EVERY LEARNER
A NOBLE PURPOSE

STUDENT-PARENT HANDBOOK
MANUAL DE PAIS E ALUNOS
2025-26

School of the Nations
Escola das Nações

This Manual was revised on November 24, 2025, and approved by the Educational Administrative Team of School of the Nations.

Policy Review

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

Vision

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

Mission

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

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You may access more information and publications on our website at:

www.schoolofthenations.com.br

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1. Values

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

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

2. Educational Objectives

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

3. Learning Culture – Dimensions of Holistic 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.

Scholarship

We help students develop capacities to:
- engage in higher order thinking: critical, reflective, creative
- master academic content and apply it to real problems and projects
- inquire, research, and solve problems
- appreciate the arts

Transformative Moral Action

We help students develop capacities for:
- personal transformation
- interpersonal transformation
- social transformation
- moral and ethical values
- service toward others
- collaboration and community building

Global Citizenship

We help students develop capacities to:
- communicate effectively
- understand and embrace diversity
- care for the earth
- be an agent of positive change
- use technology fluently, effectively, and ethically

Integral Well-being

We help students become:
- socially-emotionally aware
- physically healthy and fit
- autonomous and self-regulating
- organized
- goal oriented and responsible

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.

4. Shared Understanding of High-Quality Learning

High-quality learning at School of the Nations is rooted in our aspiration to release human potential through academic excellence, moral and spiritual qualities, and a lifelong commitment to service, empowering learners to develop the capacities of heart and mind to understand the world and contribute to the betterment of society.

In an inclusive, diverse, and globally-minded community, our students develop cognitive, creative, physical, spiritual, and social-emotional abilities; learners are agents of their own learning, actively setting goals, engaging in rich and complex challenges, and documenting growth; they demonstrate depth of understanding, collaboration, reflection, and multiple perspectives across disciplines.

Learning happens through a coherent, inquiry-based curriculum grounded in spiritual principles and practical applications, with diverse assessment and feedback guiding meaningful growth.

5. 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.

6. 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.

6.1 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

6.2 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.

7. Accreditations & Affiliations

School of the Nations is an international school accredited by:

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

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

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

8. Admissions Policy

8.1 Introduction

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

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

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

8.2 School of the Nations Statement

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

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

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

8.3 Admissions Department

8.3.1 Introduction

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

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

8.3.2 Advice for Parents Following Admission

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

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

8.3.3 Purpose

This policy aims to:

- define what is meant by 'prospective families' and the entire 'Nations community'—all students, staff, and parents, as well as all prospective and future members of School of the Nations.
- outline the admissions process and procedures, including purpose, document procuration, and entrance assessments.

- ensure a clear and cohesive link between the inclusivity of the School's Admissions Policy.
- support a mutual-choice, mission-driven admissions process designed to recruit and retain students eligible for admission.
- define an ongoing review and evaluation of the Admissions Policy in the context of the School's evolution and application of the policies and guidelines in its Student-Parent Handbook.

8.4. General Information

8.4.1 Admissions Committee

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

8.4.2 Applications

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

Students can be admitted to the School any time during the academic year (except for students joining the IB Diploma Programme in Grades 11 and 12). Decisions are based primarily on a student's prior school record (when appropriate), student academic performance determined through assessments administered by the admissions staff, and a personal interview in which students and their families can demonstrate a commitment to the School's Core Values.

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

8.4.3 Required Application Documents

Documents required for the initial Application to be uploaded:

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

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

1. Copy of the applicant's transcript

Additional required documentation

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

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

For students coming from abroad (including Brazilian citizens)

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

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

Note on Translations

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

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

This refers to school documentation only.

Exceptions

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

8.5 Terms and Conditions

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

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

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

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

8.6 Criteria for Admission

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

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

8.6.1 Applications for Admission are Considered in View of the Following:

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

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

8.6.2 Grade-Level Placement

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

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

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

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

8.6.3 Age Requirements by Grade

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

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

8.6.4 Number of Students Admitted

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

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

Academic Programs—Number of Students per Class

SECTION	GRADE	STUDENTS PER CLASS
Early Childhood	Nursery II	12
	Nursery III	14
	Pre-K	18
	Kindergarten	22
Elementary School	Grade 1 (ECE Campus)	25
	Grade 2	25
	Grade 3	25
	Grade 4	25
	Grade 5	25

SECTION	GRADE	STUDENTS PER CLASS
Middle School	Grade 6	25
	Grade 7	25
	Grade 8	25
High School	Grade 9	25
	Grade 10	28
	Grade 11	28
	Grade 12	28

8.6.5 Waiting List

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

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

8.6.6 Student Assessments and Evaluations

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

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

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

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

Depending on certain factors, but especially in later grades where a student may be changing from a different education model or language of instruction, the School reserves

the right to refuse admission should it determine that a student's needs will not be adequately supported throughout their time at School of the Nations.

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

8.6.7 Early Childhood Education—Nursery II to Grade 1*

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

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

8.6.8 Elementary—Grades 2 to 5

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

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

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

8.6.9 Secondary Assessments—Grades 6-12

Screening for the Secondary School takes the form of:

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

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

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

Other factors are considered, particularly:

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

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

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

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

8.6.10 Post-Review Procedure

8.6.10.1 Acceptance

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

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

8.6.10.2 Approval

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

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

8.6.10.3 Approval with Special Conditions

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

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

8.6.10.4 Denial

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

8.6.11 Special Learning or Behavioral Needs

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

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

8.6.11.1 Responsibilities of the Family and Legal Guardians

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

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

8.6.12 Language Support Programs (ELL and PLL)

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

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

8.7 Orientation Day

8.7.1 Beginning of the Academic Year and Middle of the Academic Year

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

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

8.8. IB Programmes Offered at School of the Nations

IB Mission Statement

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

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

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

Primary Years Programme (PYP)

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

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

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

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

Diploma Programme (DP) and Certificate Programme

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

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

School of the Nations teachers have received professional development training. Hence, we are able to offer the full IB DP, including courses in the six subject groups and the Core. We strongly believe that all students should be allowed to study for the full IB DP. Ongoing discussions and preparation are developing to encourage and support students in pursuing the full IB Diploma. Additionally, the School will offer eleventh and twelfth graders the opportunity to take IB courses of their interest and receive a certificate upon passing the corresponding exam.

9. Administrative-Pedagogical Staff Roles

9.1 The School Board

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

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

9.2 The Executive Director

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

9.3 The Chief Teaching and Learning Officer

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

9.4 Section Principals

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

9.5 Counselors

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

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

Counselors help students understand and deal with social, emotional, behavioral, and personal issues. They prioritize prevention by helping students develop and use age-appropriate strategies, seeking to provide them with the life skills needed to deal with problems, and strengthening their personal, social, emotional, and academic growth. In addition,

Counselors offer age-appropriate special services, such as sex education, alcohol and drug prevention programs, and conflict resolution classes. Counselors also work closely with the Child Protection Team to protect students' physical and emotional integrity, helping identify cases of abuse and other family issues that affect a student's development.

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

9.6 After School Supervisor

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

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

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

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

9.7 Administrative & Finance Manager

The Administrative & Finance Manager organizes, plans, and oversees the financial and administrative operations of the School with the Executive Director. These activities involve finance, accounts payable, accounts receivable, and cash flow management. The Administrative & Finance Manager orients and supervises work conducted by personnel in events, the supply room, campus security (guards), maintenance and cleaning, the infirmary, the kitchen/cafeteria, and purchases/supplies.

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

9.8 Technology Department

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

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

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

9.9 Learning Support

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

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

RTI Tiered Support

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

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

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

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

9.10 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.

9.11 Physical Education Coordination

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

10. Support Services

10.1 Health Services-Infirmary

The infirmary provides first aid, assesses students, and contacts the family if necessary.

At the main campus, the infirmary is open from 7:00 a.m. to 7:00 p.m. The team is made up of a nurse, a nurse technician, and a nurse intern.

In Early Childhood Education, the infirmary is open from 7:00 a.m. to 5:00 p.m., or as long as students remain on campus with a nursing intern, from 7:00 a.m. to 1:30 p.m., and a nurse, from 7:30 a.m. to 5:30 p.m. The team comprises two nurse technicians and an intern under the supervision of the nurse.

The School has a contract with *Serviço de UTI Móvel*, responsible for providing emergency care to students. All students have insurance for accidents 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 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.

10.2 Meal Program

Our meal program is overseen by a qualified nutritionist who plans diverse and balanced weekly menus. For students in Nursery through Elementary, the program provides morning and afternoon snacks as well as lunch. Middle and High School students receive a morning snack and lunch. Additionally, the School operates a canteen on the main campus, which is open after 3:15 p.m. for students participating in the After School Program and School Teams.

If your child has any food allergies, dietary restrictions, or special nutritional needs, please inform the School in writing using the designated form at the time of enrollment or re-enrollment. This information should be updated as necessary using the form available from the School Records Office.

10.2.1 "Join Me for Lunch" Program—Early Childhood Campus

Parents and guardians of Grade 1 students are warmly invited to participate in the "Join Me for Lunch" program. This special initiative encourages parental involvement, strengthens emotional bonds, and creates memorable experiences during lunchtime. Please note that this program is not available for parents of students in Nursery through Kindergarten due to age-specific routines.

Program Details

- **Dates**: Monday through Friday
- **Time**: 11:00 –11:30 a.m. (Please be punctual, as this is part of the student's regular schedule.)
- **Participants**
  - All parents and guardians of Grade 1 students are welcome.
  - Up to two adults may accompany each child.
  - For families with siblings, participation will be considered on a case-by-case basis.

- **Meal**: Parents and guardians will enjoy the same meal served to students.
- **Cell Phone Use**: To encourage meaningful interactions, we kindly ask that you refrain from using cell phones during lunch.

Participation Guidelines

- Each family may reserve one lunch day per semester to ensure everyone has the opportunity to participate.
- Appointments must be confirmed at least forty-eight hours in advance.
- Parents should arrive at school at least ten minutes before the scheduled time.

How to Participate

- Reserve your appointment using this scheduling link.
- For questions, please contact the Early Childhood Coordination team.

10.2.2 "Join Me for Lunch" Program—Main Campus

Parents and guardians of students in Grades 2–12 are invited to join their child for lunch in the cafeteria once each semester. To participate, please contact the nutrition team to schedule your visit. Upon arrival, parents may choose to dine in a reserved area or join their child.

Program Objective

The goal of the "Join Me for Lunch" program is to foster integration among families, students, and the School, while providing a special opportunity for parents to share a meal with their children and classmates.

The "Join Me for Lunch" program is available every school day and the schedule is aligned with students' class times as follows.

Program Schedule

- **Grades 2 and 3**: 11:00–11:30 a.m.
- **Grades 4 and 5**: 11:30–noon
- **Grades 6 to 12**: noon–12:40 p.m.

Parents and guardians will be served the same meal as the students.

Participation Guidelines

- Up to two adults may accompany each child.
- To ensure all families have a chance to participate, each family may book one session per semester.
- Parents and guardians should arrive at least ten minutes before the scheduled lunchtime.

How to Participate

- Reserve your spot by emailing the nutritionist at mateus.cechin@edn.org.br.
- Reservations should be made at least twenty-four hours in advance.

- For questions, please contact the nutritionist.

10.3 School Security

Parents and Guardians should use only the main front gate to drop off and pick up children. The back entrance is for the exclusive use of school transportation and internal services.

Under no circumstances are visitors allowed inside school grounds without a proper identification tag. Only parents and visitors with previously scheduled meetings will be allowed entry to the school while classes are in session (7:45 a.m.–3:15 p.m.).

In case of school events such as meetings, speeches or workshops, all participants must identify themselves at the gate to enter the school.

10.4 Evacuation Plan

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

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

Inside Classrooms

The teacher should:

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

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

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

- Go to the evacuation site by the route that allows the quickest evacuation from the building.
- Students without a teacher or assistant should join another evacuating class.
- Adults must check rooms and corridors on the way to ensure all children have been evacuated.

Outside the Building

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

Behavior during Evacuation

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

At the Evacuation Site

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

10.5 School Facilities

School staff and community members or outside organizations who wish to use school facilities after school hours for educational, cultural or athletic activities must ask permission from the School Administration in writing. The request must explain the nature of the event and any logistical requirements.

If the Executive Director or Business Office approves the use of the facilities on the date requested, the individual, group or organization must fill out a second form, available from the Business Office, requesting logistical arrangements for the event or activity. The person or group soliciting use of the facilities will be responsible for covering any additional or related costs for the use of facilities outside regular school hours, such as additional guards, kitchen services, photocopies, etc. The person(s) or organization soliciting the use of school facilities will be held responsible for any damage or loss that occurs in the area or to the facilities during such use.

Use of school facilities shall be granted within the limits prescribed in the School Facilities Use Policy available from the Business Office.

10.6 School Transportation

Parents should arrange transportation for their children according to the school's scheduled arrival and departure hours. School of the Nations does not provide transportation; however, many private bus companies do.

During school enrollment, parents and guardians must fill out a form informing the School of drivers or other people who are authorized to pick up their children from school. Private drivers must identify themselves at the entrance gate before picking up any student. Nursery to Grade 3 students are to remain in the classroom until the bus drivers pick them up. Grade 4 and 5 students, except for those who have written parental authorization to leave the classroom by themselves, must follow the same procedure.

Bus and van drivers can enter the school to pick up students but must wear an identification card at all times.

We rely on families' cooperation in using only the main gate entrance during student arrival and departure hours. For safety reasons, the back gate is for the exclusive use of school bus and van services.

Should there be any change to the transportation company responsible for a student's transportation to or from school, parents or guardians must immediately communicate such change in writing to the Section Principal or the School Secretary.

10.7 The Library

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

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

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

10.7.1 Library Curriculum

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

Books are selected to support learning activities and research according to the demand of the school community. The Librarian selects books by consulting catalogs, book publisher

sites, bookstores, and other libraries. Library users may also suggest books to add to the collection.

10.7.2 Library Organization

Books are registered according to the Dewey Decimal Classification and cataloged using the Anglo-American Cataloging Rules 2 (AACR2) according to content, age level, and (in English and Spanish) by Lexile Reader Measure http://www.lexile.com/ about-lexile/ lexile-overview/.

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

10.7.3 Library Resources

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

10.7.4 Self-Selected Reading

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

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

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

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

10.7.5 Challenged Materials

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

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

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

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

10.7.6 Library Conduct

When entering the Library, students must follow these guidelines:

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

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

10.7.6.1 Early Childhood Library

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

At the Early Childhood campus, students may check out one book 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.

10.7.6.2 Main Campus Library

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

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

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

10.7.7 Textbooks, Care for Books, Overdue Materials, and Fines

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

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

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

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

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

11. General School Information

11.1 School Start and Finish Times

Early Childhood Education & Grade 1	8:10 a.m. to 3:10 p.m.
Grades 2 through 5	8:00 a.m. to 3:00 p.m.
Grades 6 through 12	7:45 a.m. to 3:10 p.m.

11.2 Punctuality

Good habits are acquired from early on. It is the parents' role to be an example by making it possible for students to arrive on time at school. In this way, they contribute to raising citizens capable of respecting rules and norms and living well in society.

Classes begin punctually at the time stipulated by each section. It is important for all students to arrive on time so they can benefit from the routine and daily activities. A tolerance of five minutes for tardiness is allowed. Students who arrive more than five minutes late are allowed to enter the classroom in atypical or emergency situations if they have a written and signed excuse. In cases of frequent tardiness, written excuses for emergency and atypical situations lose their effect, and the student must wait for the beginning of the next class following the guidelines below:

- ECE and Grade 1–there is a tolerance of 5 minutes. After 8:15 a.m., a member of the School staff will escort the student from the front gate to his or her classroom.

- Grades 2–5: students must go to the Principal's Office and wait until the end of the first period, at 9:00 a.m.

- Grades 6–12: students report to the High School Coordination to receive a Permission for Tardiness pass and then go to class.

Please Note–In case of frequent late arrivals, the Pedagogical Team will contact families. Late arrivals hinder students' academic development and progress and affect the student's right to active participation of the entire class for his or her learning.

11.3 Authorization to Leave School Grounds

All students should leave the school grounds through the main gates with their parents, guardians or a person who is authorized to pick them up. Students who use transportation must leave through the gate leading to the van and bus parking. At the time of enrollment, the School requests the names of those who are permanently authorized to pick up the student. Any changes to this authorization must be communicated and registered with the School Office.

Students who wish to leave the School grounds accompanied by third parties must have their parent's or guardian's authorization in writing, via Nations App. Authorization must be given in advance. Authorization should include the full name of the person who will take the student along with his or her ID number, which will be verified upon leaving. The School does not accept authorization for a student to leave School grounds via telephone. Only a member of the Educational Administration may authorize a student to leave School grounds, with written authorization, via Nations App.

