Manual de Funcionários
Faculty Manual
2021/2022

BE A SOURCE OF HOPE

This Manual was revised on April 4, 2022 and approved by the Educational Administrative Team of School of the Nations.

MAIN CAMPUS	EARLY CHILDHOOD EDUCATION
SHIS QI 21 Área Especial Conjunto 1	SMDB Conjunto 19 Chácara 02
Lago Sul, Brasília, DF Brazil 71619-970	Lago Sul, Brasília, DF Brazil 71619-970
Phone: 55 (61) 3366-1800	Phone: 55 (61) 3366-1800
Email: edn@edn.org.br	E-mail: ece.edn.org.br

You may access more information and publications on our website at

www.schoolofthenations.com.br

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Escola das Nações
School of the Nations

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

School of the Nations educates students to be world citizens based on standards of academic, bilingual and ethical excellence to develop their capacities to know, love, and serve humankind.

Welcome to School of the Nations!

Dear Teachers,

We have designed this manual to tell you of important school procedures and expectations. We encourage you to contact your Principal 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

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 2019, roughly 860 students are 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
- Oneness of Humankind
- Oneness of Religion
- Unity in Diversity–respect and appreciation for people of different ethnicities, nationalities, religions, and social backgrounds
- Elimination of all forms of prejudice
- Equality of men and women
- Essential nobility of the human being

- 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 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 development of students' habits and skills that promote lifelong good health and emotional stability;
- To encourage students to relate successfully to others, to accept responsibility 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:

- Cognia and the Southern Association of Colleges and Schools Council on Accreditation and School Improvement (SACS CASI).
- 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 Association of American/International Schools in South America (AASSA), the Association of American Schools in Brazil (AASB), the Northwest Evaluation Association (NWEA) responsible for Measures of Academic Progress (MAP) Adaptive Assessments, The College Board, responsible for the Scholastic Aptitude Test (SAT), the Preliminary Scholastic Aptitude Test (PSAT) & for Advanced Placement (AP), K^{12} Online Education, and The Academy for International School Heads (AISH).

Administrative-Pedagogical Staff Roles

The School Board

The School Board (*Conselho Deliberativo e Fiscal*) of School of the Nations is ultimately responsible for all School concerns. The School Board receives its legal powers and duties from the *Associação Cidadão do Mundo–Centro de Educação e Cultura*. It has the mission to uphold the Bahá'í-inspired principles upon which the School was founded, to determine policy, and to oversee the School's long-range strategic goals and school improvement plans.

The School Board shall concern itself primarily with broad questions of policy and with 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 vision, mission, and values of the School system.

The Executive & Administrative Team

The Executive Director is the chief executive in charge of school administration and operations. The Executive Director 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 Pedagogical Coordinator and a team of qualified professionals who are responsible for carrying out the overall planning, coordination, execution and evaluation of the academic and administrative activities of the School.

Teaching & Learning Coordinator

The Teaching & Learning Coordinator leads the revision and updating of curricular documents and how such documents are used in planning, instruction, and assessment. He or she collaborates with the Educational Administrative Team to decide professional development priorities and collects and analyzes data about curricular implementation and its stages. In collaboration with the Data Coordinator, he or she analyzes student performance data to identify student learning priorities and works with teachers to improve instruction based on this data.

Section Principals

Section Principals are responsible for the overall educational administration of the section (Early Childhood and Grade 1, Elementary Grades 2–5, Secondary Grades 6–12). Section Principals 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 and equipment maintenance, and the correct use and care of educational resources.

Assistant Principals

Assistant Principals help the Principal with the day-to-day management of the section and supports teachers, systems and routines to ensure the efficient operation of the section.

School Counselors

School counselors offer educational counseling to individuals and groups. They help students and 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. They interact with students individually, in small groups, or as an entire class. Often, counselors work with students who have academic and social development challenges.

School counselors observe children during classroom and play times and confer with their teachers and parents to evaluate strengths, challenges, or special needs. With teachers and administrators, they help ensure the curriculum meets both the academic and the developmental needs of students.

School counselors at all levels help students understand and deal with social, behavioral, and personal issues. Counselors emphasize preventive and developmental counseling to help provide students the life skills needed to deal with problems before they worsen and to strengthen students' personal, social, and academic growth. Counselors offer special services (according to the student's age) such as sex education, alcohol and drug prevention programs, and conflict resolution classes. They also try to identify cases of domestic abuse and other family problems that can affect a student's development.

They consult and collaborate with parents, teachers, school administrators, medical professionals, and social workers to develop and implement strategies to help students succeed.

School Counselors:

- Offer counseling and educational support services related to the age and developmental needs of students in all Sections;
- Help students, parents and teachers better deal with crises and emergencies;
- Foster social, emotional, and mental growth and development of all students;
- Help parents and teachers answer questions related to child growth and development;
- Help students develop communication and study skills;
- Help organize, record and lead Class Council Meetings;
- Offer various support services that help students increase their self-knowledge and learn effective organizational and conflict resolution skills;
- Refer students to outside specialists;
- Observe and monitor students with difficulties, communicating with specialists and adapting strategies to help students become more effective learners;
- Prepare students to transition to the next grade, working with teachers, parents, and staff;
- Conduct counseling sessions within the School in response to identified needs;
- Schedule parent meetings to gather specific information about the child's history;
- Schedule parent conferences according to the Pedagogical Team's evaluation to offer guidance to parents on how to deal with students who are experiencing academic or behavioral difficulties;
- Evaluate and communicate with teachers the limits or disabilities a

student might have and propose strategies to promote the student's positive adjustment;

- Align the Moral Education Program;
- Support the School Discipline Policy.

To achieve these goals and to best meet the demands of each Section, the school employs a Counselor in Early Childhood Education, one in Elementary Education (Grades 2–5), one for Middle School (Grades 6–9) and one for High School (Grades 10–12).

After School Department

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.

Administrative & Finance Manager

The Administrative & Finance Manager organizes, plans, and oversees the finance and administrative operations of the School with the Executive Director. He supervises work in finance, accounts payable, receivables and purchases; orients and supervises work carried out by personnel in human resources, information technology, purchases, supplies, events, maintenance and cleaning, the infirmary, and the cafeteria.

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

Communications Department

The Communications Department develops internal communication materials such as invitations to events, articles, newsletters, institutional videos, banners, annual reports, etc. The Communications Department works closely with Principals, teachers and the Journalism Club with the objective of increasing student participation in producing articles and projects for School publications.

The main activities of the Communications Department include:

- Marketing consultation and planning

- Print design: development of publications
- Editorial services: writing and editing assistance and general editorial guidance for select written and electronic publications
- Web services: website planning, design and development
- Photography

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

Executive Assistant

The Executive Assistant assists the Executive Director in carrying out official school business. In addition, one of the Executive Assistant's main roles is presenting the School to prospective parents and students. She is responsible for beginning and following through with the admissions process and providing guidance to prospective parents. The Executive Assistant is also responsible for exchanging official communications with parents and the wider school community.

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: PowerSchool, 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

At School of the Nations, we have a Counselor in each section and a specialized Learning Support Facilitator in Early Childhood, Elementary, and Secondary. Counselors and Learning Support staff offer a range of pedagogical support to teachers to help students with learning disabilities and specific learning needs. Our goal is to provide teachers and other members of the pedagogical staff recommendations on specific pedagogical strategies and approaches that assist in the inclusion of students who have diverse abilities and needs. The main goal of Learning Support is, therefore, to promote better accessibility to education to students with learning difficulties or disabilities.

School of the Nations does not employ psychologists, speech or language therapists, occupational or physical therapists, or dedicated special needs instructors on staff. The School does not provide programs for students with special needs because we use an inclusion model of education. To meet students' diverse needs, including those of students with disabilities, Counselors, Principals, Learning Support, and teaching staff work as an interdisciplinary team to identify learning needs to support students with accommodations they need to perform successfully. We support students experiencing low achievement and/or learning difficulties through a team approach, which involves the students themselves, their teachers, their parents, and relevant external support personnel, such as psychologists and speech and language therapists. We place a high priority on enhancing classroom-based learning and on preventing learning difficulties at all levels within the School.

We evaluate students holistically and give importance to their integral growth and development, including social and emotional well-being, considering both equally important in relation to academic achievement and progress. The team designs and applies individual educational plans, interventions and support as needed. We value and use partnerships with external special education consultants and professionals (hired by the School) to provide expert consultancy on a case-by-case basis.

