



FACULTY AND STAFF HANDBOOK

MANUAL DE FUNCIONÁRIOS

2025-26



School of the Nations
Escola das Nações

This Manual was revised on October 7, 2025, and approved by the Educational Administrative Team of School of the Nations.

Policy Review

All policies in this manual are reviewed regularly with input from students, parents, teachers, staff, and external experts to ensure they remain aligned with the evolving needs of our learning community. Feedback is gathered through surveys, focus groups, and professional learning communities. School policies reflect Brazilian law, comply with the IB's programme standards and practices, rules, and regulations, and align with the School's vision, mission, values, and learning principles.

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You may access more information and publications on our website at
www.schoolofthenations.com.br

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Vision

School of the Nations strives to be exemplary among Brazilian and international schools for its commitment to world citizenship and for helping young people develop outstanding academic, ethical and spiritual qualities and a clear understanding of their roles in building a better world.

Mission

Educate students to be world citizens based on standards of academic and ethical excellence to develop their capacities to know, love, and serve humankind.

Welcome to School of the Nations!

Dear Teachers and Staff,

We have designed this manual to tell you of important school procedures and expectations. We encourage you to contact your Principal, Supervisor, or Section Coordinator should you have any questions or need further clarification.

School of the Nations wishes you an enjoyable and successful school year.

Sincerely,

The Executive and Pedagogical Team

Chapter 1

School of the Nations

Overview

“The earth is but one country and mankind its citizens.”

Bahá'u'lláh

School of the Nations was founded in 1980 by two North American families of educators who envisaged building a Bahá'í-inspired school around a new model of international education. The basis of this model was the principle of “unity in diversity;” to create an environment in which students from different ethnic backgrounds, nationalities, cultures and religions could learn to live in peace and harmony, while developing their intellectual, physical and spiritual potentials to the highest degree.

In January 2025, roughly 665 students were enrolled at the School's two campuses: one especially prepared to serve students in our Early Childhood Education (ECE) Program, ages 2 to 6; and the other to serve Elementary, Middle and High School students. Our school community is made up of Brazilian families, many of whom are part of diplomatic corps, as well as international families, representing more than 29 countries. Many families are connected with various embassies, multinational companies or nongovernmental organizations such as UNICEF, the World Bank and the United Nations.

School of the Nations is located in the comfortable suburban setting of Lago Sul, offering views of the lake and the city center. The main campus is well equipped with over 60 classrooms, a cafeteria, conference room, an auditorium, a nurse station, science and computer labs, a classroom dedicated to our School Factory, multimedia and music rooms, math labs, playgrounds, 3 teachers' lounges and a Library containing approximately 30,000 volumes. School computers are networked and have broadband Internet access. Sports facilities include a covered outdoor court, a mirrored room for dance classes, a rock-climbing wall, and playing fields.

Our Early Childhood campus is located near our main campus. It is a spacious environment and has fruit trees, flowers, pets, and vegetable gardens. It is a perfect place to help children learn to love and respect nature. Early Childhood facilities consist of five buildings, two mobile buildings constructed exclusively to house two classrooms and a computer lab, an ample cafeteria and rest rooms. The campus also includes a soccer field, large recreational areas, a dance room, a Library, a music room, kitchen, and 15 classrooms.

Values

We seek to promote the understanding and application of the following spiritual principles:

- Oneness of God—all human beings, creatures, and forces in nature were created by one God.
- Oneness of Humankind—as creations of one God, we are part of one human family.
- Oneness of Religion—religion is the foundation for social transformation. Faith in God and in the potential of each individual can become a powerful instrument to regenerate society.
- Unity in Diversity—respect and appreciation for people of different ethnicities, social backgrounds, nationalities, and religions.
- Elimination of all forms of prejudice—ethnicity, gender, social, economic, etc.
- Equality of men and women—men will reach their full potential only when concrete steps are taken that guarantee the advancement of women.
- Essential nobility of the human being—every human being is of a noble nature, is born immaculate. There exists within each treasures that must be revealed through education.
- Personal investigation of the truth—each person has the responsibility to seek truth and investigate it.
- Service to humankind as the primary purpose of life—each person should seek to serve humanity according to his or her talents and abilities.
- Personal investigation of the truth.
- Service to humanity as the primary purpose of life.

Learning Culture – Dimensions of Holistic Student Development

We nurture a transformational learning culture that supports our students in becoming conscious, compassionate, and capable world citizens. In keeping with this broad goal, our school fosters four dimensions of human development.



At School of the Nations our goal is to educate world citizens who will grow and transform into morally and intellectually coherent, loving, and socially responsible human beings.

There is a twofold purpose in our educational programs for students' development and learning. One is to develop and empower the individual. We seek to develop both academic and moral excellence in our students. Through the dimensions of learning discussed above, we cultivate potentials that are the gems of the highest value to humankind. These include character, virtues, values, knowledge, and understanding. The other focuses on the ultimate purpose of human life: love toward others and service to humankind.

“Regard man as a mine rich in gems of inestimable value. Education can, alone, cause it to reveal its treasures, and enable mankind to benefit therefrom.” Bahá'u'lláh

The individual acts upon society, and society acts upon the individual. Our responsibility in this age of global interconnectedness is not for our own advancement alone but to contribute to bettering society. The two are intertwined.

Our educational program can be compared to the human body, made up of interactive systems, such as the respiratory, nervous, digestive, and circulatory systems. Each has a center of operations such as the lungs, heart, or brain, yet all must work in harmony for optimal health. The learning dimensions integrate into one system in which all parts interact and reinforce the positive outcomes of the others and of the whole. To achieve this, we must integrate learning and promote the holistic integration of mind, body, and heart in transforming individuals and their environment.

At School of the Nations, we believe moral development is the foundation of education and human progress. Human happiness and success are based on moral purpose and spiritual behavior. When we practice virtues such as love, justice, and honesty and

apply spiritual principles, we find the inspiration, motivation, and wisdom to transform ourselves and society.

Definition of Learning

Learning is to construct new or modify the existing understanding of oneself, others, or the world, and develop and apply skills and competencies as world citizens.

Learning Principles

We believe:

1. Learning takes place best in context.
2. Learning is facilitated through reflection and metacognition in which feedback of the right type and time frame is essential.
3. Learning is most effective when it is inquiry-based to promote creative problem-solving.
4. Learning experiences should address all types of learners and learning styles through differentiation.
5. Learning is a social process that involves diverse cultural backgrounds, construction of meaning, and communication through more than one language.
6. Learning is dependent on multiple opportunities to practice and apply what is learned in a positive, supportive, and risk-free environment.
7. Learning should take into account that human beings have both a spiritual and material nature with latent potentials (spiritual, cognitive, emotional, and physical).
8. Learning more than one language at a level of academic mastery fosters the intellectual, cultural, and social development of children.
9. The purpose of learning is to develop and transform individuals and society to impact our world positively.

Educational Objectives

- To cultivate in students the lifelong capabilities of learning how to learn, learning how to do, learning how to be, and learning how to live in community;
- To develop students' higher level thinking and problem-solving skills applied to complex and challenging contexts;
- To promote excellence in human growth and development;
- To encourage students to act with rectitude of conduct based on ethical and moral principles;
- To encourage the development of students' habits and skills that promote lifelong good health and emotional stability;
- To encourage students to relate successfully to others, to accept responsi-

bility and challenges, and to adapt to change as they face the problems that confront them now and in the future.

School Philosophy

“To educate is to teach and learn how to live.”

Not only did the school’s founders envisage a place where learning was related to subjects in a formal curriculum, but also a place where teachers and students could learn the art of living in peace together. The main spiritual principles and teachings of the Bahá’í Faith serve as a basis and major source of inspiration for the school’s philosophy and curriculum, where education involves both teaching and learning how to live. According to Bahá’u’lláh (1817–1892) founder of the Bahá’í Faith, human beings are regarded as “a mine rich in gems of inestimable value” and “education can, alone, cause it to reveal its treasures, and enable mankind to benefit therefrom.”

In educating students to be citizens of the world, the school provides learning experiences that foster students’ integral development. The School prepares students not only to enter universities of their choice, but also to assume active, optimistic, caring and responsible roles in society. We emphasize the practice of ethical and moral values, which are the basis for the well-being of the individual and society and advance justice, love, and service to others.

Unity in Diversity is a hallmark of our relationships within the school and teaching about the interconnectedness of human life. Students have daily opportunities to practice respect, appreciation and communication with others from diverse cultures in a natural learning environment. We believe it is vital to work to eliminate prejudice and discrimination, including those of ethnicity, nationality, religion and gender, which are the main sources of human conflict and those that hinder social progress and the establishment of peace. Our annual Festival of Nations is one example of how our community learns about and celebrates the rich diversity of the human family.

The Bahá’í Faith

“Let your vision be world embracing...” — Bahá’u’lláh

Throughout history, God has sent to humanity a series of divine Educators—known as Manifestations of God—whose teachings have provided the basis for the advancement of civilization. These Manifestations have included Abraham, Krishna, Zoroaster, Moses, Buddha, Jesus, and Muhammad. Bahá’u’lláh, the latest of these Messengers, explained that the religions of the world come from the same Source and are in essence successive chapters of one religion from God.

Bahá’ís believe the crucial need facing humanity is to find a unifying vision of the future of society and of the nature and purpose of life. Such a vision unfolds in the writings of Bahá’u’lláh.

What Bahá'ís Believe

In thousands upon thousands of locations around the world, the teachings of the Bahá'í Faith inspire individuals and communities as they work to improve their own lives and contribute to the advancement of civilization. Bahá'í beliefs address such essential themes as the oneness of God and religion, the oneness of humanity and freedom from prejudice, the inherent nobility of the human being, the progressive revelation of religious truth, the development of spiritual qualities, the integration of worship and service, the fundamental equality of the sexes, the harmony between religion and science, the centrality of justice to all human endeavors, the importance of education, and the dynamics of the relationships that are to bind together individuals, communities, and institutions as humanity advances towards its collective maturity.

O ye children of men! The fundamental purpose animating the Faith of God and His Religion is to safeguard the interests and promote the unity of the human race, and to foster the spirit of love and fellowship amongst men... Whatsoever is raised on this foundation, the changes and chances of the world can never impair its strength, nor will the revolution of countless centuries undermine its structure.

— Bahá'u'lláh

Bahá'í Holy Days

Please see official School Calendar for Bahá'í Holy Days.

The Holy Days below are observed by all Bahá'ís and, therefore, work and school are suspended on these days.*

Holy Days

- Martyrdom of the Báb
- Birth of the Báb
- Birth of Bahá'u'lláh
- Naw-Rúz (Bahá'í New Year)
- First Day of Ridván (Declaration of Bahá'u'lláh)
- Ninth Day of Ridván
- Twelfth Day of Ridván
- Declaration of the Báb
- Ascension of Bahá'u'lláh

For the specific dates of Bahá'í Holy Days, please access the School Calendar on the home page of our website at www.schoolofthenations.com.br

*The above holy days do not affect the 200 school days required by Brazilian Law.

Accreditation & Affiliations

School of the Nations is an international school accredited by:

- The New England Association of Schools and Colleges (NEASC).
- The Secretariat of Education of the Federal District.

School of the Nations meets all Brazilian legal requirements. Basic Education consists of a twelve-year period of study.

The School is affiliated with the American International Schools in the Americas (AMISA), the Association of American Schools in Brazil (AASB), the Northwest Evaluation Association (NWEA), The College Board, responsible for the Scholastic Aptitude Test (SAT) and the Preliminary Scholastic Aptitude Test (PSAT), The Academy for International School Heads (AISH), and The International Association for College Admission Counseling (ACAC).

Admissions Policy

Introduction

This policy is an integral part of a set of policies and is considered a living document that is reviewed yearly for improvement. It was developed with the collaboration of a steering committee comprised of the academic and executive directors, data coordinator, International Baccalaureate (IB) coordinators, section principals, admissions officers, and lead teachers.

Our Admissions Policy is articulated to encourage and maintain diversity in our student body and to ensure that students admitted to School of the Nations can benefit from our education provision.

Our policy and procedures are designed to identify these students to help parents and the School make the best choices in line with the individual needs of each student.

School of the Nations Statement

School of the Nations commits to fostering an inclusive and diverse learning environment that respects the backgrounds and identities of all students, staff, and stakeholders.

We strive to provide students with the highest quality academic and moral education programs. An essential part of our effort to prepare students to become responsible world citizens is to uphold and foster an international atmosphere within the School.

School of the Nations recognizes and values the benefits of diversity. To preserve its international character and diversity, it reserves the right to prioritize applicants who are members of an underrepresented group or citizens of countries not represented in our student body.

Admissions Department

Introduction

School of the Nations serves a diverse community of students and their families from various nationalities, cultures, and backgrounds. We offer a broad-based education that uses English as the primary language of teaching and learning and aims to promote international-mindedness and global citizenship.

Our Core Values, including the oneness of God and humankind and the equality of men and women, among others, as well as the standards and practices of the IB, guide every feature of our educational provision.

Advice for Parents Following Admission

Families whose students enroll in School of the Nations are expected to commit to the following:

- Our Vision and Mission
- Their contractual obligations indicated in the enrollment contract
- Attendance at informative school presentations, workshops, and student-led conferences
- Provision of continuing opportunities for their child to develop and express themselves in their mother tongue.

Purpose

This policy aims to:

- define what is meant by ‘prospective families’ and the entire ‘Nations community’—all students, staff, and parents, as well as all prospective and future members of School of the Nations.
- outline the admissions process and procedures, including purpose, document procurement, and entrance assessments.
- ensure a clear and cohesive link between the inclusivity of the School’s Admissions Policy.
- support a mutual-choice, mission-driven admissions process designed to recruit and retain students eligible for admission.
- define an ongoing review and evaluation of the Admissions Policy in the context of the School’s evolution and application of the policies and guidelines in its Student-Parent Handbook.

General Information

Admissions Committee

The Admissions Committee oversees admissions in particular situations or when needed. The Committee includes, but is not limited to, the Executive Director, the Chief Teaching and Learning Officer, the Admissions Officer, Section Principals, Section Counselors, and select teacher representatives.

Applications

All applications and items listed below must be completed and provided by the prospective student’s parent or legal guardian via <https://scoolofthenations.com.br>.

Students can be admitted to the School any time during the academic year (except for students joining the IB Diploma Programme in Grades 11 and 12). Decisions are based primarily on a student’s prior school record (when appropriate), student academic

performance determined through assessments administered by the admissions staff, and a personal interview in which students and their families can demonstrate a commitment to the School's Core Values.

Nations' staff members wishing to enroll their children at the School must follow the usual application procedure.

Required Application Documents

Documents required for the initial Application to be uploaded:

1. Copy of applicant's birth certificate
2. 1 (one) recent photograph—3X4 centimeters
3. The applicant's most recent school report card (Grades 1 to 11)

Documents required for Assessment/Evaluation—to be sent by email.

1. Copy of the applicant's transcript

Additional required documentation

1. Copies of current/recent schoolwork or Measures of Academic Progress (MAP) tests done by the applicant (for example, samples of Math, English, and Sciences—recent work can be copies of tests, exercises, notebooks, etc.
2. Recommendation letters.

Documents required for actual enrollment (final phase for entry):

For students coming from abroad (including Brazilian citizens)

- Birth certificate (copy)* or photocopies of the identification pages of the child's passport.
- Digital photograph of your child (passport style showing the child's face).
- Immunization card (copy).
- Blood type and Rh factor Testing.
- Original (on paper) of the previous school transcripts in Portuguese (in Portuguese, Histórico Escolar), with a statement of the student's final grades from the beginning of their formal education at the age of six to the most recent grade.

**For birth certificates issued in a language other than Portuguese or Spanish, an official translation to Portuguese is required under Brazilian Law—to be done by a sworn translator. (Translation may be done in Brazil).*

Note on Translations

Documentation of studies conducted outside Brazil must be translated to Portuguese and contain the consular seal issued by the Brazilian Consulate or embassy in the country of origin, except those countries part of MERCOSUR and France (Cooperation Agreement, promulgated by Decree No. 3,598, on September 12, 2000) and respect diplomatic agreements.

If in doubt, please get in touch with the local Brazilian Consulate or embassy in the country of origin of the school to verify this. However, please note that all applicants' school documentation must be translated and notarized before moving to Brazil.

This refers to school documentation only.

Exceptions

School documents issued in Argentina, Uruguay, Paraguay, and Venezuela do NOT need to be notarized. However, as stated above, you must still bring the original signed paper documents.

Terms and Conditions

The Admissions Office processes applications only after receiving all required forms and documentation.

School of the Nations admits students who qualify for its bilingual academic program according to admissions criteria. Our Inclusion Policy states that School of the Nations does not discriminate based on religion, ethnic or national origin, or gender in its admission and educational policies.

By signing the Application for Admission Form online, parents and guardians agree to School of the Nations' Admissions Policy terms.

School of the Nations does not grant credit for graduation without a student's complete High School academic history.

Criteria for Admission

Admission is at the discretion of the School and may be denied for reasons such as:

- capacity constraints or lack of available space, meaning the School has reached its maximum capacity and cannot accommodate more students.
- institutional inability to cater to the applicant's learning or behavioral needs.
- applicant's past behavior that contradicts the School's values.
- the family's or guardian's inability to prove legal custody of the applicant.

Applications for Admission are Considered in View of the Following:

- Completion and delivery of all application documents. (All fields must be completed with full disclosure of information relevant to the applicant's academic success).
- Submission of the applicant's official school transcripts and a letter of recommendation or reference.
- Age requirements of the Grade.
- Diagnostic assessment results (a writing sample, MAP assessments, and an oral language assessment) conducted at school.
- Proficiency in English by Grade 4, by School standards.

In some instances, further assessments may be required to confirm a student's readiness. These additional evaluations assess the applicant's suitability for School of the Nations' Program.

Grade-Level Placement

Owing to the expansive model of student differentiation at School of the Nations, which takes into account a variety of learning needs and strengths, grade placement is based on the student's age on the school cutoff date of August 1 (please see the table in the section Age Requirements by Grade).

However, when students transfer in, the School will also consider their previous educational records and seek continuity in their education while meeting age requirements by grade.

The grade-level placement of students transferring from another international school that uses a similar academic calendar depends mostly on documentation of the last grade completed and records of their satisfactory performance.

Students transferring from a country whose school year follows a different calendar than that used by School of the Nations will continue in the year they have just completed. For example, a student completing Grade 7 in December in another country or school system will remain in Grade 7 at School of the Nations for the remainder of the academic year.

Age Requirements by Grade

Applicants from 2 to 17 years old are eligible for admission. Children must be at least two years old before August 1 of the year they enter Nursery.

AGE	NATIONS ANO	US GRADE	BRITISH YEAR	FRANCE
2 - 3	Maternal II	Nursery II	Nursery (Early Years)	Petite Section École maternelle
3 - 4	Maternal III	Nursery III	Nursery (Early Years)	Petite Section École maternelle
4 - 5	Jardim I	Pre-Kinder	Reception	Moyenne Section École maternelle
5 - 6	Jardim II	Kinder	Year 1 (Primary School)	Grande Section École maternelle
6 - 7	1º Ano (Fundamental 1)	Grade 1 (Elementary)	Year 2 (Primary School)	CP (cours préparatoire)
7 - 8	2º Ano (Fundamental 1)	Grade 2 (Elementary)	Year 3 (Primary School)	CE1 (cours élémentaire)
8 - 9	3º Ano (Fundamental 1)	Grade 3 (Elementary)	Year 4 (Primary School)	CE2 (cours élémentaire)
9 - 10	4º Ano (Fundamental 1)	Grade 4 (Elementary)	Year 5 (Primary School)	CM1 (cours moyen)
10 - 11	5º Ano (Fundamental 1)	Grade 5 (Elementary)	Year 6 (Primary School)	CM2 (cours moyen)
11 - 12	6º Ano (Fundamental 2)	Grade 6 (Middle School)	Year 7 (Form 1)	6ème
12 - 13	7º Ano (Fundamental 2)	Grade 7 (Middle School)	Year 8 (Form 2)	5ème (CES)
13 - 14	8º Ano (Fundamental 2)	Grade 8 (Middle School)	Year 9 (Form 3)	4ème (Collège d'Études Secondaires)
14 - 15	9º Ano (Fundamental 2)	Grade 9 (High School)	Year 10 (Form 4)	3ème
15 - 16	1º Ano (Ensino Médio)	Grade 10 (High School)	Year 11 (Form 5)	2ème
16 - 17	2º Ano (Ensino Médio)	Grade 11 (High School)	Year 12 (Lower Six)	1ère (Lycée)
17 - 18	3º Ano (Ensino Médio)	Grade 12 (High School)	Year 13 (Upper Six)	Classe Terminale (L, ES ou S)

Number of Students Admitted

School of the Nations follows the maximum number of students per class as shown in the table below.

School of the Nations does not admit children after the maximum number has been reached unless it agrees that exceeding that number will not adversely affect the School in the long term.

Academic Programs—Number of Students per Class

SECTION	GRADE	STUDENTS PER CLASS
Early Childhood	Nursery II	12
	Nursery III	14
	Pre-K	18
	Kindergarten	22
Elementary School	Grade 1 (ECE Campus)	25
	Grade 2	25
	Grade 3	25
	Grade 4	25
	Grade 5	25
Middle School	Grade 6	25
	Grade 7	25
	Grade 8	25
High School	Grade 9	25
	Grade 10	28
	Grade 11	28
	Grade 12	28

Waiting List

With the exception explained above, if not enough space is available in a class for all qualified applicants, the following criteria are considered:

- whether the applicant is a returning student from a course or an international program;
- whether the applicant is a sibling of an enrolled student;
- whether the applicant is a child of a diplomat or an employee of an international organization;
- whether the applicant is a child of a former student;
- whether the applicant's admission will enrich diversity concerning gender, nationality, or ethnicity.

Student Assessments and Evaluations

As stated in our Assessment Policy, we use various assessment tools to complement our evaluation methods. Diagnostic assessments and interviews are used to determine the applicant's potential to benefit from the educational services available, the School's ability to meet the applicant's educational needs, and the student's level of English, Mathematics, and Portuguese (applicable to Portuguese-speaking language students).

Student Assessment Testing is conducted at the School only. The student must be present on campus to take the tests.

As stated in our Language Policy, we assess applicants' language proficiency in English and Portuguese during the admissions process. We provide additional language support through our English Language Learning (ELL) and Portuguese Language Learning (PLL) programs when necessary. Starting in Grade 4, students coming to School of the Nations must have a minimum of English language proficiency, which the principal of each section evaluates.

While inclusive and celebratory of differentiation throughout its programs, the School has chosen to offer dynamic and rigorous academic preparation through the International Baccalaureate (IB) Primary Years Programme (PYP) and the Diploma Programme (DP) framework. Such programs demand enthusiasm, motivation, and perseverance from students.

Depending on certain factors, but especially in later grades where a student may be changing from a different education model or language of instruction, the School reserves the right to refuse admission should it determine that a student's needs will not be adequately supported throughout their time at School of the Nations.

Prospective parents should provide the School with all relevant information about their child's physical, psychological, and social needs and all diagnostic reports.

Early Childhood Education—Nursery II to Grade 1*

Children entering Nursery II should be at least two years old before August 1st, the year they are admitted. The Early Childhood Principal or Guidance Counselor will interview parents applying for Nursery II and III before deciding on admission.

Screening of children applying for Pre-Kinder and Kindergarten takes place in individual sessions. During these sessions, the children are observed for evidence of academic potential, social skills, and the developmental level of their native language.

Elementary—Grades 2 to 5

Screening for children applying to elementary classes involves a range of tasks and activities, including observations within a group or individually. Screening looks for social and emotional stability, evidence of academic potential, apparent intellectual ability, and the level of development of the child's native and English language.

For grades 2 to 5, applicants take a reading test and written tests in Portuguese, Mathematics, and English.

**Special permission was granted to School of the Nations by the Regional Office of Education to have its Grade 1 program at the Early Childhood Education Campus.*

Secondary Assessments—Grades 6–12

Screening for the Secondary School takes the form of:

- a written, internally standardized test in Mathematics (corrected with recommendations by the Head of the Mathematics Department);
- a written test in English at the appropriate level (corrected with recommendations by the Head of the English Department);
- an oral assessment by the Middle or High School Principals or other senior teachers.

If the School deems it necessary, the applicant may be asked to take extra tests or agree to specific conditions as described below:

- Candidates for Grades 6 to 12 may be asked to take oral assessments and MAP tests, including nonverbal reasoning, English, and Mathematics.

Other factors are considered, particularly:

- The candidate's written reports from previous schools;
- Evidence of past good behavior and positive attitude;
- Special educational needs;
- The attitude and outlook of students and parents in the interview.

All information shall be confidential but will be considered during the admissions procedure by the Principal of the Section.

To make their formal recommendations of acceptance or denial, Section Principals will always review the following:

- the application folder containing student information, grade reports, confidential forms, and internal testing results.
- the recommendation for grade placement made by the Admissions Department.

Post-Review Procedure

Acceptance

At this phase, the Section Principal approves or denies the application.

School of the Nations' decision on grade placement is communicated to parents before acceptance and is considered final.

Approval

The Section Principal will select a class group, tutor, and student buddy and return the application folder to the Admissions Department to issue an acceptance letter.

Having written an admission letter, the Admissions Department will transfer the file to the School Records Office for registration and issue an enrollment contract.

Approval with Special Conditions

A term of acceptance for the new student can be contingent upon:

- **Language Development Support** that will require additional assistance from tutors outside the school. This support may need to be funded by the student's family.
- **Academic Support** with a private tutor outside the School, which the family must fund.
- **Inclusion Model of Education** to provide modifications and accommodations when necessary to meet a student's diverse needs.

Denial

The Section Principal will provide the outcome and return the folder to the Admissions Department, which will issue the denial letter based on fully completed applications and in consultation with members of the Admissions Committee.

Special Learning or Behavioral Needs

The School is able to provide a limited level of support for students with mild learning difficulties. We require families to inform the School of all previously identified special needs or previous educational support at the time of application.

In some cases, parents may be asked to commit to providing extra support for their child's out-of-school provisions.

Responsibilities of the Family and Legal Guardians

As stated in our Inclusion Policy, families are responsible for informing the School of medical evaluation reports, new documentation with suggested strategies for the school environment, or updated reports that affect the student's everyday learning. The documents must be signed and dated with the professional's credentials.

Information regarding the student's special educational needs should be disclosed on the application form. Timely disclosure of concerns ensures the School can plan appropriate accommodations.

Language Support Programs (ELL and PLL)

At School of the Nations, multilingualism is promoted through a multilingual program in which instruction is provided in English and Portuguese. Specially designed programs in English and Portuguese are available for students who require additional instructional support in acquiring basic language skills.

As part of the admissions process, students are evaluated to determine their level of proficiency in English and Portuguese. Based on these evaluations, students may be placed in ELL or PLL Programs, which are offered in different formats depending on current needs.

Orientation Day

Beginning of the Academic Year and Middle of the Academic Year

All new students will have a special orientation on the first day of full classes.

Section Principals or counselors will assign incoming students a buddy who will introduce them to the school, its rules and regulations, and the various buildings and school areas and orient them to the day-to-day routines at Nations to help prepare them for a smooth transition.

IB Programmes Offered at School of the Nations

Mission Statement

The IB was founded in 1968 in Geneva to provide an internationally recognized school qualification for mobile families and to develop an educational program that fosters the knowledge, skills, and understandings that underpin international awareness and mindedness.

The organization works with schools, governments, and international organizations to develop challenging international education programs and rigorous assessments.

These programs encourage students worldwide to become internationally minded, active, compassionate, and lifelong learners who understand that other people, even with their differences, can also be right.

Primary Years Programme (PYP)

The school offers the PYP across all early years and elementary grades (Nursery 2 to Grade 5).

“The PYP offers an inquiry-based, transdisciplinary curriculum framework that builds conceptual understanding. It is a student-centered approach to education. It reflects the best educational research, thought leadership, and experience derived from IB World Schools.” Source: <https://www.ibo.org/programmes/primary-years-programme/>

All students enrolled at School of the Nations from Nursery 2 to Grade 5 are part of the PYP.

Furthermore, in the Early Years (Nursery to Grade 1), a Reggio Emilia-inspired approach plays a central role in our curriculum.

Diploma Programme (DP) and Certificate Programme

The school offers the DP in High School for Grades 11 and 12. The DP provides a globally recognized and rigorous education emphasizing international-mindedness, intercultural awareness, and critical thinking. Additionally, the DP allows many students to receive advanced standing or credit when applying to universities.

Even in cases where credits are not granted, the DP provides students with the chance to hone essential skills vital for university studies. These include report and essay writing, citation of sources, and conducting independent research, all of which are foundational for achieving academic success in higher education.

School of the Nations teachers have received professional development training. Hence, we are able to offer the full IB DP, including courses in the six subject groups and the Core. We strongly believe that all students should be allowed to study for the full IB DP. Ongoing discussions and preparation are developing to encourage and support students

in pursuing the full IB Diploma. Additionally, the School will offer eleventh and twelfth graders the opportunity to take IB courses of their interest and receive a certificate upon passing the corresponding exam.

Administrative-Pedagogical Staff Roles

The School Board

The School Board (*Conselho Deliberativo*) is ultimately responsible for all School concerns. The School Board receives its legal powers and duties from the Associates of the *Associação Cidadão do Mundo — Centro de Educação e Cultura*. It determines policy and oversees long-range strategic goals and improvement plans.

The School Board shall concern itself primarily with broad questions of policy and the appraisal of strategic results. It delegates executive, supervisory, and instructional authority to the Executive Director (responsible for the effective administration and supervision of the entire School) and appraises the results achieved in light of the School's vision, mission, and values.

The Executive Director

The Executive Director is in charge of school administration and operations. He oversees the implementation of schoolwide strategic plans, the development of curricular programs, and major financial and administrative aspects of the School. The Executive Director is closely assisted by the Leadership Team, composed of the Chief Teaching and Learning Officer, Principals, and the Moral Education and Global Citizenship Coordinator, who are responsible for the overall planning, coordination, execution, and evaluation of the academic and administrative activities of the School.

The Chief Teaching and Learning Officer

The Chief Teaching and Learning Officer (CTLO) works closely with all Department Heads, Subject Area Facilitators, and the IB Diploma Programme and IB PYP Coordinators. The CTLO focuses on all aspects of teaching and learning including curriculum. Principals collaborate closely with the CTLO to develop robust teaching and learning strategies and monitor their successful implementation and impact on student learning.

Section Principals

Section Principals are responsible for the overall educational administration of the section (Early Childhood and Grade 1, Elementary Grades 2–5, Middle School Grades 6–8, and High School Grades 9–12). They supervise and evaluate the instructional staff and work closely with them to identify and respond to students' academic and behavioral needs. They oversee the implementation of a discipline code that is fair, promotes orderliness and student learning, and is congruent with school policies and philosophy. They promote curricular and co-curricular programs and activities that address the different needs, interests, and talents of students. They ensure that parents receive accurate reports on

student progress. They monitor section facilities, offices, equipment maintenance, and the correct use and care of educational resources.

