



Escola das Nações

School of the Nations

Early Childhood, Elementary, Middle, and High School Education
School Regiment

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School Regiment (Bylaws)

TITLE I - Organization of the Educational Institution

Chapter I - Identification

Art. 1 School of the Nations, founded on September 1, 1980, has a Main Campus located at SHIS QI 21, Área Especial, Conjunto C1, Lago Sul –Distrito Federal, to provide Elementary, Middle, and High School education, and Campus II located at SMDB, Conjunto 19, Lote 2, Casa A, Lago Sul – Distrito Federal, to provide Early Childhood and Grade 1 education.

Art. 2 School of the Nations is maintained by the *Associação Cidadão do Mundo - Centro de Educação e Cultura* [Citizen of the World Association – Center for Education and Culture], (referred to as ‘*The Association*’ from here on) a non-profit civil-society entity for educational purposes established under private law, with headquarters and venue in Brasília, Distrito Federal, registered under number 420, Book A-2, at the *Cartório do 2º Ofício de Registros e Títulos* [Notary Office] under [corporate taxpayer number] CNPJ 00.580.852/0001-03, and head offices at QI 21, Área Especial, Conjunto 1, Lago Sul –Distrito Federal.

Art. 3 The administrative and pedagogical organization of School of the Nations complies with constitutional principles, current educational laws and standards in effect in Brazilian territory, and the Bylaws of The Association. School of the Nations is internationally accredited by AdvancED and by the Southern Association of Colleges and Schools Council on Accreditation and School Improvement (SACS CASI). It is affiliated with the Association of American/International Schools in South America (AASSA), the Association of American Schools in Brazil (AASB), the Northwest Evaluation Association (NWEA), the College Board (SAT/PSAT), K12 Online Education, and The Academy for International School Heads (AISH).

§ 1 School of the Nations, aside from subordination to Brazilian educational laws and standards, is inspected by the Southern Association of Colleges and Schools (SACS), an entity with headquarters in the United States of America and responsible for monitoring the academic and administrative performance of activities for purposes of accreditation, renewable every five (5) years, in accordance with the American education system.

§ 2 School of the Nations is affiliated with the Association of American Schools in South America (AASSA), an entity that encompasses other international and American schools based in Brazil, and which promotes, organizes, and finances biannual meetings to exchange information and experiences among Executive Directors of affiliated schools.

Chapter II - Purpose and Objectives

Art. 4 School of the Nations provides students a world view based on moral, ethical, and spiritual principles, which postulates unity among peoples, freedom to explore truth, equality between men and women, and the quest for excellence through transformative education which, inspired by these principles and under Brazilian education laws, provides bilingual (Portuguese and English) Basic Education, with the following objectives.

- I. To ensure students essential schooling necessary to exercise citizenship, guiding them to the full expression of their potential, endowing them with the ability to adapt flexibly to changes in the modern world.
- II. To foster among students the ability to learn to solve problems through activities that stimulate values of cooperation, courtesy, honesty, and fairness, upon which the progress of civilization depends.
- III. To serve students of different nationalities through bilingual education (Portuguese and English), providing them the conditions needed to learn to respect and appreciate other countries aside from their own, thereby acquiring a broadened vision of the world.
- IV. To foster familiarity with and command of modern technologies, viewed as being beneficial in building knowledge and the relationship between people and the environment.
- V. To create a humanistic, artistic, scientific, and technological culture by strengthening the following structural bases of education: learning to learn, to know, to do, to coexist, and to be.

Chapter III - Institutional Planning, Control, and Evaluation

Art. 5 To preserve the quality of its educational and administrative services, School of the Nations conducts an annual Satisfaction Survey of the entire school community - parents, teachers, staff, and students – which allows all stakeholders to contribute toward improvements in educational practice.

Art. 6 To preserve academic excellence, Elementary, Middle, and High School students at School of the Nations periodically participate in external Portuguese and English evaluations, such as *AVALIA*, *MAP*, *Prova Brasil*, mock examinations, and internal evaluations and diagnoses.

Art. 7 Students of School of the Nations participate in essay competitions, Mathematics Olympiads, and the Brazilian Astronomy Olympiad.

Art. 8 Academic preparedness and holistic development of students at School of the Nations are assessed by the number of students approved at Brazilian federal and private universities and foreign universities.

Chapter IV - Administrative and Pedagogical Structure

Art. 9 The administrative organization of School of the Nations is made up of:

- I. The Executive Director's Office.
- II. The School Records Office.
- III. Educational Support Services.
- IV. Administrative and Technical Support.

Section I - Executive Director's Office

Art. 10. The Executive Director's Office of School of the Nations is made up of:

- I. the Executive Director.
- II. the Pedagogical Coordinator.

Subsection I - The Executive Director's Office

Art. 11. The Executive Director's Office manages and coordinates all administrative and pedagogical activities of School of the Nations.

Art. 12. The Executive Director, a qualified professional, is contracted by The Association for an initial term of two years, which may or may not be renewed at the discretion of The Association.

Art. 13. The duties and responsibilities of the Executive Director are subject to labor law and shall be established by individual contract in accordance with the Law.

Art. 14. The duties of the Executive Director are to:

- I. present an annual report of activities of School of the Nations to The Association.
- II. receive, inform, draft, and sign documents of administrative nature and provide adequate follow up.
- III. approve processes to contract and dismiss teachers, education specialists, and other staff of School of the Nations.
- IV. assess the performance of subordinates.
- V. summon the student body and teaching and administrative staff to take part in meetings when necessary.
- VI. establish staff working hours according to School needs.
- VII. officially represent or appoint a representative to represent School of the Nations before the Union of Private Schools (*Sindicato das Escolas Particulares - SINEPE*).
- VIII. officially represent School of the Nations in public acts and relations with other institutions.
- IX. supervise administrative actions referent to auxiliary services and those of a disciplinary nature at School of the Nations.
- X. take part in drafting the Pedagogical Project of School of the Nations with the school community.

- XI. promote school – family – community integration.
- XII. propose strategies for students, teachers, and parents to participate in developing and improving the educational process of School of the Nations.
- XIII. assure favorable conditions exist to achieve positive results in the educational process.
- XIV. present the annual budget of School of the Nations.
- XV. support communities in need.
- XVI. fulfill and ensure the development of the philosophical principles of the BAHÁ'Í FAITH in the educational process of School of the Nations.
- XVII. follow and ensure compliance with current education law and these School Bylaws.
- XVIII. fulfill the vision, mission, and goals of School of the Nations.
- XIX. perform other similar tasks within the scope of his or her responsibilities.
- XX. apply disciplinary penalties to teachers and staff of School of the Nations in compliance with labor law and these Bylaws.
- XXI. apply educational measures to students, with the Pedagogical Coordinator, in cases of breaches of norms in these Bylaws, in compliance with the Statute of the Child and Adolescent.
- XXII. forbid any activity planned on school property by students, teachers, and staff that might jeopardize the physical, psychological, or moral integrity of members of the school community or the institution's reputation.

Subsection II - Pedagogical Coordinator

Art. 15. The position of Pedagogical Coordinator is entrusted to a legally qualified professional contracted by The Association to manage and coordinate pedagogical activities of School of the Nations. The Pedagogical Coordinator answers directly to the Executive Director.

Art. 16. The duties of the Pedagogical Coordinator are to:

- I. follow and ensure compliance of others with education laws currently in force, legal determinations of authorities, and these Bylaws.
- II. fulfill and ensure the development of the philosophical principles of the BAHÁ'Í FAITH in the educational process of School of the Nations.
- III. officially represent School of the Nations before other educational bodies.
- IV. sign documents issued by School of the Nations.
- V. examine enrolment requests and approve or reject them.
- VI. coordinate drafting the Pedagogical Project of School of the Nations with the involvement of the school community.
- VII. take part in selecting teachers, specialists, and teaching assistants and refer them for hire.
- VIII. receive and provide information and dispatches to submit to authorities.
- IX. chair meetings of the Class Council [*Conselho de Classe*] and follow up on its decisions.
- X. supervise the assiduousness of teaching and technical-pedagogical staff in accordance with the law.
- XI. promote school – family – community integration.
- XII. propose strategies to include student, teacher, and parent participation in developing the School's educational processes.
- XIII. promote and participate in seminars, lectures, and study groups to update and renew instructional methods and processes.
- XIV. mediate, with the Executive Director, procurement of pedagogical resources needed to develop the Pedagogical Proposal.