Throughout the school year, the Learning Support Facilitator functions as a bridge between outside professionals, families, and the educational staff. The Learning Support Facilitator helps teachers provide the recommended classroom accommodations and adaptations of evaluation instruments to meet the specific needs of students.

The Learning Support Facilitator takes part in and guides consultations to identify students who might benefit from classroom accommodations or adaptations. The referral process begins in the classroom. First, teachers bring their concerns to the Guidance Counselor and/or Principal, who recommends strategies to help the student. If necessary, the Guidance Counselor meets with parents and requests a professional evaluation from a doctor and/or specialist and recommends specialized support from outside professionals.

Once the School receives an official diagnosis of the student, the Learning Support Facilitator, with key staff members, develops an Individual Education Plan (IEP). The IEP is created in collaboration with the Guidance Counselor, Pedagogical Coordinators, 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, his or her IEP will be reviewed and revised according to the new educational reality, curriculum goals, and the resources available at the School. The IEP will include the accommodations and/or adaptations to be implemented in the classroom setting. The School is open to recommendations given by external professionals; however, the School has autonomy in decision-making regarding accommodations and/or adaptations that will be provided to the student according to the School's pedagogical procedures and the Brazilian Law of Inclusion of Students with Disabilities.

The Learning Support Facilitator oversees the support and interventions for the student in the classroom as required by his or her individual plan. For instance, the student might receive help in the classroom from an assistant during an essay or

math assignment on a weekly basis, or the student might receive the help of a reader during evaluation activities.

The School provides some pullout services if deemed necessary during school hours, as described in the IEP.

Please also see School of the Nations' Special Education – Definitions and Policy document for a more comprehensive explanation of programs and services for children with special needs.

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, interpersonal 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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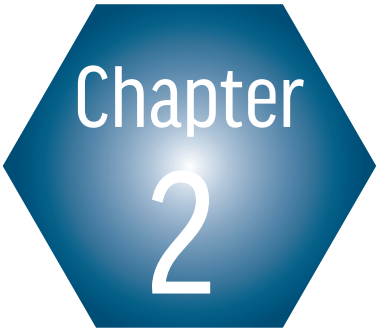
School of the Nations' Teachers



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.

Punctuality & Assiduity

Teachers must sign in using the employee attendance system of his or her Section. Failure to sign in and/or out without justification will result in a deduction from the employee's salary. Support staff must also sign out for lunch and sign back in after lunch.

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.

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 Department will

register teachers' absenteeism and tardiness and send a monthly report to the Section Secretary and/or the Section Principal. The Pedagogical Coordinator and Executive Director will also be informed of all such incidents.

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

Absence due to illness must be justified in writing, signed by a doctor, and include the International Classification of Illnesses and Problems Related to Health (CID in Portuguese). 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 4 days or more must receive approval 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 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 School-approved clinic
16 or more days	Must receive approval from 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 Coletivo 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

The School offers all teachers the privilege of one Personal Day each semester if she or he meets the following requirements.

The teacher:

- Has not received a written warning.
- Has not been absent without justification according to the Collective Agreement (CLT).
- Has not missed three days, whether consecutive or not, even if justified.
- Has not missed signing in and out more than three times on the School's electronic time clock.
- Has not missed a Saturday listed on the school calendar as a work day.

If the teacher uses her or his Personal Day and fails to meet the abovementioned conditions for the remainder of the semester, she or he will automatically lose the benefit the following semester.

Principals must approve all requests for personal days. Requests for personal days falling before or after a holiday, recess, or Bahá´í Holy Day, as well as those during testing periods, will be denied except in the case of extraordinary circumstances. All such requests are at the discretion of the Principal. Teachers who work in more than one school Section must have approval from Principals in all sections in which they work. Requests will be analyzed by the Pedagogical and Administrative Teams as well. All requests must be sent to Human Resources in advance.

Teachers must request personal days at least 10 days in advance so a substitute teacher can be arranged. Teachers must prepare complete lesson plans for the substitute teacher.

Only one teacher in a given section may be absent on a given day due to a personal day.

Phone Calls/Mobile Calls

Staff may use school telephones in their Principal's Secretary's office to conduct School business. Staff members must limit their personal use of office telecommunication equipment to emergencies.

Teachers may place long-distance calls as part of official School business only when approved by the Section Principal. No long-distance personal calls should be made from School telephones.

The personal use of cell phones during teaching hours is prohibited.

Failure to comply with this policy is considered serious and will result in a verbal or written warning.

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 ask for authorization from the Section Principal. Events taking place during regular hours must be planned in advance to avoid conflicting reservations and to make necessary arrangements.

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

It is the policy of School of the Nations to allow responsible 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. Administering policies governing the use of School facilities and grounds is delegated to the Administrative and Finance Manager of the School or his designee.

Those interested in using School facilities must fill out the Events Form, located on the School website and must obtain, review, and agree to the School Facilities Use Policy in its entirety, available from the Business Office.

Teachers who remain on campus beyond regular school hours must notify their Principal in writing. Teachers will not receive pay for these hours.

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.

Main Campus & Early Childhood Campus Libraries

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

School of the Nations' Library offers a pleasant and adequate learning environment for students from all sections of the school and can be used to read, study (including online) and research, and may be used for programmed learning activities such as presentations by authors.

Besides projects planned with teachers such as reading and literature circles, the Library also offers activities such as art exhibitions, storytelling, puppet shows, films and cultural activities. The Library Team also helps organize the School's annual book fair.

Library Curriculum

School of the Nations' Library curriculum follows Common Core Curriculum standards and is aligned to the American Association of School Librarians Standards for the 21st Century Learner.

Library books are selected to support learning activities and research according to the demand of teaching staff. The Librarian selects books by consulting catalogs, book publisher sites, bookstores, and other libraries, and uses specialized services, such as The Title Wave http://www.titlewave.com/. Library users may also suggest books.

Library Organization

Books are registered according to the Dewey Decimal Classification (DDC) 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 for quality Web sites by accessing the School Library catalog and their user account from any computer.

Library Resources

In addition to books and reference materials, the Library also has national and international magazine subscriptions, newspapers, and computers with broadband Internet access for research purposes, including the EBSCOHost multidisciplinary database search ebscohost.com . Through EBSCO, the School also subscribes to more than 10,000 e-books, both fiction and nonfiction, which students and parents can access from any computer connected to the Internet. Please contact the Library to get the login information to access this database.

Students may use Library printers to print out schoolwork during recess and lunch breaks or after school hours but must pay for each page printed. Each page in black and white costs R$ 0,50 to print, and each page in color, R$ 1,00.

Self-Selected Reading

The Library takes great care in helping students make wise decisions in book selection. Books are organized into grade-appropriate sections and are color-coded to help guide students. Lexile levels help students choose books that are at a suitable reading level. Teachers, assistants, and librarians help guide students in their selections. At the main campus, students are taught to recommend books to one another and to search for books using the Library's catalog program, Follett Destiny.

The appropriateness of a book is not an exact science. Authors rarely sit down with a specific grade in mind when they start to write a book. What might be the favorite book of one fifth grader might not be the favorite of another. What might be a great book for an eighth grader might be too mature for another student in the same grade.

If a student wishes to check out a book that is not indicated for his or her given grade, his or her parents or guardians should contact the librarian or send written authorization in the student's agenda.

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 who have the power and knowledge to select library materials on their own. We encourage parents

to be aware of what their children are reading and to help them decide wisely which books they read.

During class periods, students can go to the Library provided they have their teacher's permission or they have requested and arranged a visiting time in advance. Students must behave and remain quiet while in the Library.

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 will not be removed from circulation while the reconsideration process occurs. Upon request only, a child may be denied access to the item in question if his or her 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 made up of the Pedagogical Director, the Section Principal, the Head Librarian, and the Counselor.

All members of the Committee will read or view the material in its entirety and will review the stated objections and provide the parent or guardian its decision about the item within ten (10) school days after receiving the formal complaint. Any decision to remove materials from circulation shall be referred to the Committee for its review and approval. The School Committee makes the final decision of whether any material is to be removed from circulation.

Library Use

When entering the Library, students must follow these guidelines:

- Help keep the environment orderly and quiet.
- Leave all bags, backpacks, briefcases, and similar 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).

To ensure quality and the maintenance of the Library collection, books must be returned directly to one of the librarians.

Early Childhood Library

The Early Childhood Library is open every day for scheduled class visits and after school until 3:30 p.m., at which time parents are welcome to visit. While supporting literature in both English and Portuguese, weekly visits are conducted in English. Students go to the Library to return books they have checked out previously and to

check out new books. In addition, students listen to stories and do other activities related to stories they are reading.