Counselors

Counselors help students, advocate for them, and work with other professionals to promote their academic, personal, and social development. Counselors use interviews, counseling sessions, and other methods to evaluate and advise students individually, in small groups, or as an entire class and often work with students who face academic or social-emotional challenges.

Counselors may observe children during instruction, recess, and play times and confer with their teachers, parents, and outside specialists to evaluate strengths, challenges, and special needs. Collaborating with teachers and administrators, they help ensure the curriculum meets students' academic and developmental needs.

Counselors help students understand and deal with social, emotional, behavioral, and personal issues. They prioritize prevention by helping students develop and use age-appropriate strategies, seeking to provide them with the life skills needed to deal with problems, and strengthening their personal, social, emotional, and academic growth. In addition, Counselors offer age-appropriate special services, such as sex education, alcohol and drug prevention programs, and conflict resolution classes. Counselors also work closely with the Child Protection Team to protect students' physical and emotional integrity, helping identify cases of abuse and other family issues that affect a student's development.

They collaborate with parents, teachers, school administrators, medical professionals, and social workers to adapt or develop and implement strategies to help students succeed and become more effective learners.

After School Supervisor

The After School Supervisor manages the After School Program and organizes enrollments, withdrawals, and any changes in students' After School activities. In addition, the After School Supervisor manages teachers, monitors, and trainees. The After School Department tracks attendance and waitlists for all activities.

With the approval of the Executive Director and the Chief Teaching and Learning Officer, the After School Program Supervisor proposes new activities to offer students the opportunity to excel in a variety of skills of interest to them.

Parents should direct questions about the After School Program to the After School Supervisor through the Nations app or by email.

Although Study Halls and Clubs take place after regular school hours, they are not part of the After School Program. Questions regarding Study Halls and Clubs should be directed to the Section Principal.

Administrative & Finance Manager

The Administrative & Finance Manager organizes, plans, and oversees the financial and administrative operations of the School with the Executive Director. These activities

involve finance, accounts payable, accounts receivable, and cash flow management. The Administrative & Finance Manager orients and supervises work conducted by personnel in events, the supply room, campus security (guards), maintenance and cleaning, the infirmary, the kitchen/cafeteria, and purchases/supplies.

The Administrative & Finance Manager also monitors government economic policy and market trends to ensure security and reliability in decision-making, negotiates with national and international companies and organizations to decide on matters of interest to the School, and oversees all school-related legal issues.

Communications Department

The Communications Department develops external and internal communication strategies and materials that promote school services and activities. These materials include articles, newsletters, institutional videos, banners, annual reports, emails, event invitations, social media posts, etc. In addition, the Communications Department works closely with Principals and teachers to increase the visibility of student projects and initiatives.

The main activities of the Communications Department include:

- Exchanging official communications with parents and the wider school community
- Marketing consultation and planning
- Developing publications — print design
- Providing editorial services: writing and editing assistance and general editorial guidance for select written and electronic publications
- Planning, designing, and developing web services
- Managing social media
- Photography

All requests from teachers to the Communications Department must be approved by the Section Principal.

Technology Department

The Information Technology (IT) Department is responsible for technology throughout all sections of the School—planning its use, and supporting teachers in using information systems, such as: Toddle, Schoology, NearPod, IXL, among others. The Department assists teachers in developing projects that require the use of educational technology.

The Department also supports and guides students on the use of their device to obtain a secure connection to the Internet at school and provides support and guidance as to the use of computer programs required for their schoolwork and on the use of technology in general.

The IT Department also supports the School Administration in the efficient use of resources, the use of various software packages such as TOTVS RM, document scanning and generating information for decision making and/or accompaniment, via spreadsheets, graphs, reports and/or Dashboards with academic and managerial information.

Learning Support

School of the Nations has a Learning Support Specialist in each section who offers pedagogical support to teachers, helping to ensure all students reach their full developmental and academic potential. Learning Support Services serve as a bridge among families, the School's educational team, and external professionals, fostering inclusive, accessible learning environments where every student thrives.

The Learning Support Specialist facilitates implementing recommended accommodations and adaptations within the classroom, including Universal Design for Learning (UDL) and Response to Intervention (RTI) Tiers 1 and 2, to help ensure students' individual needs are met. These frameworks remove barriers to learning, increase engagement, and provide tiered support.

RTI Tiered Support

- **Tier 1:** Core instruction and accommodations for all students.
- **Tier 2:** Targeted interventions for small groups.
- **Tier 3:** Involves intensive, individualized support requiring external professionals, for example, psychologists and therapists, and is arranged externally by families.

The Learning Support Team designs individualized plans and interventions, prioritizing holistic growth—academic, social, and emotional. Teachers begin the referral process by sharing concerns with the Guidance Counselor or Principal. Parents are then notified, and if needed, the Learning Support Specialist coordinates evaluations with external professionals.

School of the Nations does not provide a dedicated special education program, nor does the School employ psychologists, speech or language therapists, occupational or physical therapists, or dedicated special needs instructors on staff. Instead, the School embraces an inclusion model of education, meeting the needs of all students using UDL and RTI Tiers 1 and 2 as described above.

When the School receives an official diagnosis (*laudo* in Portuguese) that impacts a student's learning development and requires accommodations, the Learning Support Specialist and key staff members develop an Individualized Education Plan (IEP). The IEP is created with input from the student's family, guidance counselor, pedagogical coordinator, and teachers. Students who already have a diagnosis when they enroll at the School also receive the support described above. If the student has an IEP from another school, it is reviewed and revised according to the new educational reality, curricular goals, and resources available at the School. The School is open to recommendations given by external professionals; however, the School has autonomy in decision-making regarding appropriate accommodations and adaptations to be provided to the student according to the School's pedagogical procedures and the Brazilian Law of Inclusion of Students with Disabilities.

Moral Education Coordination

The Moral Education Department was implemented to develop an educational curriculum focused on values based on community service projects. With the objective

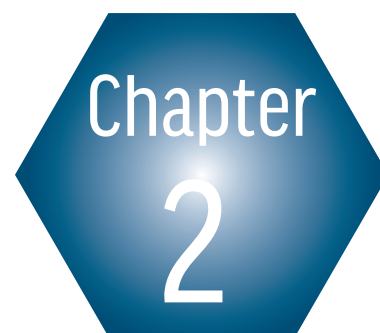
of creating in young minds the desire to know, love and serve humanity, the department accompanies teachers and students on the path of personal and collective transformation of individuals and communities who seek positive change in life. The Program begins in Early Childhood Education and continues through High School.

Physical Education Coordination

The Physical Education Department offers students the opportunity to develop fully through physical exercise and sports. Students develop motor, cognitive, affective, inter-personal and social inclusion skills. Our proposal is to educate the physical with the belief that when mind and body are educated together, it helps develop a complete, well-rounded individual.

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School of the Nations' Faculty & Staff



Teachers at School of the Nations must use effective planning, content knowledge, instructional, and assessment skills to create, deliver and maintain the best possible educational program for their assigned groups of students in support of the vision, mission and values of School of the Nations.

Language Policy

Introduction

School of the Nations is committed to fostering an inclusive and diverse learning environment that respects the linguistic backgrounds and identities of all students, staff, and stakeholders.

We recognize the vital role language plays in promoting intercultural understanding, communication, and inquiry. Our Language Policy reflects our understanding that language is central to learning and that learning is a social process that involves diverse cultural backgrounds, the construction of meaning, and communication through more than one language.

This policy is an integral part of a set of policies and is a living document that is reviewed annually.

This Language Policy has been developed with the collaboration of a steering committee composed of the Executive Director, Chief Teaching and Learning Officer, Data Coordinator, International Baccalaureate (IB) Coordinators, Section Principals, Admissions Officer, and Lead Teachers from the Portuguese and English programs.

Language Philosophy and Beliefs

At School of the Nations, language is seen as a pivotal tool for promoting unity, understanding, and cultural appreciation among diverse individuals. Following the principles of the International Baccalaureate (IB) and Bahá'í teachings, the School regards every teacher as essential to language education and supports the vision of a universal auxiliary language, believing in its power to unravel profound human insights.

The school provides a dual-language curriculum in English and Portuguese up to Grade 5. Starting in Grade 6, Spanish is introduced alongside the existing English and Portuguese courses. Additionally, French is offered to students in the After School Program.

The School's Language Policy revolves around three core principles.

1. **Practical Language Acquisition:** It engages students in listening, reading, speaking, and writing to hone communication skills, fostering cultural and social assimilation.
2. **Understanding Language Structure and Function:** This entails exploring linguistic designs, boosting proficiency, and enhancing communication efficiency.
3. **Using Language as a Reflective Tool:** This focuses on leveraging language to deepen comprehension and foster social skills, values, and interdisciplinary wisdom.

Moreover, the School emphasizes the importance of nurturing students' mother tongues and champions the significance of each, aiming for an inclusive atmosphere. Given its location in Brazil, special emphasis is placed on promoting the Portuguese language and Brazil's culture, encouraging deeper comprehension and a sense of belonging among students.

Continual professional development for staff ensures the Language Policy is theoretically sound and effectively incorporated into teaching methods. Parental involvement is also deemed crucial, with the School actively collaborating with parents to tailor a holistic language learning environment aligned with students' cultural identities and aspirations.

Incorporating Bahá'í beliefs and inspired by the teachings of 'Abdu'l-Bahá, the School's language philosophy aims to bridge cultural, individual, and national divides, nurturing global citizens who appreciate inclusivity. By adopting a diverse approach to language education and championing a universal language, the institution aspires to broaden international education and disseminate global knowledge.

In essence, School of the Nations places language at its educational core. The Language Policy strives to produce adept language users, fostering appreciation for various cultures and facilitating positive global interactions. By recognizing language's unique role in communication, reflection, and cultural expression, the School aims to further understanding, respect, and unity in its educational community. The School's ultimate vision is a Language Policy that shines a light on a universal language, guiding the way to a more harmonious global society.

Language Profile

As an international, multilingual institution, School of the Nations serves students representing twenty-four nations, with the primary languages of instruction being English and Portuguese. Approximately ten percent of our students originate from countries other than Brazil and, therefore, demonstrate greater proficiency in languages other than Portuguese. Congruently, ninety percent of our student body is more proficient in Portuguese or English. Nevertheless, our programs support all our students becoming multilingual.

The school's language proficiency objective is to prepare all students to meet or exceed the norms for Language Usage and Reading as outlined in the MAP normative data studies conducted by the Northwest Evaluation Association (NWEA).

Our school is committed to preserving its international character and diversity; therefore, various languages are spoken among our school population. Proficiency in English is a hallmark of our pedagogical faculty, where approximately 20 percent speak English as their mother tongue, seventy-five percent are multilingual and speak English with native proficiency, and seven percent are bilingual/multilingual and speak English at an intermediate level. Most of our assistant teachers speak Portuguese as their mother tongue, and all are highly proficient in English.

Language Acquisition

At School of the Nations, all teachers are language teachers, as learning occurs through language. "Language learning and teaching immerses students in the interplay between learning language, learning through language, and learning about language." (From Principles into Practice/Learning and Teaching/Language).

Our goal is to nurture critical readers and writers who engage in active discussions, love reading, and explore diverse forms of expression. Students are encouraged to express ideas and interact with others holding varied views. Mastering language is pivotal for understanding its role across subjects, developing crucial life skills, promoting intercultural communication, and appreciating cultural diversity.

Our Language Policy aims to support developing proficient language users who can meaningfully engage with others, appreciate diverse cultures, and contribute positively to an interconnected world.

Multilingualism

School of the Nations offers a schoolwide academic program that strongly emphasizes developing multilingualism in English and Portuguese. Research shows that the benefits of bilingualism are manifold and that multilingual "...children tend to display higher levels of cognitive achievement; cope with complex tasks more easily; tolerate ambiguity better; are more cognitively flexible; and can effectively communicate with more people than monolingual children" (August & Hakuta 1997). We share the belief and practice of multilingualism as an essential tool for children living in an increasingly global and diversified world.

In addition to instruction in Portuguese and English, Spanish classes are offered to all students starting in Grade 6. We also offer French classes beginning in Grade 2 as part of our After School program. Our aim is to provide students with the opportunity to engage with multiple languages, promoting cognitive flexibility, intercultural communication, and the appreciation of cultural diversity.

Language in Each School Section

Language in the Early Years—Early Childhood Education

In the Early Years, our central focus is on fostering a holistic developmental journey for children, encompassing both language skills and social-emotional growth. Through dynamic play-based and inquiry-driven learning, we provide a nurturing space for children to cultivate their language abilities and emotional intelligence. In tandem with our commitment to language development, we create an environment that brims with linguistic diversity, offering a vast repertoire of books, songs, and interactive activities in Portuguese and English. Our unwavering commitment to creating an environment that is both language-rich and socially and emotionally nurturing stands at the core of our educational approach. This commitment ensures that all children not only flourish academically but also develop into well-rounded individuals equipped with essential life skills, resilience, and a deep sense of self-worth—qualities that will continue to serve them long after their time in our educational community.

Our core commitment revolves around creating a language-rich and emotionally supportive atmosphere. We believe that effective communication and emotional intelligence are vital life skills. This philosophy extends to our full immersion program, which leverages visuals and technology to enhance learning. By integrating these tools, we provide children with a comprehensive foundation for successful learning journeys while fostering an appreciation for languages and cultures.

Language in Elementary School

In the Elementary School, we continue to develop students' language skills in English and Portuguese through a balanced literacy approach, which includes reading, writing, speaking, and listening activities. We use a variety of strategies to support language development, including differentiated instruction, cooperative learning, visual aids, and technology.

Our Elementary program is grounded in the WIDA standards, which guide our English Language Learning (ELL) program. The mission of the ELL program is to foster the growth of language by empowering learners to obtain ample mastery of the English language so they may confidently engage in the critical thinking skills necessary to excel at School of the Nations. Our program prepares ELL students to use English academically and socially, enabling active participation in their mainstream classes and the community.

For students with a first language other than Portuguese, we also offer a Portuguese Language Learning program (PLL) to cultivate comprehensive language skills in Portuguese, enabling students to engage effectively in critical thinking and social interactions. Our PLL program aims to prepare students for academic and social success by offering high-quality, individualized instruction that fosters intercultural understanding and self-awareness as language proficiency is developed.

Language in Middle School

In Middle School, students' language experience evolves as they better understand figurative language and learn to use language proficiently. They delve into various literary genres, from classics to modern works, enhancing their vocabulary and comprehension while appreciating diverse communication styles.

The curriculum promotes cognitive development, critical thinking, language proficiency, and academic language skills. It also aims for students to make sustainable decisions, communicate effectively, and ethically contribute to society.

We offer English, Portuguese, and Spanish classes to foster multilingualism. We also provide additional language support for students who need it through our ELL and PLL programs. These programs are offered in different formats depending on needs.

Language in High School

In High School, we offer a comprehensive four-year program where English serves as the main language of instruction. We place equal emphasis on the mastery of both Portuguese and English, ensuring that our students are proficient in both languages as they would be in schools where either language is taught as a mother tongue.

Our curriculum is designed to develop advanced language skills in both Portuguese and English, enabling students to excel academically and socially in a multilingual environment in both National exams (ENEM) and international external exams (SAT, ACT, and IB). Portuguese language instruction is designed to meet the needs of all students, including those who speak limited or no Portuguese.

Beyond the regular curriculum, our After School Enrichment Program offers additional electives in both English and Portuguese, allowing students to deepen their language skills and cultural understanding.

IB Diploma Program—DP

As an International Baccalaureate World School (IBWS), our school offers both English and Portuguese as Language A: Language and Literature courses, as well as Portuguese as Language A: Literature in the Diploma Programme (DP). These offerings ensure that all DP students have the opportunity to earn the IB Bilingual Diploma, provided they meet the requirements.

As part of our authorized Diploma Programme (DP), we offer English and Portuguese as Language A: Language and Literature courses. Additionally, the school provides English, Portuguese, and Spanish as Language B: Language Acquisition.

Additional Language Program

“Second language acquisition is considered a lifelong learning process.”

Anna Escalante

The School offers programs in English and Portuguese explicitly designed for students needing additional instructional support to acquire basic language skills. The English/Portuguese Language Learning programs (ELL & PLL) are offered from Grades 2 through 9. When students enroll, they are evaluated by one of the School’s English and/or Portuguese Coordinators, after which ELL and/or PLL classes are recommended. Students remain in the program until they can communicate successfully with teachers and classmates and have acquired functional reading and writing skills.

Mother Tongue Support

Most of our students speak Portuguese or English as their first language and, therefore, are supported by our multilingual context. We believe parents and the wider school community play a crucial role in supporting students' mother tongues. We encourage parents to support their child's first language development by providing resources, suggestions for activities, and opportunities to hear and speak the language in various situations at home.

For students whose first language is other than Portuguese or English, the school focuses on the following strategies.

1. Providing staff with professional development opportunities that promote a multilingual approach, fostering a positive and inclusive attitude towards the diverse mother tongues spoken at our school.
2. Integrating knowledge of other languages across the curriculum: when language is discussed, students participate in explaining or discovering how their first language works.
3. Using translanguaging as a pedagogical tool to help minority language speakers thrive.

We also support maintaining and developing students' mother tongues, providing guidance to uphold their linguistic and cultural heritage. Recognizing the influence of language on identity and cultural connections, we strive to create an inclusive environment where all languages are valued and celebrated.

Resources

School of the Nations provides an array of resources to uphold its Language Policy. The library holds a diverse collection of books, periodicals, newspapers, and other materials in multiple languages to cater to the eclectic interests of our multicultural student body. Each year, the collection undergoes enhancements to meet the evolving needs of the school community.

Moreover, we provide modern educational platforms to further our students' language proficiency and academic growth. The selection of these platforms is grounded in empirical evidence, contextual requirements, and relevance to each academic division.

Furthermore, School of the Nations offers After School programs to enrich the curriculum, allowing students to delve into arts, sports, technology, and language enrichment. These programs are meticulously crafted to align with the School's vision, mission, and values, thereby enriching the learning experiences both within and beyond the classroom.

Language and Culture

Intercultural Understanding

We believe language and culture are deeply intertwined, and understanding other cultures is crucial for developing open-minded and compassionate global citizens. Teachers

incorporate cultural aspects into language lessons, encouraging students to explore and appreciate diverse cultural perspectives.

Language in the Community

We actively seek opportunities for students to engage with language beyond the classroom, such as at school events and presentations, cultural exchanges, enrichment clubs, on the playground, in the halls, and during celebrations of learning.

English-Speaking Environment

The School strives to create an English-speaking environment on school premises. Faculty members are expected to use English in all areas of the School. Portuguese teachers must know English well enough to converse with peers and take part in staff meetings and training sessions.

School Wide Events

The School promotes annual schoolwide events to celebrate cultural diversity and develop internationally-minded people.

Our Nations Festival provides opportunities for our community to learn about and celebrate the rich diversity of the human family and recognize the interconnectedness of human life. Each grade from Nursery to Grade 12 studies a different country, its culture, and traditions. Families in the community are invited to contribute, as are embassies. The festival offers the school community the opportunity to reflect on the uniqueness, beauty, and talents that world cultures bring to our community.

Our Book Fair is a remarkable opportunity for students and the wider community to immerse themselves in language and culture through books, literary works, and publications connected to the focal country of study and the School's annual theme. The culmination transpires on the day of the event, when students showcase their creations, encapsulating the essence of the theme.

Additionally, our traditional *Festa Junina* is a cultural celebration of the host country for the whole community. This vibrant festival showcases the traditions of Brazil, bringing together an array of musical performances, fun activities, and irresistible delicacies. Dances also provide opportunities to explore the interconnectedness of diverse cultures.

Language within the Admission Policy

School of the Nations strives to provide students with the highest quality academic and moral education programs. An essential part of our effort to prepare students to become responsible world citizens is to uphold and foster an international atmosphere within the School.

The School recognizes and values the benefits of diversity. To preserve its international character and diversity, it reserves the right to prioritize applicants who are members of a minority group or citizens of countries not represented in our student body.

During the admissions process, we assess the language proficiency of applicants in English and Portuguese. We provide additional language support to students who need it

through our ELL and PLL programs. Beginning in Grade 4, students enrolling in School of the Nations must have a minimum of English language proficiency, which the section principal evaluates.

Professional Development for Teachers

At School of the Nations, we believe all teachers are language teachers. We provide ongoing professional development and support for our faculty that focuses on language learning to ensure a common understanding of best practices. This includes workshops, seminars, and resources on language instruction and assessment. These professional development opportunities are offered during pedagogical weeks, half-days, international webinars, and conferences throughout the year.

Parent and Community Involvement

We believe that parents and the wider school community play a crucial role in supporting language development. We encourage parents to support their child's language development at home by providing resources and suggestions for activities. We also engage with the broader community to promote language learning through events, partnerships, and cultural exchanges.

Assessment and Evaluation

We assess and evaluate language development through various methods, including formative and summative assessments, observations, and student self-assessments. We use assessment data to inform instruction and to evaluate the effectiveness of our language programs. We also use assessment data to identify students who may need additional language support.

Inclusion Policy

Introduction

“Inclusion is an ongoing process that aims to increase access and engagement in learning for all students by identifying and removing barriers. This can only be successfully achieved in a culture of collaboration, mutual respect, support and problem solving. Inclusion is the learner profile in action, an outcome of dynamic learning communities.”

(The IB guide to inclusive education: a resource for whole school development)

School of the Nations is committed to fostering an inclusive, equitable, and diverse learning environment that respects the culture, backgrounds, and identities of all students, staff, and stakeholders.

We recognize the vital role inclusion plays in promoting intercultural understanding, inquiry, equality, diversity, social integration, and academic achievement. Our Inclusion Policy underscores our belief that inclusion is pivotal to the learning process, which is inherently social and embraces diverse cultural backgrounds, the co-creation of meaning, and communication through multiple means.

This policy is an integral part of a set of policies and is a living document reviewed annually.

This Inclusion Policy was developed with the collaboration of a steering committee composed of the section counselors, learning specialists, the chief teaching and learning officer, the executive director, the data coordinator, IB coordinators, section principals, and lead teachers.

Brazilian Law

School of the Nations complies with The Brazilian Inclusion Law (LBI), also called the Statute of Persons with Disabilities—Law 13.146, of July 6, 2015—instituted to ensure and promote, under equal conditions, the exercise of fundamental rights and freedoms of people with disabilities, aiming to safeguard and enrich their social inclusion and citizenship.

Our School also complies with the standards and criteria for promoting accessibility for people with disabilities or reduced mobility established by Law 10.098 of December 19, 2000.

Inclusion and Sense of Belonging

Unity in Diversity in the Pursuit of Justice

We educate world citizens to know, love, and serve humankind by making significant contributions to address the needs of the age in which we live and carry forward an ever-advancing civilization. Understanding the principle of the oneness of humanity, we believe everyone must have the opportunity to develop their full potential and nourish a diverse community of individuals that includes all in the journey toward a more just world. Seeking to understand and value the experiences and perspectives of all without distinction, we proactively model the intellectual, moral, and spiritual values that inspire our School.

Non-Discrimination Policy

At Nations, we commit to fostering an inclusive and diverse environment that values and respects the unique contributions of every individual. We promote equality of opportunity and strive to eliminate all forms of discrimination and bias in our practices. This policy outlines our commitment to treating all fairly and serves as a guide for all community members.

Commitment to Equal Treatment

We welcome everyone regardless of race, color, religion, gender, national origin, age, disability, genetic characteristic, or any other characteristic protected by applicable laws.

All School decisions, including hiring, retention, and promotion, are based solely on an individual's qualifications, performance, skills, and merits relevant to the job requirements.

Prohibition of Discrimination

We prohibit any form of discrimination, harassment, or victimization at school. This includes but is not limited to discrimination based on race, color, religion, gender, national origin, age, disability, sexual orientation, individual needs, or any other characteristic protected by law.

Discrimination can take many forms, such as unequal treatment, derogatory remarks, offensive jokes, exclusion from opportunities, or any action that creates a hostile or intimidating environment.

Definition of Discrimination

Discrimination can take many forms, such as unequal treatment, derogatory remarks, offensive jokes, exclusion from opportunities, or any action that creates a hostile or intimidating environment.

Responsibility and Accountability

All members of the School community, including managers and supervisors, are responsible for upholding this policy and promoting a respectful, inclusive school environment.

Violations of this policy may result in disciplinary action, including termination of employment, depending on the severity and frequency of the offense.

Learning Support Services

Please see our Learning Support Policy for details on how our inclusive education model, Universal Design for Learning (UDL), Response to Intervention (RTI), and Individualized Education Plan (IEP) practices ensure that all students, including those with documented special needs, receive the accommodations and adaptations necessary for academic success by removing barriers to learning and increasing engagement.

Counselors

Social-Emotional Services

Our School's counselors are vital in supporting students and providing individual or group sessions to assess and advise on academic and social development. They collaborate with teachers, parents, and specialists to understand students' strengths, challenges, and needs.

Counselors focus on addressing students' social, emotional, and behavioral development to increase access and engagement and remove barriers to learning by teaching age-appropriate strategies and life skills. They also help safeguard students' well-being by implementing and promoting child protection measures.

Collaboration is a fundamental aspect of their work. Counselors partner with parents, teachers, administrators, and medical professionals to create and implement strategies for student success. In the Early Childhood and Elementary Sections, they use Class meetings, while in Middle and High School, they employ the Advisory Program to discuss

and apply social-emotional content. The Counseling team follows guidelines based on The Collaborative for Academic, Social, and Emotional Learning (CASEL) framework and meets regularly to ensure consistent practices.

Inclusion Practices

Our inclusion practices aim to support the development of individuals in an environment where all feel safe, respected, and a sense of belonging. Our practices promote the appreciation of diverse cultures and contribute positively to an interconnected world.

New Student and New Family Inclusion Practices

Inclusion of new students and their families is crucial for a diverse and welcoming educational setting. Inclusion is about valuing every student and family and creating a supportive community. Effective inclusion leads to students thriving academically and socially and requires resources, empathy, and understanding. Our practices include orientation, mentorship, and diverse teaching methods. Successful inclusion benefits the entire educational community by encouraging diversity and fostering a sense of belonging.

Transitioning to a new educational setting is significant for students and their families. To ensure every new student feels welcome, we have a buddy system through which new students are paired with another student who acts as their friendly guide. This 'buddy' helps the new student connect with peers and teachers, making their introduction to the School easier and more enjoyable. Beyond this, we continually engage with new students and their families, addressing concerns and validating their experiences, ensuring they become integral parts of our school community.

Equally important is our dedication to ensuring the families of our new students feel a deep sense of belonging. Upon joining our community, new families are warmly welcomed by our administrative team, including the principal and counselors. We host a special breakfast for new families to meet school leadership and other parents. Moreover, parent ambassadors are assigned to each class to help new families settle into our school community. Through consistent check-ins and our distinct Parent Academy and Parent Choir initiatives, we emphasize the importance of every family, ensuring they feel valued, supported, and deeply integrated.

New Staff Inclusion Practices

School of the Nations is dedicated to fostering a positive and inclusive work environment for all employees, including both national and international teachers and staff. As part of our commitment, we have established procedures and practices to welcome and integrate new hires into our school community seamlessly. We provide orientation sessions, team-building activities, and regular check-ins with direct superiors and teammates to ensure every new hire feels supported and connected to Nations.

Inclusion in the Classroom

Our inclusion practices aim to support the development of all learners in an environment where they feel safe, respected, and have a sense of belonging by increasing access and engagement and removing barriers to learning. Through differentiation, we promote

learning while developing an appreciation of diverse cultures and positively contributing to an interconnected world.

Differentiation

“Differentiated instruction is a method of designing and delivering instruction to best reach each student.”—Carol Tomlinson

Differentiation is an essential component of effective teaching and learning. By providing students with multiple ways to learn and demonstrate their understanding, teachers can help all students reach their full potential. It recognizes that students learn differently and have diverse needs, and it provides teachers with a variety of strategies to meet those needs.

At School of the Nations, teachers differentiate using UDL strategies by providing multiple means of engagement, representation, action, and expression. Common practices include scaffolding lessons and assessments for students when needed, providing extended time and more breaks, and assessing students through different means.

Teachers also take a student-centric approach by tailoring activities to meet individual needs, interests, strengths, and challenges. They may create more complex projects for some students while providing extra support or scaffolding exercises for others.

The School offers Achieve and Excel sessions, Study Halls, and After School enrichment programs to provide extra support or further challenge students in Early Childhood through High School. These clubs offer unique opportunities for students to explore their interests and talents beyond the classroom.

As stated in the Assessment Policy, in cases involving students with diagnosed special education needs, our teachers collaborate closely with counselors, learning support specialists, and other professionals to determine the most effective strategies for the student. These strategies are described in the student’s IEP.

In cases involving English or Portuguese language learners, the School offers programs designed specifically for students who need additional instructional support in acquiring basic language skills, as stated in the Language Policy.

Intercultural Understanding

At our School, we embrace the concept of “Unity in Diversity,” emphasizing the interconnectedness of humanity. Students are encouraged to practice respect, appreciation, and communication with peers from diverse cultural backgrounds daily, fostering a conducive and inclusive learning environment.

We are committed to combating prejudice and discrimination by teaching values, the importance of diversity, the positive impact diverse cultures have on society, and social-emotional classes that promote healthy relationships among our students. Members of our community can also reach out to the proper personnel—counselors, Learning Support Specialist, or section principals—to receive adequate support regarding any issue related to human conflict or obstacles to social progress and peace.

Our dedication to celebrating our international community’s rich diversity is evident in our annual events. The Nations Festival engages students from Nursery to Grade 12, each

grade representing a country. Through interdisciplinary studies, students learn about the culture, art, history, and unique aspects of the countries they represent. Beyond this, we celebrate diverse cultures with events such as the Festival of Lights, Meeting of Two Worlds, and Festa Junina, among others. These events emphasize and nurture understanding, unity, and the rich tapestry of diversity within our school community and beyond.

Professional Development for Teachers and Staff

By investing in our staff and promoting a culture of continuous development, diversity, and inclusion, we create a school community where all students understand the importance of continuous growth and where they can thrive academically, socially, and emotionally.

The School offers recurrent training opportunities for all staff members through two pedagogical weeks every school year, several half-days designated for professional development, and individual, customized professional development opportunities whenever possible. Members of the pedagogical team are also invited to share their knowledge and experience by offering lectures and workshops to parents and staff. Specific training is provided according to the needs of the staffing or section.

Teachers and support staff receive professional development workshops on strategies to meet special educational needs in the classroom provided by the learning support and counseling team or external consultants. All teachers meet regularly to collaborate on curriculum and assessment, to reflect on student learning, and to plan for differentiation.

Assessment

We assess and evaluate students through a variety of methods, including formative and summative assessments, observations, and student self-assessments. We use assessment data to inform instruction and evaluate our language programs. We also use assessment data to identify students who may need additional support.