- XV. analyze, in partnership with the School Secretary, educational documents of students transferred to School of the Nations and indicate curricular adaptation and equivalence cases.
- XVI. prepare, publish, and fulfill the school calendar once approved by the appropriate government agency.
- XVII. perform other similar tasks within the scope of his or her responsibility.

Art.17. The Pedagogical Coordinator is appointed by the Executive Director, subject to ratification by the *Conselho de Administração*, for a two-year term, which may be renewed.

Art.18. The Pedagogical Coordinator's labor contract, responsibilities, and duties are subject to labor law and regulated by individual contract, in accordance with the law.

Section II - School Records Office

Art. 19. Under the management of a legally qualified professional contracted by The Association, the School Records Office is responsible for workday activities, school documentation, filing, and school/student correspondence.

§ 1 The work rules and structure of the School Records Office are established by the Executive Director's Office in accordance with current law.

§ 2 The School Secretary, when absent or unable to fulfill his or her duties, shall be substituted by a legally qualified professional contracted by The Association and authorized by the government agency responsible.

Art. 20. The duties of the School Secretary are to:

- I. comply and ensure the compliance of others with determinations of the Executive Director.
- II. process and examine applications for admittance, transfers, and enrolment cancelations, and keep school records.
- III. draft, sign, and issue, with the Executive Director's Office, official documents of School of the Nations.
- IV. record students' school records systematically and keep files of all documents that prove them.
- V. keep organized and updated records of school documentation and files.
- VI. draft and sign minutes and terms, and keep updated, reliable, and complete records of students' school records.
- VII. maintain books, forms, and other documents referent to student grades and averages, make calculations to appraise results, and share them with the interested parties.
- VIII. supervise and inspect filing services to ensure compliance with current law, preserving the authenticity of students' school records.
- IX. organize the archives, ensuring the safekeeping of documents, papers, and past bookkeeping, in compliance with the law.
- X. communicate to the Executive Director's Office any irregularity detected in books and documents referent to the teaching staff, student body, and technical-administrative staff.
- XI. prepare roll-call lists of students, following criteria established by School of the Nations.
- XII. prepare reports, attendance charts, statistics, and questionnaires required under current law and by the Executive Director's Office.
- XIII. stand accountable for the regularity and authenticity of students' school records.
- XIV. discard school documents after registering them in the appropriate book and according to current law.
- XV. issue in a timely fashion, documents related to students' school records, in accordance with current law.
- XVI. contribute to fulfilling the vision, mission, and goals of School of the Nations.

XVII. perform other duties inherent to job responsibilities.

Section III - Technical-Pedagogical Services

Art. 21. Technical-Pedagogical Services consist of the following:

- I. Pedagogical Coordination Service
- II. Educational Guidance Service

Subsection I - Pedagogical Coordination Service

Art.22. The Pedagogical Coordination of School of the Nations is responsible for providing technical-pedagogical guidance to teachers, supervising the development of lesson plans, maintaining the unity of pedagogical actions, and monitoring student performance.

Art.23. The Pedagogical Coordination of School of the Nations is comprised of the following professionals:

- I. Early Childhood Principal;
- II. Elementary School Principal (Grades 1 to 5);
- III. Upper School Principal (Grades 6 to 12).

Art. 24. The duties of the Pedagogical Coordination are to:

- I. draft the Pedagogical Coordination plan, submitting it for appraisal of the Executive Director's Office before the school year begins.
- II. participate in programming technical-pedagogical activities of School of the Nations, controlling and evaluating their execution.
- III. guide and coordinate the teaching program to ensure its quality and efficiency.
- IV. guide and support teachers in seeking solutions to pedagogical problems.
- V. participate in evaluating new students, proposing which class is most appropriate for their profile.
- VI. participate in selecting books and other teaching materials.
- VII. propose and coordinate curricular activities necessary for good student-school-community relations.
- VIII. guide and examine, from a technical standpoint, teaching evaluation instruments, and guide their application.
- IX. supervise and help teachers and their assistants plan and perform pedagogical activities.
- X. participate in drafting, executing, and evaluating the Pedagogical Proposal.
- XI. draw up timetables for teachers and assistants, considering integration with other areas.
- XII. propose measures to improve the teaching-learning process.
- XIII. coordinate the programming and execution of recuperation activities.
- XIV. participate in the Class Council, drafting the minutes of meetings.
- XV. follow up on decisions of the Class Council.
- XVI. arrange for a substitute in case of teacher absence.
- XVII. prepare bi-monthly reports on activities carried out and help fulfill School of the Nations' vision, mission, and goals.
- XVIII. perform other duties inherent to job responsibilities.

Subsection II - Educational Guidance Service

Art. 25. The Association hires counselors at School of the Nations to provide educational counseling and assistance to individuals and groups.

Art. 26. Counselors at School of the Nations work to promote academic, personal, and social development and use interviews, guidance sessions, and various methods to evaluate and counsel students.

Art. 27. The duties of those responsible for Educational Guidance are to:

- I. provide age-appropriate guidance and educational support services to meet the development needs of students in all segments.
- II. help students, parents, and teachers better cope with crises and emergencies.
- III. foster the growth and social, emotional, and mental development of students.
- IV. help parents and teachers respond to issues of student growth and development.
- V. help students develop communication and study skills.
- VI. help organize, record, and chair Class Council meetings.
- VII. provide diverse services to help students develop self-knowledge and acquire effective organization and conflict-resolution skills.
- VIII. refer students to external specialists.
- IX. observe and monitor students with difficulties by interacting with specialists and adapting strategies to help students become better learners.
- X. prepare students to transition from Kindergarten to Elementary school, and from Middle to High School by working with teachers, parents, and other professionals of School of the Nations.
- XI. promote guidance sessions according to identified needs.
- XII. schedule meetings with parents and legal guardians to obtain specific information on the student's background, as needed.
- XIII. evaluate students and propose strategies to promote positive changes.
- XIV. support the Disciplinary Policy of School of the Nations.

Art. 28. To achieve the above objectives and fulfill demands at each stage, School of the Nations employs Counselors in Early Childhood, Elementary, and Upper School.

Section IV - Technical, Administrative, and Support Services

Art. 29. Technical, Administrative, and Support Services are comprised of:

- I. The School Library.
- II. The Administrative Financial Department.
- III. Disciplinary Oversight.
- IV. The Information Technology (IT) Department.
- V. The School Meals Program.

Art. 30. Technical, Administrative, and Support Services assist teaching staff and the student body by providing pedagogical resources to enrich and optimize the teaching-learning process.

Subsection I - School Library

Art. 31. The School Library, under the responsibility of a qualified professional, contracted by The Association, provides a center for reading, guidance, and research for students and the school community during school hours.

Art. 32. The School Library collection comprises printed and digital material acquired by School of the Nations and materials donated from other institutions and third parties. It is duly cataloged following official standards.

Art. 33. The norms of the School Library guide its organization, functioning, and attributions.

Sole paragraph – The School Library rules are drawn up by a committee appointed by the Executive Director, comprised of the Librarian, Pedagogical Coordinator, and a teaching staff representative.

Art. 34. The duties of the Librarian are to:

- I. draft and execute the program of activities of the School Library in close coordination with other areas.
- II. encourage and guide bibliographic research.
- III. ensure adequate organization and functioning of the School Library.
- IV. preserve the library collection, maintaining a high standard of organization.
- V. control and evaluate planned activities in book fairs.
- VI. draft proposals for acquiring textbooks, cultural and scientific books, and periodicals, based on needs indicated by the administrative, technical, and teaching staff and students.
- VII. maintain exchanges with Libraries and Documentation Centers to update print and digital library collections.

Subsection II - Administrative and Financial Department

Art. 35. The objectives of the Administrative and Financial Department of School of the Nations encompass planning, execution, control, and evaluation of administrative activities and human resources, and provision of support, administrative, economic, and financial services.