At the Early Childhood campus, students may check out one book at a time. In Grades 2–12, students may check out up to three 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. To help students learn responsibility, a daily fine is charged for each overdue item in Grades 6–12. No fines are charged in Grades 5 and below.

Main Campus Library

The main campus Library is open from 7:45 a.m. to 4:30 p.m. Monday through Friday. Grades 2–5 have regularly scheduled visits to the Library, and teachers in all sections may schedule to bring classes for extra support and library use. Students have free access to the Library and its services during break and lunch times or after school.

The main Campus Library offers access to computers for students to conduct online research and access the Library's electronic resources through Follett Destiny. Given the select number of workstations available, students who are conducting Library research or working on projects or class-related assignments have priority. Other uses are considered secondary, including non-academic browsing and email, educational gaming (the only electronic games allowed in the Library), etc. Librarians check what students access on Library computers and may restrict secondary activities if they interfere with the computer's primary use or Library rules. Misuse of Library computers and disrespecting Library guidelines may result in suspension, restriction to or loss of access.

Care for Books and Library Fines

At the end of each quarter, all books more than 20 days overdue are considered lost. To normalize the Library account, the student or parent has the choice of replacing the book with another copy of the same book or paying for the lost book and fines directly in the Library. If books are found and returned within 60 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 will receive a refund in the same form of payment originally used.

All textbooks are to be kept in good condition and handled carefully. We encourage students to use book covers on all loaned textbooks and to label them with their name and grade in case the book(s) is (are) misplaced or lost. If a student loses or damages a book, he or she will be responsible for the cost of replacing it. Enrollment documents and transcripts will not be issued until the debt has been paid.

The Library is responsible for issuing a "No Fines Due & No Books Pending" document to students who are leaving the School permanently. Parents and guardians must pay for or replace damaged or lost materials according to the Library's internal rules and the School Contract. Under no circumstances may a student check out a class book or textbook if he or she has not returned or paid for the prior year's books.

Additional Library Guidelines

Teachers must schedule library time for their classes in advance.

Students must not be sent to the library unaccompanied. If teachers require students (in Grades 6 through 12) to use the library during class time, students must present a library pass to the Librarian signed by the teacher who is responsible for them during that period. Library passes are available from the Principal's Office.

The library on the Main Campus is open to staff and students from 7:45 a.m. to 4:30 p.m. daily.

To encourage reading and develop good reading habits, the Early Childhood Campus has its own library, which students visit weekly. Teachers must schedule a library period at the beginning of each semester with the school Librarian.

The Early Childhood Campus Library is open from 3:00 to 3:30 p.m. daily for parents.

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.

Computer Labs at Main Campus

A sign-up roster to reserve computer labs is available online. Teachers must remain in the laboratory to monitor students' work and behavior.

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 (6th–12th Grade)

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 (*almoxarifado* in Portuguese) 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.
- A continuous bell signals that everyone should evacuate.
- Students and personnel at the Early Childhood campus will meet outside the main entrance door in the parking lot.
- 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. Everyone in the school will go down the central corridor of the school toward the entrance to the courtyard.

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 wellbeing 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 researched-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 Advanced Placement 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

School of the Nations offers an international and national bilingual education program from Nursery through Grade 12. The school meets all requirements and is accredited by both the Brazilian Ministry of Education (MEC) and, internationally, by AdvancED. The School offers three diplomas: the Brazilian High School Diploma, the American High School Diploma, and the APCapstone Diploma for those students who meet requirements.

The vision and mission of the School is based on Bahá'í-inspired values and principles, which are reflected in the Moral Education and World Citizenship Program that is integrated into the curriculum from Nursery through Grade 12. The Arts and Physical Education are an integral part of the academic program in that they are essential to educating the whole person.

Please see our website (www.schoolofthenations.com.br) for program overviews.

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 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 Junior Youth Program and serves as a concrete expression of what is possible when ideals are transformed into action.

Taking Moral Initiative (TMI)

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, the Taking Moral Initiative (TMI) Program 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.

TMI 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, TMI 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. TMI students 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. In the International Program, subjects in the area of Social Studies follow AERO standards.

Advanced Placement classes and APCapstone Diploma (Seminar & Research) comply with College Board curricular 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.).

Evaluation Policy

Assessment is the process of collecting, discussing, and analyzing evidence from multiple sources to develop a deeper understanding of what students know, understand, and can do with their knowledge and skills as a result of their educational experiences.

Information collected from assessments should address students' learning needs and challenges and give feedback to students about their learning. In addition, it should provide feedback to teachers about their planning, instruction, and assessment practices, and to the School, about the effectiveness of its educational programs.

Assessments can be formative or summative. The goal of formative assessment is to monitor student learning to provide ongoing feedback that teachers use to improve their instruction and that students use to improve their learning. It helps students identify their strengths and weaknesses and focus on areas in which they need to improve. It helps teachers recognize where students are struggling to address problems immediately. Formative assessments are used to help students in their process of learning and are not usually graded.

The aim of summative assessment is to evaluate student learning at the end of an instructional unit by comparing it to a standard or benchmark. Examples of summative assessments include but are not limited to a midterm exam, a final project, or a presentation. Information from summative assessments, therefore, can be used formatively when students or faculty use it to guide their efforts and activities in subsequent courses. Teachers choose summative assessments based on what they expect students to demonstrate mastery of. Therefore, a summative assessment is defined by what teachers expect to see as evidence of mastery of learning.

Assessment & Grading

Structure of Curriculum – Strands, Standards, and Benchmarks

Following international best practices, School of the Nations´ Curriculum is structured into strands, standards, and benchmarks.

Strands

Strands are structural elements of the curriculum showing the way in which content or skills are organized to plan for student learning. The term 'strand' is used to indicate: "…domains that group the related general and specific learning outcomes or achievement aims and objectives within a particular learning area or discipline" (UNESCO International Bureau of Education, 2013). For example, 'Scientific and Engineering Practices' and 'Disciplinary Core ideas in Science, Engineering, and Technology' are strands providing contexts for learning. An example in English is `reading´ and 'writing.' Another example in mathematics would be the strands: 'number sense,' 'measurement, data, statistics and probability,' and 'algebraic thinking and operations.'

Standards

In curriculum, the term 'standard' refers to broad abilities or content that span over several years and connects the curriculum from early to upper grades. For example, in Reading: ´Student´s use of strategies to aid comprehension´ apply to all grade levels; however, the use of strategies and the types of strategies differ from one grade level to the next.

Benchmarks

A benchmark is a grade-level specific reference point within a standard against which performance or achievements can be assessed. Benchmarks also connect one grade level to another to ensure growth and increasing complexity as students grow and develop.

Grading to Benchmarks

Traditional forms of assessment and grading, which result in a single percentage or number to represent student achievement at the end of an assessment, do not offer sufficient detail for a student, parent, or teacher to identify precisely what a student needs to improve or which learning targets he or she has mastered. Assessing and grading to benchmarks allows us to gather information and communicate on a student's performance of specific learning goals (benchmarks).

In traditional grading, students earn points on tests and assignments, and teachers average them for a final grade. If we were to compare this way of reporting to an annual health checkup, it is neither correct nor informative to rate health on a scale of 1 to 100. We would not know which aspect of our health was in good condition or bad. Further, we would not know what to do to get healthier.

Grades should communicate a student's achievement of specific learning goals. Assessing and grading to benchmarks allows for this, traditional grading does not.

Grading to benchmarks, that is, grading specific and measurable learning goals, allows students, teachers, parents, and administrators to follow students' development of individual skills and abilities. This grading system breaks down assessments into individual concepts and skills (benchmarks) and allows teachers to give students individual feedback on each of them separately. It gives information for teachers to differentiate and personalize instruction and assessment based on a student's needs, interests, and skills. It gives students and parents the information they need to focus on what they need to improve learning.

A benchmark might be, for example, that all students in Grade 5 can write a 5-paragraph essay. This would include other benchmarks such as "knows how to write a topic sentence," "knows how to write an introduction," and "knows how to write a conclusion." Students would receive grades that describe the proficiency demonstrated in each benchmark using a grading scale with 5 different bands of performance, namely (AE) "Achieves Excellence," (PR) "Meets Standard – Proficient," (MS) "Meets Standard – Basic," (ID) "In Development," or (NI) "Needs Improvement" rather than a single percentage or letter grade. This way, both student and teacher know clearly who understands and can produce the components of a well-written 5-paragraph essay, who still has difficulties, who needs more help and with which benchmark or

benchmarks. The focus is skill based rather than averages based, which makes grading to benchmarks much more objective and useful.