Accommodations

Accommodations and inclusive access arrangements are introduced to teaching, learning, and assessment to remove or reduce barriers. They may be applied when certain conditions, such as long-term learning support requirements, temporary medical conditions, or additional language learning, may prevent students from demonstrating their level of attainment.

Accommodations are offered to students as part of everyday learning and teaching; this means they are used during classroom instruction, classwork, and related activities and tests. These arrangements are also continuously monitored to ensure they remain the optimal support for that student. Separate classrooms, adapted assessments, a reader in tests and assessments, extended time or deadlines, the use of technological aids (speech-to-text, text-to-speech), or the use of calculators are some examples of accommodations offered at our School.

To be eligible for accommodations, students must have at least one of the following documents: a psychological report, a psycho-educational report, a medical report, or educational evidence from the teacher or school. Educational evidence can include

letters from teachers who taught the student, 360 review reports, samples of tests and assignments showing that the request is necessary, or an IEP.

Families are responsible for informing the School of medical evaluation reports, new documentation with suggested strategies for the school environment, or updated reports that affect the students' everyday learning. The documents must be signed and dated and provide the professional's credentials.

For students to receive the necessary accommodations in standardized tests, students and parents must follow the specific procedures of the organization responsible for the examinations (for example, those of the College Board). In cases where the School is responsible for requesting accommodation in the student's name, the parent must authorize such requests in writing and provide any additional documents, as necessary.

Access for IB Diploma Program Exams

The Diploma Programme (DP) has well-established support mechanisms for assessment access requirements, as outlined in the publication *Candidates with Assessment Access Requirements* (2014).

DP coordinators are responsible for submitting requests for inclusive access arrangements. All teachers must read and understand the IB's Access and Inclusion Policy to ensure they meet their students' access requirements from the beginning of their studies.

Students with inclusive access requirements for DP exams must have one of the documents specified in the previous item (9.1 – third paragraph) translated to English for the DP coordinator to request IB's authorization for the necessary arrangements.

ELL/PLL Identification, Placement, Support, and Exit Protocol

In alignment with international best practices and our commitment to a transparent and equitable system for multilingual learners, the following protocol guides the identification, placement, level of support, and exit procedures for students in the English Language Learner (ELL) program, using the WIDA MODEL assessment.

Identification of ELL Students

All newly enrolled students in Grades 1–12 complete a Home Language Survey. If the survey indicates that a language other than English is spoken at home, the student is assessed with the WIDA MODEL within ten school days of enrollment. A student is formally identified as an English Language Learner if their WIDA MODEL overall composite score is below 5.0 or if any individual domain score (Listening, Speaking, Reading, or Writing) is below 4.0. This process ensures that all ELL students are identified based on objective, research-based criteria.

Placement and Levels of Support

Students identified as ELL are placed into service tiers according to their WIDA MODEL proficiency levels. Placement is as follows:

- **Entering/Emerging (WIDA MODEL Level 1.0–2.4):** Students at this level receive intensive language support, which includes daily pull-out sessions focused on foundational English skills (60–90 minutes per day), as well as push-in or co-teaching support in the mainstream classroom as needed.
- **Developing (WIDA MODEL Level 2.5–3.9):** These students receive a combination of pull-out support (30–60 minutes per day) and push-in/co-teaching in core subject areas several times per week.
- **Expanding (WIDA MODEL Level 4.0–4.9):** At this stage, support shifts primarily to push-in or co-teaching models within the mainstream classroom, along with targeted language workshops or interventions as needed. Pull-out services are provided only for specific targeted skills.
- **Bridging (WIDA MODEL Level 5.0 or higher):** Students who reach this proficiency are considered to require minimal or no direct ELL support. Instead, they are monitored for continued academic success within the mainstream classroom and may receive ad hoc support as needed.

Service minutes and models are reviewed at least twice annually, based on updated WIDA MODEL results and classroom performance. Placement decisions are collaborative, involving the ELL/PLL specialists, mainstream teachers, and, when appropriate, school leadership.

Progress Monitoring

All ELL students take the WIDA MODEL assessment annually, typically mid-year and at the end of the school year. These assessments are used to monitor growth and to adjust the type and intensity of support provided. ELL teachers record WIDA MODEL scores and interpretive comments in Toddle, ensuring that student progress is transparent and centrally accessible.

Exit from ELL Services

A student is eligible to exit the ELL program when they meet **all** the following criteria, as documented in two consecutive WIDA MODEL assessment cycles (at least six months apart):

1. An overall composite WIDA MODEL score of 5.0 or higher **and** all domain scores of 4.0 or above.
2. Classroom performance data indicate the student is able to meet or exceed grade-level English Language Arts expectations without targeted ELL scaffolding.
3. There is consensus among the ELL specialist(s), mainstream teachers, and, where appropriate, the instructional leadership team.
4. Parents or guardians are formally notified of the student's exit from the ELL program.

Following exit, the student is monitored for two years to ensure sustained academic success. During this period, teachers may provide informal supports or refer the student for further assessment if new language-related concerns arise.

Rationale

This policy aligns with empirical research and WIDA guidance, ensuring that multilingual learners receive appropriate support matched to their current proficiency, and that exit from services is based on demonstrated readiness for independent participation in the mainstream curriculum. Embedding WIDA standards and assessment data within our unified grading and reporting system further supports transparency, reduces duplication, and strengthens collaboration across the instructional team.

ELL / PLL Grading and Reporting

1. Purpose

To ensure transparency and coherence in supporting English Language Learners (ELL) and Portuguese Language Learners (PLL) by clearly defining how these students are rostered in Toddle, how their learning standards are recorded, and how their progress is assessed and reported within a unified grading framework.

2. Scope

Applies to all students formally identified as ELL or PLL across Grade 1 through Grade 12 and to all staff responsible for instruction, assessment, or reporting in English Language Arts (ELA), Portuguese Language, or ELL/PLL support classes.

3. Key Summary

- **Unified Roster:** All ELL/PLL students will be rostered only in their grade-level **ELA** and **Portuguese** classes within Toddle.
- **Standards Migration:** ELL/PLL language-development standards are embedded into the standards bank of these ELA/Portuguese classes.
- **Centralized Assessment Entry:** ELL/PLL teachers enter assignments and grades in the **ELA** class, selecting the relevant ELL/PLL standards for each task, and for selected ELL/PLL students.
- **Dual-Standards Tagging & Shared Grading:** Integrated tasks created by either ELA/Portuguese or ELL/PLL teachers must be dual-tagged with the appropriate grade-level ELA/Portuguese standard(s) **and** the relevant ELL/PLL language-development standard(s). Grading and feedback are collaborative and follow the guidelines in section 5.8.
- **Report Card Narrative:** ELL/PLL teachers provide focused narrative comments on language-development progress in the report-card comment field.
- **Transparent, Single Gradebook:** All language-related grades appear in one Toddle gradebook per subject, avoiding duplicate grade columns or conflicting averages.

4. Rationale

A single-gradebook model reduces fragmentation, aligns with our Balanced Assessment System, and offers families a clear picture of their child's language growth. Embedding standards maintains rigorous, standards-based tracking while minimizing administrative overhead for teachers.

5. Policy Directives

DIRECTIVE	DESCRIPTION	RESPONSIBLE PARTIES
5.1 Assignment Creation	ELL/PLL teachers create or co-create language-support assignments within the ELA class, tagging tasks with the ELL/PLL standards.	ELL/PLL Teachers, ELA/Portuguese Teachers
5.2 Grading	Grades for language-support tasks follow the same numeric/descriptor scale as ELA.	ELL/PLL & ELA/Portuguese Teachers
5.3 Report-Card Comments	Narrative comments must: (a) reference the student's current language-proficiency level; (b) cite at least one data point; (c) specify next-step targets.	ELL/PLL Teachers
5.4 Professional Collaboration	ELL/PLL and ELA/Portuguese teachers meet at least once per unit to plan integrated tasks and discuss assessment evidence.	ELL / PLL Teachers and ELA / Portuguese teachers

6. Integrated Standards Tagging for Hybrid Tasks

When an ELL/PLL student completes a writing (or other language-rich) activity within the mainstream ELA or Portuguese class, teachers must dual-tag the assignment with both:

1. **Grade-level ELA/Portuguese standard(s)** that assess genre structure, writing craft, and content outcomes expected of all students; and
2. **Relevant ELL/PLL language-development standard(s)** (e.g., Can-Do descriptors) that capture the explicit linguistic scaffolds being taught or assessed.

Tag the assignment with both the grade-level ELA writing standard and the ELL language-development standard(s) that best capture the linguistic scaffolds you are explicitly teaching or assessing.

- The **ELA standard** records the student's progress toward the curricular writing outcome that all learners must meet.
- The **ELL standard** documents the language-development moves (e.g., expanding grammatical variety, academic vocabulary, cohesion devices) that the specialist is targeting and on which narrative feedback will be given.

Why dual-tagging is best practice

CONSIDERATION	RATIONALE
Transparency & alignment	Families and mainstream teachers see the student's writing achievement in the same grade-book column as peers and the specialist's language-growth indicators. This avoids parallel gradebooks and clarifies how language support feeds the core outcome.
Balanced Evidence	Writing performance is judged against grade-appropriate text-type traits (ELA standard) while language proficiency growth is tracked with Can-Do descriptors (ELL standard).

Practical guidelines for teachers

1. **Create one task** in the ELA/Portuguese class
2. In the **Standards** field:
 - a. Select **one ELA writing standard** (e.g., “W.5.2 – Write informative/explanatory texts...”).
 - b. Add **1–2 ELL Can-Do descriptors** that match the language target (e.g., “ELL.WRI.E – Expand and vary sentence structures”).
3. **Feedback**
 - a. **ELA/Portuguese teacher:** comment on genre structure and writing craft.
 - b. **ELL/PLL specialist:** add inline comments or rubric feedback on language features and next steps.
4. **Report-card comment**
 - a. Reference evidence from the ELL descriptor (e.g., “Successfully used transition phrases and complex sentences in the informative essay”).

When single-tagging is acceptable

- **Pure language-support mini-tasks** (e.g., targeted grammar practice) → *ELL/PLL standards only*.
- **Whole-class genre assessments with no additional language scaffolds** → ELA/Portuguese standards only (*the ELL/PLL specialist may still co-score and comment*).

Bottom line:

Use dual-tagging for any integrated writing task where language scaffolding is provided. This honors both the students' progress toward grade-level writing expectations and their trajectory along the language-development continuum, while keeping our unified gradebook transparent and actionable.

Punctuality & Assiduity

Teachers must clock in and out using the My HR app or the employee attendance system located in any of the campus blocks. Failure to sign in or out without justification is considered an absence and will result in a deduction from the employee's salary.

Administrative and support staff must sign in when they begin work, start and end their lunch break, and at the end of the workday.

Punctuality is a legal, administrative and disciplinary norm. Teachers must be punctual for all classes, meetings and scheduled exam supervision periods.

In case of emergencies that lead to late arrivals or absences, teachers, assistants and monitors must telephone, text message and/or email, in advance, the Section Principal and Section Secretary. Human Resources must receive the justification within twenty-four hours after the absence.

Teachers must communicate all foreseeable absences to the Principal or the Assistant Principal. For information on absences not justified by Brazilian Labor Laws, please consult Section 4—Excused Absences. For cases not provided for by law, teachers may be excused from their duties to attend professional workshops or training sessions or to take care of personal obligations. In such cases, the teacher must submit a written request and receive authorization from their Section Principal. The teacher must also provide a detailed lesson plan to the Principal and Secretary for the substitute teacher. Any unauthorized absences or the failure to provide a lesson plan will be noted on the teacher's annual performance evaluation and may lead to verbal* or written** warnings. Repeated incidents may lead to suspension*** and possible dismissal with just cause.

Teachers, assistants, and monitors must not leave School during assigned work hours without authorization from their Section Principal.

Teacher absenteeism, tardiness, insubordination, or failure to adhere to the employment contract as regards punctuality, work shifts, and workdays negatively affects students; therefore, such incidents shall be documented through verbal and written warnings and may lead to dismissal. The Human Resources system registers teachers' absenteeism and tardiness, and the department sends a monthly report to the Section Secretary and/or Section Principal.

All unjustified absences (not provided for by Law) are deducted from the teacher's pay.

**Verbal warning—refers to a verbal reprimand for absenteeism or for acts of insubordination with the purpose of invoking a commitment and sense of responsibility implied in the employment contract and by the job function. The warning is both instructive and disciplinary in nature.*

***Written warning—similar to its verbal counterpart but is documented and recorded in the employee's record. The written warning documents the infraction and states the negative consequences of the action for both employer and employee. There is no established limit to the size of the report, and the tone is serious. Should the employee refuse to sign the report, the warning may be read to him or her in the presence of two witnesses who shall then sign it.*

****Suspension—if an employee's behavior is sufficiently serious so as to cause harm to the employer, whether of a personal or professional nature, the teacher may be suspended for a maximum of 30 days; however, an employee may receive a 1, 2, 5 or 30-day suspension, alternately. The number of days the employee is suspended can be deducted from the employee's monthly salary. A teacher may be suspended more than once.*

Procedures

Attendance and punctuality are reviewed monthly by the Educational Administrative Team and Human Resources. All excessive absences and tardiness will have consequences.

Work Schedule

At the beginning of the school year, each teacher receives a copy of his or her course schedule, which indicates the subjects he or she will teach, the classrooms and times at which each class is given throughout the week, class lists and official class rolls.

Sick Days

Absences due to illness must be justified in writing and signed and stamped by a doctor. The doctor's note must be given to the Human Resources Department and Principal within twenty-four hours after that date stamped on the doctor's note. A legible copy must be sent by email to recursos.humanos@edn.org.br

If the employee does not present an official doctor's excuse justifying the absence within twenty-four hours, the days absent will be deducted from the employee's pay.

Written justification for a doctor's appointment alone justifies the absence but does not give an employee the right to receive payment for time missed from work. Such justifications should be sent to the Principal's secretary and Human Resources.

Employees who submit a doctor's note excusing them from work for four days or more must receive approval from the School-approved clinic. Human Resources provides the information needed to go to the School-approved clinic.

The employer pays for sick leave of up to 15 days. Social Security (INSS in Portuguese) covers the entire period of absence caused by illness or accidents from the 16th day forward (if the employee has formally requested the benefit from the INSS). On termination of the period covered by sick leave, the employee must provide written, signed medical justification approved by the clinic contracted by the School. Human Resources will provide guidance on procedures.

LENGTH OF SICK OR MEDICAL LEAVE	DOCTOR APPROVAL REQUIREMENTS
3 days or less	Signed doctor's note
4 to 15 days	Must receive approval from a School-approved clinic
16 or more days	Must receive approval from a School-approved clinic and send necessary documentation to INSS

On returning from INSS medical leave, the employee must receive a medical examination from the School-approved doctor to be authorized to return to work.

A false or fraudulent medical report is a serious misdemeanor that can lead to dismissal with just cause.

Clause 23 of the *Convenção Coletiva de Trabalho* determines that the employee has the right to be absent for 8 days within a one-year period to accompany his or her child (up to 10 years old) in cases in which the child needs to be hospitalized.

All time missed from work that is justified due to accompanying the employee's child under 10 years old will be tracked in the employee's bank of hours. Absences to

accompany the child must be made up within six months by working at the School for the corresponding number of hours absent from work.

Accidents and Injuries

Any incident or accident within the School, on the way home from School, and from home to School must be reported to the employee's Principal and to Human Resources within 24 hours.

Personal Day

School of the Nations is pleased to offer teachers and assistant teachers the benefit of one Personal Day each semester, granted upon request when meeting the following positive standards:

Eligibility Criteria

- **Clean Record:** No written warnings on file.
- **Justified Absences:** All absences must be documented with legal justification (see Section 4—Excused Absences for details).
- **Attendance:** No more than ten absences per semester, whether consecutive or not.
- **Timekeeping:** Consistent use of the School's electronic time clock to sign in and out, with no more than three missed entries.

Human Resources will continue to update and monitor these records in a shared spreadsheet accessible to Section Principals.

Once a teacher receives **Principal approval** for a Personal Day, any subsequent failure to meet the eligibility criteria **before using the approved day** will not revoke the benefit. However, if the teacher uses the Personal Day and later fails to meet the criteria for the remainder of the semester, they will lose the privilege for the following semester.

Only one teacher per section may take a Personal Day on any given day to ensure proper classroom coverage. Section Secretaries are responsible for tracking these absences and updating Principals as needed.

Approval Process

- **Submissions:** All requests must be emailed to the Section Principal, Section Secretary, and Human Resources at least ten days in advance to allow time for substitute arrangements. Teachers must provide complete lesson plans for their substitutes.
- **Review:** All requests for personal days require Principal approval. Before deciding, Principals must review the teacher's status in the shared spreadsheet maintained and continuously updated by Human Resources.
- **Restrictions:** Requests for personal days falling before or after a holiday, recess, or Bahá'í Holy Day, or during testing periods will be denied except in extraordinary circumstances.

- **Multiple Sections:** Teachers who work in more than one section must have approval from Principals in all sections in which they work.
- **Response Time:** Principals will review all submitted requests and provide a response within two business days.

Cell Phone Use at School

Purpose

The purpose of this policy is to ensure the safety, security, and focus of students and staff during school hours, while maintaining professional standards regarding personal communication.

Cell Phone Use

- When engaged in duties involving student supervision or instructional activities, employees may use personal cell phones only for professional purposes.
- Even when used for school-related purposes, employees must not use cell phones in a way that compromises student safety. For example, staff should not be looking at their phones when they are supervising students.
- Cell phones may be used for personal purposes during scheduled breaks only, except in cases of emergency.
- Staff should avoid using cell phones in public, especially where students are present, unless necessary.

Compliance

Failure to comply with this policy is considered a serious matter and may result in a verbal or written warning, in accordance with the school's disciplinary procedures.

Email & Network Use for Teachers & Staff

After being hired, teachers will receive a Google-based email account, which they must use for official School communications. The School uses Google for Education, Microsoft Solutions, and other communication and collaboration tools.

The objective of the School's email policies is to establish norms and guidelines for the effective and efficient use of technology in the best interest of the School.

All staff members are expected to regularly check, read, and respond to their emails. A best practice is to respond within 24 hours (on business days).

Email is used to send general and individualized communication, information, reminders, important dates, and announcements.

Professional etiquette is expected.

The transmission of messages to multiple recipients (email distribution lists) is strictly controlled so others do not receive large volumes of unwanted email and maximize

network efficiency. Staff are expected to limit sending emails to only those who really need to receive them.

The following is prohibited on the School network:

1. Sending or displaying offensive graphics that contain obscene language or that others may perceive as insulting or disturbing.
2. Committing any act that puts the network at risk (sending chain letters, games, or files that contain viruses).
3. Using limited network resources unnecessarily (storing useless information or non-work-related files, sending large attachments, installing screensavers that change frequently, or installing any program not authorized by the IT Department).
4. Violating authorial rights.
5. Using someone else's password or giving your password to another person to use the network.
6. Accessing folders, documents, or files that are not yours.
7. Using the network for commercial or political ends.
8. Using the business email account to offer or sell products or services to other users.

The network administrator will report inappropriate behavior, violations, and complaints to the Administration. Violations may result in the loss of access to the network and disciplinary action.

Keys

Teachers in Nursery through Grade 5 receive one copy of their classroom key at the beginning of the school year. The key is School property, and the teacher must return it at the end of each school year. If a teacher loses a key, she or he must report the loss immediately to the Section Secretary and ask for a second copy. Teachers are responsible for paying for the lost key.

Early Education and Elementary teachers must bring their classroom keys to school every day and are responsible for locking and unlocking their own classrooms and closing windows at break time, lunchtime and after school. Teachers must not lend their classroom keys to students.

Lost and Found

Any belongings left by students should be sent to the Section Secretary in Elementary, who is in charge of receiving lost and found items and storing them in the proper place. In Early Childhood Education, Middle and High School, there are designated areas for lost items.

The Lost and Found for Nursery through Grade 1 is located in the hallway next to the music room. In Grades 2–5, it is located in the Coordination Assistant's office. For

students in Grades 6–12, lost personal belongings are the responsibility of the student and should be reported to Hall Monitors.

All students' personal belongings such as T-shirts, sweaters, jackets, pencil cases, games, backpacks, books, notebooks, and musical instruments should be clearly labeled. Students' personal materials and objects should be kept in their backpacks (Nursery to Grade 5) or in their lockers (Grades 6–12).

All unlabeled or unclaimed items in the Lost and Found are donated to local charities at the end of each semester.

Sale of Items on Campus

Sale of items on School grounds by third parties, including School employees, is explicitly prohibited unless authorized in advance by the Finance Department. Such sales, when authorized, are restricted to School employees. **Parents and students must not be solicited.**

Cubbyholes

Coordinators and teachers use teachers' cubbyholes to receive requested copies.

Audio & Video Equipment

If a teacher needs audiovisual resources, she or he must fill out a reservation form with the Section Secretary. The teacher must reserve the equipment at least 24 hours in advance to ensure availability.

Media Policy

All media shown in class must be related to and support the curriculum. Teachers should never show a full-length movie unless previously approved by the Section Principal. Parts of movies that align to curricular needs are acceptable. Any clips from R-rated or PG13 movies must be approved by the Principal.

School Facilities Use

Teachers who wish to use School facilities before, during or after school hours must request authorization from the Principal.

Teachers are not authorized to use School facilities or equipment for activities not directly related to School activities.

School of the Nations allows individuals and organizations to use School buildings and athletic fields to the extent such use does not interfere with the educational Programs. The responsibility for School property and grounds is vested in the Executive Director.

Enforcing policies governing the use of School facilities and grounds is delegated to the Administrative and Finance Manager or his or her designee.

Those interested in using School facilities must fill out the Events Form, located on the School website, and sign a 'Use of Facilities' contract.

Online Behavior

1. Without prior permission from the teacher, electronic communication among students during class may be understood as academic dishonesty and is subject to disciplinary action.
2. Anything posted online by a member of the School of the Nations' community may be held against that individual; therefore, all users must carefully consider what they post on blogs and social networks. Any user who posts something offensive to School of the Nations or any school community member is subject to disciplinary action.
3. Users may be requested to apologize for or correct any action deemed necessary by the Administration.
4. When using a School authorized site (social media, blog, or website, for example), all users will:
 - a. Identify themselves as a member of the community and never hide their identities;
 - b. Provide a direct link to their sources when possible; and
 - c. Include only those comments and content directly related to the purpose of the site and that do not violate school policy.
5. Users must never intentionally damage School equipment or its network. This includes but is not limited to the following:
 - a. Tampering with, removing, or exchanging hardware;
 - b. Trying to gain access to inappropriate material or files;
 - c. Trying to gain access to others' folders, files, logins, or passwords;
 - d. Damaging another user's work;
 - e. Installing, copying, or knowingly infecting a computer system with malware.
 - f. Installing illegal or unlicensed programs.
 - g. Hacking, cracking or attempting to access the system without authorization.
 - h. Installing shareware or freeware that is not authorized by the system administrator.
6. The use of profanity and obscenity is not tolerated on the school network. Students must use language appropriate for the school environment as indicated by school policy. Students will not use obscene, profane, lewd, vulgar, rude, or threatening language. Nor will they, through means of the Internet, harass or annoy others.

Online Safety

1. Users must not share personal information or that of others, such as addresses, telephone numbers, photos, images, videos, recordings, passwords, or email addresses, and understand that doing so can put themselves and others in danger.
2. Each student is responsible for safeguarding his or her password. Individual passwords should not be printed, stored online, or given to others. Users are forbidden from accessing the computer system with another user's password or account. Each user is responsible for all transactions made while he or she is logged onto a computer; this includes all transactions made by the user and anyone else who works on the computer via that user's password.
3. School of the Nations uses technologies that block or filter content on all networked computers as a security measure.
4. The network administrator, teachers, or other authorized personnel may deactivate filters to permit legal internet activities.

The Library

Our Library Program supports all curricular areas and aims to help students become enthusiastic, competent, lifelong learners. The Program is literature-based, and most skills are taught within the context of a subject area assignment. The Library Team conducts activities in cooperation with teachers, who reinforce specific reading, writing, listening, and speaking skills and teach students how to get and critically interpret information through print and electronic sources.

The School Library offers a suitable learning environment for all students, and students may use the Library to read, study (including online), and research. The Library may also be used for programmed learning activities such as movie sessions and presentations.

Besides projects planned with teachers, such as reading and literature circles, the Library also offers activities such as storytelling, puppet shows, films, and cultural activities. The Library Team is also responsible for organizing the annual book fair.

Library Curriculum

The School Library follows Common Core Curriculum standards and is aligned with the American Association of School Librarians Standards for the 21st Century Learner.

Books are selected to support learning activities and research according to the demand of the school community. The Librarian selects books by consulting catalogs, book publisher sites, bookstores, and other libraries. Library users may also suggest books to add to the collection.

Library Organization

Books are registered according to the Dewey Decimal Classification and cataloged using the Anglo-American Cataloging Rules 2 (AACR2) according to content, age level, and

(in English and Spanish) by Lexile Reader Measure <http://www.lexile.com/about-lexile/lexile-overview/>.

The School uses Follet's Destiny Library Manager <https://edn.follettdestiny.com>, allowing students to search the School Library catalog for physical copies of books and other materials held in the Library collection.

Library Resources

In addition to books and reference materials, the Library also has international magazine and newspaper subscriptions and broadband internet access for research purposes. The Library staff has all login information available.

Self-Selected Reading

The Library takes great care in helping students select books. Books are organized into grade- and age-appropriate sections and are color-coded to help guide students. In addition, Lexile levels help students choose books that are at a suitable reading level. Teachers, assistants, and librarians help guide students in their selections.

If parents wish to authorize their child to select books outside their grade and age level, they may contact the Library staff.

The Library staff works hard to ensure students choose books they will love and enjoy. Part of the Library curriculum and mission is to create lifelong learners with the power and knowledge to select Library materials independently. We encourage parents to be aware of what their children are reading and help them decide which books to read.

During class, students may go to the Library provided they have their teacher's permission or have requested and arranged a visiting time in advance. While in the library, students must follow the conduct listed below.

Challenged Materials

Members of our School Community may object to a selection, despite the care taken to select materials for student and teacher use.

Any concerned parent, guardian, or employee may challenge Library materials. The challenged material shall not be removed from circulation while the reconsideration process occurs. Upon request only, students may be denied access to the item if their parent or guardian objects to it.

All objections must be brought to the Head Librarian in a formal letter detailing the reasons for the objection. The complaint will be submitted to a committee composed of the Chief Teaching and Learning Coordinator, Section Counselor, Section Principal, and the Head Librarian.

The School committee makes the final decision as to whether any material is to be removed from circulation.

Library Conduct

When entering the Library, students must follow these guidelines:

- Help keep the environment orderly and pleasant.
- Leave all bags, backpacks, briefcases, and related items in the bins located outside the Library.
- Keep cell phones in silent mode at all times.
- Respect the Library space, the Library Team, colleagues, and Library users.
- Do not bring food or drinks or use any product that could damage tables or chairs (paint, glue, chewing gum, and candy).

Students must always return books directly to one of the librarians.

Early Childhood Library

The Early Childhood Library is open daily for scheduled class visits. Parents and family members are welcome to visit the Library from 7:45 to 8:10 a.m., and after school from 3:10 to 3:25 p.m. Weekly Library visits support literature in both English and Portuguese.

At the Early Childhood campus, students may check out two books at a time. Books may be checked out for a maximum of two weeks. Students can renew this period if no waiting list for the book exists. After this period, students should return all materials to the Library or renew the checkout period.

Main Campus Library

The Main Campus Library is open to welcome the School Community from 7:45 a.m. to 4:30 p.m. Monday through Friday. Grades 2–5 have regularly scheduled visits to the Library every week, and teachers in all sections may schedule to bring classes for extra support and different types of Library use. Students have free access to the Library and its services during breaks, lunch, and after school.

In Grades 2–12, students may check out up to three books at a time for a maximum of two weeks. Students may renew this period if no waiting list for the book exists. After this period, students should return all materials to the Library or renew the checkout period. A daily fine of R\$0,50 is charged for each overdue item in Grades 6–12.

The Main Campus Library offers access to broadband internet for students to conduct online research and access the Library's electronic resources through Follett Destiny.

Textbooks, Care for Books, Overdue Materials, and Fines

From Grades 6–12, students check out international textbooks loaned by the School Library to complement the study of subjects such as Math, Science, English, and Social Studies. The textbooks are usually loaned for the entire school year. Students are responsible for handling the books carefully, taking care of them, and returning all materials checked out in good condition by the end of the school year.

We encourage students to use folders or book covers on all loaned books and textbooks and to label them with their names and grade in case they are misplaced or lost. If students lose or damage a Library book or textbook, they are responsible for the cost of replacing it.

Under no circumstances may students check out a Library book or textbook if they have not returned overdue books or have not returned or paid for the prior year's books.

To normalize the Library account, the student or parent may replace the book with another copy of the same book or pay for the lost book and fines. If books are found and returned within sixty days after being charged, the student or parent may request a refund. Refunds should be requested by email only (library@edn.org.br). Parents or guardians shall receive a refund in the same form of payment originally used.

The Library is responsible for issuing a “No Fines Due & No Books Pending” document to students leaving the School permanently. According to the Library’s internal rules and the School Contract, parents and guardians must pay for or replace damaged or lost materials.

Sports Areas

During school hours, the use of sports areas must be reserved in the electronic agenda (Google Calendar). Reservations are subject to availability. After regular school hours, specific norms contained in the Use and Rental Contract (available from the Administrative & Finance Manager) must be followed.

Teachers’ Room

Each segment (Early Childhood Education, Grades 2–5, and Grades 6–12) has a Teachers’ Room. Teachers may use this area during their planning periods, breaks and lunch times. All teachers are responsible for the cleanliness and organization of this room.

Grade Book (PowerTeacher Pro Student Information System)

All teachers receive a password to access PowerTeacher Pro Grade Book for each class they teach. All teachers are required to post assessments (linked to benchmarks) and grades by benchmark and are expected to analyze student performance and modify instruction based on data from the Grade Book.

All teachers are required to take attendance daily on PowerTeacher Pro for every period they teach.

Teachers must register a brief description of all class content daily in the Class Diary in compliance with Brazilian law. Teachers will receive a template and guidelines for filling out Class Diaries from their Principal.

Bylaws and Policies

A copy of the school’s official bylaws, policies and regulations (School Regiment) is available from the School Records Office.

The School Regiment is the legal document approved by the Secretary of Education of the Federal District. All teachers must be familiar with its content. Teachers may discuss any questions or concerns they may have about the School Regiment with their Section Principal or the Pedagogical Coordinator.

If changes to School bylaws or policies are necessary, they must be approved by the Secretary of Education before they are implemented the following school year.

