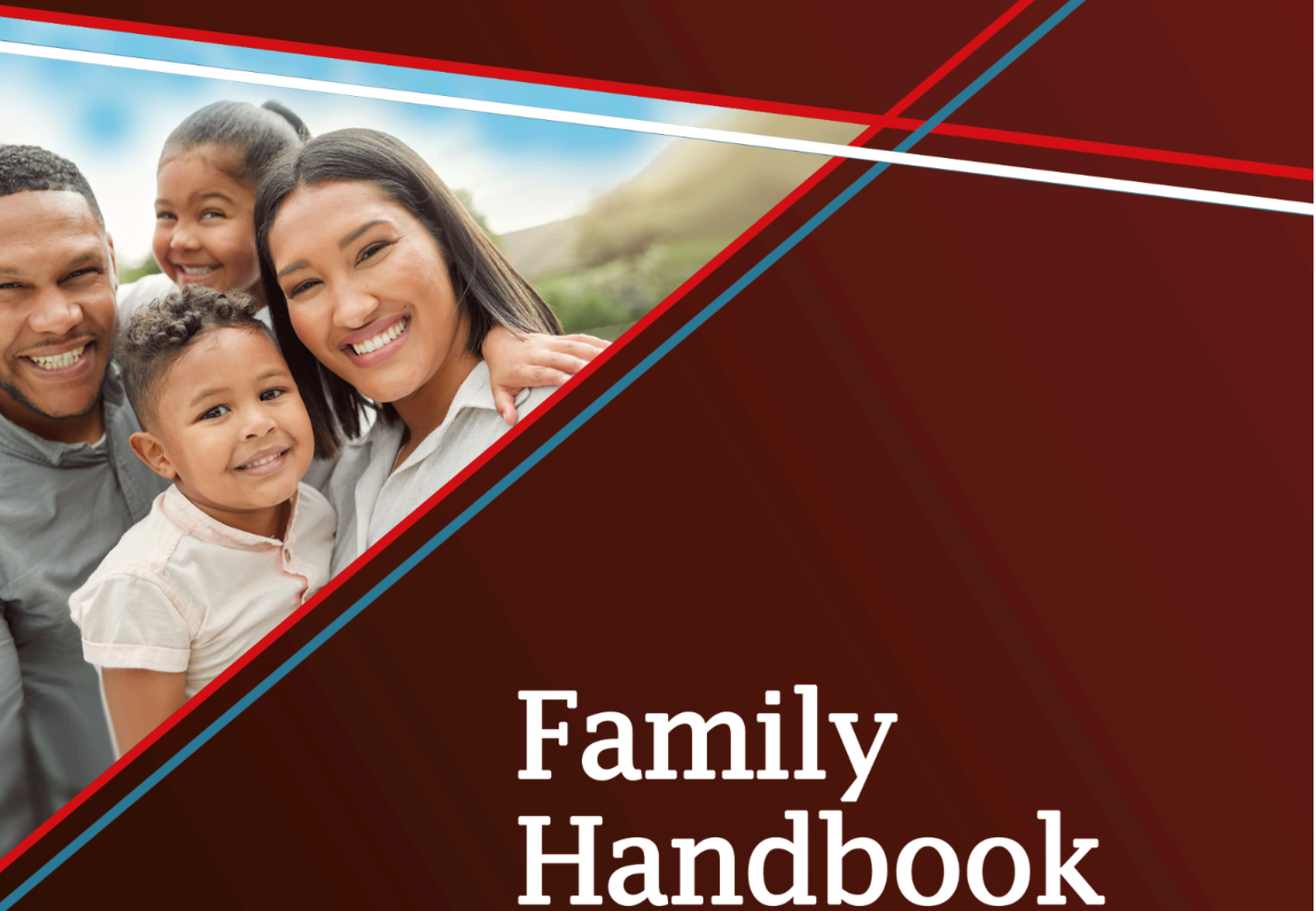




AMERICAN
SCHOOL
OF RECIFE



Family Handbook

EAR FAMILY HANDBOOK

SUPERINTENDENT WELCOME

I am happy to welcome you to the American School of Recife, a school working hard to become one of the best schools of any type in our city, in our region, in Brazil, and across the world. These are lofty goals, and we understand that becoming great isn't about taking a giant leap into the great blue yonder, rather it is the hard daily work of honing our craft in classrooms and working with students both individually and collectively so that we can inspire the curiosity, creativity, and passion that will serve our students as lifelong learners and critical thinkers — two of the key qualities articulated in our mission.

This handbook has been prepared to provide an overview of the programs available at our school as well as the policies and procedures that allow the school to function effectively. The information provided in this handbook is not intended to be all-inclusive, and the school administration reserves the right to revise or implement policies and procedures as deemed necessary.

We are thankful to be entrusted with the opportunity to meet the educational needs of each of our students and to prepare them for successful and productive lives as global citizens. It is truly our pleasure to help young people learn and grow each day.

Best Regards,

Peter Klam
Superintendent.

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GENERAL INFORMATION

ABOUT US

MISSION

Our mission is to develop critical thinkers and lifelong learners with an international perspective, empowered to become informed, responsible world citizens.

VISION

Empowering students to meet tomorrow's challenges with passion and resiliency

CORE VALUES

Integrity. Learning. Community.

ACCREDITATION AND AFFILIATIONS

The school is accredited by Cognia (Formerly AdvancED-SACS) in the United States, by the Pernambuco Secretary of Education, and Recife Secretary of Education.

The school is a member of the American International in the Americas AMISA (Formerly AASSA), the Association of American Schools in Brazil (AASB), and the Association for the Advancement of International Education (AAIE).