Although grading to benchmarks is preferred over the traditional grading system because it best fulfills the main purpose of learning, students, parents, and higher learning institutions will still have access to one single performance indicator that represents students' performance in each subject. The School provides this by reporting the current band of performance for each individual subject taking into account the different weights of each benchmark. Parents and students can view all grades for individual benchmarks. Both options are available on PowerSchool.

Assessment Instruments

Instruments and instructional techniques that complement evaluation include:

- Diagnostic, formative, summative, systematic, and contextualized evaluations, such as formal, objective, and subjective tests, quizzes, and group papers;
- Daily, systematic observation of student performance;
- Evaluation portfolios;
- Individual work;
- Group research;
- Projects;
- Self-evaluation;
- Other pedagogical activities.

All evaluations are structured on specific skills and abilities (benchmarks) from the curriculum. Teachers grade each benchmark included in an evaluation; therefore, evaluations do not receive one overall grade, but several.

In Nursery through Grade 12, performance on a given benchmark is expressed in letters, which represent skill attainment, based on the scale explained in this policy, and reveal learning of a specific curricular item. For teachers, they offer diagnostic information on students' performance levels, which help guide pedagogical decisions. Benchmarks make it possible for parents and students to follow up on learning progress of specific skills and understand difficulties as well as possibilities for growth with a specific skill or content. The Final Grade in each subject for a quarter is the average of all benchmarks evaluated that quarter.

Benchmarks are presented in the following way in Early Childhood Education, Elementary School, Middle School and High School (Nursery 2 to Grade 12).

	Explanation of Grades	Description
AE	Achieves Excellence	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. • *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.

	Explanation of Grades	Description
PR	Meets Standard - 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 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.

	Explanation of Grades	Description
MS	Meets Standard - Basic	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 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.

	Explanation of Grades	Description
ID	In Development	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.

	Explanation of Grades	Description
NI	Needs Improvement	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.

Social -Emotional and Dispositions to Learning Curriculum and Assessment

To assess students integrally, teachers observe students' social-emotional development, behavior, and attitudes toward learning. Examples of such behavior and attitudes include: responsibility, punctuality, attendance, and finishing assignments on time.

In Nursery through Grade 5, the Advisory teacher consults with the student's other teachers to determine feedback and grades for Social-Emotional and Dispositions to Learning. One grade is given for each benchmark.

In Grades 6 through 12, every teacher grades each student on Social-Emotional and Dispositions to Learning. One grade is given for each benchmark in every class.

Feedback given for Social-Emotional and Dispositions to Learning in Nursery through Grade 12 include:

AE	Achieves Excellence
PR	Meets Standard - Proficient
MS	Meets Standard - Basic

ID In Development

NI Needs Improvement

Grades given to students for developing their social-emotional and dispositions to learning do not affect their academic grades.

Grading

Grading to Benchmarks and Standards

Each subject area has its own Standards and specific benchmarks per grade level (see the difference between Standards and benchmarks above). Benchmarks are categorized into either Power Benchmarks or Super Power Benchmarks. In addition, benchmarks are associated with corresponding Standards.

Power Benchmarks have a weight of 1, and Super Power Benchmarks have a weight of 2. For example, suppose students are being assessed in English for the Standard 'writing essays' and that their benchmarks for that grade level are: 1) writing an introductory paragraph; 2) writing a concluding paragraph; and 3) developing the body of the text. If benchmarks 1 and 2 are Power Benchmarks and benchmark 3 is a Super Power Benchmark, students' average in that particular Standard will be calculated according to their performance on each benchmark using their corresponding weights.

Grades will be reported using a rolling gradebook, which is meant to help students always have the chance to pursue academic growth throughout the academic year. It also helps teachers by making it easier to verify a student's current level of mastery for each Standard. A rolling gradebook means students, parents, and teachers will always see the current final grade, which will change and evolve as the school year progresses. When we compare it to a quarterly gradebook, the main difference is that there is no cut-off moment or calculation of averages per quarter. In a quarterly gradebook system, if a student performs poorly in one of the quarters, his final average is affected by the grade in that particular quarter.

In a Standards-based system, all students should have a chance to improve their performance - growth in learning is what we expect. Therefore, a student's final average is calculated per benchmark. The grade for each benchmark is given based on the three most recent summative assessments. If a student has done four or more summative assessments for any benchmark, only the three most recent assessments will be used to calculate the grade. This ensures that students are prepared to move on to their next challenge and are always working on their zone of proximal development.

Errors are part of the learning process, and students should not be penalized for them at the beginning of the learning process. In calculating the final grade, it is more just to use the most recent assessments because students approach mastery as they progress through the learning cycle.

Because the ultimate aim of learning is showing student success, a rolling gradebook is a fair way to assess students and not let any low performance in their early attempts at learning jeopardize their grades.

According to Brazilian Educational Law, students must attend 75% of the total hours of study to pass to the next grade.

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 PowerSchool, 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 provide students 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

A new summative assessment will be provided throughout the school year if a student has not met the standards for a given benchmark. This works as parallel recuperation to allow students to demonstrate mastery in all benchmarks for that school year. Again, we reiterate that the aim of a standards-based system is to provide students the opportunity to demonstrate growth in their understanding, so they are better prepared for the following school year.

Recuperation, under the responsibility of the teacher, is supervised by Section Principals. It is designed to meet the needs of students who have not yet reached grade-level standards. Recuperation is offered in the following modes:

- Continuous Recuperation helps a student catch up on content and takes place parallel to the teaching-learning process at any moment during the school year and as soon as the student's needs have been identified.
- Final Recuperation takes place after the fourth quarter final grades have been calculated and on a date specified by the School's Pedagogical Team.

End-of-Year Recuperation

The Grade with or Without Recuperation (Y2) is the mathematical mean between the Final Average Grade (Y1) and Recuperation Grade (R2), as shown below:

Y2 = Final Average Grade with or Without Final Recuperation = (Y1 + R2) / 2

Where:

R2 = Final Recuperation

Y1 = Final Average Grade before recuperation

Y2 = Final Grade with or Without Recuperation

If a student does not take final recuperation, R2 is null, and the formula applied is:

Y1 / 1 = Y2

Students who earn a Final Grade of 6.0 (six) or higher after final recuperation will be approved (rounding of fractions is not allowed).

Class Council

As set out in the School Regiment (Regimento Escolar) Chapter IV, 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 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.

Summative Assessment Policy

This policy aims to support a standards-based educational philosophy, which is committed to all students succeeding in a rigorous and relevant curriculum. To that end, the School has a policy that supports students taking additional summative assessments, which measure students' understanding of critical content and skills in a given subject.

Summative Assessment Policy

Students may be given additional summative assessments to demonstrate their current understanding of any given benchmark and show growth in their understanding.

- Summative assessments are assessments of learning; formative assessments are assessments for learning.
- Teachers will decide which assessments are summative for each of their classes.
- Teachers will inform students when an assessment is summative.

Students may discuss with their teachers the possibility of a new summative assessment to demonstrate their new level of understanding of competencies.

Late Work Policy

The objective of the Late Work Policy is to support a standards-based educational philosophy, which is committed to all students succeeding in a rigorous and relevant curriculum. To that end, the School has a Late Work Policy that allows students to turn in missed summative assignments. Students who do not submit their work on the due date must explain to their teachers why. Teachers will inform students whether they are to hand in the same assessment, albeit late, or whether they must submit a different assignment.

In accordance with and to support a standards-based grading system, students who have not submitted their work by the due date will be notified and must attend school on a specified date to work on their missing assignments (parents will also be notified of late work). These dates include, but are not limited to:

- Study hall periods.
- Half-days on campus.
- School days falling on Saturdays (*sábados letivos*)

These dates are not negotiable. Students must be present to work on their missing assignments.

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

Parent-Teacher 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 any time throughout the year. Parents are also 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 Meetings

The Class Council is a collegiate body of a consultative and deliberative nature established for pedagogical purposes. It is made up of teachers, Coordinators and Guidance Counselors.

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 a minimum, once per quarter, but may be called at any time, as needed, by the Pedagogical Coordinator or Section Principals.