Educational Materials

Textbooks & Other Educational Support Materials

Most subjects employ a textbook that is carefully selected by teachers and Principals. Literature classes require novels and complementary anthologies to meet course objectives. Other reference books, such as guides or teachers' manuals, dictionaries and grammar books are available for teachers to use throughout the school year.

Teachers may ask for specific materials, for Art and Science, for example, through their Principals. The School sets a 15-day period for all purchases of educational materials (imported materials take longer).

Each Section has its own annual budget for books, textbooks and other educational materials. Because delivery times vary, we ask teachers to present their suggestions for the following school year to Principals by the beginning of February.

Selection of Materials—Criteria and Procedures

Material selection is constant and includes removing obsolete and inaccurate materials. Periodically, appointed staff members evaluate the existing inventory of materials and examine the need to update them to meet both curricular and student needs.

The Principal must approve any changes to and requests for educational materials before changing them or buying new ones.

The Principals and the Executive Director make the final decision whether to change or buy materials. They consider students' and teachers' needs as well as the budget.

Instructional materials must support and be consistent with the school's educational goals and generate a desire to question and explore topics.

When selecting new material, teachers should observe the following guidelines.

The material should:

- be consistent with curriculum standards and benchmarks;
- be current and meet standards of quality in content and presentation;
- be written or compiled by competent authors, editors, and publishers;
- be appropriate for the subject area, age, ability level, and development of the students;
- foster respect for minorities, ethnicities, men and women, and represent realistically a pluralistic society and the contributions of different groups of that society.

Teachers should keep in mind that textbooks support the curriculum; they do not determine it.

Classroom Organization

At the end of each class, teachers must erase the board, turn off lights, fan or air-conditioner, and have students return their desks to their original positions. Also, the teacher should turn off and put away all technology devices (doc cams, computers, etc.).

Teachers and students share the responsibility for classroom organization by keeping the floor and walls clean and keeping the desks and blinds in good condition.

Teachers are responsible for the adequate storage and security of books, materials and equipment.

Teachers should report maintenance requests, any damage to classrooms, equipment and/or furniture and repair requests or replacement of supplies, materials, etc. to the Section Secretary.

Classroom Parties

Early Childhood Education & Grade 1

On a student's birthday, parents and guardians should inform the School through the child's agenda and send something of the student's to be shared with his or her classmates during circle time (for example, baby clothes, a favorite toy, a family picture, etc.). This will be a special day for the child and will be celebrated in class with friends and the teacher. This celebration is internal.

In addition to this celebration, at the end of each month, the School provides a cake for the celebration. The presence of family members or other guests is not permitted during in-class celebrations.

In case of celebrations outside the School right after classes, we ask that the family contact the Section Secretary to receive the necessary guidelines to be followed. The Secretary will provide a list of telephone contacts of those students who are in the same grade as the student celebrating his or her birthday.

No food, presents, or other items should be sent to School to be given out to students. Invitations to birthday parties to be held at students' homes or other locations may be sent home via the student's agenda only if all students in the classroom are invited. If parents wish to invite only a few students to a birthday celebration, these invitations may not be sent via the agenda.

Grades 2-12

Parties of any kind, including birthday parties, are not permitted, with the exception of school-sponsored and school-organized celebrations. Short and informal birthday celebrations may take place in the cafeteria during lunchtime among classmates in Grades 6 to 12, without the presence of family members. For students in Grades 2 to 5, the commemoration may take place in classrooms. Please note that birthday cakes and other snacks will not be permitted due to allergies, dietary restrictions, and food sensitivities.

Invitations to birthday parties to be held at students' homes or other locations may be sent home via the student's agenda only if all students in the classroom are invited. If parents wish to invite only a few students to a birthday celebration, these invitations may not be sent via the agenda.

Students may not leave school as a group to any party held elsewhere during school hours. Parents are responsible for picking up their child at school and taking him or her to the party. In Grades 2 through 5, if a parent wants to provide transportation to his or her child's party, it is the parent's sole responsibility. Please remember that all students need to have written permission from their parents. To request this authorization, parents should send the permission slip with the birthday invitation.

The School does not provide permission slips or organize transportation.

Exam Supervision (Grades 6–12)

All teachers must help supervise exams. The schedule for exam supervision corresponds with teachers' weekly work schedule. During quarterly exams, teachers must be at the school during their regular teaching periods to oversee students taking exams. Teachers may ask their Principal to be free if they are not scheduled to supervise exams or to take part in Class Council meetings. Changes in the exam schedule may be negotiated with the Principal.

Materials & Procedures

Supply Room

On the Main Campus, the supply room is located behind Block G, near the gate at the rear entrance to the School. Only teachers, teacher assistants and monitors are allowed to make requests from the supply room. Teachers should not send students to pick up supplies or photocopies.

The following guidelines should be followed:

- The supply room is open from 7:30 a.m. to 4:30 p.m.
- Requests for materials must be made by filling out the necessary material request slip (available from the Section Secretary) and having it approved by the Principal.
- Staff members are not allowed to enter the supply room.
- Purchase requests must be submitted to the Section Secretary.
- Teachers should check with Section Secretaries for delivery times of all supplies, equipment, orders, etc.
- Teachers should report any unfulfilled requests to the Principal.

Photocopies

Only authorized personnel may use the school's copy machines. Requests for copies should be made in advance via email to the Section Secretary following the times given below.

When requesting photocopies, the following deadlines must be observed:

- Black and white copies—two business days
- Color copies—three business days
- Copies of books—five business days (copying entire books is a Federal Crime) Law 9.610/98 (Authorial Rights), February 19, 1998)
- Binding—seven business days
- Plastic—seven business days

School personnel who print personal documents must order and pay for the documents directly through the Supply Room.

Emergency Evacuation Plan

In case of emergencies, the Evacuation Procedures below will be followed.

- The Operations Coordinator or their delegate will activate the alarm system (school siren), signaling the need to evacuate.
- Students and personnel at the Early Childhood campus will meet outside the main entrance door in the parking lot or in the field at the back of the campus.
- The Emergency Team shall immediately help evacuate, give instructions, and maintain calm and orderly conduct among students and staff.
- The standard evacuation route at the main campus is Route A. Elementary students will go down the central corridor of the school toward the entrance to the courtyard. Middle and High School students will leave the school grounds through the back gate.

Inside Classrooms

The teacher should:

- line up the children.
- bring the class list of students.
- verify that all students exit the room calmly and quickly.
- verify that no student remains in the room.

Students, teachers, and all other personnel should go to the main hallway via the appointed escape route. If the escape route is blocked, take the nearest safe route.

Outside Classrooms but Inside the Building (including recess and lunch times)

- Go to the evacuation site by the route that allows the quickest evacuation from the building.

- Students without a teacher or assistant should join another evacuating class.
- Adults must check rooms and corridors on the way to ensure all children have been evacuated.

Outside the Building

- Go directly to the evacuation site.
- Do not reenter the building.
- Follow any instructions given by Emergency Team members.

Behavior during Evacuation

- Follow all instructions given by Emergency Team members.
- Students must follow their teacher's instructions.
- Talking is prohibited while going to the evacuation area or while the teacher is accounting for all students. All students, staff, and visitors must remain silent at these times. A signal will be given when talking is permitted.
- Classes should go to the evacuation site in single file.
- When going to the evacuation site, keep away from buildings.
- Any visitors, children separated from their class, or other individuals should be collected by an evacuating group and taken to the evacuation site.

At the Evacuation Site

- When students reach the evacuation site, they must line up in order of their grade level and group, for example, 3A, 3B, 3C, 4A...
- Elementary Students will line up at the internal lot next to the administrative building, following the guidelines indicated by School administrators.
- High School students will line up by grade level with their homeroom groups at the front patio located at the school's main entrance.
- Homeroom teachers or the teacher accompanying the Middle or High School class to the evacuation site will take the class roll and account for all students in the class.
- Section Principals will check with each teacher to verify that the roll call of the class is complete.

Professional Development

“Those teachers who are students of their own impact are the teachers who are the most influential in raising students’ achievement.”

John A. C. Hattie Quotes (Author of Visible Learning for Teachers: Maximizing Impact on Learning)

At School of the Nations, all staff members, and particularly educators, should be committed to lifelong learning and collaborating with team members to continually improve conditions for student learning. Ongoing professional development of our teaching staff is essential to providing optimal learning environments for students. Teachers are responsible for implementing the curriculum and serve as models for

students of the values and culture of the School. Teachers are the most significant key to students' success and well-being in the School.

Teachers are expected to remain up-to-date in their field of expertise by reading the latest research, attending webinars, doing action research, taking courses and workshops, and taking part in grade-level or department professional learning communities.

School of the Nation's Professional Development plans are aligned with the strategic goals and priority lines of action in our School Improvement Plan. We update the School Improvement Plan regularly to determine major areas for improvement and development in teaching and learning, curricular programs, and student services.

We consider research-based practices for effective professional development in designing and carrying out professional development. Effective professional development should result in improving teachers' instructional practices and student learning outcomes, as outlined below.

Effective Professional Development

Throughout the school year, the School offers job-embedded professional development through various means. Teachers meet with subject-area teams and in professional learning communities to study pedagogical topics, analyze data to monitor student performance, and set instructional goals. We host 'Teachers Teaching Teachers' sessions on several occasions, such as half-days on campus, that provide teachers a range of workshops from which to choose. We have various teacher leaders who serve as team leaders, instructional coaches, and facilitators in each section of the School. New teachers work with a teacher mentor with whom they can learn from and consult with as they adapt to their new roles, responsibilities, and routines. We strive for professionalism and high standards within an atmosphere of encouragement, collaboration, and support.

We offer two in-service weeks at School, one before the school year begins, held toward the end of July, and the other in January before the second semester begins. During at least one of our in-service weeks, we often invite top consultants and presenters to train teachers on relevant themes aligned with our school improvement goals. Selected consultants work with us over a multiyear period and become familiar with our School's particular needs and interests.

We have hosted three cycles of our School-sponsored, on-campus State University of New York, Buffalo (SUNY) Master's Degree Program. SUNY has designed customized programs for our staff and integrated hands-on practice into the graduate program.

To decide which professional development opportunities and courses to invest in, Principals and Facilitators of curricular subject areas collect data from teachers, students, and parents. They carefully consider the needs, strengths, and weaknesses of the programs of which they are in charge. The Educational Administrative Team, made up of Principals, the Teaching and Learning Coordinator, and the Executive Director, analyzes plans that involve large numbers of teachers or all teaching staff, such as workshops offered during pedagogical weeks.

Professional Development Guidelines and Funding

To allocate funds and time to professional development for teachers, we consider the following:

- Section priorities and training needed as set by the Principal
- In-service proposals that are aligned with the School Improvement Plan, reach the highest number of staff, and are local take priority over individual educational plans that take place in other cities, states, or countries
- Principals' recommendations of which teachers shall take part in external professional development for specific training and high-priority needs of the section
- Cost

Please note that sponsorship of teacher participation in external conferences is limited at this time because of the cost of travel and accommodations.

The Executive Administrative Team gives final approval for funding.

Examples of High-Priority Professional Development

High-priority professional development includes:

- Workshops, seminars, presentations, webinars, and courses that focus on the training and developmental needs of groups of staff members directly involved with instructional programs and curriculum development.
- Teacher and staff training that helps further current school development and improvement goals.
- Certification, licensure, or minimum postgraduate course requirements offered when a School staff member does not meet Cognia standards for international school accreditation or those of the Brazilian Ministry of Education.
- Training that allows an individual or group of school professionals to learn new skills, knowledge, or competencies to update, enrich, or expand course offerings and programs that directly impact student learning.

Individual Requests for Professional Development

Before requesting financial support from the School, staff members must consider the following criteria and discuss their professional development proposal with their Principals.

Does the proposal contribute to:

- ensuring that students use higher-order thinking skills to learn?
- ensuring teachers use highly effective teaching strategies to teach?
- increasing the effectiveness of the student assessment system, which is based on standards and benchmarks, by communicating student progress clearly and frequently?

- ensuring student success and accountability by developing skills to analyze, interpret, and use high-impact data systematically and effectively?
- ensuring organizational effectiveness and accountability by strengthening processes and systems to allow for the effective analysis, interpretation, and use of data?
- implementing deep learning in classrooms by developing an understanding of our holistic development of human capabilities?
- optimizing the use of technology by implementing developmentally appropriate educational programs, software, hardware, platforms, and devices in our institution?
- ensuring all stakeholders are promoting a socially and emotionally healthy school climate?
- strengthening the Service Program based on the core values of the School and the fundamental principles of the Bahá'í Faith?

The School does not guarantee funds to those who choose to present at external conferences. At times, groups of teachers want to present at the same conference, and if their proposals are accepted, the School grants them the necessary number of days off to participate. As much as possible, the School rotates opportunities among staff members to take part in regional and international conferences and workshops. Every attempt is made to provide professional development opportunities for all staff members over time.

All requests to use School funds for individual professional development, including those that are part of a teacher's contract, must be submitted to and approved by the Section Principal or Executive Director. The criteria for approval are based on the relevance of the training, its alignment with school improvement goals and section educational goals, and availability of budgeted funds.

All requests for School funding, even for pre-approved amounts, must be submitted to the Principal using the Professional Development Request Form, which shows the cost of the event or activity, transportation, and logistics. A copy of the Professional Development Request Form must be sent to the Business Manager and the Executive Director. The staff member requesting funds may suggest a preferred flight itinerary in economy class if traveling outside Brasilia.

If you have suggestions for professional development opportunities, please speak with your Principal.

Note: The Principal, Executive Director, and Business Manager will rate the Professional Development (PD) request using the following criteria when assessing and approving Professional Development requests.

- PD is not aligned with school or professional goals.
- PD is education-related but not strongly aligned to school or professional goals.
- PD is strongly aligned to the teacher's subject areas/specialty/role/ or the teacher's professional goals.
- PD is strongly aligned to the School's mission and focus areas or is required programmatic PD.

Expectations for Sponsored Professional Development

If the School paid for the training, staff members must give copies of all educational materials they receive while at outside conferences and workshops to their Principal or the Executive Director. Principals and Administrators shall leave copies with the Executive Assistant.

Staff members attending professional development or training paid for by the School, or who represent the School at congresses or seminars, must present what they learn to their peers after they return in consultation with the School Administration.

Staff members attending professional development training are representatives of the School. As such, staff should adhere to the guidelines outlined in the Faculty Handbook. Staff members are expected to model ethical and moral standards in their choice of words, attire, conversations, and interactions with colleagues.

Overview of Professional Development Opportunities at School of the Nations

	AS A PARTICIPANT	AS A FACILITATOR
Internal	Visiting Consultants In-Service Weeks (two each year) Half-days for Professional development Professional Learning Communities Teachers Teaching Teachers Internal classroom visits Collaborative Committees Book Study Groups	Team Leader Subject-area facilitator Faculty In-service Workshops Teachers Teaching Teachers
External	AASSA Conference Regional Conferences sponsored by AASB Subject-specific Teacher Training Subject-specific conferences, webinars, online courses, and workshops SUNY Master's Degree Program	AASSA presenter Presenter at other national and international conferences University professor Consultant for other schools

Policy Institute. Accessed August 20, 2020.

https://learningpolicyinstitute.org/sites/default/files/product-files/Effective_Teacher_Professional_Development_REPORT.pdf.

Supervision and Evaluation of Professional Staff

Professional staff members are expected to be ethical, competent and effective in their teaching and administrative work. A teacher's performance is essential to student learning

and to guiding them in reaching their potential; therefore, supervision and evaluation are continual and designed to help teachers and professionals reflect on their work, to grow professionally and to carry out the School's vision, mission and curricular goals.

Performance evaluation takes on a systematic approach in which a professional's work is observed from different perspectives such as planning, instruction, classroom management, communication, carrying out responsibilities and ethical conduct.

Supervision and evaluation is used annually, and is based on the Stronge Model. (See School of the Nations Professional Growth and Appraisal System Handbook).

Principals evaluate teachers each year.

Maintenance

Teachers are responsible for reporting to the Section Secretary any repairs necessary in classrooms or to equipment under their responsibility.

Maintenance requests must be given directly to the Section Secretary. Teachers should not ask maintenance personnel to carry out repairs.

End-of-Year Checkout Procedure

All staff members must fill out an end-of-year checklist before being officially dismissed for school breaks.

Checklists vary depending on the needs of each Section. Any lost, stolen, or damaged items are the financial responsibility of the person who signed for them.

Academic Programs

SECTION		GRADE	AGE*
Early Childhood Education	PYP Programme	Nursery 2	2
		Nursery 3	3
		Pre-K	4
		Kindergarten	5
Elementary Program		Grade 1	6
		Grade 2	7
		Grade 3	8
		Grade 4	9
		Grade 5	10
Middle School Program		Grade 6	11
	Grade 7	12	
	Grade 8	13	
High School Program	Grade 9	14	
	Grade 10	15	
	DP Programme	Grade 11	16
		Grade 12	17

International Baccalaureate (IB) Diploma Programme

School of the Nations is an authorized International Baccalaureate World School (IBWS), offering the IB Diploma and Certificate Programmes. The IBDP Program offers a rigorous, internationally recognized curriculum that encourages critical thinking, intercultural understanding, and a strong sense of global citizenship. Students benefit from the IB program by developing strong research, writing, and problem-solving skills while engaging in a holistic education that fosters academic excellence and personal growth. Additionally, the IB diploma is highly regarded by universities worldwide, enhancing students' prospects for higher education.

The IB DP is accessible to all high school students in grades 11 and 12, encouraging them to engage with a globally recognized college preparatory curriculum. In grades 9 and 10, students are challenged through a combination of core subjects and elective courses, designed to challenge students with rigorous content, helping them build the skills and knowledge necessary for success in the DP.

Full IB Diploma Programme (IBDP)

The International Baccalaureate Diploma Programme (IBDP) is a challenging two-year educational program for students aged 16 to 19, offering a balanced curriculum that promotes both academic rigor and personal development. Students complete assessments in six subjects, along with an extended essay, theory of knowledge course, and creativity,

activity, service (CAS) project, and are scored on a scale of 1 to 7 in each subject, with a total maximum score of 45 points; 24 points are required to earn the diploma.

Certificate Programme

The Certificate Programme allows students to take individual IB courses without enrolling in the full Diploma Programme. Students earn certificates in specific subjects upon completing course assessments and demonstrating their knowledge in those areas. This program provides flexibility for students to pursue rigorous IB courses while focusing on their strengths or interests without the additional requirements of the full diploma.

Flex-Time Achieve-Excel

Flex-Time Achieve-Excel is a specific period in the school schedule that enables students in Grades 9 through 12 to engage in academic support and independent study. This time is designed to accommodate students' diverse learning needs, offering both teacher-led interventions and opportunities for self-directed learning. It empowers students to take charge of their academic progress.

Study Hall

Middle School (Grades 6 through 8) offers additional academic support in English, Mathematics, and Portuguese from 3:25 to 4:05 p.m. The schedule for each subject is shared with students and parents at the beginning of each semester.

Moral Education & Global Citizenship

School of the Nations' Moral Education curriculum begins in Early Childhood and extends through High School. Each Program has a special feature, focusing on capacity-building involving peaceful coexistence and social intervention for a better world.

Habits of the Heart & Virtues for Life

From Nursery through Grade 5, we strengthen the teaching of values through the curricular models "Habits of the Heart" and "Virtues for Life." These models teach how to develop and apply values and virtues in one's personal life and among friends and family. They help enable children to get involved in community service projects. The curricula are designed to help children embrace the role of being an active participant in the development of personal values, which are experienced in social practice, that is, in the practical exercise of virtue in action.

Junior Youth Program (JYP)

Middle School–Grades 6 through 8

The period from 12 to 15 years of age is a special time in an individual's life, for it is during these years that young people begin to leave behind childhood and undergo deep transformation. By the age of 15, many of the thought patterns that will characterize one's endeavors throughout life have been consolidated; therefore, the period preceding this age is of special significance. During this time, adolescents are formulating the fundamental concepts about individual and collective life and are developing emotional coping skills,

interpersonal relationships skills, and daily habits. Young people at this age have much to say and contribute. Society often undervalues the potential and unique creative capacities of adolescents, thereby missing opportunities to help them cultivate a proper identity.

Our Junior Youth Program (JYP) aims to create the moral structures that will underlie the decisions and guide the actions of young people as they mature into young adults and become active members of society. Community service is at the heart of our JYP and serves as a concrete expression of what is possible when ideals are transformed into action.

Nations in Action

High School–Grades 9 through 12

High School students explore values and ethics necessary to take moral initiative and to assume caring and responsible roles as world citizens. Rather than defining moral behavior or virtues and instructing students how to apply them, Nations in Action aims to involve students in learning experiences that help awaken their inner sense of moral purpose, channel their energy, and focus their talents on changing the world for the better.

Nations in Action fosters students’ understanding of their dynamic role in constructing a peaceful, just, and sustainable global civilization. Through study and discussion, in addition to community service, Nations in Action actively engages students in developing healthy attitudes, conscientious habits, moral capabilities, leadership skills, and spiritual qualities—humility and empathy—to secure both personal and social change. Students involved in Nations in Action collaborate every quarter to create meaningful and creative service initiatives. Through the process of consultation, collaboration, planning, action, and reflection, students systematically plan and implement their ideas.

Curriculum

The curricular model consists of the following four steps:

1. Definition and revision of learning targets in terms of standards & benchmarks
2. Yearly planning and planning of instruction
3. Varieties of assessment
4. Record keeping, feedback and reporting

Learning Targets

Standards & Benchmarks

The School curriculum is structured in terms of standards and benchmarks. Standards define the overarching structure, which is the knowledge base and abilities to be developed in each subject area from Nursery through Grade 12.

Benchmarks are grade-level specific concepts, content and skills that, throughout the program of study from Nursery through Grade 12, build up the knowledge base described in the standards.

The curricula in Math and Language Arts (English, Portuguese and Spanish) are based on the Common Core Framework and adapted to meet the requirements of the Brazilian Ministry of Education and the unique context and profile of the student body of School of the Nations.

In Science, the School has adopted The Next Generation of Science Standards (NGSS).

Curricula in all other subject areas meet Brazilian Ministry of Education requirements.

A course syllabus is available for each course taught for each grade level. Teachers are responsible for following the sequence of the course content as defined in their curriculum maps.

Curricular documents are revised annually according to assessment needs. Curriculum review and modification is a formal process carried out by the Teaching & Learning Coordinator and Department Heads.

Lesson Planning

The completion of lesson planning is the teacher's responsibility. The Year Long Plan (Curriculum Map) is a distribution of benchmarks by quarters. Within the quarterly planning, benchmarks are distributed in units, which are planned using Understanding by Design (UbD). Units should cover 3 to 6 weeks. All teachers must prepare weekly lesson plans and send them by email to the Principal within the stipulated deadline (from Nursery II through Grade 12). Principals will inform teachers of their section-specific planning protocols.

Teachers are encouraged to work on at least one interdisciplinary project each semester with other teachers from different subject areas. Coordinators clarify the guidelines for developing such projects at the beginning of the school year. Often, teachers choose a common theme and then design a project that approaches it from various points of view (for example, literary, historical, geographic, scientific, mathematical, artistic, theatrical, etc.).

Assessment Policy

Introduction

Purpose

This Assessment Policy aims to articulate a coherent and unified approach to the assessment process at School of the Nations. This policy serves as a comprehensive guide for evaluating student learning and performance, ensuring that assessments are aligned with the curricular objectives and the broader educational goals of the School.

Scope

This policy applies to a wide range of stakeholders within School of the Nations community, including students, teachers, administrators, and parents.

This policy is an integral part of a set of policies. It is considered a living document and is reviewed annually. It was developed with the collaboration of a steering committee composed of the Executive Director, the Chief Teaching and Learning Officer, the Data Coordinator, the International Baccalaureate (IB) Coordinators, section Principals, the Admissions Officer, and Lead Teachers.

Alignment with IB Philosophy

In line with the International Baccalaureate's commitment to fostering globally-minded individuals, this Assessment Policy complements the IB's educational philosophy. It aims to support and promote the creation and analysis of assessments that are rigorous and fair and cultivate the skills and attributes outlined in the IB learner profile, which aligns naturally with School of the Nations' vision and mission.

The national standards for assessing students align well with both the IB's and School of the Nations' approaches. They all agree that assessment should be a continuous, iterative process. This process includes collecting and looking at information about how students are learning, which helps teachers improve their teaching methods. Further, these standards advocate using a diverse array of assessment tools. They also underscore the importance of giving equal consideration to both the outcomes of learning and the processes underpinning it.

Assessment in view of the School's Vision and Mission

Vision: School of the Nations strives to be exemplary among Brazilian and international schools for its commitment to world citizenship and for helping young people develop outstanding academic, ethical, and spiritual qualities and a clear understanding of their roles in building a better world.

Mission: Educate students to be world citizens based on standards of academic and ethical excellence to develop their capacities to know, love, and serve humankind.

The vision and mission of School of the Nations are aligned with the IB's assessment principles and practices through their shared commitment to developing reflective, ethical, and academically excellent world citizens who are actively engaged in their learning processes and prepared to contribute positively to the global community.

Principles of Assessment

Validity: Ensuring the Assessment Measures What It Is Intended To Measure

The cornerstone of our Assessment Policy is validity. Assessments are carefully designed to accurately measure the intended learning outcomes, aligning with both the curriculum and the broader educational objectives of School of the Nations. This ensures that assessments are both evaluative and diagnostic, providing valuable insights into what students know, understand, and can do with their knowledge and skills.

Reliability: Consistency in the Assessment Process

Reliability is another fundamental principle that underpins our assessment policy. Standardized grading criteria, rubrics, and other assessment practices help maintain

consistency in the assessment process. This helps ensure that assessments are dependable measures of student performance, regardless of the assessor or the timing of the assessment.

Fairness: Ensuring Equitable Opportunities for All Students

Fairness in assessment is essential. We strive to provide equitable opportunities for all students to demonstrate their learning. This includes making necessary accommodations for students with exceptionalities and ensuring that assessments are free of bias.

Assessment Practices

Comprehensive Understanding of Assessment

Assessment at School of the Nations is a multifaceted process involving collecting, discussing, and analyzing evidence from various sources. This comprehensive approach aims to deepen our understanding of student learning and inform instructional practices.

Formative Assessment

The primary goal of formative assessment is to facilitate ongoing learning of defined standards or benchmarks. It provides specific, timely, actionable, and relevant feedback to students, helping them identify their strengths and areas for improvement. Teachers also use this feedback to tailor their instruction to meet the learning needs of their students. In general, formative assessments are not graded but are instrumental in the learning process.

Summative Assessment

Summative assessments serve to evaluate student learning against defined standards or benchmarks. These assessments, which may include midterm exams, final projects, or presentations, are chosen based on the learning outcomes teachers expect students to master. While summative assessments are evaluative in nature, the information gleaned from them can also be used formatively to guide future learning and instruction.

Assessment Tools

To complement our evaluation methods, we use a variety of assessment tools designed to measure specific skills and abilities, or benchmarks, from the curriculum. These tools include:

- **Diagnostic, Formative, and Summative Evaluations:** These can be formal, objective, or subjective tests, quizzes, observations, and group papers.
- **Daily Systematic Observation:** Teachers observe student performance in real-time to make immediate pedagogical decisions.
- **Evaluation Portfolios:** A collection of student work that shows progress over time.
- **Individual Work and Group Research:** Assignments that may be completed individually or collaboratively.

- **Projects:** Long-term assignments that require a deep understanding of the subject matter.
- **Self-Evaluation:** Students assess their learning as part of the reflective process.
- **Other Pedagogical Activities:** These could include oral presentations, debates, and other interactive methods.

Each evaluation is structured on specific benchmarks; therefore, evaluations do not receive one overall grade but several, based on each benchmark assessed.

Grading Scale for Early Childhood and Elementary (Nursery to Grade 5)

The grading scale for Early Childhood and Elementary follows, with a minimum passing grade of Meets Standards (MS), which corresponds to 65 percent or higher.

AE – Achieves Excellence

Corresponding Percentage Range 97% – 100%

Students have surpassed the learning goals by completing all the requirements in a way that is particularly original, creative, innovative, and/or nuanced and demonstrates a deep-level mastery of the skill. At this level of mastery, students can easily perform independently. They usually go beyond the instructions and requirements set by the teacher as they are able to show deep understanding, application, and/or analysis related to the competency. Students use a variety of facts, examples, observations, and experiences in a sophisticated performance related to one or more learning objectives.

Students exceed mastery of the learning objectives.

- **Task Completion:** Students exceed the requirements in a way that is particularly original, creative, innovative, and/or nuanced, within the timeframe determined by the teacher.
- **Level of Autonomy:** Students perform independently to complete the task and/or reach the expected depth of understanding.
 - Students may help others develop their mastery of the learning objective.
- **Depth of Understanding:** Students are able to use facts, examples, observations, and/or experiences to demonstrate a conceptual, procedural, and metacognitive mastery of the learning objective.

PR – Meets Standards – Proficient

Corresponding Percentage Range 83% – 96%

Students have reached the learning goals by completing all requirements. At this level of mastery, students can perform independently. Students follow the instructions and requirements set by the teacher, and they are able to show conceptual and procedural understanding of the competency. Students use facts, examples, observations, and experiences to explain how they arrived at their understanding of each learning objective.

Students reach mastery of the learning objectives.

- **Task Completion:** Students follow the instructions and complete all requirements set by the teacher.
- **Level of Autonomy:** Students perform independently to complete the task and/or reach the expected depth of understanding.
- **Depth of Understanding:** Students are able to use facts, examples, observations, and/or experiences to demonstrate a conceptual and procedural mastery of the learning objective.

MS – Meets Standards

Corresponding Percentage Range 65% – 82%

Students have reached the learning goals by completing the basic requirements. At this level of mastery, students can perform independently. Students follow the instructions and requirements set by the teacher, and they are able to show conceptual understanding of the competency. Students use facts, examples, observations, and experiences to construct an understanding of each learning objective. Students must achieve a grade of at least an MS to pass.

Students reach mastery of the learning objectives.

- **Task Completion:** Students follow the instructions and complete the basic requirements set by the teacher.
- **Level of Autonomy:** Students perform independently with minimal teacher assistance to complete the task and/or reach the expected depth of understanding.
 - Students are able to realize when they need support to complete the task.
- **Depth of Understanding:** Students are able to use facts, examples, observations, and/or experiences to demonstrate a conceptual mastery of the learning objective.

ID – In Development

Corresponding Percentage Range 50% – 64%

Students have almost reached the learning goals due to unfulfilled requirements when it comes to knowledge or skill. At this level of mastery, students struggle with performing independently. Students partially follow, or misinterpret, the instructions and requirements set by the teacher, and they still are working toward showing conceptual understanding of the competency. Students use facts, examples, observations, and experiences to construct an understanding of each learning objective, but in an inconsistent manner.

Students are approaching mastery of the learning objectives.

- **Task Completion:** Students partially follow the instructions and complete most of the basic requirements set by the teacher.
- **Level of Autonomy:** Students' performance depends on significant teacher assistance to complete the task and/or reach the expected depth of understanding.