BOARD AND ADMINISTRATION

The school is governed by a Board of Trustees comprised of 5 members elected by the General Assembly of parents of children enrolled in the school, two members who are appointed by elected members, and one member appointed by the U.S. Consul General of Recife.

The American School of Recife is organized in accordance with the principles of American educational systems and operates as an association where parents, faculty, administration, and staff work together to optimize student learning.

Superintendent – Mr. Peter Klam

The Superintendent is the chief executive officer of the school. The Board of Trustees charges the Superintendent with leading and managing daily school operations in accordance with Board-approved policies and procedures. Mr. Klam can be contacted at peter.klam@ear.com.br

Business Manager – Mr. Danilo Bortolomais

The Business Manager is responsible for the school's operations, finances, and administrative team. He works in direct contact with the Board and in partnership with the Superintendent to ensure the effective functioning of the school. Non-academic matters should be directed to Mr. Bortolomais. Mr. Bortolomais can be contacted at danilo.bortolomais@ear.com.br

Brazilian Studies Program – Mr. Quintino Orengo

The Brazilian Studies Director monitors academic programs and services to ensure that the school adheres to the laws and regulations of Brazil and the state of Pernambuco. The Brazilian Studies Director also supervises the Brazilian Studies program, in consultation with division Principals. Mr. Quintino can be contacted at quintino.orengo@ear.com.br

Elementary Principal – Ms. Katharine Geiss

The Elementary Principal supervises the ECC/Elementary school programs, Nursery - Grade 5. Ms. Geiss can be contacted at katharine.geiss@ear.com.br

Secondary Principal – Ms. Fernanda Dillon

The Secondary Principal supervises the Secondary School, Grades 6-12. For questions or concerns about the Secondary School and its program, please contact Ms. Dillon at fernanda.dillon@ear.com.br

STUDENT SUPPORT

Secondary School Assistant Principal- Ms. Kelly Owens

The Secondary School Assistant Principal organizes our Secondary Advisory program, and assists students in grades 6-12 in the areas of academic achievement, career, and socioemotional development, ensuring today's students become the productive, well-adjusted adults of tomorrow. She also supports the Secondary Principal with a number of other tasks.

Ms. Kelly Owens can be contacted at kelly.owens@ear.com.br

ECC/Learning Support Coordinator - Ms Camila Paz**ECC Psychologist - Ms. Maria Eduarda Torres**

Can be contacted at maria.torres@ear.com.br

Elementary School Psychologist - Ms. Sirleyde Lima

Can be contacted at sirleyde.lima@ear.com.br

Middle School Psychologist - Ms. Alana Nascimento

Can be contacted at alana.nascimento@ear.com.br

High School Psychologist - Ms. Monyke Souza

Can be contacted at monyke.souza@ear.com.br

Psychologists help students in the areas of academic achievement, career, and social-emotional development, ensuring today's students become the productive,

well-adjusted adults of tomorrow. They also help identify students with social-emotional or learning difficulties and provide therapeutic interventions and strategies. In addition, psychologists support students in navigating relationship challenges and play a key role in behavior interventions, promoting a safe, respectful, and inclusive school environment.

Learning Support Teachers - Ms. Renata Novellino, Ms. Daniela Araújo, Ms. Julliane Silva, Ms. Suanny Katherin, Ms. Cristina Vasconcelos, and Ms. Rebecca Macedo

Learning Support teachers work with students that exhibit learning difficulties and receive accommodations and support according to their Individual Education Plan (IEP). Special Needs Teachers provide individual and small group instruction and push-in to classrooms to support students in the regular classroom.

Ms. Paz can be contacted at camila.paz@ear.com.br

Ms. Araújo can be contacted at daniela.araujo@ear.com.br

Ms. Fialho can be contacted at julliane.fialho@ear.com.br

Ms. Novellino can be contacted at renata.novellino@ear.com.br

Ms. Vasconcelos can be contacted at cristina.vasconcelos@ear.com.br

Ms. Macedo can be contacted at rebecca.macedo@ear.com.br

Ms. Katherin can be contacted at suanny.katherin@ear.com.br

TEACHING AND LEARNING

THE EAR LEARNER PROFILE

The EAR Learner Profile presents an idealized picture of an EAR student. While the lofty goals and descriptions would be difficult for any individual to achieve in their entirety, we believe that in striving towards those goals in our teaching and learning, we can help our students to more closely approximate their own attitudes, skills, and predispositions to the ideal. The EAR Learner Profile was drafted by the Educational Leadership Team, vetted by families, and approved by the EAR Board of Trustees.

AT EAR, OUR STUDENTS ARE WORKING TO BECOME...

- **CRITICAL THINKERS** who:
 - Demonstrate awareness of their own emotions, thoughts, and values

- Ask insightful questions and engage in constructive dialogue
- Make connections in learning and about our world
- Approach difficult problems with a positive attitude
- **LIFELONG LEARNERS** who:
 - Engage curiosity, imagination, and intellect on a daily basis
 - Actively seek opportunities to research, inquire, and learn in a range of topics and areas
 - Find joy in discovery
 - Set goals and reflect on them
- **INTERNATIONALLY-MINDED CITIZENS** who:
 - Eagerly learn about the issues facing our global society with an open mind to diverse perspectives
 - Demonstrate empathy and respect for all
 - Advocate for the rights of self, others, and the planet
 - Effectively navigate situations and mitigate conflicts among diverse individuals and groups
- **PRINCIPLED AND RESPONSIBLE COMMUNITY MEMBERS** who:
 - Make responsible and honest choices
 - Make decisions using an ethical and empathetic mindset
 - Acknowledge and accept the consequences of one's actions
 - Stand up for what's right even when it's difficult
 - Seek agency and use it to make the community better
- **RESILIENT INDIVIDUALS** who:
 - Self-manage emotions and actions
 - Persevere even when things are hard
 - Take appropriate risks in the context of learning.
 - Use a positive, determined, and resourceful mindset when meeting challenges
- **THOUGHTFUL AND ARTICULATE COMMUNICATORS** who:
 - Speak and write with precision and empathy
 - Demonstrate proficiency in at least two languages
 - Take appropriate roles in collaborative settings depending on the needs of the group
 - Consume and interpret media responsibly using the lenses of context, underlying assumptions, reliability, and bias
 - Use creative expression to deepen the understanding of others.