Art. 36. Services provided by the Administrative and Financial Department encompass administrative activities, human resources, procurement, school meals, reprography, disciplinary supervision, communications department, cleaning, conservation, and maintenance of facilities.

Art. 37. The services of the Administrative and Financial Department are managed by a qualified professional contracted by The Association to supervise the execution of activities related to the various administrative sectors.

Art. 38. The duties of the person responsible for the Administrative and Financial Department are to:

- I. coordinate procurement of pedagogical materials and miscellaneous materials and supplies for School of the Nations.
- II. coordinate the safekeeping and issuing of materials for use at School of the Nations.
- III. coordinate the maintenance of the computer network and user support services.
- IV. coordinate telephony and telecommunications services.
- V. coordinate reprography services of School of the Nations.
- VI. manage health, life, vehicle, property, and other insurance policies inherent to School of the Nations.
- VII. manage contracts of service providers of School of the Nations.
- VIII. sign checks and purchase orders for materials, services, and contracts on behalf of School of the Nations.
- IX. respond legally for School of the Nations before Federal District and Federal Government bodies.
- X. meet with those responsible for students to assess economic and financial hardship to settle monthly school fees and tuition installments, negotiate outstanding debts, and formalize and cancel service-provision contracts.
- XI. be responsible for calculating monthly installments of tuition and fees and present them to those responsible when requested.
- XII. control monthly attendance of staff, reception of materials, storeroom, cash flow, and payments made and received.
- XIII. draw up, with the Executive Director, the Annual Budget of School of the Nations.
- XIV. exercise budgetary control and justify variations.

- XV. coordinate bookkeeping, tax, and legal activities.
- XVI. establish specific guidelines and standards following current legislation.
- XVII. be responsible for bookkeeping and updating of tax and accounting records as required by law.
- XVIII. present to the Executive Director's Office and The Association balance sheets, financial statements, and consolidated balance sheets.
- XIX. assign and monitor activities of subordinates.
- XX. provide administrative and financial support to all areas of School of the Nations.
- XXI. help fulfill the vision, mission, and goals of School of the Nations.
- XXII. represent the interests of School of the Nations before the Union of Private Teaching Establishments of the Federal District (SINEPE) when requested by the Executive Director.
- XXIII. represent the interests of the School before Labor Courts and the Ministries of Social Security, Social Welfare, and Labor.
- XXIV. coordinate and control personnel administrative activities of School of the Nations.
- XXV. coordinate recording, bookkeeping, and safeguarding of legal documents in compliance with pertinent laws.
- XXVI. diligently apply current labor laws.
- XXVII. register attendance of teachers and other staff.
- XXVIII. control distribution of transport vouchers.
- XXIX. refer to the Administrative and Financial Department information necessary to prepare payroll for teachers and other staff and all necessary alterations.
- XXX. maintain control of information corroborating the qualifications of teaching and technical-administrative staff of School of the Nations.
- XXXI. help fulfill the vision, mission, and objectives of School of the Nations.
- XXXII. comply with internal norms of School of the Nations.
- XXXIII. perform other duties inherent to the roles and responsibilities of the position.

Subsection III - Disciplinary Oversight

Art. 39. The objectives of Disciplinary Oversight Services are the preservation of order, discipline, and safety of the Student Body within the school environment.

Art. 40. Disciplinary Oversight is entrusted to an administrative employee, contracted by the Association to assist the teaching staff and student body concerning disciplinary aspects of School of the Nations.

Art. 41. The duties of the person responsible for Disciplinary Oversight are to:

- I. comply with determinations of the Educational Guidance Service.
- II. safeguard the discipline and order of students.
- III. notify the Educational Guidance of cases of breaches of disciplinary order.
- IV. control and communicate to the pedagogical team regarding compliance with school hours (tardies, absences, and early departure of students).
- V. prohibit students from leaving School of the Nations before the end of school hours without Educational Guidance and parents' written authorization.
- VI. exercise solicitude, moderation, and politeness in dealings with students, providing them all necessary assistance.

- VII. assist in holding ceremonies, school celebrations, examination weeks, and other activities.
- VIII. supervise students at School of the Nations who remain on campus after regular class hours.
- IX. diligently fulfill the objectives and aims of School of the Nations.

Subsection IV - Information Technology (IT) Department

Art. 42. The IT Department is responsible for the use of technology in all segments of School of the Nations and planning and supporting teachers in the use of academic systems.

Art. 43. The IT Department assists teachers in the development of projects that require the use of educational technology.

Art. 44. The IT Department guides students with respect to their devices for a secure internet connection at School of the Nations. It provides support and guidance on the use of computer programs to produce their schoolwork and the use of technology in general.

Art. 45. The IT Department assists the Technical, Administrative, and Support Services of School of the Nations regarding the optimum use of computer resources, software, digitalization of documents and generation of decision-making information, follow-up using spreadsheets and graphs, and reports of academic and management information.

Subsection V - School Meals Program

Art. 46. The School Meals Program, under the coordination of a professional qualified in Nutrition, is responsible for procurement and storage of foodstuffs, drafting of menus, and the confection of meals for School of the Nations.

Art. 47. The School Meals Program is comprised of a Nutritionist, a Cook, a Chef, and Assistants.

Art. 48. The duties of the Nutritionist are to:

- I. organize and supervise the School Meals service.
- II. determine staffing levels.
- III. train personnel.
- IV. plan balanced menus that fulfill the nutritional needs and individual characteristics of students.
- V. plan purchases of the necessary goods for the menu and control stocks of foodstuffs.
- VI. foster formation of healthy eating habits among students.
- VII. perform individual and collective Nutritional Education work.
- VIII. ensure cleanliness and organization of the sector.
- IX. comply and ensure compliance with current legal provisions for the sector.
- X. comply with other duties inherent to the function.

Art. 49. The Cook, Chef, and Kitchen Assistants are responsible for supervising the preparation of dishes coordinating kitchen activities, and monitoring and controlling the conservation of raw materials to preserve the quality of the services provided.

TITLE II - Organization of School Life

Chapter I - Education and Teaching Levels, Stages and Objectives

Art. 50. School of the Nations offers Early Childhood, Elementary, Middle School, and High School to serve children of Brazilian and foreign nationalities through bilingual teaching (Portuguese and English), on a yearly basis, with a special 7-hour school day and a specific school calendar.

Art. 51. Early Childhood, lasting four years, aims to foster the holistic development of cognitive, affective, social, and psychomotor aspects of children, respecting their interests and needs; and complies with education and care functions, structured over a full-day period, according to their age:

- I. Nursery II (*Maternal II*): as of 2 years old
- II. Nursery III (*Maternal III*): as of 3 years old
- III. Pre-Kinder (*Jardim I*): as of 4 years old
- IV. Kindergarten (*Jardim II*): as of 5 years old

Art. 52. Elementary and Middle School, lasting nine years, aims to provide students with the necessary conditions for the holistic and harmonic development of their potential, with a view to personal fulfillment, the exercise of citizenship, and preparation for the world of work. It is comprised of:

- I. the Sequential Literacy Cycle, comprising the first three years of Elementary schooling.
- II. 4th and 5th year: initial years.
- III. 6th to 9th year: final years.

Art. 53. High School, lasting three years, comprises the 10th, 11th, and 12th grades. Its aim is the holistic development of students and providing them with a deepened knowledge base to enable the adequate pursuit of studies at a higher level in fields aligned with their interests and aptitudes and/or their preparation for the world of work, with a view also to their enhancement as human beings, through ethical training and independent intellectual development and critical thinking.

Art. 54. The School Calendar is set by the Administration of School of the Nations, in consonance with current legislation, submitted for appreciation to the appropriate body of the Education System, and, subsequently, disclosed to the school community within a foreseen deadline.

Art. 55. Classes foreseen on the School Calendar can be suspended only due to situations that justify such a measure, and make-up classes shall be programmed to ensure full compliance with the school year.

Art. 56. The school year shall be concluded only when its minimum duration has been fulfilled, in terms of days and hours, as established in the School Calendar.

Art. 57. The school year is divided into four periods known as stages for purposes of planning and evaluation.