- **Depth of Understanding:** Students demonstrate a factual mastery of the learning objective.

NI – Needs Improvement

Corresponding Percentage Range 1% – 49%

Students are in the early stages of development when it comes to the learning goals. There is a collection of unfulfilled requirements when it comes to knowledge or skill. At this level of mastery, students cannot perform independently. Students cannot follow the instructions and requirements set by the teacher and, due to this, conceptual understanding of the competency is severely limited. Students are unable to use facts, examples, observations, and experiences to construct an understanding of each learning objective.

Students are in the early stages of mastery of the learning objectives.

- **Task Completion:** Students neither follow the instructions nor complete the basic requirements set by the teacher.
- **Level of Autonomy:** Students do not perform, even with teacher assistance, to complete the task and/or reach the expected depth of understanding.
- **Depth of Understanding:** Students do not demonstrate mastery of the learning objective.

NW – No Work

Corresponding Percentage 0%

The student has not submitted any work related to the learning objective(s), and therefore the teacher is unable to assess the student's competency.

Grading Scale for Early Childhood (Nursery to Kinder) for Specials:

The grading scale for Early Childhood (Nursery to Kinder) for Art, Music, PE, and Habits of the Heart is as follows:

- AC (Accomplished)
- ID (In Development)

Grading Scale for Middle School and High School (Grades 6–12)

The grading scale for Middle School and High School is as follows:

AE – Achieves Excellence

Corresponding Percentage Range: 97% – 100%

Students have surpassed the learning goals by consistently completing all the requirements in a way that is particularly original, creative, innovative, and/or nuanced and demonstrate a deep-level mastery of the skill. At this level of mastery, students can easily perform independently. They usually go beyond the instructions and requirements set by the teacher and consistently show deep understanding, application, and/or analysis related to the competency. Students consistently use a variety of facts, examples, observations, and experiences in a sophisticated performance related to one or more learning objectives. Students exceed mastery of the learning objectives.

- **Task Completion:** Students exceed the requirements in a way that is particularly original, creative, innovative, and/or nuanced.
- **Level of Autonomy:** Students perform independently to complete the task and/or reach the expected depth of understanding.
 - Students may help others develop their mastery of the learning objective.
- **Depth of Understanding:** Consistently, students are able to use facts, examples, observations, and/or experiences to demonstrate a conceptual, procedural, and metacognitive mastery of the learning objective.

HP – Highly Proficient

Corresponding Percentage Range: 90% – 96%

Students meet the standards at a high level. Highly Proficient students have reached and often surpassed the learning goals by often completing all requirements in ways that show significant originality, creativity and/or nuance and demonstrate significant mastery of the skill. At this level of mastery, students frequently perform independently. They often go beyond the instructions and requirements set by the teacher and often show deep understanding, application, and/or analysis related to the competency. Students frequently use a variety of facts, examples, observations, and experiences in a sophisticated performance related to one or more learning objectives. Students come close to exceeding mastery of the learning objectives.

- **Task Completion:** Students often exceed the requirements in a way that is particularly original, creative, innovative, and/or nuanced.
- **Level of Autonomy:** Students often perform independently to complete the task and/or reach the expected depth of understanding. Further, Students may help others develop their mastery of the learning objective.
- **Depth of Understanding:** Often, students are able to use facts, examples, observations, and/or experiences to demonstrate a conceptual, procedural, and metacognitive mastery of the learning objective.

PR – Strongly Proficient

Corresponding Percentage Range: 83% – 89%

Students meet the standards at a good level. Strongly proficient students have reached and occasionally surpassed the learning goals by completing all requirements in ways that demonstrate originality, creativity and/or nuance. At this level of mastery, students occasionally perform independently. Students follow the instructions and requirements set by the teacher and have sometimes gone beyond the instructions and requirements set by the teacher. They have also occasionally shown deep understanding, application, and/or analysis related to the competency. Students frequently use a variety of facts, examples, observations, and experiences in a sophisticated performance related to one or more learning objectives. Students show the potential to exceed the learning objectives.

- **Task Completion:** Students follow the instructions and complete all requirements set by the teacher.

- **Level of Autonomy:** Students perform independently to complete the task and/or reach the expected depth of understanding.
- **Depth of Understanding:** Students are able to use facts, examples, observations, and/or experiences to demonstrate a conceptual and procedural mastery of the learning objective.

SP – Satisfactorily Proficient

Corresponding Percentage Range: 75% – 82%

Students meet standards at an adequate level. Satisfactorily proficient students have reached the learning goals by completing all requirements. At this level of mastery, students can perform independently. Students follow the instructions and requirements set by the teacher, and they are able to show a satisfactory conceptual and procedural understanding of the competency. Students use facts, examples, observations, and experiences to explain how they arrived at their understanding of each learning objective. Students meet the learning objectives.

- **Task Completion:** Students follow the instructions and complete all requirements set by the teacher.
- **Level of Autonomy:** Students perform independently to complete the task and/or reach the expected depth of understanding.
- **Depth of Understanding:** Students are able to use facts, examples, observations, and/or experiences to demonstrate an adequate conceptual and procedural understanding of the learning objective.

MS – Meets Standards

Corresponding Percentage Range: 65% – 74%

Students meet the basic standards and requirements to pass the course, performing the basic operations and following instructions set by the teacher. They have a basic conceptual understanding of the competencies engaged during the course. Students are able to use facts, examples, observations, and experiences to construct an understanding of each learning objective. Students meet the basic learning objectives. Students must achieve a grade of at least an MS to pass.

- **Task Completion:** Students follow the instructions and complete the basic requirements set by the teacher.
- **Level of Autonomy:** Students can perform independently with teacher assistance to complete the task and/or reach the expected depth of understanding. Students are able to realize when they need support to complete the task.
- **Depth of Understanding:** Students are able to use facts, examples, observations, and/or experiences to demonstrate a conceptual mastery of the learning objective.

ID – In Development

Corresponding Percentage Range: 50% – 64%

Students have not reached the learning goals due to unfulfilled requirements regarding knowledge or skill. At this level of mastery, students struggle with performing independently. Students partially follow, or misinterpret, the instructions and requirements set by the teacher, and they still are working toward showing conceptual understanding of the competency. Students use facts, examples, observations, and experiences to construct an understanding of each learning objective, but in an inconsistent manner. Students are approaching but do not meet the basic learning objectives.

- **Task Completion:** Students partially follow the instructions and complete most of the basic requirements set by the teacher.
- **Level of Autonomy:** Students' performance depends on significant teacher assistance to complete the task and/or reach the expected depth of understanding.
- **Depth of Understanding:** Students demonstrate a factual mastery of the learning objective.

NI – Needs Improvement

Corresponding Percentage Range: 1% – 49%

Students are in the early stages of development regarding the learning goals. There are several unfulfilled requirements and standards regarding knowledge or skill. At this level of mastery, students cannot perform independently. Students cannot follow the instructions and requirements set by the teacher and, thus, do not demonstrate sufficient conceptual understanding. Students are unable to use facts, examples, observations, and experiences to construct an understanding of each learning objective. Students are in the early stages of their work and do not meet the basic learning objectives.

- **Task Completion:** Students neither follow the instructions nor complete the basic requirements set by the teacher.
- **Level of Autonomy:** Students are not able, even with teacher assistance, to complete the task and/or reach the expected depth of understanding.
- **Depth of Understanding:** Students do not demonstrate mastery of the learning objective.

NW – No Work

Corresponding Percentage: 0%

The student has not submitted any work related to the learning objective(s), and therefore the teacher is unable to assess the student's competency.

Assessment Roles and Responsibilities

At School of the Nations, teachers are entrusted with designing, implementing, and evaluating varied and authentic assessments that align with the curriculum and our school's educational objectives. Students are expected to actively engage in these assessments, collaborate with teachers, and use feedback for continuous learning.

Administrators oversee the implementation of the policy, provide necessary resources, and ensure alignment with the IB's educational philosophy. This triad of roles aims to create

a cohesive, transparent, and effective assessment environment that promotes academic integrity, continuous learning, and stakeholder engagement.

Teachers: Responsibilities in the Assessment Process

- **Curriculum Alignment:** Ensure assessments are congruent with the IB framework and specific benchmarks and standards, supporting the acquisition of subject-specific knowledge, skills, and conceptual understanding.
- **Assessment Design:** Create authentic, clear, and specific assessments. Use a variety of tools such as anecdotal records, checklists, portfolios, continuums, and rubrics to provide a comprehensive view of student learning.
- **Feedback Mechanism:** Offer timely and constructive feedback that reflects current learning and guides future learning endeavors, adhering to the principle of “feedback to feedforward.”
- **Collaborative Assessment:** Engage in a collaborative process with students for assessment development and evaluation, ensuring that both teachers and students demonstrate assessment capability.
- **Data-Driven Decisions:** Use data from assessments to inform instruction and improve learning.
- **Professional Development:** Participate in ongoing training to stay abreast of best practices in assessment, including those that align with the IB’s approaches to teaching.
- **Transparent Communication:** Maintain open and interactive dialogues with students, parents, and administrators about assessment expectations, deadlines, and outcomes.
- **Policy Review and Adaptation:** Participate in periodic review and adaptation of the assessment policy to ensure its continued relevance and effectiveness.

Students: What is Expected of Students

- **Active Engagement:** Actively engage in varied and authentic assessments that connect to real-world situations.
- **Self-Advocacy and Collaboration:** Collaborate with teachers in the assessment process and propose additional assessments when needed to demonstrate improved understanding.
- **Reflective Learning:** Use feedback for future learning and engage in self-reflection to improve.
- **Academic Integrity:** Uphold high standards of academic honesty in all assessments.

Administrators: Role in Overseeing and Implementing the Policy

- **Policy Oversight:** Ensure the assessment policy is in harmony with the IB philosophy and approaches to teaching and is uniformly applied across all educational levels and subjects.
- **Support and Resources:** Provide teachers with the necessary resources

and professional development to implement a range of effective and varied assessment tools and strategies.

- **Data Monitoring:** Regularly review aggregated assessment data for quality assurance and alignment with educational objectives.
- **Stakeholder Engagement:** Promote collaborative and interactive communication among teachers, students, and parents, especially during Class Council and 360 review meetings.
- **Policy Review and Adaptation:** Lead the periodic review and adaptation of the assessment policy to ensure its continued relevance and effectiveness.

Special Considerations

Accommodations: Provisions for Students with Special Needs

As stated in our Inclusion Policy, School of the Nations is committed to an inclusive educational model that aims to meet the needs of all students through Universal Design for Learning (UDL) practices and a Response to Intervention (RTI) structure. Our Learning Support Specialist collaborates with teachers, counselors, and other pedagogical team members to provide evidence-based practices that support all students, including those with special needs.

Accommodations and inclusive access arrangements are introduced to teaching, learning, and assessment to remove or reduce barriers to learning. They may be applied when certain conditions, such as long-term learning support requirements, temporary medical conditions, or the need for additional language learning, may prevent students from demonstrating their level of attainment.

Accommodations are offered to students as part of everyday learning and teaching, meaning they are used during classroom instruction, classwork and related activities, and tests. These arrangements are continuously monitored to ensure they remain the optimal support for that student. Separate classrooms, adapted assessments, a reader when taking tests and assessments, extended time or deadlines, the use of technological aids (speech-to-text, text-to-speech), and the use of calculators are examples of accommodations offered at our School.

To be eligible for accommodations, students must have at least one of the following documents: a psychological report, a psycho-educational report, a medical report, or educational evidence from the teacher or school. Educational evidence can include letters from teachers who taught the student, 360 review reports, samples of tests and assignments showing the request is necessary, or an Individualized Educational Plan (IEP).

For students to receive the necessary accommodations in standardized tests, students and parents must follow the specific procedures of the organization responsible for a given examination (that is, the College Board in the case of PSAT and SAT. When it is the school's responsibility to request accommodations in the student's name, the parent must authorize the request in writing and provide any additional documents as necessary.

Academic Integrity: Ensuring the Integrity of the Assessment Process

School of the Nations places a high value on academic integrity. Students are expected to adhere to principles of honesty in all academic endeavors, including homework, assignments, quizzes, tests, essays, and projects. Violations of academic integrity, such as cheating and plagiarism, are unacceptable and subject to disciplinary action.

Consequences for violations of academic integrity are tiered, ranging from corrective actions and resubmission of work for the first offense to more severe penalties, including mandatory parent meetings, among other actions for repeated offenses.

Students, parents, and teachers are encouraged to refer to the complete [Academic Integrity Policy](#) document for a comprehensive understanding of our academic integrity policy and the specific details regarding violations and their consequences.

Missing and Late Work Policy

School of the Nations seeks to foster responsible, independent learners who demonstrate a mastery of curriculum standards while developing essential life skills, such as time management, organization, and self-advocacy. This policy provides guidance on completing schoolwork, including formative, observational, and summative assessments, across all grade levels (Nursery through Grade 12).

This policy reflects best practices from global educational research, drawing on the principles of concept-based curriculum design and authentic assessment (Erickson, Lanning, & French, 2017; Wiggins & McTighe, 2005), formative assessment for learning (Wiliam, 2011), systems change and moral purpose (Fullan, 2014), and international standards frameworks such as AERO and the IB (International Baccalaureate Organization, 2018; Project AERO, 2019) and aligns with our commitment to student growth and mastery.

Scope

This policy applies to:

- All school sections: Early Childhood, Elementary, Middle, and High School.
- All forms of assessment: Observational (primarily for Early Childhood), Formative (ongoing feedback), and Summative (evaluations of mastery).
- All subject areas: Core academics, specials, electives.

Where age-appropriate adaptations are necessary, Teaching and Learning Coordinators, Section Principals, or the Chief Teaching and Learning Officer may clarify specific procedures. The underlying principles, however, remain consistent throughout the school.

Key Definitions

Observational Assessment (Early Childhood: Nursery - Kindergarten)

- Description: Real-time observations in authentic classroom settings, focusing on developmental milestones (cognitive, social-emotional, physical).

Teachers use anecdotal notes, checklists, and work samples rather than formal quizzes or tests.

- Purpose: To capture each child's progress holistically, inform individualized support, and gradually prepare students for more structured formative and summative tasks.

Formative Assessment

- Description: Ongoing, low-stakes checks of student understanding. Not counted in the final grade.
- Purpose: To guide instruction, provide feedback, and help students identify areas of growth. Examples include exit tickets, reflective journals, class discussions, or concept maps.
- Research Alignment: Following Dylan Wiliam's research, grading formative tasks shifts focus from learning to performance. By keeping these tasks ungraded, students are encouraged to take risks and improve through feedback (STAR: Specific, Timely, Actionable, Relevant).

Summative Assessment

- Description: A culminating evaluation of student learning, administered after sufficient instruction and formative practice. Summative assessments impact final grades.
- Purpose: To measure mastery of course benchmarks or standards at a given point in time. Examples include end-of-unit tests, final projects, research papers, or performances.
- Research Alignment: Draws on McTighe & Wiggins (Understanding by Design) to ensure authenticity and application of higher-order thinking skills.

Missing Work

- Any assignment not turned in by the due date and not accompanied by an approved extension or valid reason.

Late Work

- Assignments submitted after the published deadline but within an established makeup window (or an approved extension period).

"NW" (No Work)

- A placeholder in the gradebook for missing or incomplete tasks. Temporarily treated as zero until the student submits the work or until the makeup window/extension period ends.

Summative vs. Formative Tasks

- Formative assessment: Evidence collected during learning that teachers or students use right away to adjust what happens next, so learning improves.
- Summative assessment: Evidence collected after a period of learning to

summarize and certify what students have achieved—e.g., for grades, promotion, or external reporting.

Guidelines

Clear Deadlines & Developmental Responsibility

- **Early Childhood (Nursery - Kindergarten)**
Teachers and parents/caregivers primarily guide children's understanding of simple timelines and routines. Students learn basic organizational habits (e.g., following visual schedules). They are not independently responsible for meeting deadlines but instead gain exposure to what "on time" means.
- **Elementary (Grades 1–5)**
Students begin taking partial ownership of planning and submitting work. Teachers post or announce deadlines (e.g., Toddle), and parents provide structured support at home. Frequent reminders and visual cues are still used to help students learn time-management skills.
- **Middle & High School (Grades 6–12)**
Students are expected to track deadlines, plan projects, and submit assignments on time with minimal teacher prompting. This fosters higher levels of accountability, preparing students for future academic and professional settings.

"NW" (No Work) Placeholder

- If an assignment is not submitted by the due date, the teacher enters "NW" in the gradebook.
- Students still must complete the task. Once completed, "NW" is replaced with the grade earned, provided it is completed within the makeup window (see *Makeup Window and Extensions*). If the student does not complete the work within the makeup window, the NW will remain in the gradebook unless authorized by the Section Principal. The student then must complete a parallel recuperation activity, which will replace the NW in the gradebook.

No Automatic Grade Deductions for Late Work

- Grades measure mastery of learning objectives, not punctuality. Accordingly, late submissions are evaluated on their quality alone; no points are deducted simply for being late. This policy does not apply to external assessments (e.g., IB, MAP, SAT), which do not allow make-ups.
- Chronic lateness, however, triggers non-grade consequences (outlined in *Consequences and Interventions for Chronic Late Work*).

Makeup Window & Extensions

- **Standard Makeup Window:** Typically, up to one (1) week after the deadline for Middle/High School. Elementary teachers may modify this timeline (e.g.,

2–5 days) based on age appropriateness. Completion of work outside the standard window must be approved by the Section Principal.

- Extension Requests: If students anticipate conflicts (illness, family reasons, overlapping major tests), they must request an extension before the original deadline. Extensions are granted at the discretion of the teacher or principal.
- Unexcused Lateness: Students still submit their work within the makeup window, but repeated unexcused late submissions will lead to interventions or consequences outlined in *Consequences and Interventions for Chronic Late Work*.

Excused vs. Unexcused Absences

- Excused Absences: Illness, family emergencies, religious observances, or school events. Students receive one week from returning to school (or a teacher-approved timeframe) to complete missed work without penalty. If excused absences occur within the last week of the school year, this timeframe will be adjusted accordingly in consultation with the teacher and section Principal.
- Unexcused Absences: The “NW” remains until the work is submitted. All students are subject to the same one-week window. Chronic unexcused absences may involve administrative follow-up.

Major Assessments

- All major summative tasks must be completed to earn credit for the course.
- Missing a major summative will result in “NW,” which can convert to zero if not resolved within a set timeframe (one week or an approved extension).
- Teachers communicate with parents promptly (within two school days) if a major assessment is late, ensuring home-school collaboration to support the student.

Consequences & Interventions for Chronic Late Work

- Step 1: Teacher-Student Conference. Possible assignment of lunch/after-school study sessions to complete missing work.
- Step 2: Parent Notification. Official communication to parents/guardians will be sent if late submissions persist.
- Step 3: Counselor/Principal Meeting. Development of an academic improvement plan or “contract” outlining support strategies and student responsibilities.
- Step 4: Further Interventions. For repeated offenses despite interventions, the school may require mandatory lunch study sessions or additional disciplinary measures.

Retakes & Resubmissions

School-Wide Philosophy

School of the Nations recognizes that learning is an ongoing process. Retakes and resubmissions encourage a growth mindset by allowing students to learn from mistakes and demonstrate improved mastery. All such opportunities are granted within reasonable limits to maintain academic integrity and fairness.

Early Childhood & Elementary (Nursery–Grade 5)

Developmentally Appropriate Practice

- In Early Childhood (Nursery–Kindergarten), most assessments are observational or embedded in daily activities. Formal “retakes” are not typically scheduled because teachers regularly offer repeated opportunities for students to practice and demonstrate skills as part of their daily routines.
- In Elementary (Grades 1–5), summative assessments occasionally occur, but teachers still use formative checks and flexible re-teaching to ensure students have multiple chances to reach proficiency.

Teacher Discretion

- If a child struggles on a summative assessment in upper elementary grades, the teacher may allow a redo or resubmission.
- The specifics (e.g., revised deadline, alternative tasks) are determined by the teacher, who will communicate these options to both the student and parents.

Focus on Skill-Building

- Emphasis is placed on feedback and incremental improvement, rather than on a formal retake day.
- Parents are encouraged to collaborate with teachers when a student needs extra support or re-teaching before attempting a summative task again.

Middle & High School (Grades 6–12)

Building upon the school-wide philosophy, Middle and High School students have more structured guidelines for retakes and resubmissions of summative assessments. This ensures fairness, clarity, and accountability in a more rigorous academic environment.

Key Terminology

- **Makeup Work:**
Refers to homework, informal learning experiences, and/or formative tasks missed due to absence. Summative assessments are not covered under “makeup work” in this context. Per policy, if an absence is excused, students have up to one week after returning to submit missed work. For unexcused absences, teachers may still accept the work at their discretion, but students are not guaranteed a makeup opportunity.

- **Retakes:**
Covers summative assessments (tests, major projects, essays) that count toward a final grade if the student meets eligibility conditions. Mock exams or formal external assessments (e.g., IB Exams, ENEM-style practices under strict conditions) are excluded from retakes.

Eligibility & Conditions

1. **Who Can Request a Retake?**
 - a. Any student who failed the original summative assessment, or
 - b. Any student who missed the assessment day (excused or unexcused absence).
 - c. Students must initiate the request by emailing the subject teacher and copying (cc) the Middle/High School Principal. Teachers may recommend student retakes by emailing the student and copying the Section Principal.
2. **Grading Parameters**
 - a. **Failed Attempt:** If a student initially failed, they may retake the assessment, and the higher score replaces the lower.
3. **Timeline for Requests**
 - a. The email request must be sent to the subject teacher and Section Principal within one week of the original assessment date.
 - b. Assessments given during the final three (3) weeks of the semester are not eligible for a retake unless the student has a legally excused absence. If a student has not demonstrated mastery during this period, the matter moves directly to the school's recuperation process, which provides targeted support and an alternative pathway for meeting course expectations.
4. **Frequency Limits**
 - a. Students may request one retake per subject per semester.
 - b. Teachers may allow additional retakes if they believe it serves the student's educational needs (at their discretion).
5. **Modified Exam/Assessment Format**
 - a. For exams, the teacher will change the questions or modify the format to uphold academic integrity.
 - b. Project-based summative assessments require a new prompt or different criteria to reflect fresh effort.

Implementation & Communication

- **At the Start of Each Term:** Teachers clearly communicate which types of assessments are eligible for retakes/resubmissions, along with any deadlines or application procedures.
- **During the Semester:** Parents and students receive reminders regarding the policy and deadlines, especially before major tests or projects.

- End-of-Term Coordination: Teachers ensure that final retake sessions fit within grade-reporting timelines.

Roles & Responsibilities

Students

- Early Childhood–Kindergarten: Follow routines and instructions with teacher/parent guidance.
- Grade 1–5: Begin tracking tasks (with visual reminders), ask for help if confused, submit assignments within teacher-established windows.
- Grade 6–12: Independently manage and track deadlines, proactively communicate extension requests, and attend required support sessions if late work accumulates.

Teachers

- Post deadlines, assignment details, and expectations.
- Mark missing tasks as “NW” and replace them with a grade once submitted.
- Provide constructive feedback (STAR) and communicate with parents about patterns of lateness or missing work.
- Offer or coordinate supervision for late/makeup work sessions.

Parents and Guardians

- Support younger students in developing time-management skills (e.g., checking homework planners).
- For older students, oversee and encourage responsible behaviors, stepping in when patterns of lateness emerge.
- Maintain communication with teachers, primarily if extenuating circumstances affect deadlines.

Administrators

- Ensure consistent implementation of this policy across divisions.
- Approve extension requests in major or exceptional cases.
- Coordinate interventions for chronic or severe lateness or attendance issues.

Final Grade Calculation

Final grades are calculated based on the three most recent summative assessments of each benchmark. For purposes of clarity, observe the following example:

- Subject: Science
 - Standard 1
 - Benchmark 1 (Power Benchmark)
 - Benchmark 2 (Super Power Benchmark)
 - Benchmark 3 (Power Benchmark)

Suppose student A took three assessments for Benchmark 1 of Standard 1. His performance was graded as ID, MS, PR.

The degree of complexity of each summative assessment increases, so the third summative assessment, in which the student scored MS, is more complex than the first, in which the student scored ID. Because of this increasing level of complexity, when calculating the average for that specific benchmark, the most recent assessment accounts for 50% of the average, the second to last assessment, 30%, and the third to last assessment, 20%.

Now, imagine the teacher has given student A a fourth summative assessment for that same benchmark, and the student scored PR. Even though the student has four summative assessments (ID, MS, PR, PR) when calculating his current performance, the first grade is discarded, and now we will use only the three most recent grades (MS, PR, PR) for that benchmark.

As we can see, assessing students according to their most recent performance on a benchmark gives everyone involved in the process more clarity and a chance always to improve. Thus, in our example, the grade for the Standard will be based on the student's performance on the three benchmarks associated with it and their corresponding weight.

If student A has not met Standards in Science, for example, the student, the teacher, and the parents will know exactly which benchmarks require further work and development.

Reporting Periods

There are 4 (four) reporting periods for both grading and planning. Even though we are on a rolling gradebook, teachers still plan their units according to the logical sequence of presentation. Likewise, even though grades will always be available to students and parents on Toddle, there are 4 (four) official moments to report students' performance. These moments help students reflect on their current performance and make any necessary changes and adaptations. The same is true for teachers, who will use these moments to go over their benchmarks, students' current level of understanding and demonstration of mastery, and any changes in their instructional practice to ensure students' success.

Make-Up Assessments

Students who cannot take tests on scheduled dates must agree with their teachers on the best possible date to take their summative assessments. Teachers will schedule the date of the summative assessment and communicate the necessary information regarding the assessment. Students cannot choose which assessments they will take. However, teachers may exempt students from a summative assessment if they have demonstrated excellence in the benchmark being assessed.

Recuperation

In Brazilian education, "recuperation" is a structured system designed to help students who have not yet reached grade-level standards. Grounded in Brazilian legislation,

it ensures that every student receives additional opportunities and support to master essential content. Rather than a punishment or remedial step, recuperation is integral to a standards-based approach that focuses on each student's growth and success.

Throughout the school year, teachers, under the guidance of Section Principals, identify learning gaps and offer extra instruction and new assessments (called "parallel recuperation"). Students may also complete a "final recuperation" after grades are posted to demonstrate they have met critical benchmarks. Final Recuperation occurs after the fourth quarter final grades have been calculated and on a date specified by the School's Pedagogical Team. This process helps students stay on track academically and prepares them for the next school year.

End-of-Year Recuperation

The Grade with or Without Recuperation (Y2) is the mathematical mean between the Final Average Grade (Y1) and Recuperation Grade (R1), as shown below:

$$Y2 = \text{Final Average Grade with or Without Final Recuperation} = (Y1 + R1) / 2$$

Where:

R1 = Final Recuperation

Y1 = Final Average Grade before recuperation

Y2 = Final Grade with or Without Recuperation

If a student does not take final recuperation, R1 is null, and the formula applied is:

$$Y1 / 1 = Y2$$

Students who earn a Final Grade of of MS or 6.5 or higher after final recuperation will be approved (rounding of fractions is not allowed).

Academic Integrity Policy

Introduction and Purpose

In line with School of the Nations' Vision, Mission, and Student Profile and inspired by the IB Learner Profile, our school is committed to fostering an academic, moral, and ethical culture as an essential aspect of teaching and learning through professional development, instruction, modeling, inspiring, and preparing a "principled" school community.

We acknowledge our responsibility to support our students in developing academic integrity skills in teaching, learning, and assessment practices. We are committed to implementing, communicating, and reviewing this policy regularly in alignment with the IB's guidelines for academic integrity.

This Academic Integrity Policy was developed by a steering committee composed of the section counselors, section learning support specialist, Executive Director, Data

Coordinator, IB PYP and DP Coordinators, CAS facilitator, Extended Essay facilitator, section principals, librarian, and lead teachers.

Links to Other Supporting Documents

This policy aligns with other school policies and adheres to IB guiding documents, such as the [Programme Standards and Practices \(2020\)](#), [Academic Integrity Policy](#), [Academic Honesty in the Diploma Program](#), [Academic Integrity in PYP](#), [Academic honesty in the IB educational context](#), and [Effective citing and referencing](#), to ensure a consistent approach to academic integrity across all school activities.

Academic Integrity in Light of Our Vision and Mission

Vision: School of the Nations strives to be exemplary among Brazilian and international schools for its commitment to world citizenship and for helping young people develop outstanding academic, ethical, and spiritual qualities and a clear understanding of their roles in building a better world.

Mission: Educate students to be world citizens based on standards of academic and ethical excellence to develop their capacities to know, love, and serve humankind.

The vision and mission of School of the Nations aligns with the IB's academic integrity principles and practices through their shared commitment to developing reflective, ethical, and academically excellent world citizens who are actively engaged in their learning processes and prepared to contribute positively to the global community.

Key Terms of Academic Integrity and School Maladministration

We adopt the definitions provided by the IB for academic integrity, school maladministration, student academic misconduct, and conflict of interest. These definitions are integral to our understanding and application of this policy.

Academic integrity is a guiding principle in education and a choice to act responsibly, whereby others can trust us. It is the foundation for ethical decision-making and behavior in producing legitimate, authentic, and honest scholarly work.

School maladministration is defined by the IB as an action by an IB World School or an individual associated with an IB World School that infringes IB rules or regulations and potentially threatens the integrity of IB examinations and assessments. It may occur before, during, or after completing an assessment component or an examination.

Student academic misconduct is defined by the IB as deliberate or inadvertent behavior that has the potential to result in the student, or anyone else, gaining an unfair advantage in one or more components of assessment.

Behavior that may disadvantage another student is also regarded as academic misconduct. It includes any act that potentially threatens the integrity of IB examinations and assessments happening before, during, or after the completion of the assessment or examination, paper-based or on-screen. This includes behavior in school, out of school, and online.

Plagiarism is defined by the IB as the representation, intentionally or unwittingly, of the ideas, words, or work of another person without proper, clear, and explicit acknowledgment. Unless indicated and acknowledged, the use of translated materials is also considered plagiarism.

Collusion is defined by the IB as supporting academic misconduct by another student, for example, by allowing one's work to be copied or submitted for assessment by another.

Duplication of work is defined as the presentation of the same work for different assessment components or Diploma Program requirements.

Conflict of interest occurs where an individual's ability to exercise judgment or act in one role is, or could be, impaired or otherwise influenced by their involvement in another role or relationship. The individual does not need to exploit their position or obtain an actual benefit, financial or otherwise. The potential for competing interests or a perception of impaired judgment or undue influence can also be a conflict of interest.

Roles and Responsibilities of All Members of the School Community as Preventive Measures for Academic Misconduct

School of the Nations understands that all members of the school community, including the ELT, teachers and assistants, students, and parents or legal guardians, are responsible for upholding the values of respect and trust. Therefore, it is School of the Nations' responsibility to ensure that a common understanding is developed, communicated, and followed. The School also recognizes the differences in student development at different ages as we teach age-appropriate "good" practices to prevent academic misconduct.