THE EAR ESSENTIAL LEARNING ELEMENTS

The EAR Essential Learning Elements wheel consists of eight key characteristics of classrooms to optimize the learning and the learning environment. The ELEs were developed by the Educational Leadership Team and are used as a reference for classroom observations and teacher evaluation and development.



SCHOOL CALENDAR

2025	
July 31 - August 5	Teacher In-service
August 6	Open House/ First Day for New Students
August 7	First Day for Returning Students
August 16	Holiday: N. Sra. do Carmo
September 24	Teacher In-service (1/2 day)
September 26	Red x Blue Opening Ceremony (PK-5 th)
September 27	Red x Blue Opening Ceremony (6 th -12 th)
October 3	End of Quarter 1
October 7	Parent-Teacher Conferences (no classes)
October 12	Holiday: N. Sra. Aparecida
October 15	Holiday: Teacher's Day
November 12	Teacher In-service (1/2 day)
November 20	Holiday: Black Awareness Day
November 27 - 28	Holiday: Thanksgiving
December 8	Holiday: N. Sra. da Conceição
December 10 - 12	Semester 1 Final Exams – Secondary
December 19	Teacher In-service (1/2 day) / End of Semester 1
2026	
January 19 - 23	Teacher In-service
January 23	First Day for New Students
January 26	First Day for Returning Students - Semester 2
February 16 - 18	Holiday: Carnival
February 19 - 20	Teacher In-service (no classes)
March 6	Holiday: Carta Magna de Pernambuco

April 1	End of Quarter 3
April 2 - 5	Holiday: Semana Santa (Easter)
April 14	Parent-Teacher Conferences (No Classes)
April 21	Holiday: Tiradentes
May 1	Holiday: Labor Day
May 27	Teacher In-service (½ day)
May 27 - 29	Semester 2 Final Exams (Seniors)
June 4	Holiday: Corpus Christi
June 5	Senior Graduation
June 13	São João Celebration
June 15 - 17	Semester 2 Final Exams (6th - 11th)
June 17	Kindergarten Graduation
June 17 - 19	Remediation (6th - 11th)
June 19	Teacher In-service (½ day) End of Semester 2
June 22 - 26	Activities Camp
June 24	Holiday: São João

SCHOOL DAY

The gates into the school campus are open from 7:20 a.m. to 7:50 a.m. Students arriving after 8:00 a.m. must enter via Reception. Students and accompanying adults can only enter the school at 7:20 a.m.

Students are dismissed at 3:15 p.m. At this time, parents and registered guardians are allowed to enter. Students should remain on campus after 3:15 p.m. only if they or a sibling are involved in a supervised after-school activity.

Period	ECC
1st	7:55 - 8:20
2nd	8:20 - 9:00
Break	9:00 - 9:15
3rd	9:35 - 10:15
4th	10:20 - 11:05
5th	11:05 - 11:45
Lunch	11:30 - 12:00
6th	12:00 - 1:30
7th	1:30 - 2:10
8th	2:10 - 3:00
Closing	3:00 - 3:15

Period	Elementary
1st	7:50 - 8:35
2nd	8:40 - 9:25
Break	9:25 - 9:50
3rd	9:50 - 10:40
4th	10:40 - 11:30
Lunch (Grade 1 - 3)	11:30 - 12:30
Lunch (Grade 4 - 5)	11:30 - 12:30
5th	12:30 - 1:20
6th	1:20 - 2:10
7th	2:10 - 3:00

Period	Secondary
0 hour class	7:00 - 7:45
1st	7:50 - 8:35
2nd	8:40 - 9:25
Advisory	9:30 - 9:55
Break	9:55 - 10:10
3rd	10:15 - 11:00
4th	11:05 - 11:50
5th	11:40 - 12:40
Lunch	12:40 - 1:40
6th	1:40 - 2:25
7th	2:30 - 3:15

SCHOOL-HOME COMMUNICATIONS

EAR encourages positive parent contributions and involvement in their children's education. The school actively solicits feedback from parents in a number of ways and works to keep parents informed via a variety of publications and meetings. In addition to this School Handbook, updated annually, other sources of information include:

PUBLICATIONS

EAR website - www.ear.com.br

Newsletters/Podcasts

Jupiter Grades messages

Surveys

Yearbook

MEETINGS

Open House – August

General Assembly – October and May

Family-Teacher Conferences – 2nd and 4th quarters

Student Services – information sessions on special topics for parents

College Meetings – information sessions for high school students and parents

Jump Start – orientation for parents of incoming Nursery students

New Family Orientation – The weekday before the 1st day of each Semester

SECURITY

Access to the school grounds is controlled by security guards. The gates into the campus are locked during the school day, from 8:00 a.m. to 3:15 p.m., with entry controlled at Reception. Visitors and parents who have permission to enter receive proper visitor identification and are escorted to their appointment.

VISITORS

In accordance with Brazilian law, the school does not allow the entry of visitors onto the campus during the school day without proper identification, a visitor's badge, and accompaniment by a school employee. This specifically includes the parents of current students as well as alumni, those making deliveries, and any other service providers.

Law N° 14.617, 10/04/2012

USE OF CAMPUS FACILITIES

The school does not sponsor or permit the use of its facilities or resources by any groups or individuals for religious, political, or profit-making purposes.