Art. 58. At any time, Second Language or Additional Language (ESL and/or PSL) classes may be organized for students of different years/grades and nationalities, with equivalent levels of knowledge of such languages, as explained in the Pedagogical Proposal.

Chapter II - Pedagogical Proposal

Art. 59. The Pedagogical Proposal defines the identity of School of the Nations as a bilingual school – inspired by the philosophy of the BAHÁ'Í FAITH, with the objective of educating world citizens, free of prejudice and tolerant of other religions, cultures, and ethnicities.

Art. 60. As guiding principles of its educational practices (mission and objectives) School of the Nations adopts pedagogical, curricular organization, and evaluation processes.

Chapter III - Curriculum

Art. 61. The curriculum of the School is bilingual (Portuguese and English) applied over the full school day, with the overriding aim of educating world citizens through acquisition and production of knowledge with a view to the organization of thought in its creative dimension, thereby contributing to the personal and social development of students.

Section I - Early Childhood

Art. 62. The Early Childhood Curriculum is bilingual (Portuguese and English) of an instrumental and didactic nature. The construction of knowledge takes place in an integrated and global manner, with inter-relations in the personal and social spheres, to be elaborated by the child.

Section II - Elementary School

Art. 63. The Elementary School Curriculum is bilingual (Portuguese and English). It encompasses the National Core Curriculum with a Diversified Portion, which includes English as a Modern Foreign Language,

Spanish as a Modern Foreign Language, and Moral and Global Citizenship Education, in consonance with the needs of students and the demands of current society, approached as cross-cutting themes from an educational perspective, with the aim of developing students' capacities to interact and transform reality.

Section III - High School

Art. 64. The High School curriculum is bilingual (Portuguese and English) and compulsorily includes the National Core Curriculum with a Diversified Portion, both of which are organized by Areas of Knowledge (Languages, Mathematics, Natural Sciences, and Humanities) and coordinated in an interdisciplinary and trans-disciplinary manner.

Section IV - Special Education

Art. 65. The Special Education Curriculum is bilingual (Portuguese and English) and adapted by the Learning Support Center, which provides assistance to students.

Art. 66. School of the Nations has a Learning Support Center that assists students who have learning difficulties or disabilities.

Art. 67. The objective of the Learning Support Center is to make learning accessible to students with disabilities within the regular classroom setting, thereby facilitating their inclusion within the school environment and improving their prospects for academic success within the scope of their full potential.

Art. 68. The duties of the Learning Support Center are to:

- I. organize and participate in staff meetings to plan and evaluate the educational strategies needed to serve students.
- II. mediate meetings between the pedagogical team of School of the Nations and external professionals such as psychologists, speech therapists, educational psychologists, and other professionals who monitor the students.
- III. develop the Individualized Education Program (IEP), which describes individualized goals and curricular accommodations.
- IV. conduct and supervise the implementation of the IEP.

Chapter IV - Evaluation of Learning, Promotion, and Recording of Results

Art. 69. The primary objective of evaluation is to foster the improvement of learning and the learner, considering the objectives and aims of education and the philosophy of School of the Nations. Evaluation must be conducted in a process-driven, systematic, continuous, and investigative manner and take place within the context of teacher-student interaction, focused on a process of building knowledge and personal promotion of the student.

Art. 70. When evaluation is formative, it identifies knowledge and situations and helps monitor and implement improvements. When it is summative, it produces decisions for appraising student performance and achievement in a classroom setting. When procedural, it relates to objectives, methods, content, and the various evaluation resources.

Art. 71. Attendance in Kindergarten, Elementary, Middle School, and High School is calculated in school days.

Art. 72. Attendance is considered approved when student assiduousness is equal to or higher than 75% of the total number of school days, counting home-study situations as defined in law.

Art. 73. Attendance in class and other programmed school activities is compulsory for students and is recorded each day by teachers in a specific document.

Art. 74. Evaluation of school achievement, processed during the school year, is recorded in the Class Diary and on Individual Files of the students, and the final result registered in specific minutes.

Art. 75. Results of scholastic performance are communicated to students, parents, or guardians, through a specific report at the end of each stage and the end of the school year.

Section I - Early Childhood Evaluation

Art. 76. Early Childhood encompasses the monitoring and recording of children’s learning processes, the quality of interactions established, and the developmental process of their experiences.

Art. 77. In Early Childhood, student development is recorded in a cumulative observation file in the form of a descriptive Report and score:

- I. Achieves Excellence – 9.0 to 10.0
- II. Attains Standard – 7.0 to 8.9
- III. Under Development – 6.0 to 6.9
- IV. Needs Improvement– 0.0 to 5.9

Art. 78. In Early Childhood, the student is promoted automatically at the end of the school year, according to age.

Section II - Elementary School Evaluation

Art. 79. Evaluation of the scholastic performance of Elementary and Middle School students encompasses performance evaluations and appraisal of assiduousness in each curricular component.

Sole paragraph. Qualitative evaluation, which predominates over quantitative, is conducted following criteria defined by the technical-pedagogical and teaching staff and approved by the Executive Director and the Pedagogical Coordinator.

Art. 80. The evaluation process for the Sequential Literacy Cycle and Elementary School students consists of:

- I. daily observation by teachers of students’ personal and social growth through observation of their habits and individual and collective attitudes.
- II. individual or collective research work.
- III. systematic observation of activities in laboratories or environment rooms.
- IV. formative, summative, and systematic evaluations such as formal, objective, and subjective examinations, tests, group work, homework, and other activities of a pedagogical nature.
- V. teaching-learning evaluation portfolio, preparation and development of projects, student self-evaluation.

Art. 81. The evaluation results of each curricular component are expressed numerically as a score, ranging from 0.0 (zero) to 10.0 (ten), comprised of evaluations of different types carried out throughout each stage. Annually pre-established indicators guide these evaluations.

Sole paragraph. Indicators are parameters that reveal the results of a given curricular component. For teachers, indicators serve as a diagnosis, showing students’ performance level and guiding pedagogical decisions on all aspects of academic activity. For students, they enable monitoring of achievements, identification of difficulties, and growth prospects. Indicators are presented in the form of comments:

- I. Achieves Excellence – 9.0 to 10.0
- II. Meets Standard – 7.0 to 8.9
- III. In Development – 6.0 to 6.9
- IV. Needs Improvement– 0.0 to 5.9

Section III - High School Evaluation

Art. 82. Evaluation of the scholastic performance of High School students encompasses performance evaluation and appraisal of assiduousness for each curricular component.

Art. 83. Evaluations are structured according to abilities and aptitudes specified in the curriculum.

Art. 84. In High School, evaluation results for each indicator are expressed numerically as a score, ranging from 0.00 (zero) to 10.0 (ten).

Art. 85. Each teacher must prepare, apply, and judge evaluation processes under the supervision of the Pedagogical Coordinator and Principals.

Art. 86. After being applied and corrected, evaluation instruments are presented to the students for their knowledge and review of contents, thereby enabling students, teachers, parents, and administrators to monitor the development of students' skills and aptitudes.

Art. 87. These instruments and teaching techniques that complement evaluation include the following aspects:

- I. diagnostic, formative, summative, and contextualized evaluations, such as formal, objective, and subjective tests, quizzes, and group work.
- II. systematic daily observation of student performance.
- III. evaluation portfolios.
- IV. individual work.
- V. group research.
- VI. projects.
- VII. self-evaluation.
- VIII. diversified pedagogical activities.

Art 88. The student's final average at the end of the school year is calculated in accordance with the following formula:

$MF = \frac{MS_1 + MS_2}{2}$ = final average, given that:

2

$MS_1 = \frac{NE_1 + NE_2}{2}$ = first semester average

2

$MS_2 = \frac{NE_3 + NE_4}{2}$ = second semester average

2

MF = final average

MS_1 = first semester average

MS_2 = second semester average

NE_1 = first stage grade

NE_2 = second stage grade

NE_3 = third stage grade

NE_4 = fourth stage grade

Sole paragraph. The minimum average for approval is 6.0 (six) per curricular component, considering that for approval, there is a minimum attendance requirement of 75% (seventy-five percent) of the total of class hours, including homework, as required by law.