Early Childhood and Elementary PYP Academic Integrity Practices

At the Early Childhood Education (ECE) and Elementary Level Education (ELE), our curriculum is designed to incorporate the principles of academic integrity, anchored in the fundamental values of honesty, trust, fairness, respect, and responsibility. These values are nurtured through diverse learning experiences provided throughout the school year.

Our educators employ age-appropriate literature and narratives as tools to introduce and explore essential concepts. This includes fostering a deep understanding of research methodologies, with specific emphasis on digital citizenship. This approach is critical in establishing a strong foundation for academic integrity from an early age.

The curriculum encompasses various topics aimed at reinforcing these principles. These include, but are not limited to, the importance of acknowledging sources, the appropriate use of references and citations, and an understanding of cheating, plagiarism, and copyright. Additionally, it covers ethical considerations, intellectual property rights, licensing, fair use practices, and the concept of public domain. These topics are presented in a manner that is accessible and engaging for students, ensuring a comprehensive and age-appropriate learning experience.

Grades 6–12 Academic Integrity Practices

In middle and high school, we emphasize the importance of academic integrity, which encompasses values and skills essential for excellence in teaching, learning, and

assessment. All members of our school community are expected to fully understand the principles of honesty, trust, fairness, respect, and responsibility, contributing to a culture of trust and respect.

We provide students with the support to comprehend the significance and importance of academic integrity and to avoid academic misconduct. Our curriculum integrates instruction on citing sources and acknowledging external materials, ensuring students develop proper citation and research skills as an integral part of their education.

Students, parents, and teachers are informed about the consequences of academic misconduct, highlighting its potential impact on students' academic paths and future career opportunities. Additionally, all community members are well-informed about the appellate process, including when and by whom appeals may be made, ensuring transparency and fairness in matters related to grading.

Roles and Responsibilities of the Educational Leadership Team

School of the Nations' ELT shares the role and responsibility of ongoing professional development to implement and maintain an awareness campaign and a commitment to reinforcing the understanding of and skills necessary to ensure academic integrity. This campaign will have a greater, more lasting impact as this policy and the practices implemented are predicated less on emphasizing penalties and more on ensuring understanding and skill.

Roles and Responsibilities of Program Coordinators and Principals

The PYP and DP Coordinators, supported by the Principals, are essential in ensuring the adherence to the IB standards and practices and the ultimate success of the IB programs at School of the Nations. In their respective sections, the IB Coordinators and Principals shall:

- Ensure teachers are trained and that ongoing collaboration with them is maintained to create effective systems for reporting, collecting, and managing portfolios and an assessment calendar for both internal and external assessments and their demands;
- ensure that all school and IB policies are applied fairly and consistently;
- ensure compliance regarding secure storage of confidential IB materials and the conduct of examinations, as set out by the corresponding IB policies.
- ensure that all teachers have access to current subject guides, teacher support materials, etc., as well as rules and regulations to require strict compliance;
- refer to and follow the good practice for investigations guide in cooperation with the IB in the event of an unprecedented or extraordinary incident of school maladministration or student academic misconduct.

Roles and Responsibilities of Teachers and Assistants

To prevent inconsistencies, the ELT and Nations' teachers will collaborate and ensure a common understanding through professional development. This will include requiring all teachers and instructional assistants to:

- develop an understanding of academic misconduct and maladministration as

well as model appropriate citing and referencing of information following IB and MLA citation guidelines;

- develop age-appropriate grade-level, department, and subject examples of academic misconduct for training and instructional purposes;
- present to and practice with their students the expectations of academic integrity at the beginning of each academic year or as often as needed;
- model academic integrity (e.g., by citing all sources on handouts, slideshows, etc.);
- be given guidance and support through [a tiered protocol for reporting](#) and appropriate response when and if infringement arises;
- respond to school maladministration and support the school's and IB's investigations;
- give opportunities and feedback to students for understanding and skill improvement;
- work with the IB coordinators to follow IB and School of the Nations' protocol in maintaining the integrity of examination materials.

All Nations' teachers and assistants are expected to read the Academic Integrity Policy and sign [this declaration](#).

Roles and Responsibilities of School Librarians

As school libraries and librarians are essential in giving learners the best chance to succeed, librarians are responsible for:

- familiarizing themselves with academic integrity and collaborating with the ELT, teachers, and instructional assistants to uphold expectations;
- staying up to date with new research, referencing tools and applications, and citing and referencing;
- teaching and modeling academic integrity (e.g., by citing all sources on handouts, slideshows, etc.);
- reporting academic misconduct to the appropriate Head of Department as the first point of contact, and, depending on the transgression, ultimately communicate to the IB Coordinators and the High School Principal and High School counselor to maintain a record;
- vetting and sharing trusted sources of information such as School of the Nations' databases;
- responding to questions about copyright and other ethical matters.

All Nations' librarians are expected to read the Academic Integrity Policy and sign [this declaration](#).

Roles and Responsibilities of Students

In accordance with Nations' vision, mission, and the IB Learner Profile, each Nations' student shall be instructed in and expected to exhibit an age-appropriate manner to:

- produce authentic pieces of work, individually and collaboratively;

- contribute fairly and as equitably as possible to all collaborative work;
- use information technology and social media responsibly, especially in light of recent Artificial Intelligence (AI) developments;
- produce evidence in the creative and/or research process, including a record of sources and the dates they are referenced;
- use appropriate note-taking and paraphrasing techniques;
- use a variety of sources to vet multiple sources and perspectives;
- attribute sources correctly, acknowledging the words, ideas, and images of others;
- seek guidance from teachers, instructional assistants, librarians, advisors, and/or coordinators;
- use academic integrity resources such as MLA guides, plagiarism checkers, and Google Citations tools;
- use time-management skills and strategies to avoid last-minute submission of assignments and assessments;
- cite and reference appropriately copied, adapted, paraphrased, and translated information from others;
- abide by the IB requirement not to discuss IB examinations and questions for 24 hours following examinations;
- safeguard work and avoid sharing it to prevent others from copying;
- avoid receiving too much assistance from parents or legal guardians and tutors;
- avoid creating false data, documents, and signatures;
- report any academic misconduct of a classmate.

Beginning in Grade 9, students are expected to read this Academic Integrity Policy and sign [this declaration](#).

Roles and Responsibilities of Parents and Legal Guardians

Parents and legal guardians are also critical in the community to understand and support academic integrity. Likewise, they have a role and responsibility to:

- read and/or be instructed by School of the Nations about the Academic Integrity Policy,
- demonstrate their understanding and support of the policy annually,
- sign School of the Nations' Academic Integrity Policy each academic year to confirm their agreement to abide by this policy, especially as the policy might require updates,
- encourage their children to seek assistance from competent members of the school staff,
- contact teachers, instructional assistants, librarians, counselors, administrators, and/or PYP and DP coordinators for clarification and support,
- avoid providing too much assistance in the completion of their children's work,

- communicate with tutors about honoring expectations of this academic integrity policy.

To ensure consistent understanding, all Nations' parents and legal guardians are expected to read this Academic Integrity Policy and sign [this declaration](#).

Consequences of Academic Misconduct

Students at School of the Nations are expected to abide by the fundamental principles of honesty concerning their academic work. Students are expected to put forth their best effort, whether individually or collaboratively, in doing homework, daily assignments, quizzes, tests, essays, research papers, and projects. Plagiarism, collusion, and duplication of work undermine students' ability to realize their full academic potential, destroy trust between teachers and students, and compromise other students' academic standing.

The following constitute School of the Nations' responses to academic misconduct, including plagiarism, collusion, misconduct, communication regarding the content of an examination, and duplication of work, as defined in section 4 of this policy.

Procedural Consequences for Plagiarism

At School of the Nations, plagiarism is further categorized as either technical or intentional. The distinction between the two is explained below.

The distinction between Technical Plagiarism and Intentional Plagiarism

Technical plagiarism is using ideas or words from other people or sources but failing to cite correctly and give credit when credit is due; it is done unintentionally.

Technical Plagiarism may include

- Paraphrasing poorly
- Citing poorly
- Confusing what is considered common knowledge and what needs to be cited.

Intentional Plagiarism is purposely claiming you produced work that you know was developed or written by someone else.

Intentional Plagiarism may include

- Creating false citations
- Copying and pasting information from another source without citing it
- Pretending that an instant translation is one's work.
- Allowing someone else to write the paper or do the work.

Consequences of Student Misconduct in the PYP

Every case of student misconduct will be treated on an individual basis and will be discussed by the teacher and the section principal.

The main goal for Academic Integrity in the PYP is to establish consequences that redirect students to successful learning of the core values of honesty, trust, fairness, respect, and responsibility and to prepare them for Middle School expectations. Consequences for Plagiarism and Collusion in the PYP are described below.

First offense for PYP

- The student will do the work again and will be asked to reflect orally with the teacher on why what they did was wrong.

Second offense for PYP

- The teacher will ask the student to write a reflection on academic integrity, and the PYP Coordinator will be informed.
- The student's parents will be informed by reviewing and signing the student's reflection.
- The student will complete the work again, with the maximum possible grade of MS.

Third offense for PYP

- The student will meet with the teacher and the Section Principal, and/or the PYP Coordinator.
- The student's parents will participate in a meeting with the Section Principal.
- Appropriate disciplinary action will be taken, up to and including a grade of NW on the assignment.

Consequences of Student Academic Misconduct in Grades 6-12

Every case of student academic misconduct will be treated on an individual basis and will be discussed by the teacher and the section principal.

The main goal for Academic Integrity in Grades 6-12 is to establish consequences that redirect students to successful learning of the core values of honesty, trust, fairness, respect, and responsibility and to prepare them for higher education. Consequences for student academic misconduct, including plagiarism, collusion, and duplication of work, are described below.

First Offense for Grades 6-12

The student will meet with the teacher outside class to discuss errors in the citation or concerns with plagiarism (may take place at study hall, after school, at the end of class, etc.).

- The student will meet with the teacher outside class to discuss errors in the citation or concerns with plagiarism (may take place at study hall, after school, at the end of class, etc.).
- The student may correct the errors in citation or issues with plagiarism and re-submit the assignment for full credit.
- The teacher will notify the school administration via email to document the offense.

- Parent contact is possible.

After the first technical offense, the next offense becomes intentional (considering the student has already had a personal conference and opportunity to look closely at the issue).

First Offense for Grades 6-12

- The student will meet with the teacher to discuss the offense.
- The student may re-submit the work.
- The student may be required to complete other work as the Administration deems necessary.
- The student will receive up to Meeting Standard (MS) for his or her work if the steps mentioned above are taken.
- The teacher will notify the school administration via email to document the offense.
- Parent contact is possible.

Second Offense for Grades 6-12 and the DP Program

- The student receives an NW on the assignment and must submit another assignment determined by the teacher.
- The teacher will notify the school administration via email to document the offense.
- Parent contact is obligatory via email or a phone call.

Third Offense

- The student receives an NW on the assignment and must submit another assignment determined by the teacher.
- The teacher will notify the school administration via email to document the offense.
- Parent contact is obligatory via email or a phone call.

Procedural Consequences for Collusion in Grades 6-12 and the DP Program

The student who copied and the student who allowed their work to be copied will write a two-paragraph reflection explaining what they did and why it is wrong according to academic misconduct and redo the assignment.

If the transgression is repeated, the student who copied will be given a grade of NW.

Procedural Consequences for Duplication of Work in Grades 6-12

Duplication of work is defined by the IB as the presentation of the same work for different assessment components and/or DP requirements.

School of the Nations will follow the same procedures and consequences for collusion.

Procedural Consequences for Misconduct

Misconduct, as defined by the IB, includes taking unauthorized material into an examination room, disruptive behavior, and communicating with others during the examination.

If a Nations' student fails to comply with IB conduct during an examination by:

- not surrendering any unauthorized material;
- exhibiting disruptive behavior;
- exchanging, passing, obtaining, or receiving verbal or written information;
- removing secure materials such as examination papers, questions, or answer booklets from the examination room;
- impersonating an IB candidate - impersonator and person allowing impersonation; or
- failing to report an incident of academic misconduct.

the invigilator (i.e., proctor) will report the transgression to the respective Program Coordinator, and the Program Coordinator will follow the steps outlined in the IB "Good practice for investigations" section outlined in the IB Academic Integrity Policy.

Communication of the Content of an Examination

Communication of the content of an examination is defined by the IB as a breach when and if an IB student communicates with anyone outside of their school community within 24 hours before or after an examination.

If a Nations' student fails to comply with this expectation, when the respective Program Coordinator learns of this infraction, they will follow the IB "Good practice for investigations" section outlined in the IB Academic Integrity Policy.

Pattern of Absence for Assessments

If a Nations' student shows a pattern of absences for summative assessments, compromising their integrity and creating an unfair situation with classmates, such behavior will be treated as a matter of seeking academic advantage.

School of the Nations will follow the same procedures and consequences for collusion and duplication of work.

Appeals Process for a Nations' Student and Family

In High School, students have the right to appeal decisions made by the High School Principal. This involves filing a request with the Executive Director of the School within fifteen days of the date of disclosure of any decision. The full process for this is outlined in the Parent-Student Handbook.

Students have the right to have a parent, peer, or teacher present in any discussion of a problem or incident, particularly if the consequences are especially significant.

Works Consulted and Resources

Following the principles of this policy, we would like to acknowledge our appreciation and use of other schools' academic integrity resources in preparing our Academic Integrity Policy. The schools include the American International School of Budapest, Beacon School, the NES International School of Mumbai, and West High School in Salt Lake City, Utah.

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School of the Nations Artificial Intelligence Policy

Purpose and Scope

The Artificial Intelligence (AI) Policy at School of the Nations provides clear guidelines for the ethical and effective use of AI tools in education, ensuring they enhance learning experiences while protecting student privacy and maintaining academic integrity. This policy applies to all students, teachers, administrators, and staff.

Definitions

- **Academic Integrity:** A guiding principle in education and a choice to act responsibly, whereby others can trust us. It is the foundation for ethical decision-making and behavior in producing legitimate, authentic, and honest scholarly work.
- **Artificial Intelligence (AI):** The capability of a computer or robot to perform tasks commonly associated with intelligent beings, such as learning from data, pattern recognition, and decision-making.
- **Bias:** AI tools are trained on data from the internet, which is not always fair or balanced.

- **Citing AI:** When citing AI, provide the name of the tool(s), how you have used it, and the date utilized.
- **Deep Fakes:** Synthetic media in which a person in an existing image or video is replaced with someone else's likeness using AI techniques.
- **Generative AI:** AI models that generate content such as text, images, and audio, exemplified by tools like ChatGPT.
- **Hallucination:** When AI tools provide incorrect or made-up information.
- **Plagiarism, Collusion, and Duplication of Work:** The misrepresentation, intentional or unintentional, of the ideas, words, or work of another person without proper acknowledgment. Supporting academic misconduct by another student and presenting the same work for different assessments.

Guiding Principles

- **Alignment with Educational Standards:** Ensure AI use aligns with the International Baccalaureate (IB) Policies, the Nations Profile, and educational standards as defined by the Student-Parent Handbook and Faculty and Staff Handbook.
- **Ethical Use:** Promote ethical use of AI, ensuring fairness and avoiding bias. Creating or distributing deep fakes is strictly prohibited and will result in disciplinary action according to the school code of conduct.
- **Data Privacy and Security:** Protect student data in compliance with local regulations and international standards.
- **Transparency:** Maintain transparency in the use of AI tools and their impact on learning and assessment.
- **Academic Integrity:** Uphold academic integrity by preventing plagiarism, collusion, and duplication of work and promoting responsible use of AI tools.

Appropriate Use of AI Tools

- **Educational Enhancement:** Identify assignments and assessments where AI tools can be beneficial with teacher approval. AI should be used to support learning outcomes and not replace critical thinking or creativity.
- **Assistive Technologies:** Leverage AI tools to support students with exceptionalities, including text-to-speech, speech-to-text, predictive text, image generation, and other adaptive technologies.
- **Research and Information Gathering:** Use AI tools to gather information and generate ideas for projects, ensuring proper citation and evaluation of AI-generated content. AI tools should be used to complement traditional research methods.
- **Critical Analysis of AI Outputs:** Teach students to critically analyze AI-generated content for accuracy, bias, and relevance. Students should be encouraged to cross-check AI outputs with reliable sources and use critical thinking skills to evaluate the information.

Steps for Using AI Tools

- Check with your teacher: Confirm if the assignment, homework, or assessment can be completed with the support of a Generative AI tool.
- Evaluate the initial output to see if it meets your intended purpose and needs.
- Verify facts, figures, quotes, and data using reliable sources to ensure there are no hallucinations or biases.
- Edit your prompt and ask follow-up questions to have the AI improve its output.
- Revise the results to reflect your unique needs, style, and tone. AI output is a great starting point but should not be a final product.
- Track your interaction: Document your interaction with the AI tool by cutting and pasting the interaction into a document that you can share with your teacher.
- You are responsible for everything you create with AI. Always be transparent about how you have used these tools.
- Cite the use of the tool: Use proper citation formats, such as MLA, when submitting your work. Example: OpenAI. (2023). ChatGPT (Mar 14 version) [Large language model]. <https://chat.openai.com/chat>.

Guide for Students on Using AI

Can I use AI to...

- **Help me get started on an assignment?** Yes, but ask your teacher and check the handbook to ensure it is acceptable.
- **Help me improve on what I've already done?** Yes, use an appropriate AI tool and track your work.
- **Explain an idea in simpler terms or in a different way?** Yes, but double-check your work for hallucinations and bias.
- **Help with my research and find facts, quotes, or resources?** Yes, but use a generative search tool like Perplexity to lower inaccuracies. Also, cite the use of the tool, describing how you used it.
- **Fully complete an assignment for me?** No, if AI is doing the work for you, you are not learning. Try another approach.

Academic Integrity

- **Plagiarism Prevention:** Educate students on the ethical use of AI. Students should be trained to distinguish between appropriate and inappropriate use of AI-generated content.
- **Clear Guidelines:** Provide explicit guidelines on what constitutes appropriate use of AI in assignments and assessments. Define the boundaries between acceptable AI assistance and academic misconduct.
- **Monitoring and Consequences:** Monitor AI use and establish clear consequences for misuse. Students should be aware of the repercussions

of violating AI use policies, including consequences for technical and intentional plagiarism, collusion, duplication of work, and unethical use, such as creating or distributing deep fakes.

Usage Guidelines for Students

- **Ethical Use:** Students must use AI tools ethically and responsibly, avoiding plagiarism and unauthorized assistance on assignments. AI should be a tool for enhancing learning, not a shortcut to completing work.
- **Citing AI Sources:** Any use of AI-generated content must be properly cited. Students should be taught how to credit AI tools in their work.
- **Privacy Protection:** Students should not input personal or sensitive information into AI tools. They must be aware of the potential risks of sharing personal data.
- **Compliance:** Adhere to all school policies and teacher guidelines regarding AI use in the classroom. Students should seek clarification from teachers when unsure about AI usage policies.

Usage Guidelines for Teachers

- **Educational Purpose:** Teachers should use AI tools to enhance educational outcomes and personalize learning experiences. AI should be used to support instructional goals and improve student engagement.
- **Privacy and Security:** Protect student data and ensure compliance with privacy laws when using AI tools. Teachers must ensure that AI tools used in the classroom adhere to data protection regulations.
- **Ethical Considerations:** Model ethical AI use for students and integrate discussions on AI ethics into the curriculum. Teachers should address potential biases and ethical dilemmas associated with AI.
- **Professional Development:** Participate in ongoing training to stay updated on best practices and advancements in AI technology. Teachers should continually improve their AI literacy to effectively integrate AI tools into their teaching.

Integration in Curriculum and Instruction

- **Lesson Planning:** Teachers can use AI to enhance lesson plans, create interactive content, and provide personalized feedback. AI should be used to diversify teaching methods and support differentiated instruction.
- **Formative Assessment:** Use AI for real-time feedback, adaptive assessments, and identifying student learning gaps. AI tools can help create quizzes, provide instant feedback, and track student progress.
- **Active Learning:** Encourage the use of AI in promoting critical thinking, creativity, and collaboration among students. AI can be used for simulations, role-playing activities, and problem-solving exercises.

Examples of Appropriate and Inappropriate Use

- Appropriate Use:
 - Explain topics in a way that works for me.

- Help me brainstorm and explore ideas.
- Help me study for an upcoming assessment.
- Provide feedback on my work for areas of improvement.
- Inappropriate Use:
 - Not asking for permission to use AI tools.
 - Completing an entire assignment, homework, or assessment.
 - Not reviewing my work for hallucinations or inaccuracies.
 - Not tracking or citing my work with AI tools.
 - Creating or distributing deep fakes.

Tutoring Policy

Teachers are prohibited from tutoring their own students.

School facilities may not be used for private classes or tutoring.

Teachers who have their own tutoring business, educational services or camps are not permitted to advertise their services on campus. Teachers are not permitted to tutor paying students on campus. The Executive Director may, however, make exceptions and authorize tutoring such students on campus if she or he considers it necessary or beneficial to the student and School.

Pedagogical Meetings

Conferences

Individual meetings with parents take place in October (between the first and second quarters) and in April (between the third and fourth) as set out in the school calendar.

Other individual meetings with parents may be scheduled at the request of parents or teachers at any time throughout the year. Parents are invited to attend general meetings, such as Open House and Section parent meetings, at the beginning of each semester.

All teachers must attend all parent-teacher conferences listed in the school calendar.

Class Council

The Class Council is a collegiate body of an advisory and deliberative nature with didactic-pedagogical purposes. The Class Council meets four times a year at the end of each quarter and counts on teacher participation and that of the Pedagogical Team, the Principal, and the Guidance Counselor.

The role of the Class Council goes beyond deciding whether students pass or fail. It aims to find which areas of student performance as well as teaching and institutional strategies can be improved.

The Class Council is responsible for:

- analyzing students' academic performance, based on evaluation outcomes, considering diligence, social-emotional factors, behavior and indicators of potentialities;
- analyzing and emitting conclusive opinions as requested by the Principal and/or the Executive Director;
- identifying students who present outstanding or inadequate academic performance, proposing alternatives which promote the best interest of the student;
- discussing students who need to do academic recuperation and their grade-level promotion or retention;
- verifying whether learning targets (standards and benchmarks) have been achieved, analyzing the use of adequate instructional methods and strategies that enable students to develop competencies and abilities contained in the school curriculum;
- deliberating cases of grade-level promotion and advancement of studies;
- evaluating the work of teachers and educational specialists through the analysis of results obtained by a given class of students;
- opining on the disciplinary Code of Conduct according to the norms outlined in the School's bylaws and policies;
- implementing the decisions made by the Class Council;
- recording the deliberations of the Class Council meetings in meeting minutes.

Any decision made by the Class Council that conflicts with the teacher's opinion on the advancement of a student will be recorded in the meeting minutes.

Class Council meetings are held regularly, at minimum once per quarter, but the Pedagogical Coordinator or Section Principals may call them at any time, as needed.

Pedagogical Team & Teacher Communication

Memos & Bulletins

Memos and important news are sent to all teachers by email or bulletin. They contain important information, reminders, dates, announcements, etc. Teachers are expected to check their email daily to keep informed about Section news and events.

Teachers must inform the Section Secretary and Human Resources Department of any changes to their telephone and cell phone numbers, residential addresses, and email.

Meetings

Teachers are expected to attend weekly after-school and in-school meetings as well as all other meetings called by the Administration. These meetings provide teachers the opportunity to discuss academic issues with their Principals, to meet with other Educational Administrators and to discuss or take part in professional development.

Teachers are encouraged to suggest discussion topics depending on personal interest or need. In general, meetings are held in English for foreign-hire teachers and in Portuguese for local teachers. Some meetings are bilingual or translation is provided. Compensation for these meetings is included in the teacher's salary.

Punctuality is expected. Teachers who miss the Monday meeting without good reason have 1 hour deducted from their salary for each meeting missed. Teachers unable to attend a Monday meeting must notify their Principal in advance and are expected to be aware of and act upon all issues discussed in the meeting.

Teachers are encouraged to schedule meetings with parents whenever necessary to provide them with important updates and feedback on their child. The teacher may contact the parent by phone or email.

Extra Meetings Outside Regular Schedule

Teachers may be called to meetings whenever necessary. If called, teachers will be paid for each meeting they attend. These meetings provide excellent opportunities for professional development as well as involvement in the school's academic activities. Meeting attendance and participation is considered during teacher evaluation.

Deadlines

Teachers are expected to meet all deadlines set by the school such as submitting exam content and quarterly exams, maintaining official records, providing comments on report cards, and entering grades into the school's web-based student information system. Failure to meet deadlines will affect the teacher's overall evaluation and she or he will receive a written warning.

Extracurricular Activities

Qualified teachers can participate as a coach, assistant coach or instructor in the many extracurricular activities the School offers. To teach sports, you must hold a degree in Physical Education. Teachers who do not hold a degree in Physical Education and wish to coach a sport may apply for an assistant coach position through the Physical Education Department.

After School

The After School Department manages the After School Program (ASP). It organizes sign-ups, cancellations and changes in students' After School activities. The department also keeps the waiting list for activities that are full at any given time.

Parents are encouraged to direct any questions about the Program to the After School Coordinator by email. With the approval of the Executive Director and Administrative Manager, the After School Program Coordinator organizes new activities and expands the Program when possible. The After School Program Coordinator also manages ASP staff including monitors and trainees who work during ASP hours.

Clubs and Study Halls are not organized by the ASP. They are planned and coordinated by their respective section coordinators. Questions about clubs and Study Halls should be directed to the respective Section Principal.

School Teams

School Teams is a Program offered to students in Grades 9 through 12. Student-athletes represent School of the Nations at local and national sports events and tournaments. This Program promotes the use of sports as a tool to encourage teamwork and discipline and helps students learn to overcome challenges and difficulties. Students may choose from basketball, soccer, and volleyball. Practice begins at 4:30 p.m. Once enrolled, students receive an Athlete's Manual and sign a term of responsibility.

Student Supervision

Teachers are expected to actively supervise students in the area to which they are assigned, for example, events in the auditorium or sports court during which teachers must accompany their students.

Active supervision means continuously assisting, directing, advising, and correcting students without being told or asked to do so. Active supervisors help students follow school rules and solve problems.

It is essential to student safety that teachers actively supervise students during all activities. Being passively present in one's assigned duty is not active supervision.

Learning Support

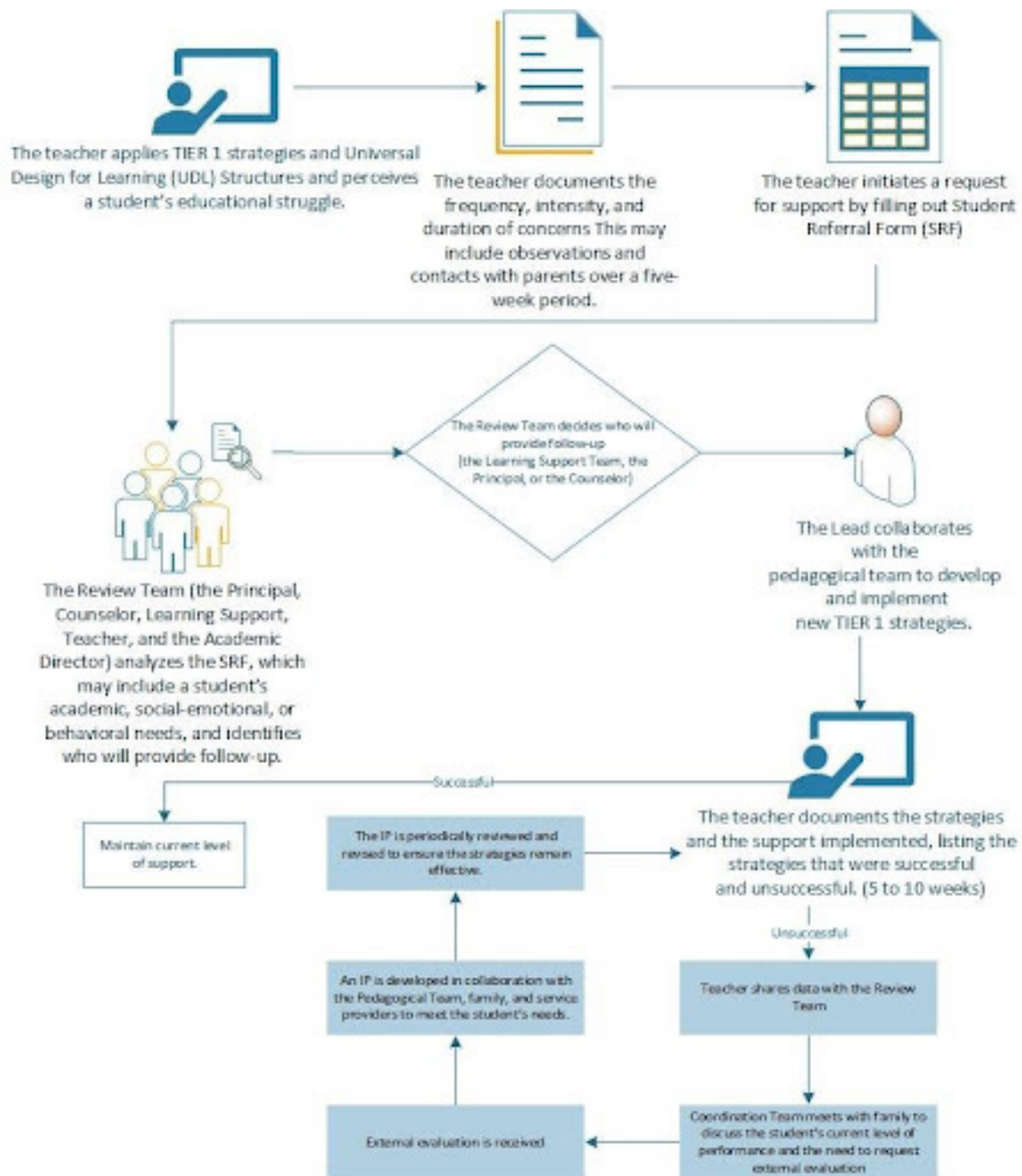
Procedures to Recommend Students for Learning Support

It is important to understand the referral process and how it works. The referral process involves recognizing that there may be issues surrounding a child's learning that require the collective attention of a group of educators. It will require professional inquiry about a child's learning and commitment to share responsibility and accountability for designing and implementing strategic interventions.

The referral may come from the mainstream teacher, a Learning Support Specialist, the family, or, in some cases, the student. A Student Referral Form (SRF) should be completed describing and detailing the specific interventions that have been tried before any such referral is made.

*No staff member has the authority to make a medical or psychological diagnosis of a student regarding the identification of their special need.