Students may not leave the school and then return to the school without written permission from Section Administration.

At the Early Childhood Campus, from 2:50 to 3:10, picking up students is not allowed due to safety and security reasons.

11.4 Dismissal during School Hours

When a student must leave class early, his or her parent or guardian should notify the School in advance in writing and the student must receive authorization from a member of the Pedagogical Team. Please see item 11.3, Authorization to Leave School Grounds, above.

11.5 Students with Driver's Licenses

High school students who are 18 or older and who possess a driver's license may park their cars in the school's external parking lot. They may leave the campus before the end of the school day only with their parent's or guardian's written consent. They may not offer or give a ride to another student unless they have written permission from that student's parent or guardian.

11.6 Staying on Campus after Classes

The School is responsible for students during regular class hours and activities in which they are enrolled; therefore, all students must leave the School by 3:30 p.m., except those enrolled in an After School activity or supervised by the After School team.

After 3:30 p.m., all students not enrolled in After School activities must remain in a designated room or area.

11.7 School Adaptation in Early Childhood

Children's arrival in Early Childhood is very important because it marks their first contact with the world of school. In addition to the novelty of being away from their families for the first time, children are faced with the unknown. They will interact with other children and other adults—not just their family—socializing and exchanging ideas, experiences, and new situations.

Challenges are inherent at this stage and are essential for the healthy development of young children. We base our practices on the knowledge of important child development theorists, such as Lev Vygotsky, who defend that challenging moments drive learning when favorable conditions exist. In adapting to school, the trust, help, and accompaniment of adults at school must exist for children to progress and succeed as they face these new challenges.

At this age, children gradually detach themselves from their egocentrism and begin a complex process of recognizing themselves and others while, at the same time, seeking conditions to develop their autonomy and independence. The first contact with new realities of other children's families during children's adaptation to school gives rise to ambivalent emotions, such as curiosity, estrangement, excitement, and fear, among others. Gradually, children become familiar with school life as they experience different moments, such as playing, eating, sleeping, and cleaning themselves, designed to help them develop their autonomy and learn to respect differences.

Open House

Early Childhood students hold an Open House event for parents to get to know their children's campus, classrooms, and teachers. Children can follow along with their parents to explore their new school and meet their teachers.

At this point, teachers explain in detail the educational expectations of the school year and what to expect as children adapt to school, such as the school routines and other details.

First weeks of class

We call the first two weeks of class "adaptation weeks," but this process can take a month or more and varies from child to child. As each child is unique, each has their own way of dealing with new situations. The first few weeks of adaptation focus on getting to know each child better and creating bonds. Activities are carefully planned to introduce the child to new school routines and provide moments of interaction among teachers and peers.

- Students in Nursery 2 have a different schedule for their first week of adaptation. We designed this strategy specifically for students in this age group and introduce them gradually to the school environment, as shown in the table below.

MONDAY	TUESDAY	WEDNESDAY	THURSDAY	FRIDAY
Welcome families at the Early Childhood campus at 8:30 a.m. Dismiss students at 10:30 a.m.	Students only enter at 8:10 a.m. Dismiss students at 12 noon.	Students only enter at 8:10 a.m. Dismiss students at 2:10 p.m.	Students only enter at 8:10 a.m. Dismiss students at 3:10 p.m.	Students only enter at 8:10 a.m. Dismiss students at 3:10 p.m.

- From Nursery 3 onwards, students are received during regular class hours.
    - Parents should leave their child by 8:10 a.m. at the door of the room with the teacher, saying goodbye with confidence, assertiveness, affection, and tranquility.
    - Parents are not allowed to remain on campus.
    - The child can bring an object of comfort.
    - We do not recommend that there be any interruption in the child's routine during the first two weeks, that is, not to pick up the child before the departure time at 3:10 p.m.*
    - If, after utilizing all available resources to calm the child, the teacher determines that the child requires an early pick up, she will contact the family to make arrangements.

If the pedagogical team and family decide the child needs a more gradual adaptation, the case will be evaluated individually, and adaptation may be changed.

Family-School Communication

Dialogue between the family and teachers is essential in this process, so it is important for parents to ask questions, discuss their concerns, and report their child's achievements throughout this process during the Open House or via Seesaw.

Important information to share includes:

- the child's medical history.
- routines the child follows at home, such as eating, sleeping, and other routines.
- the child's interests.
- whether the child has ever attended daycare or another school.
- any changes that may affect the child's emotions during this period, such as moving, a long trip of a close family member, potty training, weaning from a pacifier, divorce, the birth of a sibling, the loss of a loved one, the loss of a pet, among others.
- whether the child has an object of comfort.

11.8 Presence of Parents on Campus during School Hours

To ensure the security of all students and avoid interruptions during school activities, the School has adopted a closed campus policy at our Early Childhood Campus. At our Main Campus, parents and all school visitors must report their presence and business to the security guard before entering the school grounds. The guard will direct the parent or

visitor where they need to go. No interruption during class time is allowed except in cases of emergency. Teachers are not allowed to speak with parents once classroom activities have started.

Parents may schedule an appointment with the Section Principal, Counselor, or After School Supervisor to talk to their child's teachers or educational staff. Appointments may be scheduled by calling the Section Secretary (contact information is on the first page of this manual) and must be made in advance. Please remember that appointments must be scheduled after 3:00 p.m. because students and staff are still involved in school activities before this time.

Please note–At the Main Campus, parents must wait for their children in the designated areas near the main entrance.

11.9 Visitor Policy

To avoid disrupting student learning and protect the safety and welfare of students and staff, Principals must approve the entrance of all visitors, including alumni.

Visitors seeking information about the School or wanting a tour of the grounds must receive authorization from the Admissions Department.

Solicitors and sales representatives must obtain written authorization from the Business Office.

Anyone picking up students must have written permission, and their identity must be on file with the School Records Office.

After permission is granted to enter the School, it will be sent to security personnel at the front gate. All visitors must wear a visitor's identification badge while on campus.

11.10 Field Trips

Throughout the school year, the School plans relevant field trips and extracurricular events. Written parental authorization is required for students to participate in such activities. Parents or guardians may sign an authorization slip that is valid for the full academic year. Authorization via telephone is not accepted.

Field trips are co-curricular activities that enrich and complement the school curriculum. What students learn on such trips is frequently assessed or used by them to complete assignments or projects in a given subject. All students are encouraged to participate. Students who do not or cannot participate will remain at school engaged in academic activities.

Students must wear their complete school uniforms during all field trips.

The school pays the cost of transportation for field trips within the Federal District unless informed otherwise. For excursions and events outside the Federal District involving overnight stays, parents help cover the costs of transportation, lodging, and other related expenses.

Non-academic activities, such as AASB-promoted events, are not co-curricular activities. Representing the School in such events is considered "an honor and a privilege," and because of this, students must meet the following prerequisites to participate.

To participate in non-academic activities (including but not limited to AASB-promoted events, such as ISSL) outside school, students:

- must have no more than two subjects with a grade below MS in a bimester.
- must not have a suspension in the current semester.

Students who go on school-sponsored trips and extracurricular activities held outside the school that last for more than one day must sign and **fo**llow the Association of American Schools in Brazil - Official AASB Code of Conduct in Annex II of this handbook. The code of conduct is a contractual agreement that the student's parent or guardian must also sign.

Teachers' observations about students' grades and behavior, raised during the weekly 360 meetings, may be considered and could affect student eligibility to participate in non-academic activities, including AASB-promoted events.

11.11 Half Days

Half Days are scheduled at regular intervals in the School Calendar. On these occasions, the Pedagogical Team organizes events, parent-teacher meetings, lectures and professional development programs. For this reason, students are dismissed at noon on these days. No After School or School Teams activities take place during half days.

11.12 Dry Weather Policy

The decision to cancel classes due to low humidity will be made by the Civil Defense Office and upheld by the School. In such cases, the School will attempt to notify parents and guardians.

11.13 Family/School Interaction

In addition to informative and pedagogical meetings, Open Houses, and parent-teacher conferences listed in the School Calendar, parents may contact the Parent Ambassador of each class, who acts as a bridge between School Administration and parents at each grade level if a concern involves the entire class. Otherwise, parents may arrange meetings regarding their child's specific academic needs with the Section Principal or Counselor.

11.14 Health and Safety Protocols

11.14.1 Epidemic Health Situations

Parents and the school community will be notified immediately by email of any outbreak or incidence of epidemic health situations within School of the Nations' student body. The School will follow all guidelines and procedures given by local and governmental health organizations to protect the wider community from contagion and illness. The School

will also follow any infection prevention policies established. We ask all members of our community to follow the necessary procedures.

11.14.2 Head Lice

Children with a lice infestation will be sent home for treatment. The School nurse must check before the student returns to the classroom to ensure the treatment/lice removal was effective.

If your child has an active case of head lice, treat him or her with a doctor-recommended treatment and follow procedures to eliminate lice and nits from bedding, clothing, and personal hygiene items. You should remove all lice and nits before your child returns to school. The nurse may deny reentry to a child whose treatment has been ineffective.

If a classroom outbreak occurs, all students in the class will be checked individually by the nurse.

12. Language Policy

12.1 Introduction

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

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

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

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

12.2 Language Philosophy and Beliefs

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

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

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

1. **Practical Language Acquisition**: It engages students in listening, reading, speaking, and writing to hone communication skills, fostering cultural and social assimilation.

2. **Understanding Language Structure and Function**: This entails exploring linguistic designs, boosting proficiency, and enhancing communication efficiency.

3. **Using Language as a Reflective Tool**: This focuses on leveraging language to deepen comprehension and foster social skills, values, and interdisciplinary wisdom.

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

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

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

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

12.3 Language Profile

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

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

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

12.4 Language Acquisition

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

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

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

12.4.1 Multilingualism

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

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

12.4.2. Language in Each School Section

12.4.2.1 Language in the Early Years—Early Childhood Education

In the Early Years, our central focus is on fostering a holistic developmental journey for children, encompassing both language skills and social-emotional growth. Through dynamic play-based and inquiry-driven learning, we provide a nurturing space for children to cultivate their language abilities and emotional intelligence. In tandem with our commitment to language development, we create an environment that brims with

linguistic diversity, offering a vast repertoire of books, songs, and interactive activities in Portuguese and English. Our unwavering commitment to creating an environment that is both language-rich and socially and emotionally nurturing stands at the core of our educational approach. This commitment ensures that all children not only flourish academically but also develop into well-rounded individuals equipped with essential life skills, resilience, and a deep sense of self-worth—qualities that will continue to serve them long after their time in our educational community.

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

12.4.2.2. Language in Elementary School

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

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

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

12.4.2.3. Language in Middle School

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

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

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

12.4.2.4. Language in High School

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

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

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

12.4.2.4.1 IB Diploma Program—DP

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

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

12.4.3 Additional Language Program

"Second language acquisition is considered a lifelong learning process."

Anna Escalante

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

12.4.4 Mother Tongue Support

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

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

1. Providing staff with professional development opportunities that promote a multilingual approach, fostering a positive and inclusive attitude towards the diverse mother tongues spoken at our school.

2. Integrating knowledge of other languages across the curriculum: when language is discussed, students participate in explaining or discovering how their first language works.

3. Using translanguaging as a pedagogical tool to help minority language speakers thrive.

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

12.4.5 Resources

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

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

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

12.5 Language and Culture

12.5.1 Intercultural Understanding

We believe language and culture are deeply intertwined, and understanding other cultures is crucial for developing open-minded and compassionate global citizens. Teachers incorporate cultural aspects into language lessons, encouraging students to explore and appreciate diverse cultural perspectives.

12.5.2. Language in the Community

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

12.5.3 English-Speaking Environment

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

12.5.4 School Wide Events

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

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

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

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

12.6 Language within the Admission Policy

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

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

During the admissions process, we assess the language proficiency of applicants in English and Portuguese. We provide additional language support to students who need it through our ELL and PLL programs. Beginning in Grade 4, students enrolling in School of the Nations must have a minimum of English language proficiency, which the section principal evaluates.

12.7 Professional Development for Teachers

At School of the Nations, we believe all teachers are language teachers. We provide ongoing professional development and support for our faculty that focuses on language learning to ensure a common understanding of best practices. This includes workshops,

seminars, and resources on language instruction and assessment. These professional development opportunities are offered during pedagogical weeks, half-days, international webinars, and conferences throughout the year.

12.8 Parent and Community Involvement

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

12.9 Assessment and Evaluation

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

13. Inclusion Policy

13.1 Introduction

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

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

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

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

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

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

13.2 Brazilian Law

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

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

13.3 Inclusion and Sense of Belonging

13.3.1 Unity in Diversity in the Pursuit of Justice

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

13.3.2 Non-Discrimination Policy

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

13.3.2.1 Commitment to Equal Treatment

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

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

13.3.2.2 Prohibition of Discrimination

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

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

13.3.2.3 Definition of Discrimination

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

13.3.2.4 Responsibility and Accountability

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

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

13.4 Learning Support Services

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

13.5 Counselors

13.5.1 Social-Emotional Services

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

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

Collaboration is a fundamental aspect of their work. Counselors partner with parents, teachers, administrators, and medical professionals to create and implement strategies for student success. In the Early Childhood and Elementary Sections, they use Class meetings, while in Middle and High School, they employ the Advisory Program to discuss and apply social-emotional content. The Counseling team follows guidelines based on The Collaborative for Academic, Social, and Emotional Learning (CASEL) framework and meets regularly to ensure consistent practices.

13.6 Inclusion Practices

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

13.6.1 New Student and New Family Inclusion Practices

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

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

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

13.6.2 New Staff Inclusion Practices

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

13.6.3 Inclusion in the Classroom

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

13.6.3.1 Differentiation

> *"Differentiated instruction is a method of designing and delivering instruction to best reach each student."—Carol Tomlinson*

Differentiation is an essential component of effective teaching and learning. By providing students with multiple ways to learn and demonstrate their understanding, teachers can help all students reach their full potential. It recognizes that students learn differently

and have diverse needs, and it provides teachers with a variety of strategies to meet those needs.

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

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

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

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

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

13.7 Intercultural Understanding

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

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

Our dedication to celebrating our international community's rich diversity is evident in our annual events. The Nations Festival engages students from Nursery to Grade 12, each grade representing a country. Through interdisciplinary studies, students learn about the culture, art, history, and unique aspects of the countries they represent. Beyond this, we celebrate diverse cultures with events such as the Festival of Lights, Meeting of Two Worlds, and Festa Junina, among others. These events emphasize and nurture understanding, unity, and the rich tapestry of diversity within our school community and beyond.

13.8 Professional Development for Teachers and Staff

By investing in our staff and promoting a culture of continuous development, diversity, and inclusion, we create a school community where all students understand the

importance of continuous growth and where they can thrive academically, socially, and emotionally.

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

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

13.9 Assessment

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

13.9.1 Accommodations

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

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

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

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

For students to receive the necessary accommodations in standardized tests, students and parents must follow the specific procedures of the organization responsible for the examinations (for example, those of the College Board). In cases where the School is responsible

for requesting accommodation in the student's name, the parent must authorize such requests in writing and provide any additional documents, as necessary.

13.9.2 Access for IB Diploma Program Exams

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

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

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

14. Academic Programs

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

*Birthday must be on or before August 1.

14.1 International Baccalaureate (IB) Diploma Programme

School of the Nations is an authorized International Baccalaureate World School (IBWS), offering the IB Diploma and Certificate Programmes. The IBDP Program offers a rigorous, internationally recognized curriculum that encourages critical thinking, inter-cultural understanding, and a strong sense of global citizenship. Students benefit from

the IB program by developing strong research, writing, and problem-solving skills while engaging in a holistic education that fosters academic excellence and personal growth. Additionally, the IB diploma is highly regarded by universities worldwide, enhancing students' prospects for higher education.

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

14.1.1 Full IB Diploma Programme (IBDP)

The International Baccalaureate Diploma Programme (IBDP) is a challenging two-year educational program for students aged 16 to 19, offering a balanced curriculum that promotes both academic rigor and personal development. Students complete assessments in six subjects, along with an extended essay, theory of knowledge course, and creativity, activity, service (CAS) project, and are scored on a scale of 1 to 7 in each subject, with a total maximum score of 45 points; 24 points are required to earn the diploma.