Requests for the use of school facilities by community members and outside parties must be submitted in writing to the Superintendent. The request must include the area, facility, and equipment to be used, as well as the time, date, and name of the person responsible for supervision of the activity.

ADMISSIONS

For admission, EAR requires official documentation of the child's health history and previous schooling including transcripts, report cards, immunization information, pertinent medical information, and both blood and RH type. A child's application may be delayed or denied if appropriate documentation is not provided.

In order for the school to consider a child for admission, parents or legal guardians are required to submit the following application materials:

- Completed application form;
- Passport copy with valid VISA and proof of residence (foreign parents);
- Copy of ID, CPF and proof of residence (Brazilian parents);
- Copy of birth certificate (a copy of ID does not preclude the copy of the birth certificate);
- Two 3x4 cm recent photos;
- A completed School Health Form and medical records, including proof of required immunizations, and verification of blood type;
- Official School Transcript;
 - For Brazilian students coming from abroad, the document must be apostilled ([Hague apostille](#)) by authorities from the issuing country.
 - For schools from countries that are not members of the Hague Convention, the document must be validated by the nearest Brazilian(?) Embassy or Consulate where the school is located and translated to English and Portuguese by a certified translator.
 - For other nationalities coming from abroad, the document must be validated by the nearest Brazilian(?) Embassy or Consulate where the school is located and translated to English.
 - Students that do not adhere to this requirement will need to take exams to be placed.
- Psychological and/or special needs reports, if applicable;
- Completion of admissions/placement tests;
- Personal interview with School Psychologist, Counselor, or Principal.

All documentation must be provided for an application to be reviewed

ENTRANCE AGE AND GRADE LEVEL ASSIGNMENT

Children entering Nursery through Grade 1 (ages 2-6) must be the respective age on or before July 31 of the year of enrollment. Children and teenagers entering Grades 2-12 will be placed according to official school transcripts.

- International students transferring from schools with grade levels differing from the American system are assigned to grade levels by age and/or placement tests.

- Brazilian students transferring from Brazilian schools are assigned to grade levels according to official school records.
- The school administration reserves the right to transfer a student to another grade level through the reclassification process if the initial placement is deemed inappropriate and parents agree to the change.

ADMISSION TO ELEMENTARY SCHOOL

Starting with 1st Grade, applicants are evaluated for English fluency as appropriate for each grade level. Students are accepted based on English language level and classroom vacancy. Students are placed at the point on the educational continuum that their chronological age and academic, social, and emotional development indicate. Grade placement is determined by the Elementary Principal and Brazilian Studies Director. First-grade students cannot be reclassified.

Students enrolled in 1st through 5th grade whose English is not proficient for grade level may receive academic support for English language development.

ADMISSION TO SECONDARY SCHOOL

Through the examination of school transcripts and English ability, the School Counselor, Brazilian Studies Director, and Principal determine acceptance and grade placement in the Secondary School.

Admission to grades 6 through 9 is based on successful completion of the required core courses of the previous grade and on the academic, social, and emotional development appropriate to each grade level.

Grade level placement for grades 10 through 12 is based on successful completion of the number of credits for courses that are required for graduation.

10th grade..... 6 credits
11th grade..... 12 credits
12th grade..... 18 credits

Students who have not yet reached grade-level proficiency may be asked to seek private, external tutoring in English.

TUITION & FEES

During the month of May, tuition and fees are proposed by the Board of Trustees and approved by the General Assembly of parents of students enrolled in the school.

ALL SCHOOL

LANGUAGE USE

The language of instruction at the American School of Recife is English in all classes except Brazilian Studies and world language classes. Developing fluency in oral and written English is a priority at our school and maintaining an English language environment on campus is essential to our school mission.

ATTENDANCE

Regular school and classroom attendance are essential to student progress and achievement. Daily participation in classroom activities and school programs is critical to both academic and social learning processes.

- A student must be in attendance on 75% of the school days/classes in order for credit to be given.
- Students who arrive more than 15 minutes late to any class will be marked as absent.
- A written explanation from a parent or guardian may be required for a student with frequent or prolonged absences to be readmitted to class.
- A doctor's certificate is required for justified absences.

Students presenting contagious illnesses or low immunity must present (or have parents present) a doctor's note and request assignments for the period of absence.

- Students who are absent for personal reasons during a school day will not be allowed to participate in that afternoon's extracurricular activities.
- Each student has the responsibility to arrange with teachers to make up all class work missed due to absences.
- One school day for each day of absence, up to ten, are allowed to make up the work missed.
- Absence due to anticipated travel is best negotiated by making advanced arrangements for missed work. (See the Appendix for the form used in the Secondary School for this purpose).
- Students are responsible for arranging make-up work with the teacher. Students will be held responsible for all work that they missed, so they must engage responsibly with teachers to understand all missed assignments.

We ask that families plan vacations to coincide with scheduled school holidays. The school expects both parents and students to respect the attendance procedures listed above. In the rare cases where that is not possible and students must miss Semester Finals, the absence should be pre-arranged, and the exams will be made up upon the student's return to school the following semester.

LEAVING CAMPUS

Students who need to leave campus during the school day must provide written parental authorization to the Divisional Offices. After parent authorization is received, an Early Dismissal pass can be written to present at Reception. EAR discourages leaving campus when school is in session except for medical reasons or emergencies.

Secondary School students can leave campus during lunch, though the practice is highly discouraged. Lunch is community time for our secondary school students. Students make new friends and strengthen old relationships when they stay on campus for lunch. Secondary students can leave campus for lunch if a parent writes a permission note and sends it to the Secondary Office before 11:30AM that day. Notes of permission sent after 11:30 will not be processed until after lunch and therefore will not be valid.