If the teacher has a concern about a student's learning, behavior, or social or emotional development, the following steps should be followed:



Testing Accommodations

Accommodations do not change standards or benchmarks. The student is still responsible for showing grade level proficiency.

1. Examples of Classroom Accommodations
 - Preferential Seating
 - Prompts to stay on task/get started
 - Copy of class notes provided
 - Shortened assignments
 - Changes to layout of assignments/notes

- Instructions repeated
- Check for understanding
- Resources and materials
- Instructional Strategies

***Classroom accommodations should be made available in every course including academic and nonacademic classes.*

2. Common Testing Accommodations may include but are not limited to:

- Extra Time
- Separate Setting
- Small Group Setting
- Directions read aloud
- Questions read aloud
- Oral Responses
- Breaks
- 1 page at a time
- Bigger font
- Typing
- Answers written in test booklet

***Testing accommodations should be made available in every course including academic and nonacademic classes.*

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Chapter 3

Behavior

“Be a teacher of love in a school of unity.”

Creating a Positive Learning Environment

Every word and action in school should be directed toward helping children advance morally and academically. Teachers are expected to model ethical and moral standards in their choice of words, curricular themes and content, attire, conversation and interaction with students and colleagues.

Character development is as important as academic training and excellence. Teachers are expected to support and participate in the moral education programs for them to be effective in bringing about desired changes and outcomes in student behavior.

Teachers are expected to create a positive, supportive and fair classroom environment and to use “teachable moments” to inspire and educate their students in regards to proper, safe and ethical behavior. Teachers should also make a conscious effort to emphasize what students are capable of doing and becoming. Teachers should seek to maintain a friendly, loving and warm relationship with all students and staff members.

Each teacher and staff member represents the School and is, therefore, expected to conduct him or herself in a positive manner. Sensitivity toward and respect for the cultural diversity of staff and student body are of utmost importance. All teachers are held accountable and subject to Brazilian law. The school is not responsible for individual actions that conflict with the law.

To provide a moment of reflection and reverence at the beginning of classes, teachers are strongly encouraged to use inspirational texts, quotes, and prayers from a variety of religions and great thinkers.

It is the teacher’s obligation to be aware of, understand and enforce the rules and policies listed in school Section manuals and agendas.

Teachers should not discuss personal problems with their students or news that is not appropriate for the students’ age or that is politically biased.

Smoking is prohibited on school property. The possession or use of drugs, alcohol, narcotics or stimulants is prohibited and will result in immediate dismissal. Please remember that the teacher is a reference to students in terms of behavior and values.

Teachers must start and end classes on time and avoid allowing students to leave the classroom during class. Students must not be dismissed early.

Classroom Expectations

During the first week of class, teachers must communicate class procedures, routines and expectations, including grading criteria and the quarter/semester content to students. Teachers who have a homeroom should post this information in their classroom.

The School asks that teachers begin classes with a short introductory activity (2 to 5 minutes) such as bell work, a sponge activity, review questions, etc. Research shows that bell work is an effective classroom management technique that fosters on-task student behavior and good study habits.

Discipline in the Classroom

Please see the Discipline Policy in Section 7.

Language in the Classroom

Teachers who give class in English must use English only with students both inside and outside the classroom. Concern as to the kind of language used in the classroom should always be present in a teacher's daily routine. Teachers are expected to show respect toward all students through their speech and manners and vice versa. Sarcastic or ironic remarks should be avoided at all times. Teachers should openly discuss with their students the use of appropriate language in the classroom and the importance of avoiding the use of put-downs and verbal bullying. Kidding or casual jokes can cause embarrassment. Most of the time, no harm is meant by a casual joke, yet certain students may be offended by a comment that is seemingly harmless. It is important to show sensitivity to students' cultural diversity; otherwise, it may lead to misunderstandings and uncomfortable situations. Teachers should not use inappropriate language such as slang or profanity on school grounds. Good humor and spontaneity are encouraged when done in good taste and in a balanced fashion.

Communication with Parents

Any concern regarding a student's academic performance or behavior should be communicated immediately to the Section Administration.

Several standard form letters, which teachers can use to inform parents of difficulties their son or daughter is having in a class, are available. Emails and phone calls are other effective options.

All inappropriate student behavior, including date of occurrence and specific details, must be recorded on the appropriate forms available through the Section Administration. These documents can be used for reference in meetings with parents, Principals and psychologists.

Teachers can request to meet with a student's parents whenever they feel it is necessary. In meetings with parents, teachers are strongly encouraged to emphasize what the student does well initially and, only afterwards, address negative aspects of student behavior or academic performance. All points discussed in meetings with parents must be noted and provided to the Section Administration.

All letters, memos or written communications sent to the school community (including students and parents) must be edited in Portuguese and English and must be approved by the Principal.

Grade-Level Monthly Newsletters

Teachers in Early Childhood and Elementary must share with parents on a monthly basis a newsletter with summarized, important and relevant information and photos. Section Secretaries are responsible for sharing the template with teachers.

Workflow & Procedures

Remember to:

Keep document size small (10K or smaller)
Always use Calibri 12 point font (Elementary)
Always use Comic Sans 12 point font (ECE)
Share short, positive, relevant information.
Share group photos of academic activities.

1

Meet with teachers from your grade to gather and summarize important information and pictures to share with parents.

2

Format the newsletter. It's time to put everything together. Remember to have the final document approved by your Principal.

3

Send your newsletter to your Principal and Section Secretary by the 10th of the month. Print a single copy to share with your students.

Personal Conflicts

Conflict among staff members should be resolved ethically and professionally according to School values.

Confidentiality

Teachers have access to confidential information that affects a student's academic and personal life; therefore, sharing student data or other information involving a student or regarding internal school operations with parents, guardians, or staff members who are not directly involved with the issue is expressly prohibited. Confidential information includes, but is not limited to, any academic, emotional, or behavior difficulties of

students, as well as personnel information, contract or salary information, or any other data deemed confidential. No teacher of the school shall release names, addresses, or phone numbers of students or staff without prior authorization.

Dress Code/Attire

Professional attire reflects the image of our school and has a direct relationship to the level of confidence that parents place in the Pedagogical Team; therefore, teachers are expected to dress professionally. Early Childhood teachers and staff must wear the school uniform for safety purposes.

Informal and/or provocative clothing (tight, short, low-cut) caps, T-shirts with inappropriate slogans, and footwear (flip-flops or beach sandals) or clothes that leave the midsection exposed are not allowed on school grounds.

Teachers are required to dress formally for special occasions and parent-teacher conferences.

Chapter 4

Employment Contracts, Rights & Benefits

Advance Payment of Salary

The School does not provide advance payment of salary.

Thirteenth Salary

A thirteenth salary, stipulated by Brazilian Labor Law, is a bonus equivalent to one month's salary.

The employee receives the thirteenth salary in proportion to the number of months she or he has worked during the current year. The bonus is paid in two installments during the school year. The first is paid by November 30 of the current school year and the second by December 20.

The first of two installments of the thirteenth salary may be paid in advance in July through October if school finances permit. The employee must request early payment of the first installment of their thirteenth salary by email at recursos.humanos@edn.org.br from June through September between the 1st and 10th day of the month.

If an employee terminates his or her employment, she or he will receive the proportion of the thirteenth salary and vacation pay due when his or her employment contract was terminated.

Work Days

The school follows a 200-day school calendar as stipulated by Brazilian law and includes several Saturday in-service days during which teachers and staff must work. The school closes for all national Brazilian holidays and all Bahá'í Holy Days. Classes usually begin in late July and end in mid-June. A four to five-week mid-year recess occurs from late December to mid-January.

Vacation

After twelve consecutive months of work, the employee earns the right to a vacation period in the following proportion:

- Thirty consecutive days if she or he has not been absent more than five days of work without justification;

- Twenty-four consecutive days if she or he has had between 6 and 14 absences without justification;
- Eighteen consecutive days if she or he has had between 15 and 23 absences without justification;
- Twelve consecutive days if she or he has had between 24 and 32 absences without justification.

The employee can miss work without such absence affecting his or her salary if the absence is justified for one of the following reasons: (Please see the complete list in the section on Excused Absences.)

- illness or health issue—must be justified by a doctor's signed note;
- death of a spouse, parent, child, or legal dependent;
- for marriage, up to three consecutive days;
- for the birth of child, five consecutive days;
- to donate blood, one day every 12 months of work;
- to work in an election, up to two days;
- for the period necessary to comply with Military Service requirements;
- for the period necessary to complete jury duty.

Vacations are calculated according to the time an employee has worked at the school. According to Brazilian Labor Law, an employee acquires the right to vacation after completing 12 (twelve) months of work. The maximum time permitted to take the vacation is 1 (one) year and 11 (eleven) months.

A bonus equal to $\frac{1}{3}$ of the employee's monthly salary is paid along with vacation pay.

Vacation pay and vacation bonus is made according to the following criteria:

- "Vacation" means that the employee has 30 consecutive days off and is paid prior to the vacation period.
- The period in which vacation may be taken is decided by the Employer.
- The vacation period should not be confused with scheduled school recess periods. Thus, the employee will only be paid the regular salary for the month.
- As stipulated by Brazilian law, employees receive an amount equivalent to $\frac{1}{3}$ of their monthly salary when vacation is taken. This amount is in addition to vacation pay.
- If a teacher is hired at the beginning of the school year (August), she or he will have the right to vacation in December the following school year. If a teacher leaves at the end of the same school year, she or he will receive a proportional vacation payment with her or his last paycheck.

Extra or Additional Hour Pay

Extra or Additional Hour Pay

Hours worked that are not on a staff member's schedule or the School calendar will be considered extra hours or bank of hours. Such hours shall be determined through a prior written agreement in which the hours must be justified and approved by the Section Principal and the School Administration. The written agreement must be communicated to the Human Resources Department before the employee works extra or additional hours. This policy also applies to extra and additional hours required for travel.

- Extra hour work and payment are not determined by staff members. All extra hours must be justified and approved in advance by Section Principals, Human Resources, the Administrative and Finance Coordinator, or the Executive Director.
- Staff members may stay at School after scheduled work hours only with prior approval of the above-mentioned administrators. Hours that are not approved will not be paid.
- Employees in administrative positions (that is, Assistants, Monitors, Inspectors, and office positions) may accumulate a given number of extra hours toward a bank of hours. These hours will be compensated in July through extra recess days. Employees are allowed to work two extra hours per workday only.

Any questions about how these extra hours are compensated may be directed to the Human Resources Department accompanied by the letter of authorization from the Section Principal.

No more than the equivalent of one workweek of extra hours may be accumulated in this bank.

Leadership and Manager Positions: Extra Hour Pay

According to Article 62 of Brazilian Labor Law (CLT), Principals, Assistant Principals, Heads of Department, Coordinators, and Counselors are considered to hold a "position of trust," that is, special responsibility, and leadership. Those holding these positions are not considered eligible for extra hour pay. They do not follow a controlled schedule and it is expected that they support School activities such as trips, extra activities, and events after school hours.

Bank of Hours (Administrative Staff Only)

These are the hours worked in addition to the regular work day, which cannot exceed 2 (two) hours a day from Monday through Friday and which are valid only for the School Year in which they are accumulated. Every new School Year will begin with zero hours in the bank of hours.. The hours worked in addition to the regular work day must be justified and approved in advance by the Section coordinators/Principals and the School Administration.

During school holidays in June and July, employees in administrative positions have the right to one week of recess. Those who have credit in their 'bank of hours' may extend

their recess into the following week according to the equivalent number of days for which they have credit; however, only up to two weeks of recess will be granted. You must confirm all extended periods of recess with your direct supervisor through Human Resources.

Employees in maintenance and cleaning will take their recess in another period because of maintenance that needs to be done at School during this time. Recesses for administrative staff shall be established by the head of each department to ensure a rotation plan is in place to guarantee the department will continue to fulfill all demands and expectations during school breaks.

Always confirm your period of recess with Human Resources.

Maternity Leave

The period for maternity leave is 120 days. It is the doctor's decision as to when the employee is permitted to be absent from work according to current legislation. The employee must present to the school the doctor's justification for absence within 48 hours from the date and time it was emitted.

After the 120 days of maternity leave, the employee may solicit a 15-day leave to nurse. The employee must present the doctor's note for the 15-day leave of absence within 48 hours from when it was emitted.

Payment of Salary

Staff and faculty are paid thirteen salaries per year, plus one third of their monthly salary as a bonus when they take vacation. Staff receive their salary on the last business day of the current month. The thirteenth salary is paid in two installments in November and December.

Staff who are paid a "Weekly Respite Allowance" (*Descanso Semanal Remunerado* in Portuguese) and who, without formal justification, did not fulfill their full workload the previous week, lose their right to receive the Weekly Respite Allowance.

Punctuality, Assiduity, Absences, and Medical Leave

Staff members must sign in and out using the My HR app on their phones or the attendance clocks located at the Entrance, in the hallways, or in their Section. Support and Administrative staff must also sign out for lunch and sign back in after lunch. Punctuality is a legal, administrative, and disciplinary norm. Employees must communicate all foreseeable lateness and absences to their direct supervisor in advance.

Absence due to illness must be justified in writing and signed and stamped by a doctor. The doctor's note must be given to the Human Resources Department and Principal within 24 hours after that date stamped on the doctor's note. A legible copy must be sent by email to recursos.humanos@edn.org.br

If the employee does not present an official doctor's excuse justifying the absence within 24 hours, Human Resources will deduct the days absent from the employee's pay. Written justification for a doctor's appointment alone justifies the absence but does not give an

employee the right to receive payment for time missed from work. Such justifications should be sent to the Principal's secretary and Human Resources.

Employees who submit a doctor's note excusing them from work for four days or more must receive authorization from the School-approved clinic. Human Resources provides the form to go to the School-approved clinic.

The employer pays for sick leave of up to fifteen days. Social Security (INSS in Portuguese) covers the entire period of absence caused by illness or accidents from the sixteenth day forward (if the employee has formally requested the benefit from the INSS). Upon termination of the period covered by sick leave, the employee must provide written, signed medical justification approved by the clinic contracted by the School. Human Resources will provide guidance on procedures.

On returning from INSS medical leave, the employee must receive a medical examination from the School-approved doctor to be authorized to return to work.

A false or fraudulent medical report is a serious misdemeanor that can lead to dismissal with just cause.

All unjustified absences (not provided for by Law) are deducted from the teacher's pay or the administrative employee's hours.

Accidents and Injuries

Any incident or accident within the School, on the way home from School, and from home to School must be reported to the employee's Principal and to Human Resources within 24 hours.

Disciplinary Warnings and Suspension

Absences and delays by employees, acts of indiscipline, or non-compliance with the employment contract harm students and the School. Therefore, they are grounds for a verbal warning*, written warning**, suspension***, or dismissal with just cause.

Verbal warning—refers to a verbal reprimand for absenteeism or insubordination to invoke a commitment and sense of responsibility implied in the employment contract and by the job function. The warning is both instructive and disciplinary in nature.

Written warning— is similar to its verbal counterpart but documented and recorded in the employee's record. The written warning registers the infraction and states the negative consequences for the employer and the employee. There is no established limit to the size of the report, and the tone is serious. Should the employee refuse to sign the report, the warning may be read to them in the presence of two witnesses, who shall then sign it.

Suspension—if an employee's behavior is sufficiently serious so as to cause harm to the employer, whether of a personal or professional nature, the teacher may be suspended for a maximum of thirty days; however, an employee may receive a 1, 2, 5 or 30-day suspension, alternately. The number of days the employee is suspended can be deducted from the employee's monthly salary. A teacher may be suspended more than once.

Foreign Teachers

The School provides individual contracts to staff members hired abroad, specifying the general services to be rendered by the employee, financial remuneration, length of school year and benefits. All terms and conditions of the contract are to be observed by foreign staff members and by Administrators.

Foreign teachers should pay close attention to the expiry dates of their passports and the expiration date of their Brazilian work visas (Human Resources helps keep track of these dates). Teachers should obtain and keep with them their CPF (Brazilian social security number) and Brazilian identification.

Teachers who require help concerning these documents should talk to the Human Resources Department.

Saturday In-Service Days

The presence of all teachers and Assistant Teachers is obligatory on Saturday in-service days, as indicated in the school calendar. In-Service days are part of the legally required 200-day school calendar, as specified in the labor contract; as such, they constitute a normal workday. The School pays teachers twelve Saturday in-service days per year (1 per month).

In-service days are 4-hour workdays.

Salary/Contractual Conditions

The Labor Contract follows the Brazilian Labor Code (CLT).

The hiring of any teacher or other employee shall follow Brazilian Labor Law. Teachers and educational staff will be provided with:

- A copy of the Staff and Faculty Manual
- The current school year calendar

The abovementioned Staff and Faculty Manual and current school year calendar will be integrated into the work contract as a necessary and inseparable part of the contract.

Employees may access their pay slips, which detail all income and deductions, at School of the Nations' website (Portals - Staff - My HR) or by downloading the Meu RH App to a smart phone.

Collective Union Agreement–SINEPE/SINPROEP-DF

The items below are in accordance with the Collective Union Agreement in force between the Teachers' Union and the Patrons Union in the Federal District (SINEPE/SINPROEPE-DF) but are subject to change. For more information, please consult the site of SINEPE/SINPROEP.

Scholarships for Teachers' Children

A teacher whose spouse, children, or companion's children do not have a full or partial study grant in the establishment, public or private, where he or she teaches, under equal or better conditions than determined below, is eligible, at the beginning and during the school year, in the establishment where she or he teaches, a discount of five percent (5%) in annual or semester school fees for each class making up his or her weekly teaching schedule, or, should the teacher prefer, a grant of 50% for all beneficiaries mentioned in the present clause.

The discount hereby mentioned will be deducted from the monthly school tuition of the spouse or child of the teacher, who are enrolled in the school in which they teach. The percentage applied corresponds to the tuition of the Grade in which the beneficiary is enrolled.

Upon completing one year of service, the teacher enjoys free tuition for all beneficiaries mentioned above.

The tuition-free benefit covers tuition only. All other school fees must be paid, such as those for the Food Program, uniforms, books, school materials and supplies, and After School activities.

Union Dues

In conformance with revised article 582 of the Consolidation of Labor Laws (CLT), contributions to the Union, which used to be obligatory, are now optional.

If you would like to contribute to the Union, you must authorize the School to deduct the contribution from your paycheck by writing a handwritten letter in your own handwriting and giving it to the Human Resources Department.

In accordance with the provisions of the Collective Labor Agreement (CCT SINPROEP-DF), other union fees could possibly be deducted from the pay of teachers, coordinators, and pedagogical advisors annually beginning in 2023. This is currently being decided by SINPROEP-DF. The School will deduct union dues and fees only if mandatory and as established by the SINPROEP-DF Teachers Union.

Excused Absences

Even when legally justified, employees must justify absences from work and are responsible for informing their supervisor of all absences.

Employees may be granted absence in accordance with Article 473 of the CLT and specific clauses of the Collective Union Agreement, without prejudice to their salary (justified absences), in the following situations:

Art. 473—The employee may be granted absence with pay for:

1. an illness or health issue—must be justified by a doctor's signed note
2. up to 5 days during the first week after the birth of the employee's child;
3. for 9 days to attend a funeral and period of mourning in the event of the death of a spouse, parent, or child;

4. up to 8 days within a 12-month period for sick leave due to the illness of a teacher's child under 10 years of age who is hospitalized and has a written medical report from a public hospital, physician or health insurance plan to which the teacher belongs;
5. days absent for teachers who are sitting for undergraduate, Master's or Doctoral entrance exams as long as the School has been notified 48 hours in advance and the teacher provides proof of attendance;
6. Absences described in items 4 and 5, above, must be made up by the teacher on the days and times determined by the School. If the teacher cannot make up the absences due to scheduling conflicts, the School will designate alternative days and times to do so. These must take place during the semester. If not, the days the teacher was absent will be discounted from her or his salary.
7. the adoption of a child. The teacher who has been given custody is granted absence with no salary deduction incurred for the adoption of a child up to 120 days of age. The teacher must, however, inform the School in writing 30 days in advance of her intention to adopt to allow the School to provide a substitute.
8. for 1 day every 12 working months to donate blood. The employee is required to provide documented proof of the donation.
9. up to two consecutive days to allow for voter registration within the confines of the law;
10. for the period of time necessary for military service as per the country's statute, as stated in section "c" of Article 65 of law 4.375, of 8/17/1964 (Military Service Law);
11. for teachers who are sitting for Brazilian undergraduate entrance exams (vestibular);
12. for jury duty;
13. for official union representatives to represent Brazil in international organizations in which Brazil is member.

Activity Hours

Every teacher has the right to receive the equivalent of one instructional class per week to participate in professional development, coordination, and planning.

The term "activity hour" refers to time used for activities outside class such as meeting with parents and students, attending meetings, planning, developing and approving curriculum, preparing class materials, and other activities necessary for teaching not included in time blocks.

Windows

A *window* is a noninstructional period that occurs between two instructional periods during the same part of the day. A window is paid at the rate equivalent to a regular teaching hour; however, it is not counted as part of the teacher's total number of teaching

hours. **Free periods occurring just before or after lunchtime are not considered windows.**

During a window, the teacher is at the disposition of the educational institution, and the school can assign her or him any work related to teaching.

Recess versus Vacation

In accordance with Brazilian law, all employees are entitled to a thirty-day vacation after completing one year of work. In addition to this vacation period, the school gives a recess period to teachers in either July or December, alternating with the vacation period. The school has the legal right to call in teachers during this period but must observe teachers' convention laws.

Substitution Pay

If a teacher holds the necessary credentials to assume the position, whenever she or he substitutes for another teacher for a period that exceeds 30 days, even though temporarily, it will be noted in her or his Brazilian employment booklet as a period of substitution.

During the period of substitution, the substitute teacher shall receive the same salary as the teacher for whom she or he is substituting.

Health Benefits Plan

The school offers a collective health plan that covers medical doctors, hospital stays, and medical exams. The health plan charges extra for procedures considered elective or optional. The employee's share is 30% of the cost of the procedure or event and will be deducted from the employee's salary in the month the bill is presented by the insurance company.

Meal Program

The School offers a lunch program to all staff members. This includes a full meal comprised of hot and cold dishes, with a choice of several entrees. The School also offers a morning and afternoon snack service. The food service for each period has specific hours of availability and all changes in meal and snack schedules and protocols will be communicated to all staff members through posters and by email.

The meal program does not include snacks sold by the cantina.

Any employee who invites someone who is not employed at the School for lunch must inform the school nutritionist and pay the price stipulated by the Finance Department.

Uniforms

Uniform vests are provided to Early Childhood Education teachers and staff free of charge and must be worn on campus throughout the work day. Vests are also provided to Monitors and Assistant teachers in the Elementary section and must be worn daily.

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Chapter 5

School of the Nations' Communication Policy

Every School community member is responsible for communicating effectively because the quality of communication can affect the health, well-being and effectiveness of all. We seek to improve student learning, uphold School values, promote harmony and enrich the spiritual development of students and the school community through effective communication.

Remarks on Communication

Good communication is more than exchanging information. It involves managing relations and engaging people in productive dialogue to increase understanding, solve problems, and improve the learning environment. Communication is as much about attitude and behavior as it is about message. Tacit in the idea of effective communication is active listening.

Communication includes both what someone communicates and how he or she communicates it. It is not enough simply to communicate. We need to do so in such a way that strengthens our abilities to work together in unity to advance our vision and mission of educating world citizens.

Expectations Regarding Relationships

Quality relations are decisive to successful learning. At School of the Nations, we expect all members of the school community to foster harmonious relations by:

- Respecting others;
- Cooperating and complying with reasonable requests from others—students, staff and other authorized people;
- Contributing to the international culture of the School through cooperative actions, understanding, tolerance and empathy;
- Communicating respectfully with students, staff and visitors, using polite language and tone;
- Keeping our School free from all forms of harassment (sexual, verbal, racial, physical, intellectual, emotional) aggression, threatening behavior and violence;
- Helping School visitors and being polite to them;

- Obeying the policies stated in the Student-Parent Handbook.

Communication Channels

School of the Nations recognizes the importance of clear communication channels between and among all members of the School community. The School commits to continual improvement and to listening and responding to suggestions and recommendations from parents, students and other School community members.

- Every parent, student, employee or other member of the School community is equally important and, therefore, has the same rights to express opinions, concerns and difficulties. All interested parties have direct access to all school administrators.
- Concerns involving students, school policy or procedures and any recommendation related to school performance should be communicated first to those teachers or to the professionals responsible for the sectors directly related to such concerns. Any member of the School community can bring concerns to Principals if measures taken do not resolve a problem. If the problem persists, the matter should be brought to School administrators.

Suggestions for Improvement

Issues are resolved best when those closest to them have the opportunity to resolve them before involving School Administration.

Suggestions involving School operations, the Business Office, cafeteria, campus, maintenance, or cleaning should be directed to the Administrative and Finance Manager.

Concerns or observations involving instruction, discipline, learning materials or the actions of a specific employee should be addressed through the channels listed below and in the following order:

- Teacher or other staff member involved;
- Section Principal;
- School Executive Committee through the Executive Assistant.

Observations or concerns involving other school-related activities should be addressed first to the Principal. If he or she does not resolve the issue, it should be referred to the Administrative and Finance Manager or Executive Director.

Reasonable concerns about a teacher made to any member of the Administration by a parent, guardian, student, or other interested party will be called to the attention of the teacher and the teacher's immediate supervisors. On request, the teacher has the right to receive all information about the issue or concern and to respond to it formally.

Parents may also make suggestions to Parent Ambassadors and share their opinions and suggestions in the annual satisfaction survey.

Confidentiality of Investigations and Disciplinary Action

The School Administration has the right and responsibility to keep confidential any information about problems, conflicts, or disciplinary action involving students, employees or parents, to protect their rights (unless a person is at risk of harming him or herself or hurting others).

Occasionally, the conduct of School personnel or students, or incidents occurring within the School may call for an investigation or disciplinary action by the Administration. This often requires the Administration to balance two important values: transparency and School personnel's and students' right to privacy; therefore, communication may be limited in content and scope, which helps avoid prejudicing the result of investigations.

With this in mind, the School Administration and its designees respond to the concerns of parents, students, and the community, in reasonable detail and with due acknowledgment of the concerns raised. "Reasonable detail" refers to (1) the general nature of allegations made; (2) actions taken to ensure the safety and well-being of students and the educational environment of the school; (3) how a given situation might be resolved or investigated; and (4) the review or amendment of School policies or procedures that have been taken or may be undertaken to minimize the risk of a repeated incident.

Email and Collective Electronic Communications

To improve communication, staff, parents, students, and the wider community are, by means of this policy, informed of the proper use of email and collective electronic communications that involve the name of the School, its personnel or students, and how to address concerns.

School of the Nations operates a private email system and has policies and guidelines for its use by students, staff, and parents. Among them are:

- The use of school email service is reserved for educational and administrative purposes.
- All messages composed, sent, or received by the school email service are and remain the property of the School.
- Messages are not the private property of any student, parent, or employee.
- School email service shall not be used to send offensive or disruptive messages. Such messages include, but are not limited to, comments that offensively address someone's age, sexual orientation, religious or political beliefs, national origin, or disability.
- School email service shall not be used to send or receive unauthorized copyrighted materials, trade secrets, private financial information, or similar data.
- The School will not share parents' or employees' email addresses with other parties without express consent.
- School of the Nations processes personal data in accordance with the legal requirements foreseen in the General Data Protection Law (LGPD). this

means that the School will not share parents' or employees' personal email addresses with other parties without express consent.

- Community members should communicate issues, concerns, suggestions, and praise to the School by private email (not collective email), by letter, or by sending a message via Nations App. Communicating concerns or questions to third parties by group email is less effective, and it increases the possibility of important details being exaggerated, forgotten or distorted. If unwarranted or mistaken allegations or accusations are made about employees or school sections by collective electronic communications, the sender may be infringing on another person's rights (honor, image, intimacy or private life) causing personal or professional damages or conflict among those involved. Such action may lead to legal action, which is undesirable in an educational environment.

Please note: the same care mentioned above should be observed in the use of other modern communication media, such as WhatsApp, Instagram, Facebook, etc.

The School does not prevent parents or parent ambassadors from communicating with other parents, community members or with the Institution. However, it is advisable to consider message content, confidentiality and the possibility of infringing the rights of students, faculty, the School or third parties to protect the rights of all.

Aware that children and adolescents are still in the process of development regarding how to interact socially and that they have difficulties establishing limits for themselves and others, the responsibility for inappropriate communication between and among students, by way of media provided by their families, is the sole responsibility of the family, principally when such communication takes place outside the school environment. Communication between and among students by way of the Internet or electronic devices in the school environment must follow the norms established in the Student-Parent Handbook.

We reiterate that students should be educated and monitored by parents for the ethical, safe and legal use of information technology, thereby avoiding exposure to situations that are outside their understanding and for which they are not yet emotionally prepared. When and if authorized to use these medias, it is imperative that it is in accordance with the student's age and maturity, since the student will likely not understand the consequences of a given act.

Other Channels of Communication

- Nations App
- Parents' Bulletin Board
- School Profile
- Letters in English and Portuguese
- Phone calls and text messages
- Meetings
- Open House Meetings
- Parent Ambassador Meetings

- Annual Reports
- Use of media
- Website
- Surveys
- Parent-Teacher Association (PTA)
- Student Agendas
- Special Events
- Yearbook

Project and Outreach Authorization

Teachers or staff members who wish to develop projects that extend outside the classroom or to collaborate with external agencies or organizations must present their proposal in writing to their Section Principal for approval before initiating the endeavor. Such proposals may include community service and learning projects, experiential learning projects, creating videos or presentations for the community, etc. Depending on the nature and scope of the project proposal, the Principal will present it to the Educational Administrative Team for both approval and support.

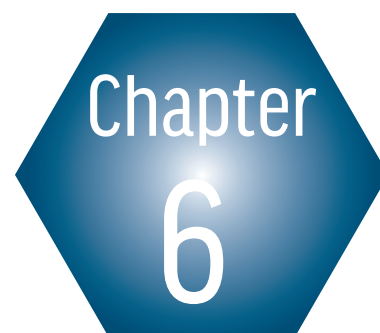
School Administration considers the following criteria for approval:

- The degree to which the project, association with another institution, collaboration with a given group, etc. is in accord with the School's vision, mission, values and institutional goals
- The degree to which the project involves student participation, learning and leadership
- The financial viability and sustainability of the project

The School's name, email and logo must not be used by individuals seeking to establish relationships based on their personal or professional interests. In such cases, staff members should take care to use private communication channels, not those of the School.

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School Trips and Outings Policy



The School Administration recognizes the value of curricular school trips and encourages teachers to consider them as important for student learning. Extracurricular trips contribute to the development of students and expand their learning beyond the classroom. Every reasonable effort should be made to enable all students to take part in school trips.

Our School rules and commitment to student and staff safety while on school trips must be carried out with rigor when planning and setting up trips and outings.