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 free of charge 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

At School of the Nations, we have a Counselor in each section and a specialized Learning Support Facilitator in Early Childhood, Elementary, and Secondary. Counselors and Learning Support staff offer a range of pedagogical support to teachers to help students with learning disabilities and specific learning needs. Our goal is to provide teachers and other members of the pedagogical staff recommendations on specific pedagogical strategies and approaches that assist in the inclusion of students who have diverse abilities and needs. The main goal of Learning Support is, therefore, to promote better accessibility to education to students with learning difficulties or disabilities.

School of the Nations does not employ psychologists, speech, or language therapists, occupational or physical therapists, or dedicated special needs instructors on staff. The School does not provide programs for students with special needs because we use an inclusion model of education. To meet students' diverse needs, including those of students with disabilities, Counselors, Principals, Learning Support, and teaching staff work as an interdisciplinary team to identify learning needs to support students with accommodations they need to perform successfully. We support students experiencing low achievement and/or learning difficulties through a team approach, which involves the students themselves, their teachers, their parents, and relevant external support personnel, such as psychologists and speech and language therapists. We place a high priority on enhancing classroom-based learning and on preventing learning difficulties at all levels within the School.

We evaluate students holistically and give importance to their integral growth and development, including social and emotional well-being, considering both equally important in relation to academic achievement and progress. The team designs and applies individual educational plans, interventions and support as needed. We value and use partnerships with external special education consultants and professionals (hired by the School) to provide expert consultancy on a case-by-case basis.

Throughout the school year, the Learning Support Facilitator functions as a bridge between outside professionals, families, and the educational staff. The Learning Support Facilitator helps teachers provide the recommended classroom accommodations and adaptations of evaluation instruments to meet the specific needs of students.

The Learning Support Facilitator takes part in and guides consultations to identify students who might benefit from classroom accommodations or adaptations. The referral process begins in the classroom. First, teachers bring their concerns to the Guidance Counselor and/or Principal, who recommends strategies to help the student. If necessary, the Guidance Counselor meets with parents and requests a professional evaluation from a doctor and/or specialist and recommends specialized support from outside professionals.

Once the School receives an official diagnosis of the student, the Learning Support Facilitator, with key staff members, develops an Individualized Learning Plan (ILP). The ILP is created in collaboration with the Guidance Counselor, Pedagogical Coordinators, 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 ILP from another school, his or her ILP will be reviewed and revised according to the new educational reality, curriculum goals, and the resources available at the School. The ILP will include the accommodations and/or adaptations to be implemented in the classroom setting. The School is open to recommendations given by external professionals; however, the School has autonomy in decision-making regarding accommodations and/or adaptations that will be provided to the student according to the School's pedagogical procedures and the Brazilian Law of Inclusion of Students with Disabilities.

The Learning Support Facilitator oversees the support and interventions for the student in the classroom as required by his or her individual plan. For instance, the student might receive help in the classroom from an assistant during an essay or math assignment on a weekly basis, or the student might receive the help of a reader during evaluation activities.

The School provides some pullout services (up to 20% of the school day) during school hours, as described in the ILP. The School provides a separate room for applying tests and quarterly exams according to the student's need to decrease distractions during these times.

Please also see School of the Nations' Special Education – Definitions and Policy document for a more comprehensive explanation of programs and services for children with special needs.

Procedures to Recommend Students for Learning Support

If the teacher has a concern about a student in terms of his or her learning, behavior or social/emotional development, the following procedure is to be used:

1. Teachers should gather data and show the child's strengths and weaknesses.
2. Teachers should fill out any observation formats requested in the student referral.
3. The teacher should set up a meeting to discuss their observations and concerns about the student with the Section Counselor.
4. The Section Counselor will check with other teachers to verify whether they have similar or the same concerns about the student.
5. Teachers should implement new recommendations and strategies given to them by the Counselor.
6. The Section Counselor will share and discuss concerns and observations with the Section Principal and parents as pertinent.
7. The Counselor, in consultation with the Learning Support Facilitator, may decide to ask parents for an external evaluation of the student.
8. The Learning Support Facilitator will receive the report and/or diagnosis and use this to guide the writing of the Student's ILP or ISP as required.
9. Information on specific details of the student's background and case will remain confidential.

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

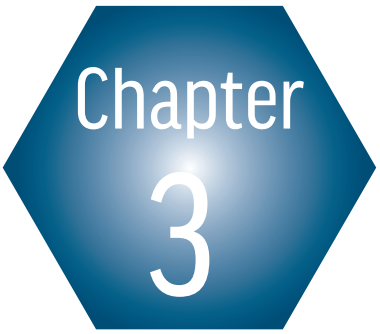
   ***Classroom accommodations should be made available in every course including academic and nonacademic classes.*
2. Common Testing Accommodations may include but are not limited to:
   - Extra Time
   - Separate Setting

- 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.*

3. Testing Accommodations with Standardized Testing
   - School of the Nations follows the rules and guidelines as established by each testing organization (College Board, AVALIA, etc.)
   - To be approved for accommodations on standardized tests, the student needs to be approved by the College Board before the day of the test. Students should begin this process well in advance. The Counselor will inform students of the due date.

Also see the Inclusion Policy in Annex I, which describes inclusion, differentiation, related procedures, and key terms.



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.

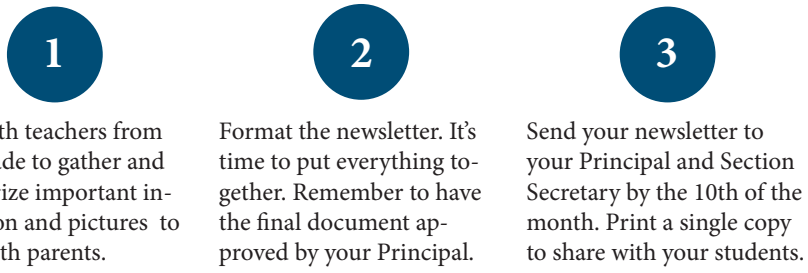
All letters, memos or written communications sent to the school community (including students and parents) must be edited in Portuguese and English and must be approved by the Principal.

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.



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 beginning in July and until 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 between June and 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 early August and end in mid-June. A four to five-week mid-year recess period is given from late December to mid-January.

Infirmary–Nurse's Office

The Nurse's Office provides basic first aid to students and informs parents and guardians of any health-related issues as necessary. The Nurse's Office is open from 7:15 a.m. to 6:00 p.m. at the Early Childhood Campus and from 7:00 a.m. to 6:30 p.m. at the Main Campus. Two Nurse Technicians are on duty daily at the Main Campus, one from 7:00 a.m. to 1:00 p.m., and the other from 12:30 to 6:30 p.m. At the Early Childhood Campus, two Nurse Technicians are on duty daily, one from 7:15 a.m. to

1:15 p.m., and the other from 12:00 to 6:00 p.m. The Head Nurse is on campus from 9:00 a.m. to 3:00 p.m.

The School has an emergency health insurance plan that provides UTI Vida Móvel, an ambulance service, to all students. Every student has accident insurance for both on and off campus.

Observations:

- A child who has an accident or suffers an injury requiring assistance during school hours will receive the proper first aid and, if necessary, parent(s) or guardian(s) will be contacted immediately;
- If necessary, an ambulance will be requested and the School will notify parents immediately;
- All medication prescribed to a student must be given to the nurse's office for identification and storage and will be administered only with the original prescription, which will be photocopied and returned to the parent or guardian.
- No medication will be administered without a doctor's prescription. This includes even topical medications, such as *gelol* and *fenergan* cream.
- Medicine will be returned to the parent or guardian responsible for the student only. Exceptionally, the parent or guardian may sign a statement of responsibility or send an email request to return the medicine to the student.

Students may go to the Nurse's Office during break or lunch time. During class hours, students in 2nd through 12th grade must ask a teacher's or classroom monitor's permission to receive an infirmary pass.

Students presenting any illness or change in health such as fever, a severe cough, diarrhea, vomiting, conjunctivitis, or pediculosis (lice) are not permitted to come to school or remain on school grounds. If a student has a contagious disease, please contact the Section Principal and/or the Guidance Counselor. The Pedagogical Team will offer guidance in regards to academic activities during the period the student is absent from school.

Students may go to the nurse's office during break or lunch time. During class hours, students in Grades 6 through 12 should request permission from the teacher or Assistant Principal. Students in Grades 2 through 5 should be sent to the nurse's office with their agenda and hall pass. Students in Nursery through Grade 1 who feel sick should be accompanied by a teacher assistant to the nurse's office with their agenda.

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:

- 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 ⅓ 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 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.
- An employee may not go on vacation without having her or his vacation dates officially registered in the Brazilian Employment Booklet by the Human Resources Department.