To ensure the safety of students and to comply with Brazilian law, written parental permission is required in order for a student to leave campus with anyone other than a parent or legal guardian. The Elementary Office maintains an authorized pickup list. If a student wishes to leave with other relatives or with a friend, a written note or email must be sent to the Principal.

Office personnel are not authorized to call home for verbal permission when notes are forgotten. Gate guards are not permitted to leave their posts to look for children on the campus nor to allow children to leave campus without written permission.

EAR BEHAVIOR AND DISCIPLINE POLICY

1. PURPOSE

This policy is designed to provide students with the social and emotional skills to participate appropriately and contribute positively in the secondary school community and the world. It is meant to ensure all members of our community remain committed to our *EAR Core Values of community, integrity, and learning*.

The values and policies outlined in this document are what create the secondary school community and culture and keep us focused on our Mission. *EAR develops critical thinkers and lifelong learners with an international perspective, empowered to become informed, responsible world citizens.*

2. PHILOSOPHY

Within a safe, nurturing environment, students at EAR are expected to strive to uphold the values and principles in the EAR Mission/Vision Statements, and our Core Values. We realize the embodiment of these values and principles is a continuous, developmental process, and we believe errors in judgment provide opportunities for the reflection and learning necessary to help students become principled, self-regulating members of our community. All of our disciplinary policies are derived from these beliefs.

3. BELIEFS

“In order to be successful in and out of school, students need to learn a set of social and emotional competencies—cooperation, assertiveness, responsibility, empathy, and self control—and a set of academic competencies—academic mindset, perseverance, learning strategies, and academic behaviors.” - Responsive Classroom.

- Students are capable of demonstrating respect.
- Students are capable of taking responsibility for their actions, sometimes with support.
- Positive behaviors are skills that need to be consistently modeled, taught, and discussed similar to academic material.
- Mistakes, poor choices, and failures are opportunities for learning and growth.
- EAR has a culture of compassion committed to fostering relationships essential for social, emotional, and academic security.

4. EXPECTATIONS

4.1 Students

- A. Strive to live up to the EAR Core Values and school rules
- B. Follow classroom agreements
- C. Take responsibility for their actions
- D. Are proactive about problem solving, using strategies on their own and seeking support from adults when necessary
- E. Are *upstanders*, standing up for peers when needed (as opposed to being *bystanders* and ignoring inappropriate or hurtful behavior)
- F. Conduct themselves in a manner that reflects positively on the school and all EAR students
- G. Are expected to be on time and ready to learn for all of their lessons at EAR
- H. Who are absent for medical or excused reasons are responsible to contact the teacher upon their return to school to inquire about any missing work.
- I. Who are absent on a day of a project or summative assessment, must schedule the make-up with the teacher within a reasonable amount of time after they have been absent on the day of a project or summative assignment. The teacher is the ultimate authority for deciding this. In cases of ongoing disagreement, the principal can arbitrate."

4.2 Teachers

- A. Guide student ownership of classroom behavior expectations that align with all school policies
- B. Educate students on how to follow expectations and practice self-regulation (i.e. Interactive Modeling)
- C. Provide individualized interventions to support students who cannot independently meet expectations

- D. Communicate with parents regarding student behavior
- E. Seek support from administrator or counselor as necessary for student behavior issues
- F. Treat students with dignity and respect
- G. Get to know students as individuals
- H. Meet students where they are as learners and human beings
- I. Provide a safe and supportive learning environment for students to take risks, fail, develop, grow, and learn

4.3 Administration

- A. Take the lead on the schoolwide behavior support process
- B. Assist in education and communication of appropriate behavior and schoolwide agreements
- C. Support teachers with students who are not responding to typical classroom management or intervention
- D. Collaborate to develop *Behavior Plans* when necessary (working with the teachers, counselor, and LS).
- E. Support the implementation of SEL and empathetic sensitization to avoid disciplinary problems.
- F. Provide additional behavior recommendations and support for students who are also on Learning Support Plans
- G. Provide Professional Learning on behavior management strategies
- H. Ensure the student and parent community are aware of secondary school policies and procedures

4.4 Counselors and Psychologists

- A. Follow up via behavior interventions and/or restorative practices with students whose behaviors are rooted in emotional needs. This may include:
 - a. Students who demonstrate difficulty managing emotions (i.e. anger, frustration)
 - b. Students whose behavior is developmentally inappropriate (i.e. immature or overtly sexual behavior)
 - c. Students whose behavior is rooted in family or specific life events (i.e. moving, abuse, divorce, etc.)
 - d. Students whose behavior is associated with identified or possible social/emotional difficulties (i.e. sensory integration disorder, autism spectrum, etc.)
- B. Plan and deliver classroom instruction related to social/emotional topics
- C. Provide guidance for parents with positive behavior supports

4.5 Parents

- A. Work cooperatively with the school and teachers to support their child's progress at school

- B. Read school publications in order to be aware of events, initiatives, and workshops
- C. Familiarize themselves with the school's approach to behavior support
- D. Empower their children to take full advantage of the EAR education by ensuring and promoting an optimal attendance record, including punctuality to school in the morning and to classes during the day.
- E. Contact the school ([secondary office](#) or [elementary/ECC office](#)) by email or phone to report a student's absence. In secondary school, the student is obligated to communicate with her or his teachers in order to establish make-up expectations and timelines.
- F. Work cooperatively with the school to address any issues concerning attendance or excessive tardiness
- G. Understand that an **excused** absence is to be considered an urgent, unavoidable reason for their child to miss instructional time and lessons. These include (but are not limited to) sickness with a doctor's note, an accident, funeral of a close relative, or school-sponsored competitions and activities. It does not include family holidays, travel, birthdays, or gatherings. Frequent absences affect a student's ability to learn and grow at school. For Secondary School students, absenteeism could also affect extracurricular eligibility.

