the Lower School we have four progress indicators wherein achievement aligns to deepening levels of application, critical thinking, and originality.

Grade	Descriptors
E	Exceeds Benchmarks: Within the classroom setting, the student consistently and independently demonstrates understanding of the content and skills in original and insightful ways. Within the classroom setting, the student independently identifies opportunities for application.
M	Meets Benchmarks: The student meets grade-level benchmarks for the trimester. There are no major errors or omissions regarding any content and skills that were explicitly taught.
P	Progressing Toward Benchmarks: The student shows emerging mastery of the content and skills explicitly taught but has not yet met grade-level benchmarks. The student needs time and support within a classroom setting, including additional instruction, to demonstrate understanding.
AC	Area of Concern: The student has difficulty applying the skills which should be secure at this point. Even with additional support and assistance, the student has not yet met grade-level benchmarks. This indicator requires additional monitoring and a support plan.

Grade Reporting

Purpose of Grades

All grading and reporting, as part of the school's overarching assessment philosophy, strives to be comprehensive, equitable, and transparent in the spirit of continuous improvement. The purpose of grading is to communicate achievement of academic standards and habits of learning to all stakeholders.

Student Progress Reports

Parents are informed of their child's progress in a student progress report sent three times each year: in October, March, and June. This report will include the following components:

- Narrative comments from the teacher
- The current level of achievement for each subject area including habits of a learner descriptors
- A summary of attendance and tardies

Interim reports will be sent to advise specific parents mid-trimester if a student is not on target for meeting end of trimester benchmarks.

Please understand that these reports are not released early so that teachers have adequate time to assess the child.

Grade Calculations

The grade for each trimester will be based on the **most consistent, most relevant, and most recent data**. This system gives us much more accurate grades that reflect more clearly student achievement levels and also encourages students towards continuous growth.

Habits of a Learner Descriptors

In the Lower 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. The learning habits below are evaluated and reported on the student progress report each trimester.

Habits of a Learner	<u>Exceeding</u> 4	<u>Meeting</u> 3	<u>Progressing</u> 2	<u>Area of Concern</u> 1
Inclusive: Demonstrates respect for others and the community and works collaboratively with others	<ul style="list-style-type: none"> - I consistently include others with the words and language that I use. - I always listen with an open mind to the opinions and ideas of others and ask thoughtful questions to understand their point of view. - I consistently show leadership during group work, ensuring teamwork and best efforts. 	<ul style="list-style-type: none"> - I usually include others with the words and language that I use. - I usually listen with an open mind to the opinions and ideas of others and ask thoughtful questions to understand their point of view. - I typically show leadership during group work, ensuring teamwork and best efforts. 	<ul style="list-style-type: none"> - I am learning to include others by the words and language that I use. - I sometimes listen with an open mind to the opinions and ideas of others and sometimes ask thoughtful questions to better understand their point of view. - I am learning how to work in a group. 	<ul style="list-style-type: none"> - I need support to include others by the words and language that I use. - I need support in listening to different opinions and asking thoughtful questions to understand another person's point of view. - I need assistance to work in a group.
Risk Taker: Explores new ideas and exhibits perseverance when faced with challenges	<ul style="list-style-type: none"> - I consistently stay on task when faced with challenging work. - I always look for multiple ways to accomplish a task and use my resources when I get stuck before asking for help. - I consistently try new experiences. 	<ul style="list-style-type: none"> - I typically stay on task when faced with challenging work. - I usually look for multiple ways to accomplish a task and use my resources when I get stuck before asking for help. - I usually try new experiences. 	<ul style="list-style-type: none"> - I am learning to stay on task when faced with challenging work. - I sometimes look for multiple ways to accomplish a task and use my resources when I get stuck before asking for help. - I am learning to try new experiences. 	<ul style="list-style-type: none"> - I need support to stay on task when faced with challenging work. - I need support to look for alternate ways to accomplish a task and use my resources. - I need assistance to try new experiences.
Curious: Exhibits an active learning style which demonstrates a	<ul style="list-style-type: none"> - I consistently ask quality questions and seek out answers. - I consistently engage in thoughtful ways during classroom 	<ul style="list-style-type: none"> - I typically ask quality questions and often seek out answers. - I typically engage in thoughtful ways during classroom discussions and activities. 	<ul style="list-style-type: none"> - I am learning to ask quality questions and seek out answers. - I am learning to engage in thoughtful ways during classroom 	<ul style="list-style-type: none"> - I need assistance in asking quality questions and seeking answers. - I need support to better engage in thoughtful ways during