14.1.2 Certificate Programme

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

14.2 Flex-Time Achieve-Excel

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

14.3 Study Hall

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

14.4 Moral Education & Global Citizenship

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

Habits of the Heart & Virtues for Life

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

Junior Youth Program (JYP)

Middle School–Grades 6 through 8

The period from 12 to 15 years of age is a special time in an individual's life, for it is during these years that young people begin to leave behind childhood and undergo deep transformation. By the age of 15, many of the thought patterns that will characterize one's endeavors throughout life have been consolidated; therefore, the period preceding this age is of special significance. During this time, adolescents are formulating the fundamental concepts about individual and collective life and are developing emotional coping skills, interpersonal relationships skills, and daily habits. Young people at this age have much to say and contribute. Society often undervalues the potential and unique creative capacities of adolescents, thereby missing opportunities to help them cultivate a proper identity.

Our Junior Youth Program (JYP) aims to create the moral structures that will underlie the decisions and guide the actions of young people as they mature into young adults and become active members of society.

Community service is at the heart of our JYP and serves as a concrete expression of what is possible when ideals are transformed into action.

Nations in Action

High School–Grades 9 through 12

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

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

15. Assessment Policy

15.1 Introduction

15.1.1 Purpose

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

15.1.2 Scope

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

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

15.1.3 Alignment with IB Philosophy

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

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

15.2 Assessment in View of the School's Vision and Mission

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

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

The vision and mission of School of the Nations are aligned with the IB's assessment principles and practices through their shared commitment to developing reflective,

ethical, and academically excellent world citizens who are actively engaged in their learning processes and prepared to contribute positively to the global community.

15.3 Principles of Assessment

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

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

15.3.2 Reliability: Consistency in the Assessment Process

Reliability is another fundamental principle that underpins our assessment policy. Standardized grading criteria, rubrics, and other assessment practices help maintain consistency in the assessment process. This helps ensure that assessments are dependable measures of student performance, regardless of the assessor or the timing of the assessment.

15.3.3 Fairness: Ensuring Equitable Opportunities for All Students

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

15.4 Assessment Practices

15.4.1 Comprehensive Understanding of Assessment

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

15.4.2 Formative Assessment

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

15.4.3 Summative Assessment

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

15.4.4 Assessment Tools

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

- Diagnostic, Formative, and Summative Evaluations: These can be formal, objective, or subjective tests, quizzes, observations, and group papers.
- Daily Systematic Observation: Teachers observe student performance in real-time to make immediate pedagogical decisions.
- Evaluation Portfolios: A collection of student work that shows progress over time.
- Individual Work and Group Research: Assignments that may be completed individually or collaboratively.
- Projects: Long-term assignments that require a deep understanding of the subject matter.
- Self-Evaluation: Students assess their learning as part of the reflective process.
- Other Pedagogical Activities: These could include oral presentations, debates, and other interactive methods.

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

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

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

AE – Achieves Excellence

Corresponding Percentage Range 97% – 100%

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

Students exceed mastery of the learning objectives.

- **Task Completion**: Students exceed the requirements in a way that is particularly original, creative, innovative, and/or nuanced, within the timeframe determined by the teacher.
- **Level of Autonomy**: Students perform independently to complete the task and/or reach the expected depth of understanding.
    – Students may help others develop their mastery of the learning objective.

- **Depth of Understanding**: Students are able to use facts, examples, observations, and/or experiences to demonstrate a conceptual, procedural, and metacognitive mastery of the learning objective.

PR – Meets Standards – Proficient

Corresponding Percentage Range 83% – 96%

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

Students reach mastery of the learning objectives.

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

MS – Meets Standards

Corresponding Percentage Range 65% – 82%

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

Students reach mastery of the learning objectives.

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

ID – In Development

Corresponding Percentage Range 50% – 64%

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

Students are approaching mastery of the learning objectives.

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

NI – Needs Improvement

Corresponding Percentage Range 1% – 49%

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

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

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

NW – No Work

Corresponding Percentage 0%

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

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

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

- AC (Accomplished)
- ID (In Development)

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

AE – Achieves Excellence

Corresponding Percentage Range: 97% – 100%

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

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

HP – Highly Proficient

Corresponding Percentage Range: 90% – 96%

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

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

PR – Strongly Proficient

Corresponding Percentage Range: 83% – 89%

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

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

SP – Satisfactorily Proficient

Corresponding Percentage Range: 75% – 82%

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

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

MS – Meets Standards

Corresponding Percentage Range: 65% – 74%

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

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

- **Level of Autonomy**: Students can perform independently with teacher assistance to complete the task and/ or reach the expected depth of understanding. Students are able to realize when they need support to complete the task.

- **Depth of Understanding**: Students are able to use facts, examples, observations, and/or experiences to demonstrate a conceptual mastery of the learning objective.

ID – In Development

Corresponding Percentage Range: 50% – 64%

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

- **Task Completion**: Students partially follow the instructions and complete most of the basic requirements set by the teacher.

- **Level of Autonomy**: Students' performance depends on significant teacher assistance to complete the task and/or reach the expected depth of understanding.

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

NI – Needs Improvement

Corresponding Percentage Range: 1% – 49%

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

- **Task Completion**: Students neither follow the instructions nor complete the basic requirements set by the teacher.

- **Level of Autonomy**: Students are not able, even with teacher assistance, to complete the task and/or reach the expected depth of understanding.

- **Depth of Understanding**: Students do not demonstrate mastery of the learning objective.

NW – No Work

Corresponding Percentage: 0%

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

15.5 Assessment Roles and Responsibilities

At School of the Nations, teachers are entrusted with designing, implementing, and evaluating varied and authentic assessments that align with the curriculum and our school's educational objectives. Students are expected to actively engage in these assessments, collaborate with teachers, and use feedback for continuous learning. Administrators oversee the implementation of the policy, provide necessary resources, and ensure alignment with the IB's educational philosophy. This triad of roles aims to create a cohesive, transparent, and effective assessment environment that promotes academic integrity, continuous learning, and stakeholder engagement.

15.5.1 Teachers: Responsibilities in the Assessment Process

- **Curriculum Alignment**: Ensure assessments are congruent with the IB framework and specific benchmarks and standards, supporting the acquisition of subject-specific knowledge, skills, and conceptual understanding.

- **Assessment Design**: Create authentic, clear, and specific assessments. Use a variety of tools such as anecdotal records, checklists, portfolios, continuums, and rubrics to provide a comprehensive view of student learning.

- **Feedback Mechanism**: Offer timely and constructive feedback that reflects current learning and guides future learning endeavors, adhering to the principle of "feedback to feedforward."

- **Collaborative Assessment**: Engage in a collaborative process with students for assessment development and evaluation, ensuring that both teachers and students demonstrate assessment capability.

- **Data-Driven Decisions**: Use data from assessments to inform instruction and improve learning.

- **Professional Development**: Participate in ongoing training to stay abreast of best practices in assessment, including those that align with the IB's approaches to teaching.

- **Transparent Communication**: Maintain open and interactive dialogues with students, parents, and administrators about assessment expectations, deadlines, and outcomes.

- **Policy Review and Adaptation**: Participate in periodic review and adaptation of the assessment policy to ensure its continued relevance and effectiveness.

15.5.2 Students: What is Expected of Students

- **Active Engagement**: Actively engage in varied and authentic assessments that connect to real-world situations.

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

15.5.3 Administrators: Role in Overseeing and Implementing the Policy

- **Policy Oversight**: Ensure the assessment policy is in harmony with the IB philosophy and approaches to teaching and is uniformly applied across all educational levels and subjects.
- **Support and Resources**: Provide teachers with the necessary resources and professional development to implement a range of effective and varied assessment tools and strategies.
- **Data Monitoring**: Regularly review aggregated assessment data for quality assurance and alignment with educational objectives.
- **Stakeholder Engagement**: Promote collaborative and interactive communication among teachers, students, and parents, especially during Class Council and 360 review meetings.
- **Policy Review and Adaptation**: Lead the periodic review and adaptation of the assessment policy to ensure its continued relevance and effectiveness.

15.6 Special Considerations

15.6.1 Accommodations: Provisions for Students with Special Needs

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

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

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

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

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

15.6.2 Academic Integrity: Ensuring the Integrity of the Assessment Process

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

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

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

16. Missing and Late Work Policy

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

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

16.1 Scope

This policy applies to:

- All school sections: Early Childhood, Elementary, Middle, and High School.

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

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

16.2 Key Definitions

16.2.1 Observational Assessment (Early Childhood: Nursery - Kindergarten)

- Description: Real-time observations in authentic classroom settings, focusing on developmental milestones (cognitive, social-emotional, physical). Teachers use anecdotal notes, checklists, and work samples rather than formal quizzes or tests.
- Purpose: To capture each child's progress holistically, inform individualized support, and gradually prepare students for more structured formative and summative tasks.

16.2.2 Formative Assessment

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

16.2.3 Summative Assessment

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

16.2.4 Missing Work

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

16.2.5 Late Work

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

16.2.6 "NW" (No Work)

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

16.2.7 Summative vs. Formative Tasks

- Formative assessment: Evidence collected during learning that teachers or students use right away to adjust what happens next, so learning improves.
- Summative assessment: Evidence collected after a period of learning to summarize and certify what students have achieved—e.g., for grades, promotion, or external reporting.

16.3 Guidelines

16.3.1 Clear Deadlines & Developmental Responsibility

- Early Childhood (Nursery - Kindergarten)

  Teachers and parents/caregivers primarily guide children's understanding of simple timelines and routines. Students learn basic organizational habits (e.g., following visual schedules). They are not independently responsible for meeting deadlines but instead gain exposure to what "on time" means.

- Elementary (Grades 1–5)

  Students begin taking partial ownership of planning and submitting work. Teachers post or announce deadlines (e.g., Toddle), and parents provide structured support at home. Frequent reminders and visual cues are still used to help students learn time-management skills.

- Middle & High School (Grades 6–12)

  Students are expected to track deadlines, plan projects, and submit assignments on time with minimal teacher prompting. This fosters higher levels of accountability, preparing students for future academic and professional settings.

16.3.2 "NW" (No Work) Placeholder

- If an assignment is not submitted by the due date, the teacher enters "NW" in the gradebook.
- Students still must complete the task. Once completed, "NW" is replaced with the grade earned, provided it is completed within the makeup window (see 16.3.4). If the student does not complete the work within the makeup window, the NW will remain in the gradebook unless authorized by the Section Principal. The student then must complete a parallel recuperation activity, which will replace the NW in the gradebook.

16.3.3 No Automatic Grade Deductions for Late Work

- Grades measure mastery of learning objectives, not punctuality. Accordingly, late submissions are evaluated on their quality alone; no points are deducted simply for being late. This policy does not apply to external assessments (e.g., IB, MAP, SAT), which do not allow make-ups.

- Chronic lateness, however, triggers non-grade consequences (outlined in 16.3.7).

16.3.4 Makeup Window & Extensions

- Standard Makeup Window: Typically, up to one (1) week after the deadline for Middle/High School. Elementary teachers may modify this timeline (e.g., 2–5 days) based on age appropriateness. Completion of work outside the standard window must be approved by the Section Principal.

- Extension Requests: If students anticipate conflicts (illness, family reasons, overlapping major tests), they must request an extension before the original deadline. Extensions are granted at the discretion of the teacher or principal.

- Unexcused Lateness: Students still submit their work within the makeup window, but repeated unexcused late submissions will lead to interventions or consequences outlined in 16.3.7.

16.3.5 Excused vs. Unexcused Absences

- Excused Absences: Illness, family emergencies, religious observances, or school events. Students receive one week from returning to school (or a teacher-approved timeframe) to complete missed work without penalty. If excused absences occur within the last week of the school year, this timeframe will be adjusted accordingly in consultation with the teacher and section Principal.

- Unexcused A16bsences: The "NW" remains until the work is submitted. All students are subject to the same one-week window. Chronic unexcused absences may involve administrative follow-up.

16.3.6 Major Assessments

- All major summative tasks must be completed to earn credit for the course.

- Missing a major summative will result in "NW," which can convert to zero if not resolved within a set timeframe (one week or an approved extension).

- Teachers communicate with parents promptly (within two school days) if a major assessment is late, ensuring home-school collaboration to support the student.

16.3.7 Consequences & Interventions for Chronic Late Work

- Step 1: Teacher-Student Conference. Possible assignment of lunch/after-school study sessions to complete missing work.

- Step 2: Parent Notification. Official communication to parents/guardians will be sent if late submissions persist.

- Step 3: Counselor/Principal Meeting. Development of an academic improvement plan or "contract" outlining support strategies and student responsibilities.
- Step 4: Further Interventions. For repeated offenses despite interventions, the school may require mandatory lunch study sessions or additional disciplinary measures.

16.4 Retakes & Resubmissions

16.4.1 School-Wide Philosophy

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

16.4.2 Early Childhood & Elementary (Nursery–Grade 5)

16.4.2.1 Developmentally Appropriate Practice

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

16.4.2.2 Teacher Discretion

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

16.4.2.3 Focus on Skill-Building

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

16.4.3 Middle & High School (Grades 6–12)

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

16.4.3.1 Key Terminology

- Makeup Work:

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

- Retakes:

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

16.4.3.2 Eligibility & Conditions

1. Who Can Request a Retake?
   a. Any student who failed the original summative assessment, or
   b. Any student who missed the assessment day (excused or unexcused absence).
   c. Students must initiate the request by emailing the subject teacher and copying (cc) the Middle/High School Principal. Teachers may recommend student retakes by emailing the student and copying the Section Principal.

2. Grading Parameters
   a. Failed Attempt: If a student initially failed, they may retake the assessment, and the higher score replaces the lower.

3. Timeline for Requests
   a. The email request must be sent to the subject teacher and Section Principal within one week of the original assessment date.
   b. Assessments given during the final three (3) weeks of the semester are not eligible for a retake unless the student has a legally excused absence. If a student has not demonstrated mastery during this period, the matter moves directly to the school's recuperation process, which provides targeted support and an alternative pathway for meeting course expectations.

4. Frequency Limits
   a. Students may request one retake per subject per semester.
   b. Teachers may allow additional retakes if they believe it serves the student's educational needs (at their discretion).

5. Modified Exam/Assessment Format
   a. For exams, the teacher will change the questions or modify the format to uphold academic integrity.
   b. Project-based summative assessments require a new prompt or different criteria to reflect fresh effort.

16.4.3.3 Implementation & Communication

- At the Start of Each Term: Teachers clearly communicate which types of assessments are eligible for retakes/resubmissions, along with any deadlines or application procedures.
- During the Semester: Parents and students receive reminders regarding the policy and deadlines, especially before major tests or projects.
- End-of-Term Coordination: Teachers ensure that final retake sessions fit within grade-reporting timelines.

16.5 Roles & Responsibilities

16.5.1 Students

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

16.5.2 Teachers

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

16.5.3 Parents and Guardians

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

16.5.4 Administrators

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

17. Reporting Periods

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

18. Make-Up Assessments

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

19. Recuperation

In Brazilian education, "recuperation" is a structured system designed to help students who have not yet reached grade-level standards. Grounded in Brazilian legislation, it ensures that every student receives additional opportunities and support to master essential content. Rather than a punishment or remedial step, recuperation is integral to a standards-based approach that focuses on each student's growth and success.

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

19.1 End-of-Year Recuperation

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

Y2 = Final Average Grade with or Without Final Recuperation = (Y1 + R1) / 2

Where:

R1 = Final Recuperation

Y1 = Final Average Grade before recuperation

Y2 = Final Grade with or Without Recuperation

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

Y1 / 1 = Y2

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

20. 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.

21. Academic Integrity Policy

21.1 Introduction and Purpose

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

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

This Academic Integrity Policy was developed by a steering committee composed of the section counselors, section learning support specialist, Executive Director, Data Coordinator, IB PYP and DP Coordinators, CAS facilitator, Extended Essay facilitator, section principals, librarian, and lead teachers.

21.2 Links to Other Supporting Documents

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

21.3 Academic Integrity in Light of Our Vision and Mission

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

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

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

21.4 Key Terms of Academic Integrity and School Maladministration

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

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

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

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

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

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

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

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

Conflict of interest occurs where an individual's ability to exercise judgment or act in one role is, or could be, impaired or otherwise influenced by their involvement in another role

or relationship. The individual does not need to exploit their position or obtain an actual benefit, financial or otherwise. The potential for competing interests or a perception of impaired judgment or undue influence can also be a conflict of interest.

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

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

21.5.1 Early Childhood and Elementary PYP Academic Integrity Practices

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

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

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

21.5.2 Grades 6–12 Academic Integrity Practices

In middle and high school, we emphasize the importance of academic integrity, which encompasses values and skills essential for excellence in teaching, learning, and assessment. All members of our school community are expected to fully understand the principles of honesty, trust, fairness, respect, and responsibility, contributing to a culture of trust and respect.

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

Students, parents, and teachers are informed about the consequences of academic misconduct, highlighting its potential impact on students' academic paths and future career opportunities. Additionally, all community members are well-informed about the

appellate process, including when and by whom appeals may be made, ensuring transparency and fairness in matters related to grading.