4.6 Support Staff - ASA Instructors, Maintenance Staff, and Cafeteria Staff

- A. Report behavior issues to supervisor, principal, and/or psychologist

5. FORMAL DISCIPLINARY MEASURES

5.1 In-School Reflection

In-School Reflection time (ISR): The student will spend the school day in the divisional office or other safe and supervised space, reflecting and completing independent learning. Students are not penalized academically during an ISR, and all schoolwork for that day must be completed by the end of the day without penalty.

Students could be assigned an ISR for:

- Repeated verbal or physical harm to others, often associated with inability to manage anger or frustration - including pushing, pinching, hitting/kicking, smacking/slapping, cursing etc. Behavior is impulsive, not premeditated, and does not cause physical injury. In Elementary, the administrator and potentially the counselor or psychologist will have worked with the child according to the Behavior Support Process (see section 7 below) before assigning an ISR.
- Use of classroom technology devices for searching or opening inappropriate content including material of a sexual or violent nature.
- Bullying - Any of these repeated behaviors that are targeted at a specific person or group, including cyberbullying, when these incidents happen at school or using school provided devices or communication channels. When these incidents

happen away from school on devices and channels not provided by EAR, we will still address them educationally and in terms of our students' social and emotional well-being, but they are not incidents within our disciplinary jurisdiction.

- Any offense that the administration deems worthy of removing a student from the regular school environment for the day(s). The number of days for an ISR will be determined by the Division Principal in consultation with the Superintendent and members of faculty based on a student's previous disciplinary record and the severity of the incident.

5.2 Out-of-School Reflection

Out of School Reflection(OSR): The student is picked up by a parent or asked to stay home; the duration of OSR is identified by the school administrative team based on a student's previous disciplinary record and the severity of the incident. Students are not penalized academically during an OSR, and students will have access to learning while at home. The school administration will coordinate with the student regarding the submission of class assignments completed at home during OSR and make-ups for missed tests and quizzes.

Students could be assigned an OSR for:

- Any behavior warranting an ISR that continues without improvement
- Swearing or using abusive sarcasm directed at another student, staff member, or adult on campus
- Intentional abuse of and/or vandalism to school property
- Bringing on campus any pornography, explicit photography, or inappropriate written material
- Physical injury to another person exhibited by aggressive hitting/kicking, stabbing, or other intentional method. This includes fighting where students engage in physical, aggressive conflict causing physical injury.
- Bringing on campus any illegal substances or prescription medications for unauthorized use, sale or intent to disperse. This includes tobacco products.
- Taking or keeping things that belong to others (stealing).
- Touching another person's private body parts or intentionally exposing one's self for the sole purpose of self-gratification or harming another individual, emotionally or physically.
- Having any type of weapon used to intimidate or threaten another person.
- Any offense that the administration deems worthy of removing a student from school. The number of days of an OSR will be determined by the Division Principal after consulting with the Superintendent and Brazilian Studies Director based on a student's previous disciplinary record, and the severity of the incident.

6. DRESS CODE EXPECTATIONS

At our school, we value a respectful and inclusive environment that serves a diverse, multi-age, multicultural, and multi-religious community. Students are expected to use good judgment and dress appropriately for a learning-focused environment.

- *Headwear:* Sunglasses, hoods, and caps that are distracting must be removed before entering classrooms.
- *Clothing Length and Coverage:* Shorts and skirts should be appropriate for a school setting. Shirts that expose the midriff are not permitted.
- *Messages and Images on Clothing:* Clothing must be free from offensive, inappropriate, or controversial words or images. This includes—but is not limited to—content related to gender, racial, or religious discrimination, as well as references to alcohol, drugs, political parties, or candidates.
- *Footwear:* For safety reasons, **closed-toe shoes are required at all times on campus**. Sandals, flip-flops (chinelos, Havaianas, slides), Crocs, and any open-toe footwear are **not permitted** before, during, or after the school day. This policy supports a safe and active learning environment and helps prevent injuries during daily school activities.
- *Footwear for Physical Activity:* Proper athletic footwear (e.g., sneakers) is required for all physical activities during breaks and Physical Education classes. Students may not participate in athletic activities on courts or soccer fields while barefoot or wearing non-athletic footwear, including Crocs and sandals. Students without proper footwear will not be permitted to participate in PE.

If a student arrives on campus without appropriate footwear **or clothing**, they will wait in a supervised space until suitable items are provided. During this time, the student will have the opportunity to complete any academic work being missed.

Violations of the footwear policy during breaks or lunch will result in removal from the activity. Repeated violations may lead to the loss of certain privileges, including participation in free play during lunch. Secondary students may also be required to attend study sessions during lunch as a result of repeated non-compliance.

ELEMENTARY-ONLY POLICIES

7. THE BEHAVIOR SUPPORT PROCESS (K-5 STUDENTS)

7.1 Initiate contact seeking support (Staff)

1. For an issue that needs to be immediately addressed, a staff member takes the student to the principal.

- a. If the principal is not available, the student should wait in the ES office
 - b. If the principal is not available and the student needs immediate support, the teacher should seek help from any administration member or counselor
2. For an issue that does not require immediate attention, a staff member sends the principal and/or counselor an email outlining concerns.

7.2 Principal meets with student(s) to gather information, discuss emotions, problem-solve, and determine the next steps depending on the severity and frequency of the behavior.