commitment to deepening their understanding	discussions and activities. - I consistently look for ways to take my learning beyond the classroom.	- I usually look for ways to take my learning beyond the classroom.	discussions and activities. - I sometimes look for ways to take my learning beyond the classroom.	classroom discussions and activities. - I need support in finding ways to take my learning beyond the classroom.
Responsible: Assumes responsibility for assignments, organizes self and materials, and successfully follows classroom routines	- I consistently complete my assignments. - I consistently organize my personal belongings and am prepared with materials for class. - I consistently follow classroom routines and rules independently. - I consistently arrive to class on time. - I always present work to the best of my ability. - I consistently and effectively manage my time. - I consistently move and interact positively throughout the school day.	- I usually complete my assignments. - I typically organize my personal belongings and am prepared with materials for class. - I usually follow classroom routines and rules. - I usually arrive to class on time. - I usually present work to the best of my ability. - I typically manage my time in productive ways. - I typically move and interact positively throughout the school day.	- I sometimes complete my assignments. - I am learning to better organize my personal belongings and materials for class. - I sometimes follow classroom routines and rules. - I sometimes arrive to class on time. - I am learning to present work to the best of my ability. - I am learning to manage my own time in productive ways. - I am learning to move and interact positively throughout the school day.	- I need support to complete my assignments. - I need support to better organize my personal belongings and materials for class. - I need reminders and prompts to follow classroom routines and rules. - I need assistance in arriving to class on time. - I need support with presenting work to the best of my ability. - I need support in knowing how to best manage my time. - I need support to move and interact positively throughout the school day.

Promotion and Retention

In the Lower School, we believe in the success of every child. Children are promoted to the next grade level with the successful completion of the current grade. If a child does not satisfactorily complete the academic work in his or her grade and does not indicate readiness for the next grade, the student may be considered for retention in the current grade level for the following year (in consultation with a group of teachers, parents, and other specialists as appropriate). Please note that students not meeting grade level requirements a second time during the Lower School years may be counseled to seek alternative school options.

Recognizing Excellence

In the Lower School, we recognize achievement throughout the year, often highlighting excellent work, effort, or service within our classes. At the culmination of the Lower School years, we celebrate our grade 5 students with a ceremony. Students are eligible to receive the Presidential Awards at this time.

Wellness

Strong Body – Strong Mind

The Graded cafeteria is administered 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. Students are strongly encouraged to make healthy choices from our cafeteria and choose to eat healthy snacks. Graded recommends that neither students nor adults eat junk food or 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.

Water

Drinking water comes from a well on the site which is periodically analyzed for purity. There are numerous water stations around campus. Students are expected to bring a water bottle for daily use. We encourage water conservation at all grade levels due to the limited reserves in São Paulo.

Health Services

The school aims to provide an environment conducive to the promotion and maintenance of good health. Full-time nurses are available and care is provided for students who become ill, are injured, or need treatment and/or medications during the school day. The school nurses also serve as a resource for health-related issues for students, families, and the classroom.

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 email 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 collect 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 the prescription. Nurses 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 supervision 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.

Facilities Policies and Procedures

The Graded community is fortunate to have ample space and a variety of facilities. The information below helps us understand how everyone can safely enjoy the facilities the school has to offer.

Regulations for Use of Campus Facilities

- Students on campus outside school hours must be under direct adult supervision.
- Use of campus facilities must be approved in advance by the activities director.
- 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 without the express permission from the principal.
- All wheels (e.g. bicycles, roller blades, skateboards) are only permitted with permission of an administrator.
- Safe and proper use of facilities and equipment is expected.
- All community members have a responsibility to keep the campus clean.

Athletic Facilities

Graded has an extensive sports complex, including a gymnasium, a covered court, a lighted track and field, and weight room. These facilities are used for physical education classes, interscholastic sports, and certain Graded community events on weekends.

School Store

School items such as pens, pencils, paper, notebooks, and folders may be purchased with a student card or cash at the school store which is open during school hours.