21.5.3 Roles and Responsibilities of the Educational Leadership Team

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

21.5.4 Roles and Responsibilities of Program Coordinators and Principals

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

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

21.5.5 Roles and Responsibilities of Teachers and Assistants

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

- develop an understanding of academic misconduct and maladministration as well as model appropriate citing and referencing of information following IB and MLA citation guidelines;
- develop age-appropriate grade-level, department, and subject examples of academic misconduct for training and instructional purposes;
- present to and practice with their students the expectations of academic integrity at the beginning of each academic year or as often as needed;
- model academic integrity (e.g., by citing all sources on handouts, slideshows, etc.);
- be given guidance and support through a tiered protocol for reporting and appropriate response when and if infringement arises;

- respond to school maladministration and support the school's and IB's investigations;
- give opportunities and feedback to students for understanding and skill improvement;
- work with the IB coordinators to follow IB and School of the Nations' protocol in maintaining the integrity of examination materials.

All Nations' teachers and assistants are expected to read the Academic Integrity Policy and sign this declaration.

21.5.6 Roles and Responsibilities of School Librarians

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

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

All Nations' librarians are expected to read the Academic Integrity Policy and sign this declaration.

21.5.7 Roles and Responsibilities of Students

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

- produce authentic pieces of work, individually and collaboratively;
- contribute fairly and as equitably as possible to all collaborative work;
- use information technology and social media responsibly, especially in light of recent Artificial Intelligence (AI) developments;
- produce evidence in the creative and/or research process, including a record of sources and the dates they are referenced;
- use appropriate note-taking and paraphrasing techniques;
- use a variety of sources to vet multiple sources and perspectives;
- attribute sources correctly, acknowledging the words, ideas, and images of others;

- seek guidance from teachers, instructional assistants, librarians, advisors, and/or coordinators;
- use academic integrity resources such as MLA guides, plagiarism checkers, and Google Citations tools;
- use time-management skills and strategies to avoid last-minute submission of assignments and assessments;
- cite and reference appropriately copied, adapted, paraphrased, and translated information from others;
- abide by the IB requirement not to discuss IB examinations and questions for 24 hours following examinations;
- safeguard work and avoid sharing it to prevent others from copying;
- avoid receiving too much assistance from parents or legal guardians and tutors;
- avoid creating false data, documents, and signatures;
- report any academic misconduct of a classmate.

Beginning in Grade 9, students are expected to read this Academic Integrity Policy and sign this declaration.

21.5.8 Roles and Responsibilities of Parents and Legal Guardians

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

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

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

21.6 Consequences of Academic Misconduct

Students at School of the Nations are expected to abide by the fundamental principles of honesty concerning their academic work. Students are expected to put forth their best effort, whether individually or collaboratively, in doing homework, daily assignments,

quizzes, tests, essays, research papers, and projects. Plagiarism, collusion, and duplication of work undermine students' ability to realize their full academic potential, destroy trust between teachers and students, and compromise other students' academic standing.

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

21.6.1 Procedural Consequences for Plagiarism

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

21.6.1.1 The distinction between Technical Plagiarism and Intentional Plagiarism

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

21.6.1.2 Technical Plagiarism may include

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

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

21.6.1.3 Intentional Plagiarism may include

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

21.6.2 Consequences of Student Misconduct in the PYP

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

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

21.6.2.1 First offense for PYP

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

21.6.2.2 Second offense for PYP

- The teacher will ask the student to write a reflection on academic integrity, and the PYP Coordinator will be informed.

- The student's parents will be informed by reviewing and signing the student's reflection.
- The student will complete the work again, with the maximum possible grade of MS.

21.6.2.3 Third offense for PYP

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

21.6.3 Consequences of Student Academic Misconduct in Grades 6–12

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

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

21.6.3.1 First Offense for Grades 6-12

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

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

21.6.3.2 First Offense for Grades 6-12 (Intentional)

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

- Parent contact is possible.

21.6.3.3 Second Offense for Grades 6-12 and the DP Programme

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

21.6.3.4 Third Offense for Grades 6-12

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

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

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

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

21.6.5 Procedural Consequences for Duplication of Work in Grades 6-12

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

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

21.6.6 Procedural Consequences for Misconduct

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

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

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

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

21.6.7 Communication of the Content of an Examination

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

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

21.6.8 Pattern of Absence for Assessments

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

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

21.7 Appeals Process for a Nations' Student and Family

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

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

21.8 Works Consulted and Resources

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

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22. School of the Nations Artificial Intelligence Policy

22.1 Purpose and Scope

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

22.2 Definitions

- **Academic Integrity**: A guiding principle in education and a choice to act responsibly, whereby others can trust us. It is the foundation for ethical decision-making and behavior in producing legitimate, authentic, and honest scholarly work.
- **Artificial Intelligence (AI)**: The capability of a computer or robot to perform tasks commonly associated with intelligent beings, such as learning from data, pattern recognition, and decision-making.
- **Bias**: AI tools are trained on data from the internet, which is not always fair or balanced.
- **Citing AI**: When citing AI, provide the name of the tool(s), how you have used it, and the date utilized.
- **Deep Fakes**: Synthetic media in which a person in an existing image or video is replaced with someone else's likeness using AI techniques.
- **Generative AI**: AI models that generate content such as text, images, and audio, exemplified by tools like ChatGPT.
- **Hallucination**: When AI tools provide incorrect or made-up information.
- **Plagiarism, Collusion, and Duplication of Work**: The misrepresentation, intentional or unintentional, of the ideas, words, or work of another person without proper acknowledgment. Supporting academic misconduct by another student and presenting the same work for different assessments.

22.3 Guiding Principles

- **Alignment with Educational Standards**: Ensure AI use aligns with the International Baccalaureate (IB) Policies, the Nations Profile, and educational standards as defined by the Student-Parent Handbook and Faculty and Staff Handbook.

- **Ethical Use**: Promote ethical use of AI, ensuring fairness and avoiding bias. Creating or distributing deep fakes is strictly prohibited and will result in disciplinary action according to the school code of conduct.
- **Data Privacy and Security**: Protect student data in compliance with local regulations and international standards.
- **Transparency**: Maintain transparency in the use of AI tools and their impact on learning and assessment.
- **Academic Integrity**: Uphold academic integrity by preventing plagiarism, collusion, and duplication of work and promoting responsible use of AI tools.

22.4 Appropriate Use of AI Tools

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

22.5 Steps for Using AI Tools

- Check with your teacher: Confirm if the assignment, homework, or assessment can be completed with the support of a Generative AI tool.
- Evaluate the initial output to see if it meets your intended purpose and needs.
- Verify facts, figures, quotes, and data using reliable sources to ensure there are no hallucinations or biases.
- Edit your prompt and ask follow-up questions to have the AI improve its output.
- Revise the results to reflect your unique needs, style, and tone. AI output is a great starting point but should not be a final product.
- Track your interaction: Document your interaction with the AI tool by cutting and pasting the interaction into a document that you can share with your teacher.
- You are responsible for everything you create with AI. Always be transparent about how you have used these tools.

- Cite the use of the tool: Use proper citation formats, such as MLA, when submitting your work. Example: OpenAI. (2023). ChatGPT (Mar 14 version) [Large language model]. https://chat.openai.com/chat.

22.6 Guide for Students on Using AI

Can I use AI to…

- **Help me get started on an assignment**? Yes, but ask your teacher and check the handbook to ensure it is acceptable.

- **Help me improve on what I've already done**? Yes, use an appropriate AI tool and track your work.

- **Explain an idea in simpler terms or in a different way**? Yes, but double-check your work for hallucinations and bias.

- **Help with my research and find facts, quotes, or resources**? Yes, but use a generative search tool like Perplexity to lower inaccuracies. Also, cite the use of the tool, describing how you used it.

- **Fully complete an assignment for me**? No, if AI is doing the work for you, you are not learning. Try another approach.

Academic Integrity

- **Plagiarism Prevention**: Educate students on the ethical use of AI. Students should be trained to distinguish between appropriate and inappropriate use of AI-generated content.

- **Clear Guidelines**: Provide explicit guidelines on what constitutes appropriate use of AI in assignments and assessments. Define the boundaries between acceptable AI assistance and academic misconduct.

- **Monitoring and Consequences**: Monitor AI use and establish clear consequences for misuse. Students should be aware of the repercussions of violating AI use policies, including consequences for technical and intentional plagiarism, collusion, duplication of work, and unethical use, such as creating or distributing deep fakes.

Usage Guidelines for Students

- **Ethical Use**: Students must use AI tools ethically and responsibly, avoiding plagiarism and unauthorized assistance on assignments. AI should be a tool for enhancing learning, not a shortcut to completing work.

- **Citing AI Sources**: Any use of AI-generated content must be properly cited. Students should be taught how to credit AI tools in their work.

- **Privacy Protection**: Students should not input personal or sensitive information into AI tools. They must be aware of the potential risks of sharing personal data.

- **Compliance**: Adhere to all school policies and teacher guidelines regarding AI use in the classroom. Students should seek clarification from teachers when unsure about AI usage policies.

Usage Guidelines for Teachers

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

Integration in Curriculum and Instruction

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

Examples of Appropriate and Inappropriate Use

Appropriate Use:

- Explain topics in a way that works for me.
- Help me brainstorm and explore ideas.
- Help me study for an upcoming assessment.
- Provide feedback on my work for areas of improvement.

Inappropriate Use:

- Not asking for permission to use AI tools.
- Completing an entire assignment, homework, or assessment.
- Not reviewing my work for hallucinations or inaccuracies.
- Not tracking or citing my work with AI tools.
- Creating or distributing deep fakes.

23. Information Technology

23.1 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.

23.2 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.

23.3 Use of School Network

To gain access to School of the Nations' Internet and network, students and staff must comply with all policies and guidelines below.

1. Users are aware that any access through the School's network, both physical and wireless, is monitored by the School's network database to control access and collect network usage statistics.

2. School of the Nations guarantees that all monitoring occurs to assure the safety and protection of all users of its network and that the School will not share any data or personal information with companies.

3. A maximum of 2 (two) devices are allowed per user.

23.4 Use of Internet

The Internet offers innumerable, diverse resources to teachers and students. In providing Internet access, the School's objective is to encourage educational excellence, facilitate communication and share informative and innovative resources.

With access to computers and people from around the world, students can access materials considered of little or no educational value. School of the Nations has taken precautions to restrict access to such materials. However, considering the global nature of the Internet, it is impossible to control every source. An experienced user could access inappropriate sites. The School believes that the valuable information and possibilities offered by the Internet outweigh these disadvantages. We believe in educating our students on best practices, so they can make good choices when using the Internet.

Below are guidelines to ensure all users are aware of Internet use at School. If for any reason, a user violates one of these clauses, his or her access may be temporarily or permanently denied, and the user may be subject to other disciplinary measures.

1. All Internet use must be school-related.

2. Copyright laws must be respected. Plagiarizing material from the Internet is strictly prohibited. Plagiarism is using the ideas or writing of others and presenting them as one's own. (Please refer to the Academic Honesty Policy).

3. Accessing inappropriate sites or materials, including, but not limited to, pornography, obscenity, violence, chat rooms, instant messaging with unknown people, and any material that is inappropriate or harmful to minors is prohibited.

23.5 Device Configuration

School of the Nations allows students and staff to access the school's wireless network on their personal devices. However, to enable access, the MAC (Media Access Control) address of these devices must be registered with the Technology Department. For students in Middle and High School, the School has adopted the Bring Your Own Device Program, which consists of students in these sections bringing a computer or a tablet every day to use in their daily pedagogical activities.

Devices that do not have the minimum required configuration, an up-to-date operating system, antivirus software, up-to-date virus definitions, or licensed software may have their network access permission denied.

23.6 Device Recommendations

The equipment recommendations listed below ensure that all devices (laptops and Chromebooks) used by Middle and High School students are capable of running all applications and platforms they use at School of the Nations.

Computer Recommendations

Operating System	Microsoft Windows 10 or superior
	macOS 10.14: Mojave or superior
Processor	Intel Core i5 (8th Generation) or superior or AMD RyzenTM 5 3450U
RAM (Memory)	8GB or superior
Screen Size	13 inches or bigger
Connectivity	Wi-Fi (802.11ac - 5GHz) or superior
Storage	280 GB SSD or superior

Chromebook Recommendations

The Chromebook recommendations below are based on product availability in Brazil and consider Google's Update Policy.

MODEL / BRAND	AUTO UPDATE POLICY (GOOGLE)
Chromebook Acer C733-C6M8	June 2026
Chromebook Acer C733T-COQD	June 2026
Chromebook Lenovo 100e (2nd Generation)	June 2026
Samsung Chromebook 4	June 2027

23.7 Use of Library Computers

Students have access to computers in the Library during school hours only and under the supervision of the Librarian or their teacher. Library computers can be used solely for research.

23.8 Use of Information Technology in Early Childhood

The School provides Early Childhood Education and Elementary students with a mobile laboratory of tablets and Chromebooks that are used by teachers and assistants to enrich what is taught in class. Through pre-selected software and digital exercises prepared by teachers, students use the equipment to reinforce what is taught in class.

23.9 Disclaimers

The School is not responsible for preventive or corrective maintenance or the security of personal devices on its network. This is the sole responsibility of the owner.

School of the Nations is not responsible for the use of non-licensed software on private devices on its network. If required, the School will inform a software company of the existence of such devices and the user's personal contact data.

1. Users are solely responsible for any damage to their electronic device caused by accident, misuse, liquid or food contact, fire, or other external causes.
2. School of the Nations does not assume liability for:
    a. Information stored on removable devices (pen or flash drives), hard drives, or servers;
    b. Information retrieved through school computers, networks, or online;
    c. Personal property used to access school computers, networks, or online; or
    d. Unauthorized financial debts resulting from the use of school resources and accounts to access the Internet.

24. Early Childhood & Elementary Digital Learning and Device Use Policy

24.1 Purpose

This document provides clear guidelines for the responsible and effective use of digital devices in Early Childhood and Elementary classrooms at School of the Nations. Technology is an essential tool that enhances learning, promotes critical thinking, and fosters creativity. However, its use must be intentional, ethical, and aligned with pedagogical goals to ensure a balanced and healthy educational environment. Developed by a committee of educators, these guidelines set clear expectations for faculty, students, and families to ensure that technology complements—rather than replaces—offline learning experiences. By doing so, we reinforce our commitment to student well-being, academic growth, and digital responsibility.

24.2 Definition of Classroom Devices

In the Early Childhood and Elementary sections, "classroom devices" refer exclusively to school-provided Chromebooks and iPads. These devices:

- Are Owned and Managed by the School: The school ensures all devices are configured for educational use, protected by appropriate filters, and aligned with the curriculum.
- Are Intended for Academic Purposes: Teachers integrate digital activities in a measured, intentional manner that supports specific learning goals.
- Replace Personal Devices During School Hours: Students are not permitted to use personal smartphones, smartwatches, or other personal electronic devices. This policy helps maintain equity, safety, and focus, while minimizing distractions.

By adhering to these guidelines, the school ensures a consistent and inclusive digital environment that enhances learning.

24.3 Guidelines for Classroom Technology Use

24.3.1 Safe and Healthy Technology Use

At School of the Nations, technology is an integral part of the educational experience, enhancing learning opportunities and fostering 21st-century skills. However, the school prioritizes a balanced and thoughtful approach to ensure students benefit from digital tools while maintaining their well-being and security. Through these comprehensive technology use guidelines, the school establishes clear approaches that promote purposeful and responsible integration of devices into the classroom. These procedures aim to enhance learning while safeguarding students from potential distractions, misuse, or risks associated with digital environments.

The approach emphasizes the thoughtful and goal-driven use of technology as a complementary tool to other learning methods. Classroom devices are incorporated to support specific learning objectives, with usage carefully planned to align with instructional needs. For example, elementary students use digital tools for a maximum of 25 minutes per lesson period, ensuring a healthy balance between screen-based activities and offline, hands-on learning experiences. Structured breaks from screens during snacks, lunch and indoor recess further encourage physical activity, social interaction, and creative play, fostering holistic development.

24.3.2 Screen Time Management

The school also integrates platforms such as Hapara, for monitoring student activity and setting up filters to prevent the use of specific websites or arranging focus sessions, Toddle for managing inquiry-based learning, and Google Workspace for collaborative tasks. This ensures that all digital tools are used productively and responsibly. These platforms are vetted to comply with Brazil's General Data Protection Law (LGPD), safeguarding personal data and maintaining transparency about its use. The school's commitment to LGPD compliance underscores its dedication to protecting students' privacy and fostering a secure digital environment.