Procedures

The educational merits and value of a trip must be discussed with the Principal for preapproval before any initiatives are taken by a teacher to plan or organize it.

Please use the following guidelines when planning trips outside the school:

1. The teacher or trip organizer presents, in writing, the purpose of the trip, the dates and location, the grade levels involved, and the proposed method of travel for the Principal's approval.
2. The Principal, with the trip organizer, presents the proposal to the Executive Director for approval.
3. The trip organizer shares with the Purchasing Department all necessary information for logistics and travel arrangements.
4. The Purchasing Department informs, in writing, the Principal, the Executive Director, the trip organizer and Finance Department of the total and individual cost of the trip.
5. After approval, the trip organizer and, when necessary, the Section Administration, informs parents and students about trip arrangements.
6. The Finance Department keeps track of students who have paid and shares the list with the Principal and trip organizer.
7. The trip organizer informs the School Nurse about students who will go on the trip.
8. The school Nurse assembles documents with all medical needs of all participating students and gives a copy to the Trip Organizer.

9. The school Nurse provides adequate first-aid supplies.

Specifications

1. School, class or group trips are limited to a maximum of five school days.
2. School trips for elementary students (Nursery to Grade 1) are limited to Brasilia.
3. School trips should not occur during professional development days.
4. All students in a respective grade level are included unless external reasons such as illness apply or a student is disqualified by the Administration for academic or behavior reasons.
5. All students and staff members traveling on school trips outside Brazil must hold out-of-country medical insurance coverage.
6. A first-aid kit must be available on all school trips.
7. When costs are the responsibility of parents, payment must be made directly to the Finance Department. Under no circumstance should the trip organizer receive or handle money.

Responsibilities

Principals

The Section Principal or Principals is or are responsible for ensuring that:

- The trip is aligned with relevant curriculum learning goals;
- Students will engage in learning activities before, during and after the trip to enhance learning of the proposed objectives;
- A teacher-in-charge is appointed for every school trip;
- Parents have signed consent forms;
- Teachers who will escort students have left proper plans for a substitute teacher;
- Emergency communication procedures are provided to parents and guardians;
- All activity planning is suitable for the abilities and skills of the students;
- The competencies and qualifications of the staff and adult chaperones must be directly related to the activity;
- Adult supervision for school trips matches or exceeds the minimum ratios of students to adult chaperones as indicated below:
 - Early Childhood–1 adult for every 5 students
 - Elementary–1 adult for every 8 children
 - Middle & High School–1 adult for every 10 students
- A current list of students participating on a school trip is available at the school office and a copy is in the possession of all staff members supervising

the school trip. The list must contain the names of all students, the names of their parents or guardians, emergency contact numbers and all relevant medical information;

- Arrangements have been made for the special educational and medical needs of all students;
- In the event of a serious injury or incident on a school trip, the Principal will notify the appropriate School Administration Supervisor in a timely manner;
- The Executive Director has approved the planned activities, participants, and the budget;
- The Purchasing Department oversees the reservation and purchase of tickets, lodging and daily budgetary stipends for school personnel;
- All students and adult supervisors have received, read and agreed to the School Code of Conduct (Same as AASB Code) for trips and out of school activities.

Trip Organizer

The Trip Organizer is responsible for ensuring that:

- The purpose and goals of the trip as an educational outing are respected and carried out;
- The Principal and Executive Director has authorized the trip;
- Planning and preparation of the visit is complete, including briefing group members and parents;
- Personal contact is made with a parent or guardian of each student taking part in a school trip;
- Parents and guardians receive a detailed itinerary and plan for the trip;
- All necessary approval, consent and information forms are completed and submitted to the Principal or the person designated by her or him within the timelines outlined in these procedures and required by the Principal;
- Other supervisors are fully aware of what the proposed visit involves;
- He or she has enough information on the pupils going on the visit to assess the suitability of the trip or be satisfied that suitability has been assessed and confirmed;
- Adult supervisors and accompanying teachers are assigned scheduled duties and supervised to fulfill them;
- Students are never left unsupervised during the trip;
- The visit is stopped if the risk to student health or safety is unacceptable and that procedures are in place for such eventualities;
- The group's teachers and other supervisors have the details of students' special educational and medical needs that will be necessary for them to carry out their tasks effectively;
- Supervisors are responsible for child protection and safety issues.

School Nurse

The School Nurse is responsible for ensuring that:

- Arrangements have been made for the medical needs of all students;
- Adequate first-aid supplies are available;
- Adequate child protection procedures are in place.

Checklist for Trip

This checklist must be signed, dated and turned in by the Trip Organizer and the Section Principal to the Executive Director or Administrative Manager before the trip. The Principal is in charge of making sure that all the following criteria are in place.

- Educational plan for the trip;
- Parents have signed and returned consent forms;
- Arrangements have been made for the medical needs and special educational needs of all students;
- Adequate first-aid supplies are available;
- Adequate child protection procedures are in place;
- The Group Leader or teacher-in-charge has experience in supervising the age groups going on the visit and will organize the group effectively;
- Travel times out and back are known and communicated to parents including pick-up and drop-off points;
- Staff and parents have the address and phone number of the visit's venue and have a contact name;
- The Group Leader and supervisors have the names of all adults and students traveling in the group, and the contact details of parents and the teachers' and other supervisors' next of kin (if overnight stay);
- There is a plan for any delays including a late return home;
- There is adequate and relevant insurance coverage.

School of the Nations'

Discipline Policy



“It followeth that the children’s school must be a place of utmost discipline and order, that instruction must be thorough, and provision must be made for the rectification and refinement of character; so that, in his earliest years, within the very essence of the child, the divine foundation will be laid and the structure of holiness raised up.”

‘Abdu’lBahá

Objective and Principles

Special attention shall be given to preventive and corrective actions with the objective of promoting the elimination of all forms of prejudice in the educational, social, cultural, and sports activities offered by School of the Nations. This commitment involves the adoption of inclusive practices that help ensure an environment of respect and equality for all involved.

By this policy, School of the Nations sets the parameters to promote the ideal school environment where relationships are based on mutual respect and cooperation, on effective communication and the observance of care that promote the welfare of all. We aim for a school environment that is:

- Safe
- Favorable to teaching and learning
- Free of harassment and bullying
- Inclusive

The parameters contained in this policy also aim to ensure that students facing difficulties with relationships or who have not yet internalized the responsibilities and skills involved are provided with plans to help them overcome difficulties and seek the attention they want in a positive way.

In this regard, the School’s discipline policy is inspired by the principles and practices of the Positive Discipline model (whose forerunners are psychoanalyst, Alfred Adler, and the psychiatrist and educator, Rudolph Dreikurs) for its proven and significant achievements within the school environment and for the fact that the principles and practices it proposes are essentially educational and aligned with our philosophy.

Bahá'í scriptures state:

“Regard man as a mine rich in gems of inestimable value. Education can, alone, cause it to reveal its treasures, and enable mankind to benefit therefrom.”

This perspective assumes there is no bad child, only inappropriate behavior. This fits well with Positive Discipline.

Therefore, our goal is to work against inappropriate behavior, not the individual, employing positive and respectful actions. Misconduct or improper behavior is neither tolerated nor accepted and will lead to reflection and changes in behavior. Our response to it will depend on the degree of autonomy and responsibility expected from each age group.

This discipline model involves a partnership among students, staff and families. The objective is to build a support network for a student who is in need of help and reinforce other students' right to learn and the teacher's right to teach in a safe, positive, and productive environment.

Criteria

There are six criteria to the discipline model we believe ideal.

1. It should help children and adolescents gain a sense of connection to the community in which they live.
2. It must be respectful yet firm.
3. It must be efficacious in the long term.
4. It must teach socioemotional and life skills to develop character.
5. It should invite students to discover their potential (foster the constructive use of personal power and autonomy).
6. It should consider the student's age, his or her level of learning, autonomy and the ability to take responsibility for his or her actions.

The discipline model adopted prioritizes mutual respect and help (through encouragement and understanding) allied with firmness rather than punishment or retaliation. This belief must be present in the actions of the teaching staff as it is the pillar that supports teaching important life skills and nurturing self-confident, assertive individuals who take responsibility for the consequences of their actions—all objectives of our mission.

Core Skills to be Developed

There is no development without involvement. For students to adhere to and cooperate with the policy, we must make them believe in their abilities and devote time to teach and train them essential skills such as:

- Responsibility
- Self-discipline and self-control
- Dialogue (effective communication)

- Cooperation to solve problems
- Social awareness

In all contexts of teaching and learning, these skills must be given special attention and serve as the foundation on which to build knowledge in various disciplines.

Expected Behavior

Expectations of student behavior must be clearly communicated to students and their families.

The Parent-Student Handbook lists 13 attitudes expected from students on caring for oneself, caring for others and caring for the school environment. In addition, it clearly explains unacceptable behavior.

This policy contemplates three basic behaviors expected of students, making them easy to remember, work on and disseminate. They are:

- Be Respectful—respect others’ space, belongings, and well-being, respect other people’s differences and uniqueness, be neat, follow instructions, share and take turns, use self-control, speak kindly, listen, help others, raise your hand for permission to speak, and work quietly.
- Be Responsible—comply with your obligations, deal with the consequences of your acts, have control over your duties, do your class and home assignments, be prompt, do your best, get involved, follow instructions and rules, stand up for the right thing, respect school and personal property, take care of oneself and others.
- Be Kind—watch your words and deeds; think before saying something that may hurt people’s feelings; ask for help instead of retaliating or excluding others; use brave talk, express yourself with empathy.

Values that Support this Policy

Love, Respect, Responsibility, Kindness, Solidarity, Peace, Self-Control, Empathy, Resilience, Justice

Responsibilities

1. Teachers:
 - a. are responsible for discipline in the classroom (in Early Childhood Education, for supervision during break hours) and for teaching the skills described in this policy.
 - b. should take a leadership role in applying Positive Discipline and other preventive measures to engage children in learning.
 - c. should do their best to implement the strategies described in the required readings and training. The School will provide the

conditions for teachers to learn the method and will supervise implementation.

- d. are responsible for making clear to students the meaning of each of the four core skills (described in item III above) and expect them from their students consistently in the daily routine.
 - e. guide students in coming up with classroom rules collaboratively so all rules have student buy in.
 - f. should stress the expected behaviors by posting them on message boards both in and outside classrooms, where everyone can see them.
 - g. should practice with students the rules and skills involved in the expected behaviors such as: knowing how to wait, knowing how to listen and knowing how to speak without offending others.
 - h. should apply the methods and instruments set forth in this policy, both preventive and corrective, as recommended, under the supervision of the Pedagogical Team (Principals and counselors).
 - i. should register repeated inappropriate student behavior in the SEL - Behavior Student Tracking Form, specifying the frequency and seriousness of the behavior.
 - j. may rely on the support of the Learning Support Specialist, Principal and Counselor to help find the best way to promote student development and minimize behavioral problems when the student has learning disabilities or special needs that affect his or her behavior.
2. Monitors, Inspectors, Assistants and Interns—Monitors, Inspectors, assistants and interns are directly responsible for discipline during lunch and break times and should also help teachers in the classroom. They should employ the precepts of Positive Discipline and rules of conduct and behavior set forth in this policy.
- Inspectors rely on the Pedagogical Team, the Learning Support Specialist (for students with disabilities or special needs) and Advisory Teachers to help with more serious situations.
3. Advisory or Homeroom Teachers—Advisory or Homeroom Teachers are responsible for setting Class Meeting agendas of their classes. They disseminate the agendas, filled out by students, to the other teachers who will lead the Class Meetings of that class.
4. Pedagogical Team—The Pedagogical Team (Principals and Counselors) should accompany the records and reports of teachers and Advisory Teachers regarding students with repeated inappropriate behavior, and work in partnership to solve problems. The Pedagogical Team is also in charge of calling Extraordinary Class Council meetings to discuss cases and establish further steps.
5. The Principal—The Principal is in charge of enforcing corrective measures of the school Section in which he or she works, in consultation with the Counselor. The Principal is also in charge of receiving students, teachers, and

assistants who bring them disciplinary issues that have not been solved in the classroom.

6. Counselor—In addition to the abovementioned, the Counselor is in charge of supporting teachers and assistants in their preventive work. He or she must promote training and accompany implementation of new techniques and resources.

The Counselor cooperates with the Principal and Assistant Principal to solve more complex cases of indiscipline that demand measures outside the classroom, exploring potential causes and going deeper in counseling students, parents and teachers.

The Counselor is also responsible for promoting and mediating dialogue in more serious cases of conflict between students; setting goals and agreements; calling family members to meet and, when necessary, recommending external specialists and following up with these professionals.

7. Parents & Guardians—Parents are responsible for accompanying and assisting in the promotion of good behavior of their children at School, according to the rules of conduct established to ensure a harmonious school atmosphere for all. They should reply to messages sent by the School, attend scheduled meetings, respect the rules, and cooperate with all that is necessary to improve the inappropriate behavior or attitudes of their children.

It is the parents' right to approve of, or not, the School's recommendations for professional support outside school and to make decisions they believe most effective, provided they are active in partnership with the school, offer the guidance and support necessary to solve the problem and improvements are observed in the short-term.

Important: During enrollment or reenrollment, parents must be informed of and sign a letter of commitment to the School's Code of Conduct and discipline model.

Procedures and Actions

To ensure clear understanding of these procedures, they are divided into two categories: Preventive Procedures and Corrective Procedures. Both are explained below.

These procedures are subject to annual review by the Pedagogical Team of each Section.

Teachers and the Pedagogical Team should act in a single, integrated and consistent way when enforcing consequences and recording students' behavior. Only in this way, will we see change and growth in students' attitudes.

Preventive Procedures

It is better to prevent rather than cure. Positive Discipline is mainly preventive and involves several techniques that should be used in combination in the school environment. Among these, we highlight those that are indispensable:

1. Hold Class Meetings regularly (weekly in Early Education and Elementary School).

Some teachers are charged with the responsibility of leading Class Meetings in several sections.

All teachers are encouraged to hold class meetings whenever they observe one is necessary. The frequency of Class Meetings should be set by the Principal early each semester, strictly following the procedures set out in the “Class Meetings for Safe and Caring Schools” handbook.

The objective is to create a standardized approach, which allows for the control of variables that affect the success of the method, and to collect valid data to evaluate efficacy. Each step provided for in the handbook is supported by extensive research.

All stages and parts of the procedure are to be carefully practiced with students to achieve the highest effectiveness and adherence to what has been proposed by the authors of the technique.

Any doubt about implementation should be referred to the Counselor, who will seek answers from reliable sources.

2. Maintain a classroom environment favorable to learning and teaching.
 - a. Always have books, desks and other materials organized and ready.
 - b. Teach students to bring to the classroom all required materials every day (described in item IV).
 - c. Apply positive reinforcement as recommended by Positive Discipline techniques.
 - d. Present, discuss and reinforce the behavior expected.
 - e. Seat students in a way that supports attentive and engaged behavior during classes.
 - f. Optimize the use of available human resources (classroom assistants and monitors) and technological resources.
 - g. Set classroom routines and consistently follow them. For example, perform bell work and prayers at the beginning of the day.
 - h. Create a proactive classroom environment with several activities to keep students engaged. Children and adolescents love challenges and variety; therefore, very traditional classes every day could favor inappropriate behavior.
 - i. Organize study groups; have students help one another to promote friendship and cooperation among classmates.
 - j. Engage students in selecting some activities and homework.
 - k. Clearly explain the transition from one activity to another, and have the materials for the new task ready, before the first task ends.
 - l. Engage students in transitional activities. Contributing to tasks offers opportunities for children to experience the feeling of belonging, of responsibility and personal value; these are learning

opportunities, mainly if developed in an environment of kindness, firmness, dignity and respect.

3. Keep a detailed list of inadequate behavior.

Observe students with repeated behavioral problems. In these cases, a daily record (simplified) should be kept, noting the inadequate behavior, its frequency and exactly how it is manifested. Registering occurrences in the **SEL - Behavior Tracking Form** as they happen makes it possible for students and staff to discover patterns that lead to the behavior. This provides them concrete information rather than general allegations, which students, parents, the Administration and counselors could misunderstand.

A specific and irrefutable description of the behavior typically leads to productive discussion with the student, rather than denial.

4. Strengthen connections and relationships with students.

Personalizing care and strengthening connections with students are strong allies in preventing indiscipline. The teacher should know, as much as possible, the interests, hobbies and personality of students. Camaraderie, warmth, and relationships are promising. This way, the students' skills and talents can be appraised and explored in the teaching and learning dynamic, especially when what is being learned is difficult or challenging for the student.

5. Make recommendations to parents through the communication means used by the School and through meetings about the students' weaknesses, difficulties, and tendencies that jeopardize relationships or a harmonious classroom environment.

Corrective Procedures

1. Logical Consequences—Looking for Solutions

Logical consequences are those that create a helpful learning experience that might encourage the student to choose responsible cooperation. It focuses on perceiving problems and mistakes as opportunities for learning. In other words, it is designed to help, not hurt.

Therefore, logical consequences should be proposed observing their usefulness to the student's learning. The logical consequence should be considered a solution proposed to prevent the problem from happening again, not something to be done to make up for an inappropriate action done in the past. Extra care should be taken to avoid consequences that are actually disguised punishment.

Principals, Assistant Principals and Counselors should also use logical consequences before applying stricter social-educational measures.

Note: Regardless of context, the four Rs rule must be followed. In other words, measures taken should be Respectful, Related to the facts, Reasonable, and lead students to reflect on taking Responsibility for their acts.

2. Procedural Consequences

For repeated inadequate behavior, or when a student does not respond positively to the logical consequences applied, the teacher or Pedagogical Team will analyze each situation considering a series of aspects, such as the context where it happened; the age and maturity of the student; the conduct itself; and, the repetition of the behavior.

In such cases, the Pedagogical Team can use a combination of more rigid disciplinary measures, which might involve the family in the decision or not, as provided for in the School Regimen.

Below is a list of disciplinary measures that may be applied, not necessarily in this order.

- Talk with the Counselor or Principal (verbal warning put on the student's record and signed by him or her).
- Written self-reflection.
- Written warning or note in the School Agenda, to be signed by parent or guardian.
- Written warning and meeting with parents or guardians, registered and signed by the Principal.
- Discipline Contract with the student and parents or guardians.
- Suspension registered and signed by the Principal.
- Cancellation of or denial of reenrollment or immediate expulsion.
- Individual Behavior Contract, registered and signed by the Principal.

In specific cases, the School may decide to create an Individual Behavior Contract, to be set up by the Pedagogical Team. Goals will be established and monitored daily by the student's teachers, who will apply other, previously agreed on consequences if the student chooses not to improve.

Theoretical Support for this Policy

As theoretical support we recommend the works by Jane Nelsen—Doctor in Psychology and Education, and author of *Positive Discipline*—available from the Pedagogical Team, the library and online.

Present-day studies show that punishment can lead to several problems: this aversive stimulus leads to responses of the nervous system such as anxiety, depression, and low self-esteem. Moreover, the behavior that was punished is not forgotten, but suppressed. It is possible that after the aversive stimulus ends, the behavior returns. For example, the child may simply learn not to use inappropriate words at School, but may keep on using them in other places.

It can also suppress the undesired behavior, but does not lead the person to more desirable behavior. Punishment teaches what should not be done, while reinforcement teaches what should be done. Discipline combined with positive reinforcement of desirable behavior is more efficient.

Grievance Policy and Reporting Protocol for Staff Members

Hiring, Retention, and Promotion

Equal Employment Opportunity

- We provide equal employment opportunities to all individuals regardless of race, color, religion, sex, national origin, age, disability, genetic information, sexual orientation, gender identity, or any other characteristic protected by the applicable laws.
- All employment-related decisions, including hiring, retention, and promotion, are based solely on an individual's qualifications, performance, skills, and merits relevant to the job requirements, in addition to the school's context.

Recruitment and Hiring

- Our recruitment and hiring process is designed to attract a diverse pool of qualified candidates.
- We ensure that all job postings reaffirm our commitment to promoting equal opportunity and do not contain language that may discourage or exclude candidates based on protected characteristics.
- Hiring decisions are made based on the candidate's qualifications, experience, and potential to contribute to the school's success.

Retention and Career Development

- We strive to treat all employees fairly and provide equal opportunities for career advancement, training, and development.
- Performance evaluations, promotions, and other employment decisions are based on objective and job-related criteria, free from any form of discrimination or bias.
- We encourage employees to report any concerns or complaints regarding discrimination or unfair treatment through our established channels for reporting, and we are committed to investigating and addressing such issues promptly and confidentially.

Accommodation for Disabilities

- We are committed to providing reasonable accommodations to individuals with disabilities to enable them to perform the essential functions of their job, in accordance with applicable laws and regulations.

- Requests for accommodation will be assessed on a case-by-case basis, engaging in an interactive process with the employee to determine appropriate accommodations.

Responsibility and Accountability

- All employees, including managers and supervisors, are responsible for upholding this non-discrimination policy and promoting a respectful and inclusive work environment.
- Violations of this policy may result in disciplinary action, up to and including termination of employment, depending on the severity and frequency of the offense.

Training and Awareness

- We strive to provide regular training and educational programs to ensure that all employees understand their rights and responsibilities under this policy.
- We strive to raise awareness about diversity and inclusion and promote an understanding of the value that different perspectives and experiences bring to our organization.

At Nations, we are committed to upholding this non-discrimination policy and continually improving our practices to ensure a fair and inclusive workplace. We encourage all employees to embrace diversity and work together to create an environment that fosters equality, respect, and opportunity for all.

Reporting Process

We urge all members of our community—students, teachers, and administrators—to report incidents they believe violate or otherwise go against the stated goals and aspirations of the above statement.

To whom should I report an incident?

- **Teachers** should report any incidents to any section principal, the Human Resources Coordinator, or the Executive Director, who in turn will relay the information to the Chief Justice, Equity, Diversity, and Inclusion (JEDI) Officer for follow up. They may also report the incident directly to the Chief JEDI Officer.
- **Administrators and all other employees** should report an incident to the Human Resources Coordinator or the Executive Director, who in turn will relay the information to the Chief JEDI Officer for follow up. They may also report the incident directly to the Chief JEDI Officer.

How do I report an incident?

- All individuals could report an incident orally to the individuals identified above, or by completing [this form](#), which will be received by the Chief JEDI Officer for follow up.
 - The person receiving an oral report will, in turn, complete [this form](#) to ensure all incidents are documented.

How will my report be handled?

Access to the Information

- The reported information will be viewable in all cases by the Executive Director, the chief executive officer of the school, the Chief JEDI Officer, the head of the school's JEDI Committee, the school's Legal Counsel, and the Human Resources Coordinator.
- During an inquiry into the incident, the Chief JEDI Officer may share with selected individuals relevant details that may aid in the conduct of an inquiry, always seeking to preserve the highest degree of confidentiality possible.

What should I report?

As much as the reporting individual may remember regarding:

- Date, time, and location of the incident.
- Description of the incident, including details of the injustice, discrimination, exclusion, or mistreatment that occurred.
- Names or descriptions of individuals involved in the incident, if known.
- Any supporting evidence, such as documents, photographs, or videos, if available.
- Contact information if you wish to be updated on the progress or outcome of the report.

Who will investigate my report and follow up?

The Chief JEDI Officer is the lead compliance officer regarding the Nations JEDI policy. Together with the Moral Education Coordinator, who serves as co-chair of the Nations JEDI Committee, both will conduct an inquiry into the report.

They will:

- Inquire into the reported events impartially and thoroughly.
- Ensure the confidentiality of the process.
- Conduct interviews with all parties involved, gather relevant evidence, and document findings objectively.
- Maintain open communication with the reporting individual, providing periodic updates on the progress of the investigation, if requested and appropriate.
- Once the inquiry is complete, take appropriate action based on the severity

and nature of the incident. This may include disciplinary actions, mediation, counseling, or implementing corrective measures to prevent future incidents.

- If necessary, involve legal or human resources experts to ensure compliance with applicable laws and regulations.
- Offer support and resources to individuals who have reported incidents, including counseling services, employee assistance programs, or referrals to relevant support networks.
- Document actions taken to address and resolve the reported incident.
- Conduct periodic reviews to assess the effectiveness of the protocol and make necessary improvements based on feedback and emerging best practices.

Non-Retaliation

Retaliation against individuals who report incidents or provide information related to an incident is prohibited and will not be tolerated.

Annex I - Child Protection Policy

“The education and training of children is among the most meritorious acts of humankind and draweth down the grace and favour of the All-Merciful, for education is the indispensable foundation of all human excellence and alloweth man to work his way to the heights of abiding glory.” ‘Abdu’l-Bahá

Introduction

Child well-being is essential to realizing academic and holistic success.

All students have the right to a safe, secure, and nurturing environment. School of the Nations strives to create a school environment that protects students’ integral well-being and optimizes their growth and development. We embrace the diversity of backgrounds and cultures represented in our school community. We take active measures not only to preserve students’ rights but also to help them understand those rights and to find support through adult advocates.

Child abuse and neglect violate a child’s human rights and are impediments to the child’s education and healthy development. School of the Nations supports the United Nations Convention on the Rights of the Child, of which our host country, Brazil, is a signatory. The School follows state and federal law, the Brazilian Statute of the Child and Adolescent (Federal Law 8.069/1990), and the Child Protection Assurances of our international accreditation agency.

As a school, we have the moral and legal duty to safeguard the welfare of students and children who use our facilities or who take part in our programs and activities.

School of the Nations’ Child Protection Handbook sets forth the steps our faculty, staff, parents, students, volunteers, contractors, and consultants must take to maximize child protection and safety, and to respond quickly and effectively should abuse be observed, suspected, or disclosed.

Our goal is to maintain an environment that protects children by either preventing child abuse before it occurs or by ensuring its earliest detection, intervention, and reporting. Our strategy is to ensure that all School personnel, outsourced personnel, student teachers, interns, volunteers, parents volunteers, parents, and students can recognize signs and symptoms of abuse, understand the issues of child abuse and neglect, and are familiar with national, international, and local reporting procedures of mandated reporting, including how, when, and to whom to report.

Definition of Child Abuse and Neglect

Child abuse constitutes “all forms of physical and/or emotional ill-treatment, sexual abuse, neglect, or negligent treatment or commercial or other exploitation, resulting in actual or potential harm to the child’s health, survival, development, or dignity in the context of a relationship of responsibility, trust or power” (World Health Organization).

Neglect is the persistent failure to meet a child’s basic physical or physiological needs, likely to result in serious impairment of the child’s health or development.

Educators, having the opportunity to observe and interact with children over time, are in a unique position to recognize children who need help and protection. Educators, therefore, have an obligation to identify children who need help and protection and to ensure the child and family make use of the services needed to remedy any situation that constitutes child abuse or neglect.

Reporting and Disclosures

When Abuse is Suspected

School staff must tell their section Principal or Counselor when they are made aware of students who present any of the aforementioned symptoms or characteristics or when they think they may be dealing with a student who is showing at-risk behaviors such as depression, self-harm, or substance abuse, or that a student may be a victim of harmful use of the internet or bullying.

When to Report Suspected Abuse

When there is reason to believe that a child is being abused or has shown at-risk behavior, either by observation or disclosure, the faculty member must report to the section Principal or Counselor within twenty-four hours.

The report must be made when the reporter has knowledge of or has reason to suspect that a child has been abused, neglected, or is showing signs of at-risk behavior. The report must contain the name of the reporter for further investigation. The identity of the reporter shall be protected even when other information from the report is being disclosed.

You may use this [Child Protection Report Form](#)

Code of Conduct

School of the Nations' Child Protection Handbook contains the full Code of Conduct for School employees. Below is a partial list from the Code of Conduct on how School employees must conduct themselves. All School employees must sign the Code of Conduct to work at the School.

Communication with children is governed by the key safety concept of transparency. The following steps will reduce the risk of private or otherwise inappropriate communication between parents, administrators, teachers, personnel, volunteers, and minors at School of the Nations:

- Communication between School of the Nations (including volunteers) and minors that is outside the role of the professional or volunteer relationship (teacher, coach, host, etc.) is prohibited.
- Communication between a minor and a person acting on behalf of the School shall be made using one of the School's official communication channels, such as school email, Google Classroom, Google Chat, SeeSaw, for example.

Faculty, staff, volunteers, and all who act in behalf of School of the Nations:

- shall not engage in private communications with children by text messaging, email, Facebook, Twitter, or similar forms of electronic or social media.
- shall never be alone with children or youth at School activities without another adult being notified.
- shall keep proper physical boundaries always and touch children – when necessary – only in ways that are appropriate, public, and nonsexual.
- shall never speak to a child or youth in a sexual or other inappropriate manner.
- shall never inflict any physical or emotional abuse such as striking, spanking, shaking, slapping, humiliating, ridiculing, threatening, or degrading children or youth.
- shall not give a child who is not their own a ride home alone.

Child Protection Handbook

School of the Nations' Child Protection Handbook, available on the Parent Portal of our website, sets forth the procedures our faculty, staff, volunteers, Board, contractors, consultants, and students must take to minimize the threat of child abuse in our School and to respond quickly and effectively should abuse be observed, suspected, or disclosed.

Partnerships

To help ensure all procedures described in this Manual are followed, School of the Nations partners with the following government agencies, embassies, School departments, and companies who offer support and advice on child protection.

- Local Child Protection Services (Conselho Tutelar)

- School Lawyer
- American Embassy
- Fire Department
- UTI Life
- School Nurses

Documentation, Child Protection Record Retention, and Record Destruction

School policy on confidentiality and management of School records applies to all aspects of documenting incidents of abuse. The School follows all local, federal, and international laws and the advice of the School's legal team and local Child Protection Services.

Documentation includes where to keep the child's records and what information to give to the next school based on legal requirements and liability for non-reporting.

Parents must indicate their agreement with this requirement in the admission contract.

Legal Documents Related to Child Protection

Local, national, and international obligations with respect to protecting children of which schools should be aware include:

- Brazilian Statute of the Child and Adolescent (Federal Law 8.069/1990)
- Brazilian Law of Guidelines and Foundations of National Education (Federal Law n. 9.394/1996)
- The Constitution of Brazil
- Organic Law of the Federal District
- Convention on the Rights of the Child (Decree 99.710/1990)
- International Pact on Civil and Political Rights (Federal Decree 562/1992)
- International Pact on Economic, Social, and Cultural Rights (Federal Decree 591/1992)
- American Convention on Human Rights (Federal Decree 678/1992)
- Brazilian Federal Law 13.257/2016 (Early Childhood Statute)
- National Education Plan of Brazil (Law 13.005/2014)
- Brazilian Federal Law 13.185/2015
- District Laws 4.824/2012, 4.837/2012, and 5.267/2013) on bullying

The laws above emphasize the high priority placed on protecting children from child abuse and neglect, its many forms, and the obligation to establish and strengthen structures and organizations responsible for providing comprehensive services to child abuse victims and their families.

For more information on how the School handles and reports incidents of child abuse and neglect, please see our Child Protection Handbook on the Parent Portal of the School website.



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