Snack Bar

The snack bar is run by an outside vendor ([GRSA](#)) and is open from 7:30 am to 5:00 pm. It closes during regular lunch hours from 11:00 am to 11:45 am. Lower School students are permitted to go only with parental supervision. The snack bar is staffed by three people: two salespeople and a nutritionist.

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 all belongings with care.

Cubbies

Students have cubbies to store their personal belongings during the school day.

Students are responsible for their own cubby and are to treat it with respect and a keen eye for organization. Cubbies are the property of the school, and assignment to individuals does not indicate a transfer of ownership. As property of the school, they are subject to inspection at any time deemed appropriate by the school administration. *Students should never open another student's cubby.*

Valuables

All personal belongings and articles of clothing brought to school are the students' responsibility. It is unwise for students to bring considerable amounts of money or valuable equipment such as cameras, music devices, electronics, or other valuable items to school. The school is unable to accept liability for missing articles including cell phones.

Lost and Found

The lost and found area is located just outside the Lower School Office. Parents and students may check this area for missing items. Sometimes lost items are turned in at the Security Office. Any missing items not claimed after a reasonable period of time will be donated to local community organizations in need of clothing and school supplies.

Safety and Emergency Drills

Emergency drills at regular intervals are required by law and are an important safety precaution. Students and parents on campus must quietly evacuate the building under the supervision of the faculty. Students at lunch should exit the cafeteria and move to the Lower School playground where they must report to their pre-assigned place on the field with their homeroom teacher. Detailed emergency procedures are in the classrooms, offices, and other areas of the school.

School Visitors

All adult visitors must check in at the main entrance. Permission to bring a student guest to the school must be taken in advance from the Lower School Office. Depending on the circumstances, visiting students may be granted permission to attend school for one day. Any visiting student is expected to follow all the school rules and the host parent is responsible for the behavior of the guest.

Bus Transportation

Transportation is outsourced and optional. Spaces are dependent on availability and pick-up and drop-off routes are predetermined. Twenty-nine routes deliver students to school at 8:00 am and return students to their homes in the afternoon, leaving school at 3:15 pm. Nine buses leave school at 4:15 pm and four buses leave school at 6:10 pm to transport those who participate in after-school activities. The 4:15 pm and 6:10 pm buses follow predetermined routes and do not drop students at their doors, but usually within a 10-block radius of their home.

When a student is not paying the regular bus fee and he or she is involved in

after-school activities, the single return trip will cost 30% of a single trip on a daily basis with 60 days per quarter. Special bus passes must be issued via PowerSchool in the Student Logistics tab. When a student is paying the normal bus fee, the after-school activities bus is free.

A request must be sent via Student Logistics to the transportation supervisor before 2:00 pm by the parent of a student wanting to: 1) take a bus other than his or her own, 2) get off the bus at a stop other than his or her regular stop, or 3) leave the school by private car. Any such requests received after 2:00 pm cannot be accommodated. Parents of half-day students must input their request in the system before 11:00 am. A permanent authorization can be signed by parents of Lower School students to authorize the use of the 4:15 pm bus on a regular basis, but this does not cover taking a different bus or going to a friend's house. If you are not sure about bus arrangements and permissions needed, please contact our transportation department.

The bus drivers are screened and licensed and the bus monitors are responsible for the conduct of the students and rule enforcement in addition to the safe navigation of the bus in the traffic. 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. School rules apply to buses.

Students not receiving after-school help or not in an after-school activity should take the 3:15 pm bus.

Car Pickup

Students traveling by car are authorized for pickup and drop off at the lower car gate on Av. José Galante only. Students are supervised at this gate and the student exit is monitored. Lower School students are not supervised at any other gates. Students with siblings in Upper School may sometimes choose to exit at another gate. If so, parents are asked to notify the Lower School Office and the child's homeroom teacher. Additionally, we ask parents to speak with their children to assure compliance with the school's behavioral expectations when using unsupervised exits.

Check Out Procedures

Any student leaving Graded must be properly checked out prior to departure from school. The check-out process is initiated by written parent notification to the Admissions Office. No student will be officially checked out until all school obligations have been cleared, including return of school resources (such as texts and library materials). 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.