Through these comprehensive measures, School of the Nations ensures that technology not only enriches the educational journey but also promotes responsible, ethical, and thoughtful digital citizenship among its students.

24.3.3 Use in Classroom

Research suggests that excessive screen time can impact attention spans, social skills, and physical activity levels in young children (AAP, 2022). To maintain a balanced approach, students will follow the guidelines below:

ACTIVITY	MAXIMUM SCREEN TIME
Classroom learning activities	25 minutes per 55-minute period
Snack breaks & lunch	No screen time
Recess inside (bad weather)	Screen-free activities (board games, reading, art, etc.)

These guidelines ensure technology is thoughtfully integrated into the curriculum, promoting diverse instructional strategies and addressing developmental and well-being concerns.

24.4 Roles and Responsibilities

24.4.1 Staff Responsibilities

All school staff, including teachers, leadership, and the administrative team, play a vital role in ensuring the **responsible, ethical, and effective** use of technology in the learning environment. Their responsibilities include **modeling purposeful device use, guiding students in developing positive digital habits, and maintaining a safe digital learning space**.

Intentionally Integrate Technology into Learning

- Plan **purposeful** digital activities that align with curriculum goals.
- Facilitate **research using only school-approved websites**.
- Use digital tools to **enhance—not replace—hands-on learning**.
- Incorporate **collaborative technology-based projects** to develop digital literacy skills.

Supervise and Guide Students in Digital Safety

- **Actively monitor** students during device use to ensure appropriate engagement.
- Use **Hapara and Toddle** to track student engagement, set appropriate filters, and maintain a focused learning environment.
- Prevent **unauthorized internet use** by guiding students in **responsible digital behavior**.
- Address and report **any misuse of devices or online misconduct** to school leadership promptly.

Model Responsible Technology Use

- **Limit personal device usage** during school hours to reinforce expectations.
- Demonstrate **ethical online behavior**, including respecting digital privacy and using technology constructively.
- Educate students about **cybersecurity, digital citizenship, and appropriate online interactions**.

Ensure Structured and Engaging Technology Use

- Conclude lessons with **structured exit tickets** to reinforce learning objectives and assess student understanding.
- Use **a balanced approach**, alternating between digital tools and offline, hands-on learning experiences.
- Ensure **screen-free breaks** (e.g., during snack, lunch, and recess) to promote physical activity and social interaction.

Collaborate with Families

- Communicate with families about **digital expectations and best practices**.
- Encourage parents to **reinforce responsible technology use at home**.
- Address **parent concerns** regarding digital safety and provide resources to support their understanding of the school's approach.

By following these responsibilities, staff help create a **structured, safe, and enriching digital learning environment** that aligns with the school's mission and values.

24.4.2 Students' Responsibilities

At School of the Nations, students are expected to use school devices responsibly and respectfully to create a safe, focused, and productive digital learning environment. The following guidelines outline expectations for appropriate technology use:

1. Use Technology for Learning

- Use only school-approved apps and websites for academic purposes.
- Always ask for permission before using a device.
- Follow teacher instructions when using digital tools in the classroom.

2. Be Respectful and Safe Online

- Never share personal information, passwords, and login credentials.
- Communicate kindly and respectfully in all digital interactions.
- Report anything inappropriate (e.g., offensive messages, cyberbullying) to a teacher or another trusted adult immediately.

3. Take Care of Devices

- Handle devices with care—no rough handling, dropping, or damaging equipment.

- Keep devices clean and free of food, liquids, or unnecessary stickers or decorations.
- Turn off and return devices properly after use.

4. Follow Digital Rules and Boundaries

- Do not change device settings or install unauthorized applications.
- Do not attempt to access unapproved websites or bypass security filters.
- Do not interfere with another student's files, accounts, or personal data.

By following these guidelines, students help create a respectful, secure, and focused environment where technology serves as a valuable learning tool for everyone.

24.4.3 Families' Responsibilities

Families play a vital role in fostering healthy and responsible digital habits at home. By reinforcing the school's technology guidelines and modeling positive digital practices, parents help ensure a consistent and balanced approach to technology use for their children.

Key Responsibilities

Support School Guidelines

- Familiarize yourself with the school's technology policies and reinforce them at home.
- Encourage your child to follow the school's expectations for device use and online behavior.

Provide Guidance on Responsible Technology Use

- Teach children to navigate digital tools safely and responsibly.
- Discuss appropriate online behavior, privacy, and respectful communication.
- Seek guidance from the school if you need clarification on digital safety or platform use.

Stay Aware and Report Issues

- Notify the school immediately about **concerns related to cyberbullying, device misuse, or exposure to inappropriate content**.
- Regular communication ensures **timely intervention and student safety**.

Parent Digital Responsibility Checklist

To help create a **balanced and mindful digital environment at home**, parents are encouraged to:

- Set daily screen time limits that prioritize non-screen activities like reading, outdoor play, and family time.
- Keep devices in shared family spaces (not bedrooms) to monitor use and encourage healthy habits.

- Model good digital behavior by minimizing personal screen use around children.
- Regularly check in with children about their online experiences, ensuring they feel safe and supported.

Resources for Parents

To support families in navigating digital parenting, the following books are recommended:

- *The Anxious Generation: How the Great Rewiring of Childhood Is Causing an Epidemic of Mental Illness* – Jonathan Haidt
- *A Geração do Quarto: Quando crianças e adolescentes nos ensinam a amar* – Hugo Monteiro Ferreira
- *Mind Change: How Digital Technologies Are Leaving Their Mark on Our Brains* – Susan A. Greenfield

These resources provide **research-based insights** into the effects of technology on children and **practical strategies** for fostering **healthy development and digital well-being**.

24.5 Approved Digital Platforms and Research Tools

The following platforms are used at School of the Nations to **support teaching, learning, and digital literacy**. Each tool has been selected to enhance student engagement, ensure data security, and align with curriculum goals.

24.5.1 Learning Management and Digital Classroom Tools

PLATFORM	USED BY	PURPOSE
Hapara	Teachers	Classroom management tool that monitors student Chromebook activity, filters content, and provides real-time feedback.
Toddle	Students, Teachers	Learning Management System (LMS) supporting IB and inquiry-based learning, used for lesson planning, assessment, and communication.
PowerSchool SIS	Teachers	Student Information System (SIS) for managing attendance, grades, and schedules with real-time insights for educators and parents.

24.5.2 Productivity and Collaboration Tools

PLATAFORMA	USED BY	PURPOSE
Google Workspace	Students, Teachers	A suite of collaborative tools, including Google Docs, Slides, and Drive, to facilitate the creation, editing, and sharing of academic content.
Canva	Students, Teachers	A digital design platform for creating visually engaging presentations, posters, and other educational materials.

24.5.3 Digital Learning and Content Platforms

PLATFORM	USED BY	PURPOSE
Edmentum - Exact Path	Students, Teachers	Adaptive learning platform for personalized instruction in Math, Reading, and Language Arts.
Raz-Kids (Learning A-Z)	Students, Teachers	Online reading program with leveled books and comprehension assessments for K-5 students.
SplashLearn	Students, Teachers	Interactive platform with personalized Math activities aligned with elementary school curricula.

24.5.4 Multimedia and Creative Learning Tools

PLATFORM	USED BY	PURPOSE
Screencastify	Teachers	Browser-based screen recording tool for lesson recordings, tutorials, and presentations.
Soundtrap	Students, Teachers	Cloud-based audio creation platform for podcasting, music production, and collaborative storytelling.
Wordwall	Students, Teachers	Interactive platform for creating learning games and quizzes for classroom engagement.

24.5.5 Student Research and Reference Tools

Students are encouraged to use the following **vetted, age-appropriate research platforms** for independent study and class projects.

PLATFORM	USED BY	PURPOSE
Jornal do Joca	Students, Teachers	Brazilian news publication for young readers, promoting media literacy and critical thinking.
Britannica Kids	Students, Teachers	Trusted encyclopedia offering well-researched, age-appropriate articles with illustrations and videos.
EBSCO - Explora for Primary Schools	Students, Teachers	Digital library providing access to educational articles, journals, and eBooks for research.

24.5.6 Safe Search Engines for Independent Research

PLATFORM	USED BY	PURPOSE
Kiddle.co	Students, Teachers	Safe, filtered search engine providing child-friendly educational resources.
KidzSearch	Students, Teachers	Kid-friendly search engine with curated educational content, videos, and interactive learning tools.
National Geographic Kids	Students, Teachers	Engaging platform for exploring nature, animals, and geography through visuals and interactive games.

24.5.7 Brazilian Educational Research Platforms

For students researching Brazilian history, geography, literature, and science, the following platforms are recommended:

PLATFORM	USED BY	PURPOSE
Brasil Escola	Students, Teachers	Provides easy-to-understand articles on Brazilian academic subjects.
Mundo Educação	Students, Teachers	Educational content across multiple subjects with interactive learning resources.
Toda Matéria	Students, Teachers	Comprehensive Brazilian educational resource covering history, math, grammar, and more.
Escola Kids	Students, Teachers	Kid-friendly articles, videos, and activities designed for younger learners.

Why These Platforms?

All platforms listed comply with Brazil's General Data Protection Law (LGPD) to ensure data privacy and security. These tools have been selected based for their alignment with the school's educational goals, their engagement value, and their ease of use for students and teachers.

By using these curated, approved platforms, School of the Nations ensures that technology enhances learning safely and effectively.

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25. General Guidelines for Student Behavior

School of the Nations strives to provide a healthy environment in which community members' rights and obligations are well defined. Opportunities are offered to all students to develop their potential and abilities as human beings and as citizens of the world.

25.1 Damage of School Property

Students, who damage school property, including textbooks and library books, are responsible for paying for or replacing the damaged items.

25.2 Attendance

Brazilian law requires a student not to miss more than 25% of the total number of school days in any given school year. Students are expected to take part in all activities listed in the School Calendar. Prolonged absences at the beginning, middle, or end of the school year may have a detrimental effect on the student's learning process. Parents and guardians should contact the School in the morning if their son or daughter will be absent that day.

It is the student's and family's responsibility to keep informed about activities and tasks to be completed that he or she will miss or has missed due to absence if the reason for the absence is other than health-related.

Teachers are not authorized to prepare tests or exams before the period stated on the School Calendar.

25.3 Excused Absences

Student attendance is obligatory, except in the case of illness, which requires the presentation of a doctor's statement indicating such. If a student needs to be absent, parents and guardians should notify the School in advance or before 9 a.m. of the day in question.

If a student needs to be absent for more than five school days, a doctor's note should be presented before the student returns to school.

An absence is considered justified when the student is absent due to participation in a school-sponsored activity, such as sports events, academic olympics, presentations of projects in other cities, states or countries, military enlistment, etc.

A student who is an official member of a sports entity also has a justified absence during the period in which he or she is competing; however, the student must present a declaration to the School from the qualifying organization prior to such absence.

In case of illness during quarterly exams, families should contact the Section Principal or Counselor in writing. Failure to do so may result in loss of the student's right to take a make-up exam.

25.4 Physical Education Attendance

Attendance in Physical Education classes is mandatory and subject to the same rules as the rest of the School Program. Students will be exempt from participation in Physical Education classes only with an official medical note. Even in these cases, students must attend classes.

25.5 Student Responsibilities

School of the Nations expects all students to develop responsible attitudes in relation to their learning and behavior, to use the virtues learned in the classroom to resolve day-to-day situations, and to behave according to the principles that guide this School. In general, students are expected to have attitudes such as those listed below both inside and outside the school environment and during school activities.

1. Treat others with courtesy, respect, consideration, and good manners;
2. Respect others' opinions and values;
3. Participate actively and thoughtfully in class activities and special subject classes;
4. Use appropriate language during all school activities;
5. Honor and respect the School uniform at all times;
6. Keep lockers closed;

7. Respect others' personal belongings and school property;

8. Follow rules, expectations, and procedures to promote order and cooperation and to respect others' learning opportunities;

9. Act in ways that promote one's personal health and safety and that of others;

10. Resolve conflicts calmly through dialogue or with the assistance or intervention of the Counselor or appropriate school personnel;

11. Demonstrate affection in an appropriate manner, and avoid inappropriate physical contact and public displays of affection;

12. Not engage in verbal or physical harassment, threats, violence, or bullying.

25.6 Inappropriate Behavior

The following list contains examples of violations or unacceptable forms of behavior that are subject to disciplinary action, as outlined in our School Discipline Policy and Section-Specific Disciplinary Procedures, which are available through the Section Principals.

1. Non-conformity to the School's dress code;

2. Not completing class assignments;

3. Failure to follow appropriate directives given by a school staff member;

4. Unjustified absence from class or school;

5. Leaving the school and returning during quarter exams, except for students who have parental permission or who participate in After School activities;

6. Unauthorized use of third-party property;

7. Use of cell phones or other devices, such as iPods, during class is prohibited. Cell phones and electronic devices can be confiscated by the teacher and given to the Section Principal if the student does not follow school rules. A parent or guardian will be contacted, and the device will be returned to the student at the end of the day.

8. Inappropriate public display of affection;

9. Misbehavior, for example, running or shouting in the hallways.

10. Accessing or changing information in school computers without authorization or for inappropriate purposes;

11. Use of profane language, verbal aggression, or obscene gestures;

12. Intimidating a student;

13. All types of bullying (cyberbullying, emotional, physical, etc.)

14. Physical aggression;

15. Disrespecting teachers or staff members;

16. Dishonesty or cheating;

17. Plagiarism or copying others' work;

18. Littering;

19. Theft;

20. Vandalism/property damage;

21. Possession, display, or transfer of weapons (including replicas, toys, or imitation weapons);

22. Possession, sale, or use of tobacco products;

23. Possession, sale, use, or being under the influence of illegal drugs or alcoholic beverages;

24. Self-injury (cutting);

25. Any other violation the Section Administration may deem reasonable to fall within this category after investigating and considering extenuating circumstances.

25.7 Discipline

Special attention shall be given to preventive and corrective actions to promote the elimination of all forms of prejudice in the educational, social, cultural, and sports activities offered by School of the Nations. This commitment involves the adoption of inclusive practices that help ensure an environment of respect and equality for all involved.

School of the Nations seeks to ensure the safety and well-being of its students on campus. The School strives to provide optimal conditions for students' social, emotional, moral, and cognitive development, considering the diversity reflected in our School.

Discipline at School of the Nations is based on justice, equality, mutual respect, and cooperation. Thus, we cultivate values and virtues among our students and staff, emphasizing ethical behavior and attitudes. We expect all community members to abide by our three golden rules: to be kind, respectful, and responsible.

Throughout the day, many situations arise that allow us to take advantage of opportunities to improve our interpersonal relationships and ability to confront challenges. When help is needed, we encourage students to reach out to any adult on campus, including teachers, monitors, assistants, guidance counselors, principals, the Chief Teaching and Learning Officer, and the Executive Director.

In cases involving inadequate behavior or emotional difficulties that are not resolved immediately, the student will be referred to the principal or guidance counselor of the respective section, who will provide the necessary assistance.

The principal or the designated administrator responsible for discipline in the section will apply appropriate disciplinary measures in accordance with the nature of the situation. Each situation is analyzed by considering the context in which it occurred, the student's age and maturity, general conduct, and whether the behavior is recurrent.

Students who do not meet the behavioral expectations of the School may be subject to progressive disciplinary actions, such as:

- A verbal warning;
- A written warning or a note in the student's school agenda, which parents or guardians must sign within two school days;
- Supervised or structured recess and/or lunch;
- A written and signed specific Code of Conduct or Terms of Commitment;

- Suspension from representing the School at on or off-campus events;

- In-school suspension;

- Out-of-school suspension;

- Probationary period; and,

- Disenrollment from the School.

While the discipline measures noted above may progress sequentially, depending on the circumstances of each case, the School reserves the prerogative to assign whatever measure it deems appropriate to uphold school values and protect the safety and integrity of all community members.

In cases of serious violations, such as behavior that threatens the integrity and safety of the School's learning environment, a disciplinary committee composed of a child protection representative, Section Principal, and the Chief Teaching and Learning Officer will be convened to determine the appropriate disciplinary response. If the disciplinary committee decides to disenroll and cancel a student's contract, the student's family may have a two-day period to present a written appeal to the Executive Director, who will, at his final and sole discretion, reaffirm or modify the disciplinary committee's decision.

Immediate disenrollment, at the discretion of the Executive Director, may occur in cases of dangerous or extreme misconduct, possession of weapons (including replicas, toys, or imitation weapons), alcohol, or drugs, or acting in a manner that puts one's life or the lives of others in danger.

25.8 Use of Alcohol, Drugs, or Tobacco

Use of tobacco, drugs, or alcohol on campus or at School-sponsored events is prohibited. The School is authorized to take measures to protect the well-being of other students and its standing within the community.