Internal next steps can include:

1. Student(s) complete(s) a Behavior Reflection Form.
2. Principal, student, and other people involved agree on consequences.
 - a. Always, with support, students are responsible for restoring damaged relationships related to the incident, including ownership of the responsibility, verbal or written expression of apology, plan or agreement for future interactions, and/or other demonstration of respect in order to make the others involved feel emotionally and physically safe. Restorative Practices prompts for reflection:
 - i. What happened?
 - ii. What were you thinking at the time?
 - iii. What have your thoughts about it been since?
 - iv. Who has been affected by the choice you made?
 - v. In what way have they been affected?
 - vi. What choice can you now make to make things right?
 - vii. What have you learned? What will you do differently next time?
 - b. When consequences are needed, they are *relevant*, *reasonable*, and *respectful* (3 R's).
 - i. Logical consequences include actions to make up for the behavior, such as working with maintenance staff to clean when they've made a mess, creating signs to teach others positive behaviors, extra projects to make up for missed classwork, assigned seat at lunch or in class, assigned activity or initiative during recess, losing special privileges, etc.
 - ii. Severe or repeated behaviors can lead to formal consequences (see Section 4.4 for more information).
3. Principal communicates with the teacher about the consequence and outcome. If a parent meeting is scheduled, the teacher is informed and invited as necessary (as is the counselor, when needed).
4. When necessary, a Behavior Plan is established (see Section 4.3).

Parent Communication:

1. Child takes reflection form home and returns to principal with parent signature.
2. Repeated and/or hurtful behavior will also include a phone call or email to parents from principal and/or student.
3. When needed, parents attend a meeting to share relevant information about behavior at home, learn how we are supporting their child at school, and make agreements for follow-up actions.

7.3 A Behavior Plan is implemented when a student demonstrates consistent behavior issues, typically attention seeking, and/or does not respond to intervention. It is intended as a short-term strategy to get behavior back in line with expectations. The administrator will typically coordinate the process, unless the student is on Learning Support. The teacher and administrator meet with student to:

1. Identify 1 or 2 attainable goals – clearly stated and in age-appropriate language
2. Agree on tracking system – i.e. daily, multiple times per day, weekly, etc.
3. Agree on scale - i.e. “yes” or “no”, score (0-2), etc.
4. Agree on daily/weekly/monthly goal for overall points/other objective
5. Agree on a check-in time, if needed, with the administrator
6. Agree to consequence at school for not meeting goal
7. Agree to motivator at school for meeting goal - i.e. visit to favorite staff member, a lap around the field, listening to music, etc.
8. Agree on frequency of information being reported home – either daily or weekly
 - a. Encourage appropriate ways to celebrate positive behavior – i.e. special time with mom or dad, favorite dinner, trip to the park, etc. (not screen-time or junk food)
 - b. Discourage punishment – most school related consequences will happen at school. Discussions and family agreements are preferred over additional consequences at home.

7.4 Formal Consequences

Formal consequences include In-School Reflections (ISRs) and Out of School Reflections (OSRs) and are shared across the school. You can read about them in section 5 above.

7.5 Electronic Devices

Elementary school students may not bring cell phones, computers, iPads, smart watches, or other electronic devices to school without the specific permission of a teacher and the principal. Any electronic device that is found with an elementary student will be confiscated and returned at the end of the day to a parent or guardian.

7.6 Considerations for ECC Students

1. For a behavior concern that needs to be immediately addressed, a staff member brings the student to the counselor's office.
 - a. If the counselor is not available, the staff member should take the student to the principal
 - b. If the principal is not available, the staff member should make a plan with the lead teacher and office staff
2. For an issue that does not require immediate attention, a staff member sends the counselor an email outlining concerns.
3. The support philosophy for ECC is similar to K-5. However, incidents are treated on a case-by-case basis by the counselor, principal, and teacher in accordance with age-appropriate expectations regarding specific behaviors.

SECONDARY - ONLY POLICIES

8. THE BEHAVIOR SUPPORT PROCESS

8.1 Restorative Practices

Depending on the severity of the incident/infraction, restorative practices may be used. This process allows the student involved to reflect deeply on the harm their choices may have harmed the secondary school community and to identify concrete actions they can take to repair that harm.

The student's parents, teachers, Counselor, and possibly Psychologist will be informed of the reported infraction.

The student may write a detailed essay that answers the following questions, may prepare a presentation for a targeted audience, perform a community service project, or other initiative decided upon by the SS Administration.

- What happened?
- What were you thinking at the time?
- What have your thoughts about it been since?
- Who has been affected by the choice you made?
- In what way have they been affected?
- What choice can you now make to make things right?

The student will meet with the Counselor, their Advisor, and the SS Principal to review their responses and create a plan of action to address the possible harm caused to the SS Community or individual due to their actions.

8.2 Behavior Agreement

A student may be asked to sign a Behavior Agreement with the SS Leadership when they commit an infraction and her or his behavior warrants change. The student is given

a window of time in which to follow all school rules and become responsible for their behavior. This is an internal document only that will remain in the student's file for one academic year. This document will not be shared outside of EAR nor will it be sent to university or colleges.

Examples of behavior that may warrant a Behavior Agreement include, but are not limited to, skipping class, excessive tardies, disrupting the learning environment, leaving campus without permission, and inappropriate behavior during assemblies, etc.

Consequences that may accompany a Behavior Agreement include, but are not limited to, parent conferences, removal from co-curricular activities, and letters of reflection and/or apology. Failure to observe the behaviors stipulated in the Behavior Agreement may lead to further disciplinary action.

8.3 Formal Consequences

Formal consequences include In-School Reflections (ISRs) and Out of School Reflections (OSRs) and are shared across the school. You can read about them in section 5 above.

8.4 Grave Community Violation

Grave violations of the security and well-being of our community or consistent grave violations of our behavior and discipline policies may warrant more serious consequences including but not limited to, possession, use or selling of narcotics on or around campus, possession of weapons, consistent violation of another's person or property, extreme vandalism, and/or consistent violation of the EAR behavior and discipline policy.