Extra Hours, Additional Hours, and Bank of Hours

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. 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 Manager, 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.
- All administrators must send a written plan for approval of all extra hours that may be anticipated before large events, activities, and trips. The Business Office must approve these.
- 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. Only the first two hours after the employee's regular schedule may be counted toward their bank of hours.

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.

You may also contact Human Resources by email at recursos.humanos@edn.org.br.

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

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.

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.

Staff who are paid a "Weekly Respite Allowance" (*Descanso Semenal 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.

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 dates on their passports concerning the expiration date of their Brazilian work visas (Human Resources also keeps 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 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 SINEP/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.

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.

Excused Absences

Even when legally justified, employees must justify absences from work and are responsible for informing their supervisor of all absences.

Art. 473—The employee may be granted absence with pay for:

1. up to 5 days during the first week after the birth of the employee's child;
2. for 9 days to attend a funeral and period of mourning in the event of the death of a spouse, parent, or child;
3. 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;
4. 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;
5. Absences described in items 3 and 4, 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.
6. 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.
7. for 1 day every 12 working months to donate blood. The employee is required to provide documented proof of the donation.
8. up to two consecutive days to allow for voter registration within the confines of the law;
9. 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);
10. for teachers who are sitting for Brazilian undergraduate entrance exams (vestibular);
11. for jury duty;

12. 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 that are 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 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 20% 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 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

Uniforms are provided to Early Childhood Education teachers and staff free of charge.

Teacher Representative Policy

At School of the Nations, all members of every stakeholder group (students, parents, faculty, administration, and support staff) are welcome to provide constructive feedback, commendations, and recommendations for improvement to the School Administration.

Given the restrictions of scheduling individual meetings and to ensure all voices are heard, a teacher representative in each section will be elected every school year. One teacher from each section will be elected by the faculty to represent international teachers, and another to represent national teachers. This election should be held during the In-Service Pedagogical Week at the beginning of the school year. Principals will oversee a confidential voting process for this election.

Teacher representatives will meet with the Executive Director at least twice each academic year. The School uses consultation as the primary vehicle to better understand issues, resolve problems, and create strong bonds among all sectors. Thus, we encourage an atmosphere of discussion, dialogue, and interconnection versus advocacy of one group over another. We are striving to learn how to work in one School with a common mission and integrate our efforts toward fulfilling our mission as a team.

Consultation is the tool and process to do this.

Baha'u'llah said:

"No welfare and no well-being can be attained except through consultation."

Similarly, Abdu'l-Baha explained:

"Man must consult on all matters, whether major or minor, so that he may become cognizant of what is good. Consultation giveth him insight into things and enableth him to delve into questions which are unknown... The principle of consultation is one of the most fundamental elements of the divine edifice. Even in their ordinary affairs the individual members of society should consult."

Teacher Representative Profile

Teacher representatives should:

- identify strongly with the vision, mission, and values of the School.
- be in good standing as a teacher at School of the Nations with both teachers

and administrators.

- work at the School for at least one year before assuming the role.
- understand teachers' needs and concerns.
- collaborate and communicate effectively and constructively.
- have up-to-date knowledge of the policies and procedures of the School.
- have a proven ability to promote positive discussions around important topics among those members of the community he/she represents.

Teacher Representative Responsibilities

- Gather information, data, and feedback about teachers' concerns, recommendations, and educational interests in an equitable and inclusive manner.
- Serve to promote understanding, communication, and collaboration among faculty and between faculty and administrators, always bearing in mind the vision, mission, and values of the School.
- Promote the social well-being of teachers and contribute to morale.
- Promote and propose solutions to problems that affect teachers.
- Promote a positive culture of partnership and understanding among teachers and fellow administrators.

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 Collaborators 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 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 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' 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 in a personal scheduled meeting. 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 collaborators 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 item 17.4 of this document.

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

- Apps
- Parents' Bulletin Board
- School Profile
- Letters in English and Portuguese
- Phone calls and text messages
- Meetings
- Open House Meetings
- Parent Collaborator Meetings

- Parent Representative email communications
- 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. 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 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.

Chapter 7

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'l'Bahá

Objective and Principles

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 a crisis, reinforce other students' right to learn and the teacher's right to teach in a safe environment free of interruptions.

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 social and life skills and 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

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 and well-being, be neat, follow instructions, do not disturb, use self-control, speak nicely, 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, 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; ask for help instead of retaliating; use brave talk, express yourself with empathy.

Values that Support this Policy

Love, Respect, 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 in implementing 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 (in Early Childhood).

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 hurting.

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 PowerSchool, specifying the frequency and seriousness of the behavior.

j. may rely on the support of the Learning Support Facilitator, Principal and Counselor to help find the best way to promote student development and minimize behavioral problems when the student has educational 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 Facilitator (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. They are also in charge of accompanying the discipline records of students on PowerSchool, registered by all teachers, and advising the Pedagogical Team of repeat cases.

4. Pedagogical Team—The Pedagogical Team (Principals, Assistant Principals and Counselors) are in charge of receiving students, teachers and assistants who bring them disciplinary issues that have not been solved in the classroom.

   The Pedagogical Team 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 & Assistant Principal—The Assistant Principal or Principal is in charge of enforcing corrective measures of the school Section in which he or she works, in consultation with the Counselor.

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 such as psychologists, neurologists or psychiatrists.

7. Parents & Guardians—Parents are responsible for accompanying and assisting 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).

   Some teachers are charged with the responsibility of leading Class Meetings in several sections. 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 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 PowerSchool 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 agenda, email or PowerSchool 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 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, involving the family or not, as provided for in the School Regiment.

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 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.
- Discipline Contract with the student and parents or guardians.
- Suspension.
- Cancellation of or denial of reenrollment or immediate expulsion.

3. Individual Behavior Contract

   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.

Inclusion

Introduction

Inclusion in education describes the principle that all students are entitled to equitable access to learning, achievement and the pursuit of excellence in all aspects of their education.

An inclusive environment is one in which students learn to understand one another, feel safe and supported, have positive relationships, and are respectful and accepting of one another.

Following the School´s philosophy and Brazilian legislation, student inclusion processes, procedures and strategies have been devised institutionally and are implemented by teachers, assistants, the educational administration team, Counselors and the Learning Support Facilitator.

Given the nature of School of the Nation's diverse population, inclusion efforts take on several fronts: *academic, social-emotional and cultural*. At the academic level, students' different styles and paces of learning and special needs are considered. At the social-emotional level, students receive emotional support through the counseling program, types of groupings, class meetings, and positive discipline. At the cultural level, we celebrate cultural differences and help students adapt to the culture of the School and learn habits of tolerance, acceptance and collaboration. These initiatives are integrally linked to the School´s curricular development and, as such, are continually revised and updated.

Below is a detailed explanation of the key terms related to inclusion and the role of student performance data in inclusion decisions. In the following sections, there is a detailed description of the main approaches used to address academic inclusion at School of the Nations: differentiation in the classroom and special needs education through the Learning Support Facilitator.

Key Terms to Inclusion

Integration is one of the major strategies the School uses to achieve inclusion. Through integration, students with special needs are included in educational settings with their peers who do not have special needs; they are provided with the necessary accommodations, determined on an individual basis, to enable them to be successful.

The principle of '*placement in the most enabling learning environment*' or '*least restrictive environment*' is followed. Integration is linked to the concept of mainstreaming (integrating all students in the mainstream classroom, as opposed to pulling those who have special needs out of the mainstream classroom).

Accommodations are changes in how a student accesses information or demonstrates learning. These are teaching and assessment strategies specially designed to accommodate a student's needs so he or she can achieve the learning outcomes of the subject or course and demonstrate mastery of concepts. Accommodations are simply different approaches to achieving the same curricular goals.

Accommodations do not represent unfair advantages to students. In fact, the opposite could be true. If appropriate adaptations are not used, students could be unfairly penalized for having learning differences, creating serious negative impacts to their achievement and concept of self.

Differentiation is a term similar to *accommodations*. Differentiation refers to a wide variety of teaching techniques and lesson adaptations that educators use to instruct a diverse group of students, with diverse learning needs, in the same course, classroom, or learning environment.

Assessment—Teachers and the educational administration use a systematic process of gathering information to make appropriate educational decisions for a student. It is a collaborative and progressive process designed to identify a student's strengths and needs and set goals. It results in the identification and implementation of selected educational strategies, including assessment *of* and *for* learning.