Students are not permitted to bring to, possess, or use any tobacco product at school, on school buses, or at activities organized or supervised by the School.

Students are forbidden to bring to school or to have in their possession any alcoholic substance or other mood-altering substance; to use any such substance on school grounds or during school activities; or to attend School or school activities under the influence of alcohol or any other mood-altering substance. Violations of this policy will result in serious disciplinary measures, including possible immediate expulsion.

If credible information exists that a School of the Nations' student is using alcohol or drugs off campus, it is the responsibility of School administrators to notify the parents of the student(s) involved. If such substance use continues, School Administrators are authorized to make decisions to protect the welfare of other students and the School's standing in the community.

- Use of tobacco will result in suspension and a meeting with parents. If repeated, expulsion may occur.

- Use of drugs or alcohol may result in expulsion.

25.9 Weapons and Imitation Weapons

Students are prohibited from bringing, possessing, using, displaying, transferring, or storing any weapon or imitation weapon on School grounds or at school-sponsored activities. For purposes of this policy, "weapon" includes any object designed to inflict harm or reasonably be perceived as such (e.g., firearms, knives, explosive devices, or parts thereof). "Imitation weapon" includes any item that resembles or could reasonably be perceived as a weapon, including but not limited to toy or replica firearms/knives, realistic props, 3D-printed or non-functional items, and any object intentionally modified to appear as a weapon.

A student found in possession of, or determined after investigation to have possessed, any weapon or imitation weapon at any time while on school grounds or at school-sponsored activities will receive disciplinary consequences outlined in policy 25.7, which may include immediate disenrollment, at the Executive Director's discretion. Prohibited items will be confiscated, and the School may notify parents/guardians and, when appropriate, law-enforcement authorities.

25.10 Public Displays of Affection

Public displays of affection, such as kissing or sitting on another's lap, are considered inappropriate on campus and during School-sponsored activities such as special events, dances, or excursions.

A student who demonstrates inappropriate behavior will receive an oral warning from a teacher, assistant, or Principal. The Counselor will speak with the student about proper behavior on School grounds. A meeting with parents may occur if the behavior persists, followed by a written warning and possible suspension.

26. School Uniform

All students must wear the school-approved uniform—a blue or white T-shirt with the School logo and tennis shoes or closed-toe shoes. Shirts related to school events, such as sports events, or those approved by the School may also be used.

For safety reasons, students are not permitted to use sandals, except if necessary due to an injury. Only proper, school-approved uniforms such as knee-length shorts, jeans (not torn), or dark blue pants are allowed. The only type of shorts allowed are those that are part of the school uniform. Uniforms must not be altered or customized without authorization from the School. The Executive Administrative Team must approve any suggestions for changes regarding school uniforms.

The School adopts the use of uniforms for the following reasons: to be economical, practical, and comfortable, as a factor of equality, to help reduce competition created by expensive and popular brand names of clothing, and to facilitate student identification and safety both on and off campus.

26.1 Early Childhood and Elementary School

Student Ambassadors help educate their peers in Early Childhood and Elementary (Nursery through Grade 5) about the School's uniform policy. They lead classroom presentations, ensuring that all students are aware of the policy and the importance of consistency in enforcement.

Students in Early Childhood and Elementary who come to school without the school uniform will:

- First occurrence—receive an oral warning;
- Second occurrence—receive a written warning, and parents or guardians will be notified.

On the third occurrence, the School will schedule a meeting with the student's parents to address and resolve uniform-related issues collaboratively as such situations arise.

26.1.1 Uniforms in Nursery through Grade 1

In Early Childhood through Grade 1, students are required to wear the school-approved uniform—a blue or white T-shirt with the School logo and appropriate, comfortable bottoms such as knee-length shorts, jeans (not torn), or dark blue pants. Closed-toe shoes, like sneakers, are essential, particularly on Physical Education (PE) days, to ensure safety and proper participation.

Families are encouraged to select shoes that students can independently put on and take off. Shoes with laces should be worn only if the student is able to tie them independently.

26.1.2 Costumes and Sharing Fridays

Every Friday, Early Childhood students are invited to participate in "Costume and Sharing Fridays." On this special day, students may wear costumes, allowing them to explore self-expression, creativity, and imaginative play. Fridays are also designated as sharing days, when students can bring a toy from home to share with their friends, fostering collaboration, social interaction, and a sense of community.

26.1.3 Comfort Items for Nursery Students

Nursery students, particularly those who take naps or are in the process of adapting to the school environment, may bring a comfort item, such as a small stuffed animal, to help ease transitions and provide emotional security.

26.1.4 Monthly Non-Uniform Days (Grades 2 to 5 only)

To encourage student expression, Student Ambassadors organize a monthly "non-uniform day," where students can dress within themed guidelines that support the school's values. This initiative allows students in Grades 2 through 5 to express their individuality while fostering a sense of community and fun in a structured, respectful way.

26.2 Middle and High School

Middle and High School students who come to School without the school uniform will:

- First occurrence—receive an oral warning;
- Second occurrence—receive a written warning, and parents or guardians will be notified;
- Third occurrence—will not be allowed to enter the classroom until his or her parent or guardian brings a school uniform for the student to change into.

26.2.1 Lab Classes

To ensure safety, Middle and High School students must wear jeans, tennis shoes, and socks while in Lab classes.

26.3 Uniform for Physical Education

The use of a proper uniform for sports activities: a School T-shirt with the School logo, shorts or sweatpants, sneakers, and socks are obligatory.

27. How to Report Discrimination or Unfair Treatment

Non-Discrimination Policy

At Nations, we are committed to fostering an inclusive and diverse environment that values and respects the unique contributions of every individual. We believe in promoting equality of opportunity and eliminating any form of unreasonable discrimination or bias in our practices. This policy informs students how to report discrimination or unfair treatment.

27.1 Reporting Protocol for Students

We urge all members of our community - students, teachers, and other staff - to report incidents they believe violate or otherwise go against this policy's stated goals and aspirations.

To whom should I report an incident?

- Students should report any incidents to any teacher or administrator, who in turn will relay the information to the Chief Justice, Equity, Diversity, and Inclusion (JEDI) Officer for follow-up.

How do I report an incident?

- All individuals can report an incident by completing this form, which the Chief JEDI Officer will receive for follow-up.
- If the reporting individual makes an oral report to any teacher or administrator and does not want to complete the form, the teacher or administrator who received the oral report should complete the form to the best of their ability to ensure all incidents are documented.

How will my report be handled?

Access to the Information

- The reported information will be viewable in all cases by the Executive Director, the chief executive officer of the school, the Chief JEDI Officer, and the school's Legal Counsel. If the incident involves an employee of the school, the Human Resources Coordinator will also have access to the information.
- During an Inquiry into the incident, the Chief JEDI Officer may share with select individuals relevant details that may aid in the conduct of an Inquiry, always seeking to preserve the highest degree of confidentiality possible.

What should I report?

- As much as the reporting individual may remember regarding:
    - Date, time, and location of the incident.
    - Description of the incident, including details of the injustice, discrimination, exclusion, or mistreatment that occurred.
    - Names or descriptions of individuals involved in the incident, if known.
    - Any supporting evidence, such as documents, photographs, or videos, if available.
    - Contact information if you wish to be updated on the progress or outcome of the report.

Who will investigate my report and follow up?

The Chief JEDI Officer is the lead compliance officer regarding School of the Nations JEDI policy. Together with the Moral Education Coordinator, who serves as co-chair of the Nations JEDI Committee, the Chief JEDI Officer and the Moral Education Coordinator will conduct an inquiry into the report.

They will:

- Inquire into the reported events impartially and thoroughly, according to school norms.
- Ensure the confidentiality of the process (accessible only to parties directly involved).
- Conduct interviews with all parties involved, gather relevant evidence, and document findings objectively.
- Maintain open communication with the reporting individual, providing periodic updates on the progress of the investigation if requested and appropriate.
- Once the inquiry is complete, take appropriate action based on the severity and nature of the incident. This may include disciplinary actions, mediation, counseling, or implementing corrective measures to prevent future incidents. Before the inquiry is complete, school authorities can take precautionary measures to avoid further harm.
- If necessary, involve legal or human resources experts to ensure compliance with applicable laws and regulations. Before the inquiry is complete, the school authorities can take precautionary measures to avoid

- Offer support and resources to individuals who have reported incidents, including counseling services, employee assistance programs, or referrals to relevant support networks.
- Document actions taken to address and resolve the reported incident.
- Conduct periodic reviews to assess the effectiveness of the protocol and make necessary improvements based on feedback and emerging best practices.

27.2 Non-Retaliation

Retaliation against individuals who report incidents or provide information related to an incident is prohibited and will not be tolerated.

28. Policies and Procedures

28.1 School Agenda

Every student in Nursery through Grade 5 must use his or her agenda, which is one of the School's principal means of communication between family and School. Important dates, homework, and messages are registered in the agenda.

Notes and messages from the school are glued or stapled into each child's agenda in Nursery through Grade 5. Parents whose children are in Nursery through Grade 5 should check their child's agenda daily. The same procedure is carried out by classroom assistants, who advise teachers of any special messages received from parents in the agenda.

28.2 Homework

Homework is important in that it supports classroom learning by providing practice. It also helps prepare students for further learning; for example, researching a topic, mapping what has been learned, and linking what is being learned to new skills or concepts. Homework helps students develop good study habits and responsibility.

Types of assignments and how much homework is assigned each day is decided by School sections and grade-level team according to subject and grade level.

Parents' role in homework is to provide a supportive environment for its completion. That is, to help students organize their work by ensuring they are working in a suitable place with the necessary materials and devoting the necessary time to it.

Parents are discouraged from providing assistance because if a student is having difficulty with homework, knowing this information would provide the teacher with important information about the student's progress and need for appropriate support. If, however, a student is struggling with homework frequently, we encourage parents to contact the teacher.

Student Responsibilities for Homework

- Listen carefully and ask questions about the directions for homework.
- Record the homework accurately in the agenda (Elementary School).

- Plan a time and place to complete homework in a distraction-free environment.
- Complete and hand in homework assignments on time.
- Practice academic honesty.
- Take responsibility to see the teacher to make up missed assignments.
- Practice good study habits and produce high-quality work.

Teacher Responsibilities for Homework

- Use homework to improve learning, never as a punishment or a substitute for classroom instruction.
- Post homework on the board or on the appropriate online platform.
- Review homework.
- Design assignments that are relevant and clear.
- Vary assignments by mixing different approaches and styles.
- Help students who are having difficulty completing an assignment.
- Teach and encourage good study habits.
- Provide timely feedback on homework assignments.
- Provide an outline with step-by-step due dates for long-term projects.
- Contact parents if a student does not regularly complete homework.

Parent Responsibilities for Homework

- Use agendas and the appropriate online platform to help ensure students complete homework and turn it in on time.
- Provide a quiet place and routine to complete homework.
- Promote a positive attitude toward homework and its benefits.
- Help your child and provide guidance as needed but do not do the work for the student.
- Encourage your children to do their best, not simply the minimum.
- Contact the teacher if your child is struggling with an assignment or subject.

In Middle and High School, no homework will be assigned during school breaks except strategic assignments, when necessary.

In Elementary, homework will be assigned on given days for each subject. Students must complete homework assigned to them. Any homework assigned on a Friday will not be due the following Monday. Students who do not complete assignments during class may be asked to finish their assignments as homework.

In Early Childhood Education, homework is provided for students in Pre-Kinder, Kinder, and Grade 1; however, it is optional and at the parents' discretion. We strongly recommend a daily reading routine for all grade levels.

Homework is not graded at School of the Nations.

28.3 Class Composition and Changing Classes

In accordance to School procedure, at the end of each school year, we evaluate and rearrange each class to balance the students' academic and leadership skills, help develop world citizenship, work habits, behavior, rapport among students, and the number of boys and girls in a class.

By placing students in the appropriate class, we help them stay focused on learning, which is our main goal. At the Open House at the beginning of the school year, the School posts the new class lists.

Student distribution and class changes take place observing the criteria below, which aim for the best balance among the groups.

- Proficiency in Portuguese and English languages and the need of extra support to reach the student's grade level;
- Number of students in class;
- Number of boys and girls in class;
- The quality of interpersonal relations among students;
- Students' specific educational needs.

The Admissions Committee and the Pedagogical Team of each section determine the student's placement in a group when the student enters the School.

Moving students to another class is the exclusive responsibility of the Class Council, which is made up of members of the Administration, teachers, Principals and the Guidance Counselor.

28.4 Image Rights and Copyright

Parents and guardians cede, free of charge, the image rights of students, to be portrayed, individually or in group, in institutional or media campaigns of School of Nations, in compliance with morals and good taste.

Likewise, parents and guardians cede, free of charge, the copyright on school assignments of any kind, which might be edited or published for projects organized by School of Nations. Such assignments will bear the author's name.

28.5 Animals at School

Students are not permitted to bring animals to School during class time or during events with the exception of specific projects such as the Science Fair, of which parents and students will be notified beforehand.

28.6 Lockers–Grades 6–12

At the beginning of the school year, each student is assigned a numbered locker. The student is responsible for his or her materials and the condition of the locker. It is important that the locker have a padlock. The School is not responsible for lost items

from open lockers. Students are not allowed to change lockers without first contacting the Guidance Counselor.

28.7 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.

28.8 Inappropriate Objects for the School Environment

The use of electronic gadgets and games is not allowed school-wide. The School does not take responsibility for the replacement of any electronic device due to damage or loss. We encourage games and activities that promote social interaction (including age-appropriate board games and card games).

For safety reasons, the use of skates, roller blades, bikes, skateboards, heelys, segways, and other similar objects is not permitted on school grounds.

School of the Nations is not responsible for valuables, such as jewelry and similar items, that students bring to school and that are not required in school activities.

28.9 Sharing Day

Early Childhood Education & Grade 1

Each teacher will establish a weekday on which students may bring items to school to share with classmates. We recommend children bring simple toys that can be shared with their classmates, such as pictures, books, etc. Fragile or valuable items or those containing small parts must not be sent to School. Items that incite violence, such as bows and arrows, swords, guns, and similar items are not permitted. We ask everyone's collaboration in observing these rules. Please remember that the School is not responsible for any lost or broken items.

Grades 2 to 5

Students are allowed to bring items to school to share with classmates every Friday. We encourage all children to bring simple toys on this day so they may share and socialize

with their classmates during recess. We strongly recommend that students do not bring expensive items to school and that all items be clearly labeled with the student's full name and grade. Skateboards, rollerblades, roller shoes, and violent toys such as toy guns and swords are not allowed on campus. Board and card games are allowed every day of the week.

It is the School's responsibility to aid students in the educational process by encouraging them to be responsible for their own and others' belongings. Please remember that the School is not responsible for any lost or broken items.

28.10 Cell Phone, Smartwatch, and Tablet Policy for Students

Objective: To maintain an optimal educational environment free from distractions, promote responsible use of technology within a healthy social environment, and ensure effective communication in emergencies.

Policy Overview: This policy prohibits students from using cell phones, smartwatches, and tablets during the entire school day to minimize distractions and ensure students remain focused on their learning. It establishes a clear protocol for emergency communication through designated school administration channels, promoting a safe and effective learning environment.

28.10.1 General Rules

Prohibition of devices: Students are not permitted to use or carry cell phones, smartwatches, or tablets during school hours. This includes all instructional and non-instructional times from the start to the end of the school day, including transition and break periods.

28.10.1.1 Emergency Communication Protocol

1. **Student-to-Parent Communication - Protocol for Emergencies**

    If a student needs to contact their parent or guardian during school hours due to an emergency, they must go to the section administration office.

    The section administration will facilitate the communication using the school's designated communication lines to ensure timely and appropriate responses.

2. **Parent-to-School Communication - Emergency Contact Information**

    In addition to the already established communication channels (Nations App and Landlines), each school section now has a designated cell phone line for emergency communication. Parents and guardians can reach out to their child's section using the following numbers exclusively for emergencies:

    Early Childhood Administration: (61) 98361-0797 (Call or WhatsApp)

    Elementary Administration: (61) 98401-7899 (Call or WhatsApp)

    Middle School Administration: (61) 98153-4960 (Call or WhatsApp)

    High School Administration: (61) 98361-0810 (Call or WhatsApp)

28.10.1.2 Use of Designated Lines

Designated lines shall be used exclusively for emergencies. Parents and guardians can call or send messages via WhatsApp to communicate urgent matters.

28.10.1.3 Enforcement and Consequences

- **Confiscation**

  If a student is found using a cell phone, smartwatch, or tablet during school hours, the school administration will confiscate the device.