Art. 89. It is forbidden for students to take examinations in advance, regardless of justification.

Art. 90. If a student does not sit for stage examinations on the scheduled date, another opportunity (second call) to take it (substitute examination) may be granted. In this case, written justification must be presented to the Principal's Office within two school days following the examination date. Justification must be for one of the following reasons.

- I. family mourning, upon the death of father, mother, sibling, or grandparent
- II. sickness or laboratory tests, corroborated by a medical certificate
- III. impediment for religious reasons
- IV. other cases where the Principal's Office shall decide whether to allow a second-call examination

Art. 91. Review of the evaluation instruments may occur:

- I. by the initiative of the student or his guardian, through a request addressed to the Pedagogical Coordination.
- II. within 3 (three) business days, counted as of disclosure of the result obtained by the student.

Art. 92. Such review shall be performed by 3 (three) teachers, specially designated by the Pedagogical Coordination, upon the following criteria:

- I. the Class Council awards a grade justified after conducting an analysis.
- II. the grade obtained by the student, if higher, substitutes the earlier one.
- III. no change is made to the grading criterion attributed to questions asked.
- IV. the decision of the Class Council shall not be subject to appeal.

Section IV - Special Education Evaluation

Art. 93. In its various forms, evaluation is essential to understanding individual and group needs based on student performance on specific indicators.

Art. 94. Evaluation of students with special educational needs is an essential element to assist with learning and to monitor the schooling of such students in regular classes.

Art. 95. Evaluation shall not be limited to conditions of bio-psycho-social development but shall also establish learning potential, including the student's curricular competency level, taking as a basis the curricular proposal of the grade in which the student is enrolled.

Art. 96. Various instruments and methods are used to evaluate students with special educational needs. These include teaching materials, adapted projects, observations, group work, oral evaluations, and audiovisual and technological resources.

Art. 97. Each student's educational goals are determined in the IEP, which establishes the adapted curriculum, targeted at fostering social, emotional, and academic development.

Chapter V - Remediation

Art. 98. Any student with a final average lower than 6.0 (six) in any curricular component shall be referred to the Class Council, which shall deliberate whether to pass the student or refer him or her for Final Remediation.

Art. 99. Remediation, a specific program entrusted to a teacher and supervised by the Pedagogical Coordination, is targeted at assisting students with inadequate performance and is provided in the following modalities:

- I. continuous, when carried out in parallel to the teaching-learning process at any time in each stage, when indicated by a student's poor scholastic performance and to review content;
- II. final, when carried out after the disclosure of results of fourth-stage evaluations, on a date stipulated by the pedagogical team of School of the Nations.

Art. 100. The Final Remediation (FR) score is an arithmetic average of the Final Average (FA) and the Final Remediation Score (FRS), as shown in the formula:

FAFR = Final average after Final Remediation = $\frac{FA + FR}{2}$, where:

2

FR = Final Remediation

FA = Final Average

§ 1. A student who, after final remediation, achieves a final average equal to or higher than 6.0 (six) shall be considered approved. No rounding up of the fraction is allowed.

§ 2. Remediation results shall be recorded in the appropriate minutes and the individual student's file.

Chapter VI - Special Evaluation Processes

Art. 101. The institution uses special pedagogical procedures to adapt the student to the current curriculum.

Art. 102. The following are considered special evaluation processes:

- I. equivalence of studies
- II. adaptation of studies
- III. partial grade promotion with pending subjects from prior grade
- IV. grade promotion

Section I - Equivalence of Studies

Art. 103. Equivalence of Studies is a pedagogical procedure that enables awarding credit for successfully performed studies of equal or equivalent educational value, provided they have engendered capacities in specific curricular components required for continuity of studies by presenting scholastic documentation corroborating the authenticity and regularity of such studies.

Sole paragraph. Students coming from abroad shall receive special treatment concerning the equivalence of study following specific legislation.

Art. 104. Together with teachers of the respective areas, the Principal's Office shall analyze and decide upon specific cases of equivalence of study.

Art. 105. Analysis and the decision regarding equivalence of study shall be recorded in specific minutes and communicated to the parents or guardian and the student, if of age.

Art. 106. Confirmation of enrolment in these conditions shall comply with current legislation.

Section II - Adaptation of Studies

Art. 107. Adaptation of Studies is a pedagogical procedure to which a student coming from another institution is submitted, under the guidance of the Principal's Office, when necessary, to adjust to the new curriculum and new curricular framework under the guidance of School of the Nations.

Art. 108. Together with teachers of the respective areas, the Principal is responsible for analyzing and deciding which specific cases shall be referred for adaptation.

Art. 109. Adaptation of studies shall be carried out through regular classes, individual/group work, research, and projects, in compliance with evaluation criteria established in these Bylaws.

Art. 110. The analysis and decision on the adaptation of studies shall be recorded in specific minutes, and the results recorded in the Individual File. They shall be communicated to the parents or guardian and the student, if of age.

Section III - Classification

Art. 111. Classification is a procedure used by School of the Nations when confirming enrolment in the absence of prior scholastic records, in any year/grade/stage, following standards specified in these Bylaws:

- I. application of diagnostic evaluations;
- II. interview with the candidate and family;
- III. recording in Minutes.

Section IV - Partial Grade Promotion with Pending Subjects from Prior Grade

Art. 112. School of the Nations does not adopt partial grade promotion with pending subjects from prior grade.

Section V - Equivalence of Studies

Art. 113. The equivalence of Studies is a process whereby correspondence is established between studies conducted abroad and their equivalents foreseen in the Brazilian educational framework and studies carried out in Brazil.

Art. 114. It is the responsibility of School of the Nations to conduct the candidate's equivalence of study.

Section VI - Grade Promotion

Art. 115. Grade Promotion, to the next year or grade of Elementary, Middle School, or High School, within the same stage, is possible at School of the Nations.

Sole paragraph. Students are forbidden to skip grades for purposes of concluding Basic education.

Chapter VII - Specific Terminality and Continuity of Studies

Art. 116. School of the Nations issues a schooling certificate known as Specific Terminality of Elementary Schooling for students who, having exhausted the educational possibilities foreseen in the law, fail to obtain full command of writing and calculation competencies required for this stage of schooling.

Sole paragraph. The schooling certificate known as specific terminality is based on a pedagogical evaluation, recorded descriptively, including competencies achieved by the student.

Art. 117. School of the Nations issues a school transcript containing specific terminality which encompasses:

- I. a descriptive opinion based on the Individualized Education Plan (IEP) with the main competencies and skills achieved by the student.
- II. a description of the level of acquisition of reading, writing, and calculation skills, functional and practical-life abilities, and social coexistence skills.
- III. time dedicated to this stage of schooling.
- IV. Filing the terminality document in the student's file at the School Records Office.

Art. 118. Students who display great ability or are exceptionally gifted may be permitted to conclude a regular year/grade in a shorter time, under terms of current legislation. Acceleration or progressive grade promotion is allowed, provided it does not disrupt the pedagogical order of the corresponding course. A course-conclusion document is issued for purposes of certification.

TITLE III - School Functioning Bylaws

Chapter I - School Year

Art. 119. The school year begins at the end of July or the beginning of August and ends at the end of June, independent of the calendar year. The school year has a minimum duration of 200 (two hundred) school days.

Chapter II - Enrolment

Art. 120. Enrolment or enrolment renewal shall be carried out during the period foreseen in the School Calendar, by a specific instrument, through an agreement with the parents or guardian, or the student if of legal age, thereby declaring acceptance of the rules established in these Bylaws.

Art. 121. School of the Nations may accept enrolment at any time during the school year, provided there is a place, and the student fulfills legal requirements with respect to age and presents the necessary documentation, as foreseen in these Bylaws.

Art. 122. The Principal approves enrolment and enrolment renewal, and their control is the responsibility of the School Records Office.

Art. 123. Presentation of a medical certificate or diagnostic evaluation report for purposes of precision in referral for curricular equivalence and adequate grade placement is the responsibility of the parents or guardian but does not impede enrolment.

Art. 124. The medical certificate or diagnostic report should consider:

- I. environmental, personal, psychological, and social-emotional factors.