Modifications are instructional and assessment-related decisions made to meet a student's educational needs that consist of individualized learning goals and outcomes, which are different from learning outcomes of a course or subject. Modifications are considered for those students whose special needs are such that they cannot access the curriculum (that is, students with limited awareness of their surroundings, students with fragile mental or physical health, students medically, cognitively or multiply challenged.) Using modifications for students not identified as special needs should be a rare practice.

- *Modifications* are changes to the curriculum that are different from the regular grade level proficiency requirements. Modifications are noted on the student´s transcript and diploma.
- Modifications at School of the Nations are offered either as a *push in* or *pull out* system by School staff according to the student's needs.

An **Individual Learning Plan** (ILP) is a documented plan developed for a student with special needs that describes individualized goals, accommodations, modifications, services to be provided, and includes measures for tracking achievement. In most cases, the curriculum is adapted to the student's needs. An ILP is used only in exceptional circumstances, according to criteria and a process outlined later in this policy.

In the case of an ILP in which the School Curriculum is modified, these special education modifications will be noted on the student's transcript and diploma.

An **Individual Support Plan** (ISP) is a documented plan developed for a student with special needs that describes accommodations, goals, strategies to teach and assess the student, and services to be provided for him or her to achieve expected performance. The student on an ISP will follow the same curriculum and is expected to achieve the same curricular goals as other students.

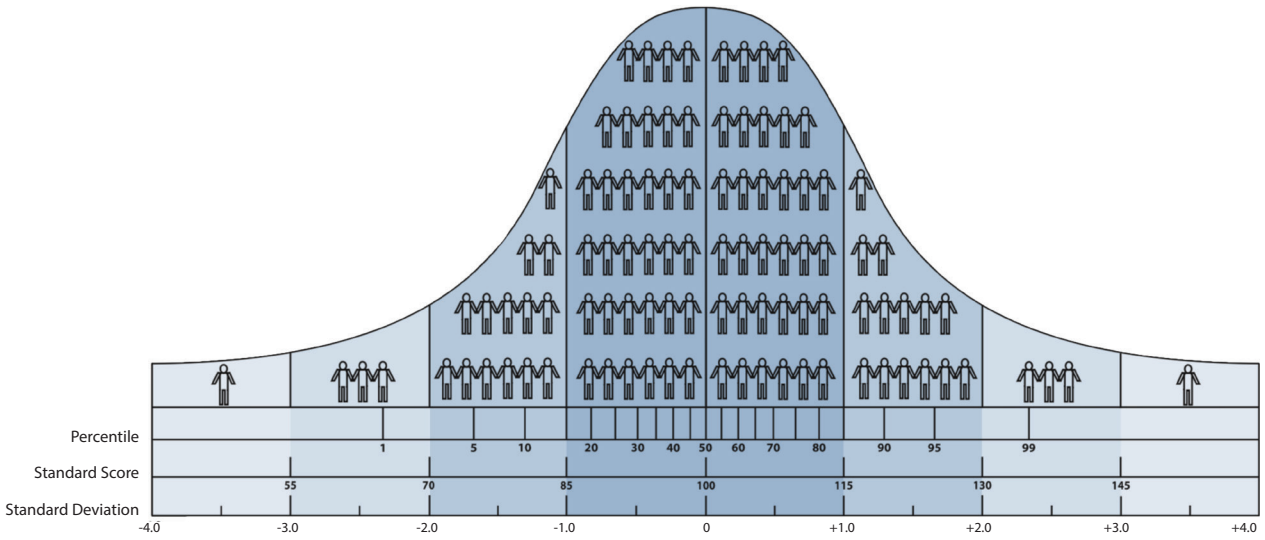
Roles of Assessment in Student Learning and Inclusion

Assessment, in its many forms, is key to understanding individual and group needs based on student performance on specific indicators. Assessment includes a wide range of feedback mechanisms. Assessment may take place in the form of observations and interactions, work assignments, projects and formal tests, among others. It can be used to help the School respond in real time to students' needs or to design long-term processes of teaching and learning.

To reach the challenging academic goals in our school-wide curriculum, the School needs to know the strengths and challenges of its students and to devise strategies that help them achieve their potentials.

Summative assessment includes tests, projects, exams and external tests that provide a panoramic view of student performance, individually and by grade level, to determine overall achievement levels and to identify patterns that allow for grouping students to reinforce concepts. The analyses of the results of student performance on a wide variety of standardized test instruments, such as MAP, AVALIA, ENEM, PAS, PSAT, SAT and Advanced Placement exams, help the School identify areas for curricular adjustment and detect domains and standards of performance in which students need reinforcement.

Normal Distribution of Student Performance Results



In a normal distribution of student performance results based on grades (see graph above) few students would tend to fall at the extremely low or high performance levels. It is likely that students who perform as extreme outliers on testing and grades may have special needs and may require specialized inclusion interventions (such as ILPs). Data based on grades allows for general analyses and the identification of student performance trends. With this information, planning and instructional decisions are made, as well as more in-depth observations of students whose performance stands out.

Differentiation decisions, therefore, are informed and determined by teacher observations and reports, standardized test results, report card data and Class Council recommendations and decisions. We use all available data to ensure factors such as strengths in different subjects, age, rate of progress and potential, as well as current performance are considered when grouping students and defining best strategies to develop their learning potential in the context of the group, grade level, section, etc.

Grouping—We do not assign students to long-term fixed or leveled groups according to their grades or level of learning in subjects. Academic grouping must necessarily be fluid and monitored to respond to students' different interests, paces, needs, and progress. A student may be gifted and talented in a given subject and still demonstrate significant weaknesses in another. Even within broad subject areas, students may understand some content better than in others. Depending on the activity and objectives, teachers may choose ability or mixed ability groups at their discretion for the best interests of all students.

Students with an Individual Learning Plan (ILP) will also be engaged in different types of groupings to strengthen their academic and social abilities. Based on our School Philosophy, we give importance to the holistic and age-level appropriate development of students in dimensions such as social/emotional, cultural and moral/ethical. Thus, generalized labels of children as a certain kind of student are avoided. Groupings are reviewed in an ongoing manner.

Differentiation

What Differentiation Is

"Differentiated instruction is a method of designing and delivering instruction to best reach each student." (Carol Tomlinson)

Differentiated Instruction requires consistently using a variety of instructional approaches to modify:

- content (what students need to learn)
- process (how they will learn it) and/or
- products (how they will show what they have learned)

in response to readiness, learning style, and interest of academically diverse students.

Differentiation is the main strategy that School of the Nations implements to include all students in the classroom. For differentiation to thrive, appropriate strategies must be implemented systematically at both the school and classroom levels (Robinson, 2002).

What Differentiation Is NOT

Differentiation is not the implementation of an individualized plan for every student in a classroom. It should not entail implementing strategies for some students (except in the case of ILPs for special needs students) to the detriment of the rest of the class, such as those that require exclusivity of the teacher´s time, planning and attention.

How Differentiation Addresses Students' Needs

A one-size-fits-all approach to instruction does not address individual needs or learning differences. Differentiated instruction (DI) involves giving all students possibilities to learn according to their interests, strengths and challenges, by evening out the playing field for everyone.

Differentiated instruction:

- encourages inclusion of all students
- provides instruction across all levels of student achievement and ability
- addresses different learning styles
- responds to students' preferred learning modalities (auditory, visual or kinesthetic)
- assesses learning using diagnostic, formative and summative assessments
- allows teachers to reach all students
- allows for diversity among students
- fosters relationships and self-worth
- meets social, emotional, and academic needs
- increases self-efficacy

Differentiation is most often accomplished through grouping students by shared interest, topic or ability for assignments. To group students for differentiation, it is necessary to assess their learning using diagnostic, formative and summative assessments.

How Differentiation Takes Place in the Classroom

Teachers are encouraged to design activities based on knowledge of students´ needs, interests, strengths and challenges. The teacher may design projects (or components thereof) for some students to work more intensely and with a higher level of complexity and, at the same time, provide others who need it with more support and scaffold exercises.

In some specific cases, especially when working with a student with a diagnosed special education need, teachers will need input and guidance from the Learning Support Facilitator and from external professionals (as described in the section describing the special educational plan).

At the Secondary level, School of the Nations offers a range of Advanced Placement (AP) courses, which are designed by the College Board in the United States to engage

students in rigorous, high levels of study on campus as well as through online learning. The successful completion of these courses and examination grants students University level credits, which are accepted in many universities in the US and around the world.

At the same time, some Advanced Placement courses are offered to all High School students, regardless of prior performance, to expose them to the rich content and stimulating exercises of advanced college preparatory curricula. When all students take an AP course, teachers differentiate to scaffold lessons and assessments for students who need it. Students may opt to take the Advanced Placement tests.