First Offense

[Link](#)

The device will be taken from the student for the day. A verbal warning will be issued to the student. The student's parent or guardian will be notified in writing. An Acknowledgment and Receipt Form will be signed by the parent or guardian and returned to the Section Coordination within two school days.

Second Offense

[Link](#)

The device will be taken from the student for the remainder of the day, the student's parent or guardian will be notified in writing, and a disciplinary report, equivalent to a written warning, as outlined in the Discipline Policy in the 2024-2025 Student-Parent Handbook, will be filed.

Subsequent Offenses

[Link](#)

The device will be confiscated and returned only to the student's parent or guardian. A meeting with the student's parent or guardian and the school administration will be scheduled, and further disciplinary actions may be considered in accordance with the Discipline Policy in the 2024-2025 Student-Parent Handbook. The student and their parent or guardian will sign a commitment form.

28.10.1.4 Education and Awareness

Workshops and Assemblies

The school will organize sessions to educate students about the importance of this policy and the appropriate use of communication devices.

Parental Involvement

Parents and guardians will be informed and involved in supporting the implementation of this policy through Nations Parents Academy.

Conclusion

This policy aims to ensure that the school environment remains focused on learning while providing a reliable and structured way for emergency communication. The school

is dedicated to reviewing and updating this policy as needed, with input from the entire school community, to adapt to new challenges and technological advancements.

This policy was written based on the data collected through a survey sent to parents and guardians on May 3, 2024.

28.11 Behavior during Meals

Students are expected to practice good manners, courtesy, and respect at all times, especially at mealtime. The School nutritionist closely monitors students' eating habits to reinforce the importance of eating healthy, well-balanced meals.

28.12 Calendar of Events

Please see School website for School Calendar at http://www.schoolofthenations.com.br

Detailed information about events is sent home periodically. It is important to highlight the relevance of family involvement and participation in School events.

28.13 Celebrations

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 allowed during in-class celebrations.

Parents should contact the Secretary to receive guidelines if they plan a celebration outside the School after classes. The Secretary will provide a list of telephone contacts of those students 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 in the student's agenda only if all students in the class are invited. If parents wish to invite only a few students to a birthday celebration, these invitations may not be sent in 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.

28.14 Graduation & Transition Ceremonies

All graduation ceremonies and transition events are scheduled at the beginning of the school year and may not be changed after the set date.

Grade 1

According to Brazilian Law, 11.274/2006, Grade 1 is now part of the Elementary Grades. The transition project will now take the place of the former graduation celebration. As part of the transition project, special events will be planned that help students adapt to their new campus. Some events include visiting their new classrooms and playgrounds, having lunch in the "big kids' cafeteria," and much more. It is a time to celebrate academic achievements, friendship, and to show appreciation for dedicated parents and teachers.

Grades 9 & 12

Graduating is a significant moment in students' lives. Both the Grade 9 Ceremony, which marks completing Elementary and Middle School, and the Grade 12 Graduation are important events of our School Program. These events are a time to celebrate academic achievements, character development, and friendship, appreciation for teachers and staff, and school spirit. It is also a time to express deep gratitude for parents whose dedication and sacrifice have made these opportunities possible.

For the following events to take place, a parent committee helps plan monthly payments, fund-raising events such as bake sales, raffles, talent shows, and other events and to prepare for rentals, buffets, invitations, and security for the event.

The parents' committee is responsible for organizing meetings with other parents and keeping in contact with other parents by email. The School will make available a Coordinator or Counselor to help make decisions regarding these special events.

We normally hold the Grade 12 graduation ceremony at the school. Families may plan additional celebratory activities off campus after the graduation.

According to Brazilian law and school rules, the School does not serve alcohol to minors nor may it serve drinks containing alcohol at school-sponsored events. This includes graduation and other school-related ceremonies. One benefit of this is to show youth, through example, that they can celebrate and have fun without using stimulants.

28.15 Parent-Teacher Association (PTA)

The goals of the PTA are:

1. To support the objectives of the School through voluntary work, fund-raising, and creating educational opportunities for students.

2. To organize social events approved by the School Board and School Administration, with the objective of enriching and benefiting all members of the school community.

3. To facilitate and strengthen communication between members of the school community, in cooperation with the School Administration.

4. To develop a cooperative relationship among parents, students, teachers, and the School Administration.

28.16 Nations Parent Ambassadors

28.16.1 Purpose

This policy outlines the process for selecting Parent Ambassadors for each class. Nations Parent Ambassadors work in partnership with the School Administration to ensure a positive, supportive, and welcoming environment for all. They also play a vital role in facilitating communication between parents, students, and the school administration.

28.16.2 Eligibility and Selection Criteria

To be eligible for the position of parent ambassador, parents must try to embody the nine principles of the Nations Profile and exhibit a willingness to commit to the responsibilities of the role stated below.

1. **Respect for Diversity**: The parent should value and appreciate the different cultures, backgrounds, and perspectives within the school community, helping to foster a welcoming and inclusive environment.

2. **Positive and Inclusive Leadership**: The parent should be someone who leads by example, encouraging collaboration and inclusion among other parents, teachers, and students.

3. **Strong Moral Character**: The parent should demonstrate honesty, integrity, and consistency in their actions and words, serving as a trustworthy role model for others.

4. **Open-Mindedness**: The parent should be open to new ideas, willing to listen, and ready to consider different viewpoints. They should value learning and personal growth.

5. **Self-Awareness**: The parent should be aware of their own strengths and areas for improvement, striving to be a balanced and positive influence in the school community.

6. **Commitment to Doing Their Best**: The parent should be dedicated to supporting the school's mission, consistently showing a strong effort and positive attitude.

7. **Willingness to Serve**: The parent should have a genuine interest in helping others and contributing to the school community. They should be active participants in school events and initiatives that benefit students and families.

8. **Fairness and Respect**: The parent should treat all members of the school community with respect and fairness, promoting kindness and understanding in their interactions.

9. **Positive Role Model**: The parent should demonstrate good character by showing kindness, respect, and consideration for others, setting a positive example in the school community.

28.16.3 Responsibilities and Duties

The selected parent ambassador will be responsible for the following:

- Serving as a liaison between the parent body and school administration, ensuring clear and open communication within their respective grade levels.

- Attending scheduled meetings with the section Principal to consult on school-related topics.

- Represent the grade for which they have been elected, addressing suggestions to each section's Principal and strengthening bonds between parents and the School;

- Work proactively and ethically in overcoming challenges and solving problems that affect the School, providing feedback to the School Administration when necessary;

- Supporting and promoting the School's mission through collaboration and positive engagement with school initiatives.

- Encouraging active parent involvement in school activities and maintaining a positive school environment.

- Assisting with the organization and promotion of school events.

- Welcoming and supporting new families, facilitating their integration into the school community.

28.16.4 Term Duration

All parents whose children are enrolled at School of the Nations are eligible for the role of Parent Ambassador. **The election is carried out without any campaign**. All parents may vote for one Parent Ambassador per class. They may serve a maximum of two consecutive school years, thereby making it possible for other parents to take part. The School Administration may make exceptions to this rule.

28.16.5 Code of Conduct and Grounds for Removal

Ambassadors of our school community are held to a code of conduct that reflects the principles outlined in the eligibility and selection criteria.

Grounds for Removal: A Nations Ambassador may be removed from their position if they engage in behavior that is deemed inappropriate, unethical, or detrimental to the school community. Examples of such behavior include, but are not limited to:

1. Violating school policies or rules.
2. Demonstrating a lack of respect for others, including students, staff, and faculty.
3. Engaging in harassment or any form of discrimination.
4. Failing to fulfill the duties and responsibilities of their role.
5. Displaying dishonesty, including lying, cheating, or misrepresenting information.
6. Engaging in actions that disrupt the positive, inclusive, and supportive environment of the school.

If a parent ambassador is found to have violated these standards, the school administration, in consultation with relevant faculty and staff, will review the situation. A decision will be made regarding the parent's continued participation, with the possibility of removal if necessary. This process aims to maintain the integrity of the parent ambassador program and uphold the values of our school community.

28.16.6 Selection Process

28.16.6.1 Nomination

All parents are possible ambassadors for their child's class but should be considered based on the abovementioned eligibility criteria.

28.16.6.2 Ranking Process

- Each voter must select one parent.
- Each parent must vote only once.
- Each parent will follow the same voting process.
- Votes will take place through an electronic platform.

28.16.6.3 Counting Votes

The parent that has the highest number of votes will become the nominated ambassador, after school administration consideration.

28.16.6.4 Announcing Elected Parents

Section Principals will inform parents in each grade level of the elected class parent ambassadors.

28.16.7 Support and Resources

Parent ambassadors will have access to:

- Quarterly meetings, or as needed, with the Section Principal.
- Necessary resources to facilitate communication and problem-solving.
- Training and guidance on their role.

28.16.8 Benefits

The elected parent ambassadors will gain valuable leadership experience and the opportunity to contribute to improving the school environment.

By implementing this process, we aim to ensure parents have a direct channel to address their concerns and ideas. Parent ambassadors play a crucial role in fostering a positive school environment and enhancing communication between the administration and the parent body.

28.17 Nations Student Ambassadors

28.17.1 Purpose

This policy outlines the process for selecting Student Ambassadors for Grades 1 to 12. Nations Student Ambassadors work in close partnership with the School Administration to ensure a positive, supportive, and welcoming environment for all. They also play a vital role in facilitating communication between students and the school administration to effectively address students' needs and concerns.

28.17.2 Eligibility and Selection Criteria

To be eligible for the position of ambassador, students must strive to embody the nine principles of the Nations Profile and exhibit a willingness to commit to the responsibilities of the role stated below.

1. **Respect for Diversity**: The student should respect and appreciate the different cultures, backgrounds, and viewpoints within the school community, promoting a sense of unity.

2. **Positive and Inclusive Leadership**: The student should be a role model who leads by example, encouraging teamwork, inclusion, and fair decision-making among their peers.

3. **Strong Moral Character**: The student should demonstrate honesty, integrity, and consistency between what they say and what they do. They should be someone others can trust.

4. **Open-Mindedness**: The student should be willing to learn, think critically, and consider both facts and different perspectives when making decisions. They should value learning and personal growth.

5. **Self-Awareness**: The student should be aware of their strengths and areas where they can improve. They should strive to maintain a balance in their academic, social, and personal lives.

6. **Commitment to Doing Their Best**: The student should show a strong effort in their studies and activities, always aiming to do their best and learn from their experiences.

7. **Willingness to Serve Others**: The student should show a caring attitude and be willing to help others. They should participate in activities that contribute to the school and the wider community.

8. **Fairness and Respect**: The student should treat everyone with respect and fairness, promoting kindness and understanding in their interactions.

9. **Noble Character**: The student should show kindness, respect, and consideration for others, reflecting a positive attitude in their everyday actions and relationships

28.17.3 Responsibilities and Duties

The selected student ambassador will be responsible for the following:

- Acting as a liaison between the student body and school administration.
- Reporting and addressing the needs and concerns of students within their respective grade levels.
- Collaborating with their Sections' coordination to find solutions to students' reported issues.
- Communicating regularly with their peers to gather input and feedback.
- Attending bi-weekly meetings with the Principal to discuss student needs and strategies for improvement.
- Attending quarterly meetings with the Executive Director and other administration representatives.

28.17.4 Term Duration

The term for student ambassadors will last until the end of the school year. To ensure a variety of perspectives, students cannot be elected for consecutive years. This policy allows for consistent representation while also giving new students the opportunity to address ongoing issues effectively.

28.17.5 Code of Conduct and Grounds for Removal

Ambassadors of our school community are held to a code of conduct that reflects the principles outlined in the eligibility and selection criteria.

Grounds for Removal: A Nations Ambassador may be removed from their position if they engage in behavior that is deemed inappropriate, unethical, or detrimental to the school community. Examples of such behavior include, but are not limited to:

1. Violating school policies or rules.
2. Demonstrating a lack of respect for others, including students, staff, and faculty.
3. Engaging in bullying, harassment, or any form of discrimination.
4. Failing to fulfill the duties and responsibilities of their role.
5. Displaying dishonesty, including lying, cheating, or misrepresenting information.
6. Engaging in actions that disrupt the positive, inclusive, and supportive environment of the school.

If a student ambassador is found to have violated these standards, the school administration, in consultation with relevant faculty and staff, will review the situation. A decision will be made regarding the student's continued participation in the program, with the possibility of removal if necessary. This process aims to maintain the integrity of the student ambassador program and uphold the values of our school community.

28.17.6 Selection Process

28.17.6.1 Nomination

All students are possible ambassadors but should be considered based on the abovementioned eligibility criteria.

28.17.6.2 Previous Instructions

Each Advisory or Homeroom Lead Teacher will read this policy and discuss what practical/constructive leadership looks like with their students.

28.17.6.3 Voting Process

- Each student must select one ambassador and vote only once.
- Each teacher will follow the same voting process.
- Votes will take place through an electronic platform.

28.17.6.4 Counting Votes

Students' and teachers' votes weigh fifty percent each. The total percentage of student votes will be added to the total percentage of staff votes for each ambassador. The student who has the highest total percentage will become the nominated ambassador.

28.17.6.5 Announcing Elected Students

Section Principals will inform students in each grade level of the elected class ambassadors.

28.17.7 Support and Resources

Student ambassadors will have access to:

- Bi-weekly meetings with the Principal.
- Quarterly meetings with the Executive Director and other administration representatives.
- Necessary resources to facilitate communication and problem-solving.
- Training and guidance on their role.

28.17.8 Benefits

The elected student ambassadors will gain valuable leadership experience and the opportunity to contribute to improving the school environment. This experience can be highlighted in college applications and resumes.

By implementing this process, we aim to ensure students have a direct channel to address their concerns and ideas. Student ambassadors play a crucial role in fostering a positive school environment and enhancing communication between the administration and the student body.

29. 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.

29.1 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.

29.2 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.

29.3 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.

29.4 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 parties will be called to the attention of the teacher and the teacher's immediate supervisors. On request, the teacher has the right to receive all information about the issue or concern and to respond to it formally.

Parents may also make suggestions to Parent Ambassadors and share their opinions and suggestions in the annual satisfaction survey.

29.5 Confidentiality of Investigations and Disciplinary Action

The School Administration has the right and responsibility to keep confidential any information about problems, conflicts, or disciplinary action involving students, employees or parents, to protect their rights (unless a person is at risk of harming him or herself or hurting others).

Occasionally, the conduct of School personnel or students, or incidents occurring within the School may call for an investigation or disciplinary action by the Administration. This often requires the Administration to balance two important values: transparency and School personnel's and students' right to privacy; therefore, communication may be limited in content and scope, which helps avoid prejudicing the result of investigations.

With this in mind, the School Administration and its designees respond to the concerns of parents, students, and the community, in reasonable detail and with due acknowl-

edgment 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.

29.6 Collective Electronic Communications and Email

To improve communication, staff, parents, students, and the wider community are, by means of this policy, informed of the proper use of email and collective electronic communications that involve the name of the School, its personnel or students, and how to address concerns.

School of the Nations operates a private email system and has policies and guidelines for its use by students, staff, and parents. Among them are:

- The use of school email service is reserved for educational and administrative purposes.
- All messages composed, sent, or received by the school email service are and remain the property of the School.
- Messages are not the private property of any student, parent, or employee.
- School email service shall not be used to send offensive or disruptive messages. Such messages include, but are not limited to, comments that offensively address someone's age, sexual orientation, religious or political beliefs, national origin, or disability.
- School email service shall not be used to send or receive unauthorized copyrighted materials, trade secrets, private financial information, or similar data.
- The School will not share parents' or employees' email addresses with other parties without express consent.
- School of the Nations processes personal data in accordance with the legal requirements foreseen in the General Data Protection Law (LGPD). this means that the School will not share parents' or employees' personal email addresses with other parties without express consent.
- Community members should communicate issues, concerns, suggestions, and praise to the School by private email (not collective email), by letter, or by sending a message via Nations App. Communicating concerns or questions to third parties by group email is less effective, and it increases the possibility of important details being exaggerated, forgotten or distorted. If unwarranted or mistaken allegations or accusations are made about employees or school sections by collective electronic communications, the sender may be infringing on another person's rights (honor, image, intimacy or private life) causing personal or professional damages or conflict among those involved. Such action may lead to legal action, which is undesirable in an educational environment.

  Please note: the same care mentioned above should be observed in the use of other modern communication media, such as WhatsApp, Instagram, Facebook, etc.

The School does not prevent parents or parent ambassadors from communicating with other parents, community members or with the Institution. However, it is advisable to consider message content, confidentiality and the possibility of infringing the rights of students, faculty, the School or third parties to protect the rights of all.