- II. impediments to functions and body structures.
- III. limitations to the performance of activities.
- IV. restrictions to participation, among other aspects deemed relevant.

Art. 125. Upon identifying a need for specialized services during the school year, School of the Nations shall inform those legally responsible of the need for external professional accompaniment to ensure the student's full development.

Sole paragraph. The distribution by class of students with physical and cognitive disabilities shall be carried out in compliance with § 1 of article 12 of Federal District Education Council (CEDF) Resolution 1/2017.

Art. 126. Upon enrolment, the following documents shall be presented:

- I. for Early Childhood:
 - a) a copy of the student's Birth Certificate
 - b) 1 (one) recent 3x4 photo
 - c) copy of Vaccination Card
 - d) certificate of blood type and RH factor (Law 4379 of 28/July/2009)
- II. for Elementary School:
 - a) copy of Birth Certificate or Identity Card
 - b) 1 (one) recent 3x4 photo
 - c) original school transcript or Provisional Declaration (DEPROV)
 - d) certificate of blood type and RH factor (Law 4379 of 28/July/2009)
- III. for High School:
 - a) copy of Birth Certificate or Identity Card
 - b) 1 (one) recent 3x4 photo
 - c) original school transcript or Provisional Declaration (DEPROV)
 - d) copy of proof of regularity with Military Service, if applicable
 - e) certificate of blood type and RH factor (Law 4379 of 28/July/2009)
 - f) copy of Voter Registration

Art. 127. Enrolment may be canceled at any time during the school year when requested by the student if of legal age or by the guardian, using a specific form.

Art. 128. Exceptionally, enrolments with a discrepancy of age may be accepted, as foreseen in current legislation, after analysis by the Principal, having heard the opinions of the Educational Guidance and Pedagogical Coordination.

Art. 129. School of the Nations accepts students outside the normal enrolment period if space is available.

§ 1. The Principal's Office shall decide whether to accept enrolment given the period, adaptations needed, age, or incompatible studies pursued that may cause difficulties for the student in accompanying the curriculum.

§ 2. Parents, guardians, or the student, if of legal age, shall present the same documents required for enrolment and provide information on programs, books, and other educational materials studied when so requested.

Chapter III - Transfers

Art. 130. The parents, guardian, or student, if of legal age, shall request a transfer to another educational institution through a specific form submitted to the School Records Office at any time during the year.

Art. 131. The School Records Office shall be responsible for controlling and issuing student transfers.

Chapter IV - Issuing of School Documents

Art. 132. School of the Nations issues certificates to its students who conclude Elementary School, Middle School, or High School in compliance with current legislation.

Art. 133. School of the Nations shall refer the list of names of its High School graduates to the competent body of the State Secretariat of Education for publication in the Official Gazette of the Federal District.

TITLE IV - Participants in the Educational Process

Chapter I - Role of the Teaching Staff

Art. 134. The Teaching Staff is comprised of duly qualified teachers, carefully selected and contracted by the Association in accordance with the Law.

Art. 135. The duties of a teacher are to:

- I. plan school activities, teach high-quality classes, guide and evaluate the teaching-learning process using updated methods aimed at the holistic development of students.
- II. cooperate in drafting and fulfilling the Pedagogical Project.
- III. treat all students equally, without distinction of ethnicity, religious creed, political or philosophical convictions.
- IV. collaborate in the holistic development of students, providing them, through words, attitudes, and actions, examples of a high degree of sociability and responsibility in compliance with duties.
- V. participate, when called upon, in pedagogical activities and Class Council meetings.
- VI. be assiduous and punctual in class and other educational activities.
- VII. keep a record of student attendance and program content taught and enter grades for each stage on the school network system.
- VIII. explain to students the evaluation instruments used and correction criteria, returning their corrected work with grades earned to them within the foreseen deadline.
- IX. refer to the School Records Office the results of evaluations within the foreseen deadline.
- X. keep updated scholastic records.
- XI. promptly notify and justify their absences to the coordination and submit Work Plans to be taught during their absence.
- XII. behave in accordance with standards appropriate to the school environment.
- XIII. collaborate with the Educational Guidance and Pedagogical Coordination Services on issues involving students and the teaching-learning process.
- XIV. attend ceremonies, celebrations, and meetings of the teaching staff whenever called upon.
- XV. suggest to the Pedagogical Coordination proposals for acquisition of books for the library.
- XVI. comply with standards set by the Principal.
- XVII. diligently fulfill the objectives and aims of School of the Nations.
- XVIII. comply with the provisions of these Bylaws.

Art. 136. Aside from rights foreseen in the labor laws, teachers have the right to:

- I. cordial and respectful treatment from the Principal, staff, students, parents, and guardians.
- II. autonomy within the classroom, in consonance with the rules and philosophy of School of the Nations.
- III. opportunity to participate in seminars, meetings, lectures, etc., for continual improvement and to remain up to date in their area.
- IV. have satisfactory conditions in which to conduct their activities.

Art. 137. Teachers are forbidden to:

- I. offer or teach private classes to their students, except in exceptional cases authorized by the Principal.
- II. busy themselves with issues not related to the lesson.
- III. impinge upon students' individuality, religious or political convictions, nationality or color, intellectual capacity, or social status.
- IV. leave the classroom before the end of class.
- V. modify grades given to a student without presenting necessary justification to the student and the Pedagogical Coordination.
- VI. sell books, worksheets, or collect any sum of money on the premises of School of the Nations, without prior authorization of the Principal.
- VII. use a mobile phone in the classroom, or access websites not authorized under the internal policies of School of the Nations, including social networks.
- VIII. be absent without justification and fail to present a medical certificate.
- IX. deliver, outside the stipulated deadline, grades, plans, and other materials requested by the School Records Office and Coordination.

Art. 138. When needed, in support of Nursery II (*Maternal II*) through Grade 5 elementary school classes, School of the Nations offers the support of an assistant/monitor/trainee.

Art. 139. The duties of the class assistant/monitor/trainee are to:

- I. participate in planning teaching activities.
- II. assist the teacher in pedagogical activities in support of students.
- III. stand in during the absence of the class teacher, with the assistance of the Coordination.
- IV. be fluent in English and another language.
- V. supervise extra-class activities.
- VI. diligently fulfill the objectives and aims of School of the Nations.
- VII. have graduated from or be enrolled in a teaching-certificate or other similar education-oriented course.

Chapter II - Special Education Professionals

Art. 140. School of the Nations has a professional qualified in pedagogy, preferably with specialization in Special Education.

Art. 141. The duties of the Learning Support Center are to:

- I. prepare teaching materials.
- II. accompany students during recess and lunch periods.
- III. read instructions at times of evaluation.
- IV. observe what happens in the classroom.
- V. provide individualized pedagogical service.
- VI. adapt the classroom in compliance with medical guidance.

Chapter III - Role of Specialists

Art. 142. Specialized services aim to provide conditions for students' holistic development by fostering their integration within the school, their families, and the community.

Art. 143. The Guidance Counselor is a member of the Education Specialist Staff.

Art. 144. Specialists in Education, in addition to rights foreseen in the labor and education laws, have the right to:

- I. cordial and respectful treatment from the Principal, staff, students, parents, and guardians.

- II. autonomy to carry out their work, in consonance with the standards and philosophy of School of the Nations.
- III. have satisfactory conditions in which to conduct their activities.
- IV. participate in seminars, meetings, lectures, etc., for continual improvement and to keep up to date in their area.

Art. 145. The duties of Education Specialists, in addition to those provided for in labor laws, are to:

- I. comply with the provisions of these Bylaws.
- II. treat other staff members, teachers, students, parents, and guardians, with respect and equality.
- III. comply with working hours, participating in meetings and school activities.
- IV. diligently fulfill the objectives and aims of School of the Nations.

Art. 146. Education Specialists are forbidden to:

- I. involve the name of the School of the Nations in statements contrary to its educational purposes.
- II. engage in religious or party-political proselytism.
- III. sell books, worksheets, or collect any sum of money on the premises of the School of the Nations, without prior authorization of the Principal.