Study Halls are also offered to provide extra support to students who need it.

Students with Disabilities and Special Needs

"The goal of all-inclusive special education programs is to provide children with disabilities with a meaningful and respectful learning experience that engenders in them self-confidence and a sense of belonging to a larger community." (The Next Frontier: Inclusion)

A special needs student is a student who has a disability of an intellectual, physical, sensory, emotional or behavioral nature, has a learning disability or has special gifts or talents.

Learning Support

At School of the Nations, we have a Counselor in each section and a specialized Learning Support Facilitator in Early Childhood, Elementary, and Secondary. Counselors and Learning Support staff offer a range of pedagogical support to teachers to help students with learning disabilities and specific learning needs. Our goal is to provide teachers and other members of the pedagogical staff recommendations on specific pedagogical strategies and approaches that assist in the inclusion of students who have diverse abilities and needs. The main goal of Learning Support is, therefore, to promote better accessibility to education to students with learning difficulties or disabilities.

School of the Nations does not employ psychologists, speech, or language therapists, occupational or physical therapists, or dedicated special needs instructors on staff. The School does not provide programs for students with special needs because we use an inclusion model of education. To meet students' diverse needs, including those of students with disabilities, Counselors, Principals, Learning Support, and teaching staff work as an interdisciplinary team to identify learning needs to support students with accommodations they need to perform successfully. We support students experiencing low achievement and/or learning difficulties through a team approach, which involves the students themselves, their teachers, their parents, and relevant external support personnel, such as psychologists and speech and language therapists. We place a high priority on enhancing classroom-based learning and on preventing learning difficulties at all levels within the School.

We evaluate students holistically and give importance to their integral growth and development, including social and emotional well-being, considering both equally important in relation to academic achievement and progress. The team designs and applies individual educational plans, interventions and support as needed. We value and use partnerships with external special education consultants and professionals (hired by the School) to provide expert consultancy on a case-by-case basis.

Throughout the school year, the Learning Support Facilitator functions as a bridge between outside professionals, families, and the educational staff. The Learning Support Facilitator helps teachers provide the recommended classroom accommodations and adaptations of evaluation instruments to meet the specific needs of students.

The Learning Support Facilitator takes part in and guides consultations to identify students who might benefit from classroom accommodations or adaptations. The referral process begins in the classroom. First, teachers bring their concerns to the Guidance Counselor and/or Principal, who recommends strategies to help the student. If necessary, the Guidance Counselor meets with parents and requests a professional evaluation from a doctor and/or specialist and recommends specialized support from outside professionals.

Once the School receives an official diagnosis of the student, the Learning Support Facilitator, with key staff members, develops an Individualized Learning Plan (ILP). The ILP is created in collaboration with the Guidance Counselor, Pedagogical Coordinators, 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 ILP from another school, his or her ILP will be reviewed and revised according to the new educational reality, curriculum goals, and the resources available at the School. The ILP will include the accommodations and/or adaptations to be implemented in the classroom setting. The School is open to recommendations given by external professionals; however, the School has autonomy in decision-making regarding accommodations and/or adaptations that will be provided to the student according to the School's pedagogical procedures and the Brazilian Law of Inclusion of Students with Disabilities.

The Learning Support Facilitator oversees the support and interventions for the student in the classroom as required by his or her individual plan. For instance, the student might receive help in the classroom from an assistant during an essay or math assignment on a weekly basis, or the student might receive the help of a reader during evaluation activities.

The School provides some pullout services (up to 20% of the school day) during school hours, as described in the ILP. The School provides a separate room for applying tests and quarterly exams according to the student's need to decrease distractions during these times.

Please also see School of the Nations' Special Education – Definitions and Policy document for a more comprehensive explanation of programs and services for children with special needs.

Referral Criteria and Procedures

It is important to understand the referral process and how it works. The referral process is recognition 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 the design and implementation of strategic interventions.

The referral can come from the mainstream teacher, the Learning Support Facilitator, the family or, in some cases, from the student himself. A pre-referral checklist should be completed. It is the mainstream teacher's responsibility to describe and detail the specific interventions that have been tried before any such referral is made.

Decisions about eligibility for learning support are made by the Learning Support Facilitator and the Section Counselor. The decision will include the level of support required (mild, moderate or intensive) based on the data that has been collected and analyzed. The final decision about a child to receive learning support is made in consultation with and the consent of the parents." (New Frontier: Inclusion)

**No staff member has the authority to make a medical or psychological diagnosis of a student with regard to the identification of his or her special need.*

Procedures for Teachers to Recommend Students for Learning Support

If the teacher has a concern about a student in terms of his or her learning, behavior or social/emotional development, the following procedure is to be used:

1. The teacher should gather data and show the child's strengths and weaknesses.
2. Teachers should fill out any observation formats requested in the student referral.
3. The teacher should set up a meeting to discuss observations and concerns about the student with the Section Counselor.
4. The Section Counselor will check with other teachers to verify whether they have similar or the same concerns about the student.
5. Teachers should implement new recommendations and strategies given to them by the Counselor.
6. The Section Counselor will share and discuss concerns and observations with the Section Principal and parents as pertinent.
7. The Counselor, in consultation with the Learning Support Facilitator, may decide to ask parents for an external evaluation of the student.
8. The Learning Support Facilitator will receive the report and/or diagnosis and use this to guide the writing of the Student's ILP or ISP as required.
9. Information on specific details of the student's background and case will remain confidential.

Testing Accommodations

Accommodations do not change curricular 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.*

3. Testing Accommodations with Standardized Testing
   - School of the Nations follows the rules and guidelines as established by each testing organization (College Board, AVALIA, etc.)
   - To be approved for accommodations on standardized tests, the student needs to be approved by the College Board before the day of the test. Students should begin this process well in advance. The Counselor will inform students of the due date.

Process for Making a Request for Third-Party Professional Access to the School

A parent shall provide the Learning Support Facilitator with a written request for the proposed visit to allow a third-party professional into the School for the purpose of observing their child and/or making recommendations to the Learning Support Facilitator for the purpose of supporting the educational needs of the child.

- The written request shall include an outline from the third-party professional that contains the purpose of the proposed visit(s), the nature of activities to be observed, the times and frequency of visits.
- Visits should be limited in number and duration to avoid disruption while still allowing required information to be acquired and/or shared.
- The Principal will consult in advance with the affected teacher to determine the advisability and potential timing of the visit.
- The Learning Support Facilitator will consult with the Executive Director before granting, denying or revoking a request. Factors that will be considered when deciding to grant or deny any such request may include but are not limited to the number of third-party professionals involved in the visit, the frequency of visits, disruption of other students/programs, perceived value to student in question, student and staff safety, purpose of the visit.
- Should the Learning Support Facilitator and Principal decide to grant the request, an External Visitor Form will be completed and signed by all parties. The specific purpose of the visit must be described on the External Visitor Form.
- Recommendations given by third-party professionals will be considered by the Learning Support Facilitator for inclusion in the student's Individual Learning Plan (ILP).

Promotion and Retention: Differentiation through grade level acceleration or retention at the same grade level is used as a strategy in exceptional circumstances determined by the School Administration. Recommendations for promotion or retention are made through professional channels at the School. For example, one or more teachers may recommend to the Class Council to consider acceleration or non-promotion of a student. This will be based on careful observation, monitoring and evaluation of the student within the classroom setting. The Class Council, composed of the Grade level teachers, Principal, Assistant Principal and Counselor will examine a variety of data and evidence and make such a decision.

School Roles and Responsibilities for Learning Support & Special Education

Laws

- Law 8.069, from July 13 1990 (ECA) - article 53, paragraphs I, II e III
- Law 9.394/96 (LDB)
- Law 10.172 from January 9, 2001—*Plano Nacional de Educação*—Chapter 8—on Special Education
- Law 6.571 from September 17, 2008
- Resolution no. 4 from 2009, of the CNE
- Resolution no. 2 from 2001, of the CNE
- Decree n. 3.956 from 2001

- Law 5.089 from 2013 DF.
- Federal Law 13.146 from July 7, 2015: *Estatuto da Pessoa com Deficiência*

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Escola das Nações

School of the Nations

SHIS QI 21 Área Especial Conjunto 1 Lago Sul, Brasília, DF Brazil 71619-970
Phone: 55 (61) 3366-1800
Email: edn@edn.org.br

Visit us at https://www.schoolofthenations.com.br/