Aware that children and adolescents are still in the process of development regarding how to interact socially and that they have difficulties establishing limits for themselves and others, the responsibility for inappropriate communication between and among students, by way of media provided by their families, is the sole responsibility of the family, principally when such communication takes place outside the school environment. Communication between and among students by way of the Internet or electronic devices in the school environment must follow the norms established in this Student-Parent Handbook.

We reiterate that students should be educated and monitored by parents for the ethical, safe and legal use of information technology, thereby avoiding exposure to situations that are outside their understanding and for which they are not yet emotionally prepared. When and if authorized to use these medias, it is imperative that it is in accordance with the student's age and maturity, since the student will likely not understand the consequences of a given act.

29.7 Other Channels of Communication

- Nations Apps
- Parents' Bulletin Board
- School Profile
- Letters in English and Portuguese
- Phone calls and text messages
- Meetings
- Open House Meetings
- Parent Ambassador Meetings
- Annual Reports
- Use of media
- Website
- Surveys
- Parent-Teacher Association (PTA)
- Student Agendas
- Special Events
- Yearbook

Annex I - Child Protection Policy

"The education and training of children is among the most meritorious acts of humankind and draweth down the grace and favour of the All-Merciful, for education is the indispensable foundation of all human excellence and alloweth man to work his way to the heights of abiding glory." ' Abdu'l-Bahá

Introduction

Child well-being is essential to realizing academic and holistic success.

All students have the right to a safe, secure, and nurturing environment. School of the Nations strives to create a school environment that protects students' integral well-being and optimizes their growth and development. We embrace the diversity of backgrounds and cultures represented in our school community. We take active measures not only to preserve students' rights but also to help them understand those rights and to find support through adult advocates.

Child abuse and neglect violate a child's human rights and are impediments to the child's education and healthy development. School of the Nations supports the United Nations Convention on the Rights of the Child, of which our host country, Brazil, is a signatory. The School follows state and federal law, the Brazilian Statute of the Child and Adolescent (Federal Law 8.069/1990), and the Child Protection Assurances of our international accreditation agency, Cognia, on child welfare and protection.

As a school, we have the moral and legal duty to safeguard the welfare of students and children who use our facilities or who take part in our programs and activities.

School of the Nations' Child Protection Handbook sets forth the steps our faculty, staff, parents, students, volunteers, contractors, and consultants must take to maximize child protection and safety, and to respond quickly and effectively should abuse be observed, suspected, or disclosed.

Our goal is to maintain an environment that protects children by either preventing child abuse before it occurs or by ensuring its earliest detection, intervention, and reporting. Our strategy is to ensure that all School personnel, outsourced personnel, student teachers, interns, volunteers, parents, and students can recognize signs and symptoms of abuse, understand the issues of child abuse and neglect, and are familiar with national, international, and local reporting procedures of mandated reporting, including how, when, and to whom to report.

The information contained in this Student-Parent Manual is introductory only and contains a brief description of the content of our Child Protection Handbook. Parents may access the complete Handbook on the Parent Portal of the School website.

Definition of Child Abuse and Neglect

Child abuse constitutes "all forms of physical and/or emotional ill-treatment, sexual abuse, neglect, or negligent treatment or commercial or other exploitation, resulting in actual or potential harm to the child's health, survival, development, or dignity in the context of a relationship of responsibility, trust or power" (World Health Organization).

Neglect is the persistent failure to meet a child's basic physical or physiological needs, likely to result in serious impairment of the child's health or development.

Educators, having the opportunity to observe and interact with children over time, are in a unique position to recognize children who need help and protection. Educators, therefore, have an obligation to identify children who need help and protection and to ensure the child and family make use of the services needed to remedy any situation that constitutes child abuse or neglect.

Reporting and Disclosures

When Abuse is Suspected

School staff must tell their section Principal or Counselor when they are made aware of students who present any of the aforementioned symptoms or characteristics or when they think they may be dealing with a student who is showing at-risk behaviors such as depression, self-harm, or substance abuse, or that a student may be a victim of harmful use of the internet or bullying.

When to Report Suspected Abuse

When there is reason to believe that a child is being abused or has shown at-risk behavior, either by observation or disclosure, the faculty member must report to the section Principal or Counselor within twenty-four hours.

The report must be made when the reporter has knowledge of or has reason to suspect that a child has been abused, neglected, or is showing signs of at-risk behavior. The report must contain the name of the reporter for further investigation. The identity of the reporter shall be protected even when other information from the report is being disclosed.

You may use this Child Protection Report Form

Code of Conduct

School of the Nations' Child Protection Handbook contains the full Code of Conduct for School employees. Below is a partial list from the Code of Conduct on how School employees must conduct themselves. All School employees must sign the Code of Conduct to work at the School.

Communication with children is governed by the key safety concept of transparency. The following steps will reduce the risk of private or otherwise inappropriate communication between parents, administrators, teachers, personnel, volunteers, and minors at School of the Nations:

- Communication between School of the Nations (including volunteers) and minors that is outside the role of the professional or volunteer relationship (teacher, coach, host, etc.) is prohibited.
- Communication between a minor and a person acting on behalf of the School shall be made using one of the School's official communication

channels, such as school email, Google Classroom, Google Chat, SeeSaw, for example.

Child Protection Handbook

School of the Nations' Child Protection Handbook, available on the Parent Portal of our website, sets forth the procedures our faculty, staff, volunteers, Board, contractors, consultants, and students must take to minimize the threat of child abuse in our School and to respond quickly and effectively should abuse be observed, suspected, or disclosed.

Partnerships

To help ensure all procedures described in this Manual are followed, School of the Nations partners with the following government agencies, embassies, School departments, and companies who offer support and advice on child protection.

- Local Child Protection Services (Conselho Tutelar)
- School Lawyer
- American Embassy
- Fire Department
- UTI Life
- School Nurses

Documentation, Child Protection Record Retention, and Record Destruction

School policy on confidentiality and management of School records applies to all aspects of documenting incidents of abuse. The School follows all local, federal, and international laws and the advice of the School's legal team and local Child Protection Services.

Documentation includes where to keep the child's records and what information to give to the next school based on legal requirements and liability for non-reporting.

Parents must indicate their agreement with this requirement in the admission contract.

Legal Documents Related to Child Protection

Local, national, and international obligations with respect to protecting children of which schools should be aware include:

- Brazilian Statute of the Child and Adolescent (Federal Law 8.069/1990)
- Brazilian Law of Guidelines and Foundations of National Education (Federal Law n. 9.394/1996)
- The Constitution of Brazil
- Organic Law of the Federal District
- Convention on the Rights of the Child (Decree 99.710/1990)
- International Pact on Civil and Political Rights (Federal Decree 562/1992)
- International Pact on Economic, Social, and Cultural Rights (Federal Decree 591/1992)

- American Convention on Human Rights (Federal Decree 678/1992)
- Brazilian Federal Law 13.257/2016 (Early Childhood Statute)
- National Education Plan of Brazil (Law 13.005/2014)
- Brazilian Federal Law 13.185/2015
- District Laws 4.824/2012, 4.837/2012, and 5.267/2013) on bullying

The laws above emphasize the high priority placed on protecting children from child abuse and neglect, its many forms, and the obligation to establish and strengthen structures and organizations responsible for providing comprehensive services to child abuse victims and their families.

For more information on how the School handles and reports incidents of child abuse and neglect, please see our Child Protection Handbook on the Parent Portal of the School website.

Annex II: Association of American Schools in Brazil - Official AASB Code of Conduct

Revision: March 2023

AASB Expecations

All AASB schools have mission statements that speak of high academic expectations and high expectations for character development and community building. We believe extra-curricular trips demand an increased layer of behavioral expectations and that the elements of risk are heightened for teachers, administrators, parents, students and for the school due to the elevated risk inherent in taking numbers of students off campus.

Diversity, Equity and Inclusion Statement

The Association of American Schools in Brazil (AASB) is committed to diversity, inclusion, and gender equity amongst its members, event participants, volunteers, and community.

AASB welcomes all individuals to participate in our event offerings. Embracing our differences while removing barriers to promote diversity, equity and foster inclusion, is integral to serving the educational athletics and activities community. As leaders in our community, we continue to listen, learn and collaborate on how educational athletics and activities can be inclusive and accessible for all. We have zero tolerance for any behaviors which discriminate against anyone - athletes, coaches, referees, staff, guests - through language or interactions that target their identity or culture in any way. Our athletics and activities programs are created to be safe and inclusive spaces for all student-athletes and participants.

Any violations of this statement will result in immediate action through the process of our Disciplinary Committee which is explained in our AASB Athletics & Activities Constitution. [1]

1   Modified from the Canadian Endurance Sport Alliance (CESA) Diversity, Equality and

Draft Approved by the AASB Heads of Schools on March 16, 2023.

Given the above, we believe a set of clear behavioral expectations and aligned consequences are necessary to help our schools support positive behavior and address infractions and violations consistently.

Level I - Minor Infractions include the following but are not limited to:

1. Violation of Curfew
2. Poor Sportsmanship

Level II - Major Infractions include the following but are not limited to:

1. Leaving any AASB venue without permission and/or proper supervision
2. Use or possession of drug/alcohol/tobacco/vaporiser/weapons
3. Physical, sexual, or verbal abuse including violation of the AASB DEI statement
4. Emotional abuse such as hazing and bullying.

If there are consequences that need to be administered on the Major Infraction level, please refer to the [AASB Constitution](#) for the process of the Disciplinary Committee being formed.

Consequences include the following but are not limited to:

1. The student (or those involved) will be declared ineligible for participation in the next scheduled activity. (Level I)
2. The student (or those involved) will be declared ineligible for further participation in the event. This would include games, dances, and awards ceremonies. (Level I & II)
3. A student (or those involved) may be sent home which will be at the parent's expense. (Level II)
4. The student (or those involved) will be excluded from the next event in which they would be eligible to participate/represent their school. (Level II)
5. The student (or those involved) may be excluded from all future events for a period of **one year** from the date of the infraction, including the same tournament/event the following year. (Level II)

As a student / participant at an AASB event I shall:

1. Show respect for other students, teammates, opponents, officials, and coaches.
2. Respect the integrity and judgment of event officials or organizers.
3. Exhibit fair play, sportsmanship and proper conduct on and off the playing field or competition area.
4. Refrain from the use of profanity, vulgarity, other offensive language, and gestures.
5. Refrain from any violent or aggressive behavior that jeopardizes the safety and/or well-being of others.

[Inclusion Statement](#)

6. Adhere to the established rules and standards of the game or event that is to be played.

7. Respect all property and use it safely and appropriately.

8. Not use alcohol, tobacco, vaporizer and drugs.

9. Follow the rules and regulations of the host school or organization.

10. Respect established curfews.

11. Not leave the premises of the sponsored event without permission from their school's representative.

12. Not enter sleeping quarters other than their own.

As a parent / spectator at an AASB event I shall:

1. Encourage students to compete within the rules, respect chaperones/coaches and officials' decisions.

2. Encourage all students to respect the efforts of other participants and teams.

3. Remember that children learn best by example, applaud good plays/performances by both my team and their opponents.

4. Give positive comments that motivate and encourage continued effort, focus on the team/individual efforts and performance – not the score.

5. Thank the coaches/chaperones, officials and other volunteers who give their time to conduct the event for my child.

6. Respect the rights, dignity, and worth of all people involved in the sport or activity, regardless of their gender, ability, or cultural background.

7. Not criticize or ridicule any student's performance.

8. Refrain from using bad language.

9. Not harass or disrespect students, coaches/chaperones, officials or other spectators.

10. Not argue with an official or administrator. If I disagree with a decision or have a query, I will inform the coach/chaperone or manager after the competition.

11. Display sportsmanship and act with integrity.

Signatures

A student may not participate in an AASB event until this form has been signed by both the student and parent/guardian and is on file at their school.

The undersigned has received a copy of the Association of American Schools in Brazil - AASB Code of Conduct.

_____   _____

Student's Name (please print)   Year of Graduation

I understand and agree to abide by all the provisions of the Association of American Schools in Brazil – AASB Code of Conduct as well as my own school's established policies and code of conduct.

_____   _____
Student's Signature   Data

I understand and agree to abide by all the provisions of the Association of American Schools in Brazil - AASB Code of Conduct as well as my child's school's established policies and code of conduct.

_____   _____
Parent / Guardian's Signature   Date

Annex III: After School Program and School Teams

School of the Nations provides After School and School Teams Programs for students in Nursery II through Grade 12 to enrich the regular curriculum and offer them the opportunity to explore skills in their areas of interest. Students may choose from various activities in arts, music, sports, technology, recreation, academics, and culture, all of which are taught by qualified professionals.

The After School and School Teams Programs provide co-curricular learning focused on developing students as a whole — physically, emotionally, and morally — and are designed to support the School's vision, mission, and values by extending learning experiences inside and outside the classroom.

1. Enrollment and Changing or Canceling After School Activities

Students may enroll in After School (Nursery ll–Grade 8) and School Teams (Grades 9–12) any time during the school year. Students may also cancel After School activities or sign up for the waiting list through the school enrollment portal.

Ten monthly installments are charged for each After School/School Teams activity. Monthly installments are due in August, September, October, November, December, February, March, April, May, and June as stated in the application form.

The ten monthly installments do not cover expenses for end-of-year activities, such as special uniforms, belt promotion ceremonies, etc. All such costs will be communicated to parents and guardians by the Coordination team throughout the school year.

To ensure good performance, we ask parents and guardians to avoid interrupting After School activities. Parents and guardians should schedule an appointment with the After School team if they would like to speak with After School teachers.

Cancellations of After School activities may be made at any time; however, if canceled after the 20th, full payment for the following month will be charged.

2. Schedule of Activities

After School activities offered at the Early Childhood Campus begin at 3:30 p.m. and end at 4:20 p.m.

After School activities on the Main Campus for Grades 2 to 5 take place from 3:15 p.m. to 5:30 p.m., in two periods. The first period starts at 3:15 p.m. and the second, at 4:30 p.m.

We offer After School activities on the Main Campus for students in Grades 6 to 8 from 3:15 p.m. to 4:15 p.m. and from 4:15 p.m. to 5:15 p.m.

After School activities on the Main Campus for Grades 9 to 12 take place from 5:30 p.m. to 6:45 p.m. Students must wait in the designated area or participate in other educational activities offered.

A schedule of the activities, which provides further information on each, is available on the School's website, in our After School Magazine, and on the enrollment portal.

Parents must pick up their children within 15 minutes after the end of the activity; otherwise, they are subject to clause 15 of the Educational Services Contract.

3. Behavior Guidelines

All rules and procedures contained in the Student-Parent Handbook and observed during regular school hours will be observed during After School activities. Students who behave inadequately can be suspended.

4. Use of Uniforms and Safety Guidelines

The Cougars uniform is mandatory for soccer, basketball, volleyball, and cheerleading.

All Cougars uniforms are accepted as school uniforms.

For soccer classes, cleats with small studs are the only type allowed. Large studs are prohibited to ensure safety and preserve the soccer field.

Uniforms may be purchased from the Physical Education Department at the main campus. Payment should be made in cash only.

Safety

Accidents and injuries can occur in any sport or physical activity. Using the proper uniform and equipment and following safety guidelines can help prevent them. Long hair should be kept in a ponytail to help avoid accidents.

5. Field Trips for Training, Games, and Competitions

At the time of enrollment, parents must fill out and sign a form that authorizes the student to leave school throughout the year, accompanied by school staff, for training, games, and competitions. The School will notify parents in advance when such activities occur.

Soccer practice may also take place at the soccer field on the Early Childhood Education campus. Students, accompanied by their coach and their assistant coach, go to the Early Childhood campus. All students must be ready to go five minutes before their scheduled training time. All students must return to the main campus together under the coach's supervision when practice ends. Students must leave all books, notebooks, and schoolbags on the main campus.

6. Class Cancellations

Parents will be contacted by email or telephone should any class be canceled because of illness or in case of an event beyond the School's control.

The decision to cancel classes because of heavy rain or low humidity will be made by the After School Coordinator or by local authorities. Parents will be informed by email.

7. Absences

Parents are responsible for paying for the activity until they cancel it through the portal within the stipulated time. Payment is due even if students do not take part in the activities in which they are enrolled.

Students with three consecutive unexcused absences will be subject to enrollment cancellation.

It is the parent's or guardian's responsibility to inform the Coordination when the student attends School but does not take part in the program activities.

During quarterly exam week, the presence of students in Grades 6–12 in After School activities is optional.

8. End-of-Year Presentations and Events

At the end of each semester, the Coordination team organizes celebrations such as belt promotion ceremonies (martial arts), artistic presentations, and open classes for parents and their children.

Please remember that monthly fees do not cover the costs of end-of-year activities, such as costumes, karate & judo belts, etc. The After School Department will inform parents of these costs throughout the school year.

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