Art. 147. Educational Guidance Services are subordinated to the Pedagogical Director and entrusted to a professional qualified in the field of Educational Guidance.

Sole paragraph. The Executive Director shall appoint a professional to coordinate activities of this Sector.

Art. 148. The duties of the person responsible for Educational Guidance are to:

- I. plan and implement the Educational Guidance Service.
- II. prepare the activities plan of the sector, submitting it for approval of the Executive Director before the beginning of the school period.
- III. coordinate the process of assessing the interests, attitudes, and aptitudes of students.
- IV. conduct surveys and studies with the aim of holding activities together with students who are having problems at school, referring them, as necessary, to specialized services.
- V. participate in Class Councils and present inputs to enable more precise interpretation of learning processes and student development.
- VI. identify factors that interfere in scholastic performance and propose alternative measures for overcoming them.
- VII. provide information to the teaching staff to help them better know their students, with a view to greater efficiency and effectiveness.
- VIII. conduct activities, within the scope of their profession, with parents, teachers, and students.
- IX. conduct vocational/professional guidance activities aimed at fostering informed choice on the part of students concerning the continuity of their studies and career choices.
- X. prepare students for the election of class representatives.
- XI. keep an updated record of educational activities carried out.
- XII. present bi-monthly reports, or when so requested, of activities of this sector.
- XIII. diligently fulfill the objectives and aims of the School of the Nations.
- XIV. perform other duties inherent to the function.

Chapter IV - Class Council

Art. 149. The Class Council is a collegiate consultative and deliberative body, for didactic-pedagogical purposes, comprised of the teachers of the respective class, with the participation of Principals, the Guidance Counselor, and the Pedagogical Coordinator, who shall preside at meetings.

§ 1. Student class representatives shall participate in the Class Council as temporary members during the examination of certain cases.

§ 2. When unable to attend, the Pedagogical Coordinator shall appoint a Principal to preside the Class Council.

§ 3. At meetings of the Class Council, a Principal shall serve as secretary and keep minutes on a specific instrument.

Art. 150. It is the duty of the Class Council to:

- I. analyze students' scholastic performance based on the results of evaluations, appraisal of their assiduousness, socio-behavioral aspects, and indications of their potential.
- II. analyze and issue conclusive opinions when consulted by the Principal.
- III. identify students with high or insufficient scholastic performance and propose solutions with the aim of better accommodating them.
- IV. appraise and refer students to remedial studies and determine whether they pass.
- V. verify the scope of educational objectives, analyzing the aptness of teaching methods and techniques for the development of competencies and skills foreseen in School of the Nations curriculum.
- VI. analyze the procedures and criteria used to verify students' scholastic performance, with a view to assessing any necessary interventions.
- VII. deliberate about the transfer, enrolment cancelation, or immediate expulsion of a student for proven failure to adapt to the school regime when such an act is advisable for the development of the student or to ensure his or her safety or that of others.

Sole paragraph – Deliberations foreseen in inset VII above shall be adopted when other disciplinary measures foreseen in insets I to III of Art. 149 of these Bylaws fail to produce the desired effects, or when the seriousness of the conduct so recommends, and shall be adopted by an absolute majority of the members of the Class Council, in a session summoned exclusively for this purpose, at which the student shall have ample right to defense, in accordance with Art. 178 of these Bylaws.

Art. 151. A decision by the Class Council to allow a student to skip grades, when contrary to the teacher's opinion, besides being recorded in minutes, shall be accompanied by a record of grades previously noted by the teacher in the Class Diary.

Art. 152. The Class Council shall meet, ordinarily, at the end of each Stage and may be summoned extraordinarily by the Pedagogical Coordinator whenever necessary.

Chapter V - Role of the Student Body

Section I - Rights and Duties of the Student Body

Art. 153. The Student Body is comprised of students at School of the Nations in accordance with provisions of these Bylaws.

Art. 154. The Student Body is assured the necessary conditions for the development of its potentialities and the exercise of the following rights to:

- I. be respected in personal dignity, regardless of religious, political, or philosophical conviction, social group, ethnicity, or nationality.
- II. appeal for defense whenever, justifiably, feeling aggrieved.
- III. have the opportunity to develop capacities and potentialities.
- IV. be assisted by teachers and educational specialists to improve integration and learning.
- V. organize and participate in groups and campaigns of a cultural, scientific, social, and sporting nature, provided the Principal approves them.
- VI. vote and be voted for as class representatives and other school groups.

- VII. appeal results of school performance evaluations, if aggrieved, through petitions addressed to the Pedagogical Coordinator.
- VIII. present suggestions or requests referent to the development of school activities.

Section II - Performance Standards

Art. 155. Considering the educational purposes and objectives set forth in these Bylaws, the student is expected to:

- I. learn based on investigation, reflection, information collection, study, and experiences that provide the expansion of knowledge as well as the development and application of skills.
- II. organize knowledge around main concepts and ideas of the area of study through different means and technologies.
- III. learn more efficiently, beginning with what they already know to build new knowledge and connect it with what they have experienced or understood.
- IV. learn through reflection and metacognition.
- V. learn through different forms and styles and be capable of being exposed to various multisensory activities.
- VI. acquire relational learning. When there is a connection between student and teacher, the student works with more effort and dedication and, consequently, achieves more significant results.
- VII. learn deeply to apply knowledge and cultural experience in new situations.
- VIII. learning from social processes, enhanced through frequent opportunities to debate, discuss, collaborate, create, and apply.
- IX. *This number was skipped in original Portuguese version.*
- X. learn through feedback. Evaluation should be regular and structured in such a way as to allow specific feedback to guide students in constructing meaning.
- XI. learn through multiple opportunities to practice in positive, risk-free, and respectful environments in which success and mistakes, accompanied by new attempts, are accepted safely.
- XII. develop full academic proficiency in more than one language to develop a metalinguistic awareness and appreciation for different cultural perspectives and intellectual creativity.

Art. 156. Students' social and school performance standards encompass the following behaviors:

- I. treating schoolmates, teachers, and other staff of School of the Nations cordially and respectfully.
- II. wearing the uniform designated by School of the Nations.
- III. being assiduous, dedicated, and punctual with schoolwork.
- IV. greeting school authorities and visitors properly.
- V. attending civic ceremonies, solemnities, and meetings, when asked.
- VI. cooperating in conserving furniture, equipment, and materials of School of the Nations, and contributing to keeping the buildings and facilities clean.
- VII. conserving the property of School of the Nations, it being the responsibility of parents or guardians to compensate for damages.
- VIII. returning books checked out from the Library by the due date.
- IX. participating responsibly and actively in the entire educational process.
- X. bringing necessary materials to class.
- XI. complying with social and performance standards contained in these Bylaws and school rules.

Art. 157. The following items are forbidden to students and subject to the application of social-educational measures listed in Arts. 164 to 171.

- I. Noncompliance with rules relating to wearing the complete school uniform.
- II. Refusal to do or complete classroom activities.
- III. Failure to comply or inadequately comply with instructions given by an employee of the School.
- IV. Unauthorized absence from the classroom or the School during a period of the day.

- V. Unauthorized use of school or personal property.
- VI. Use a mobile phone or another type of electronic device during class without the teacher's permission.
- VII. Display affection in a manner inappropriate in the school environment.
- VIII. Cause a disturbance on a bus during an outing.
- IX. Access computers of School of the Nations, or alter information therein, without authorization, or for purposes inappropriate in the school environment.
- X. Use obscene language or gestures.
- XI. Intimidate schoolmates.
- XII. Bullying.
- XIII. Physical aggression.
- XIV. Disrespect teachers or other staff members of School of the Nations.
- XV. Dishonesty or cheating.
- XVI. Plagiarize or copy the work of others.
- XVII. Disregard cleanliness of the facilities of the School of the Nations.
- XVIII. Theft.
- XIX. Vandalism/ property damage.
- XX. Possession, sale, or use of smoking materials.
- XXI. Possession of illegal drugs or alcoholic beverages.

Subsection I - Early Childhood

Art. 158. School of the Nations provides opportunities for students to experience social roles and learn to interrelate with one another through respect for rules and procedures of harmonious coexistence.

Art. 159. School of the Nations' Disciplinary Program abides by principles of fairness and equality and encourages all school community members to observe three golden rules: responsibility, kindness, and respect.

Art. 160. For Early Childhood students, our guiding principle is to work closely with students' families through meetings, lectures, and workshops.

Subsection II - Elementary School

Art. 161. Day-to-day school activities offer many situations which, if well used, can result in significant learning experiences regarding interpersonal relationships and conflict-resolution skills.

Art. 162. In this respect, when students need help, they can count on a support network and should seek counseling and assistance from:

- I. the teacher.
- II. monitors/assistants.
- III. the Guidance Counselor.
- IV. Principals and Assistant Principals.

Art. 163. In cases of inadequate behavior or unresolved emotional difficulties within the classroom setting, the student is referred to the Assistant Principal, Principal, or Guidance Counselor of the corresponding segment, who will provide the necessary assistance.

Art. 164. The Assistant Principal shall apply the necessary measures in accordance with the nature of the situation.

Art. 165. Each situation is assessed considering the context in which it occurred, the age and maturity of the student, the conduct itself, and the recurrence of such behavior.

Art. 166. Social-educational measures that may be applied in cases of inadequate behavior include:

- I. oral warning – talk to the Principal, assistant, or Guidance Counselor (including reflecting on the values and virtues taught at School of the Nations, application of logical and natural consequences, or help in the use of conflict-resolution strategies, development of social skills, reflections based on the values and virtues promoted by the School of the Nations).
- II. written warning, which must be returned signed by the parents or legal guardian within 24 hours.
- III. meeting with parents or legal guardian, documented and signed.
- IV. a disciplinary contract between student and parents or legal guardian.
- V. suspension for no more than 3 (three) class days, or alternative activities at the School of the Nations.
- VI. cancelation or non-renewal of enrolment.

Art. 167. The measures mentioned above shall be carefully applied. Their main aim shall be to promote reflection on the student's part concerning said behavior and its repercussions upon the environment in which we live.

Art. 168. Warnings aim to inform the parent/guardian as to the behavior of the child and to signal the need for a closer School-Family partnership.

Art. 169. In situations considered more serious, a disciplinary committee shall be summoned, comprised of the Guidance Counselor, Assistant Principal, Principal, Pedagogical Coordinator, and Executive Director.

Art. 170. After examining the case, it is referred to the Class Council for a final decision if the consequence may be the cancelation of enrolment or immediate expulsion.

Art. 171. The Guidance Counselor may prescribe specialized extra-school services for students who display emotional or learning difficulties and tasks to help the student develop social skills, cooperation, and foster self-discipline.

Subsection III - High School

Art. 172. It is strictly forbidden for students to use or have in their possession tobacco, drugs, or alcohol on the premises or the surrounding area of School of the Nations.

Art. 173. This prohibition extends to school buses and to spaces where activities organized and supervised by School of the Nations take place.

Art. 174. Violation of this rule shall result in serious disciplinary measures, including expulsion.

- I. Use of tobacco by a student shall result in suspension and a meeting with the parents/guardians. If repeated, it shall lead to expulsion.
- II. Use of drugs or alcohol may lead to expulsion.

Art. 175. Displays of affection, such as kissing or sitting in the laps of classmates, are not considered appropriate in the school environment or during activities promoted by School of the Nations, such as events, celebrations, and excursions.

Art. 176. Any student who fails to comply with norms may receive an oral reprimand from any teacher, assistant, monitor, or Principal and be referred to the Guidance Counselor.

Section III - Early Childhood, Elementary School and Upper School Disciplinary Regime

Art. 177. For breaches of the rules established in these Bylaws or measures of an educational nature, to safeguard guiding philosophical principles of School of the Nations, i.e., respect, fairness, courtesy, tolerance, and responsibility, students are subject to the following disciplinary measures:

- I. oral warning – Talk to the Principal, assistant, or Guidance Counselor (including reflections based on the values and virtues taught at the School of the Nations, application of logical and natural consequences, or help in the use of conflict-resolution strategies, development of social skills, reflections based on the values and virtues promoted by School of the Nations).
- II. written warning, which must be signed by the parents or legal guardian and returned within 24 hours.

- III. meeting with the parents or legal guardian, documented and signed.
- IV. an agreement between student and parents or legal guardian for disciplinary improvement.
- V. suspension for no more than 3 (three) class days, or alternative activities, preferably at School of the Nations.
- VI. cancelation or non-renewal of enrolment.
- VII. transfer for failure to adapt to the School of the Nations.

§ 1. The disciplinary measure foreseen in item II of this article is aggravated in the case of recidivism.

§ 2. A student under the disciplinary measure foreseen in item V shall have the right subsequently to undertake any evaluation applied during the period of suspension and to participate in any remediation that may be prescribed.

§ 3. The Class Council shall apply the disciplinary measure foreseen in items VI and VII.

§ 4. The parent or guardian shall be notified in writing. The measure will be recorded and filed by the Guidance Counselor for all disciplinary measures described in items II and those thereafter.

§ 5. School of the Nations reserves the right to deliberate social-educational measures to be applied in each specific case, following these Bylaws and the internal rules of School of the Nations.

Art. 178. School of the Nations shall guarantee the student's right to ample defense when applying disciplinary measures.

TITLE V - School Institutions

Art. 180. School of the Nations shall ensure the students' right to free organization under the terms of current legislation.

TITLE VI - Assistance to Students and Selection, Adoption, and Replacement of Books and Other Teaching Materials

Art. 180. Assistance to students shall be carried out through the integration of actions of the various sectors of School of the Nations, encompassing, among other aspects, those relating to physical and psychological health.

Art. 181. The Association may contract a qualified professional, sign an agreement with accredited medical institutions to provide services, or rely upon voluntary service provision.

Art. 182. School of the Nations has a Nursing Post entrusted to a legally qualified nursing professional, contracted by the Association, for purposes of promptly attending emergency cases and providing first aid to students.

Sole paragraph. The infirmary shall have as many nursing assistants as necessary to perform its duties.

Art. 183. Aspects of a psychological nature and learning difficulties shall be addressed through preventative actions by the Educational Guidance Service, and those responsible shall be notified.

Art. 184. Selection and replacement of books and other teaching materials shall be carried out by teachers, under the guidance of the Pedagogical Coordinator and Executive Director of School of the Nations.

Art. 185. Criteria for selection of textbooks shall observe their methodological adequacy, technical-scientific accuracy, literary and didactic quality, correctness and precision of concepts, and philosophical alignment to the principles and objectives of School of the Nations.

Art. 186. If there is a change of teacher during the school year, there shall be no change of textbooks or other teaching materials.

TITLE VII – General and Transitory Provisions

Art. 187. Graduation ceremonies, parties, and confraternization trips, even if optional initiatives of the students, shall be subject to prior assessment and authorization of the Executive Director.

Art. 188. The Association is responsible for contracting staff and service providers.

Art. 189. Students with physical disabilities, disorders, who are pregnant, or excused from Physical Education shall receive special treatment in accordance with current law.

Art. 190. In accordance with pertinent legislation, Physical Education classes may be segmented by physical aptitude or conducted in groups for activities of various sports modalities.

Art. 191. There being an interest or need, School of the Nations may sign agreements with other establishments or institutions, in accordance with the pertinent legislation, provided that the evaluation criteria and curricular unity foreseen in these Bylaws are observed.

Art. 192. School of the Nations shall annually update its Student-Parent Manual, the object of which is to inform students and parents of the rights and duties of the school community, in accordance with these Bylaws.

Art. 193. These Bylaws may undergo alteration when deemed necessary by School of the Nations or if required by Brazilian law.

Art. 194. Cases of omission under these Bylaws shall be resolved by the Executive Director in accordance with current legislation.

Art. 195. School of the Nations may carry out the discarding of documents, under legal guidance.

Art. 196. These Bylaws and the Pedagogical Proposal shall be made available to the entire school community.

Art. 197. School of the Nations shall be responsible for ample disclosure of these Bylaws to the school community.

Art. 198. These Bylaws shall enter into force upon publication of their legal approval, issued by the competent authority.

Brasília – DF, December 12, 2017