In the case of a grave community violation, the SS Principal, the Brazilian Studies Director, and Superintendent will present the case to the EAR Board of Trustees at a closed meeting. The EAR Administration will make the final decision after consultation with the Board of Trustees. The parents of the student reserve the right to appeal the decision with the EAR Board of Directors.

9. TARDY POLICY

Classroom instructional time is essential for student learning, and it is our belief that punctuality and preparedness are critical elements to creating the optimal learning environment for our students. With this in mind, it is critical that students arrive at school on time in the morning and arrive at their classes throughout the day on time.

In order to ensure that we protect instructional time, we have established the following procedures and consequences for students to ensure they arrive to both school on time in the morning and to their classes throughout the day:

7:45am	Warming bell rings
7:50am	Period 1 Begins
Period 1 Tardies Starting at 7:50 am	<p>Students who arrive after 7:50 AM should report directly to the Secondary School Office. They will be marked Absent for their first period class.</p> <p>Students won't have academic loss. They will complete classwork in the Library, with supervision and assistance from school staff and feedback from the respective teacher afterwards.</p>

***UNEXCUSED Tardies DURING THE SCHOOL DAY:**

Students who arrive late to class after the bell rings must report to the **Secondary School Office** to obtain a **tardy slip**. They will not be permitted to enter the classroom without this slip. The tardy slip should be presented to the teacher upon arrival.

**Excused tardies (ie, a Teacher keeping a student late, or a meeting running into a class, etc.) are not infractions*

Consequences for Tardies

Upon receiving THREE (3) unexcused tardies a student may be required to serve a supervised lunch study from 12:40 to 1:10pm.

Subsequent unexcused tardies may lead to the following consequences at the discretion of the Secondary School Administration:

- Lunch Study
- *In-school Reflection
- *Suspension/removal from after-school activities, clubs, or sports
- *Placement on Behavior Improvement Plan
 - **required parent meeting and noted in student cumulative file*

EXCUSED tardies must be accompanied by an authorized note.

10. ELIGIBILITY POLICY

Participation in an extracurricular activity at EAR is both a privilege and a responsibility. All EAR student-athletes and co-curricular program members will be held to the highest standards for behavior and responsibility inside and outside of the classroom. At EAR academic endeavors take precedence over extracurricular activities, so a participant must be in good standing in their attendance, discipline, and academic performance. Most of these criteria are based on a 4-week period, which will be applied in the weeks

before a game or at the time when travel teams are selected. Players/participants will be continually measured against these standards in the weeks leading up to the game or tournament, and those whose more recent behaviors put them over the threshold may become ineligible. Conversely, as tardiness, attendance, and behavior referrals expire past that 4-week window, a student who was previously ineligible for a game or tournament may become eligible.

Eligibility for extracurricular sports will be communicated pro forma in early February and again at the beginning of the fourth quarter. Eligibility for particular games or tournaments will be specifically communicated with students who practice with that team or activity during After-School Activities.

To be eligible for a team representing the school in activities such as sports events, academic competitions, conferences, simulations, and debates, the student must demonstrate:

Academic success: Students should have an overall grade percentage of 75% or better, with no grade less than 65%

Consistent attendance: Students who are consistently absent from school for more than 15% of their classes over a 4-week period or for the previous quarter or semester (all three criteria will be measured) will be ineligible to participate in a sports tournament or co-curricular event. This is for the good of the student, whose critical class attendance we should be supporting through our policies.

Punctuality: Chronic tardiness may affect eligibility to participate and/or travel for a sports tournament or co-curricular activity. Students who have accumulated more than 5% of their class meetings with a tardy within four weeks of a game, activity, or tournament will be ineligible for interscholastic team competitions.

Respectful and mature behavior with minimal discipline referrals: Students representing the school on field trips or extracurricular trips should have a strong or clearly improving record of discipline reports. More recent reports (within four weeks of the decision window for the game or tournament) will be weighed more heavily when determining eligibility. Both the seriousness and the frequency of incidents will be considered. All individual students' academic and behavioral records will be reviewed by the secondary school administration at least one month prior to the sports tournament or co-curricular trip. A student that has received multiple discipline referrals may be deemed ineligible by the secondary school administration. As a rule of thumb, more than two moderately serious behavior incidents or one very serious incident within the previous four weeks would make a student ineligible for outside games and competitions. Suspensions will be reviewed on a case-by-case basis. Any single suspension could result in a student being ineligible for team travel for the following semester. Eligibility in all cases will be determined by the Secondary administration.

Understanding of and commitment to the AASB Code of Conduct: In order to travel with a team, the student must submit this signed agreement. Eligibility is determined based on performance and behavior for the current school year and the most recent marking period, with increasing importance given to more recent behaviors and performance. Warnings will be shared with the students and families when a potential participant falls below any behavioral or academic threshold for participation. When the advisor/coach has determined a potential team roster, faculty will be asked for input. If sufficient reservations about any student are noted, she/he will be referred to the secondary school administration for review. If there is significant concern regarding this student's participation she/he may be removed from the roster or placed on probation. During this probation period, the student must show tangible evidence of a commitment to improvement and a determination to perform to her or his best ability inside the classroom. Tangible evidence may include improved attendance/punctuality, a documented record of meetings with teachers to receive support, improved performance on assessments, and no minor or major discipline referrals.

A student currently serving on a school team or organization who no longer meets all of the above criteria may have his/her continued participation brought to question by a faculty member. In such a case, the concerned faculty member will, within 5 days of the discipline incident or low grade, inform the Principal or the advisor/coach of the activity. This may lead to the student being removed from the team.

11. ELECTRONIC DEVICES

11.1 Cell Phones

Students may not use cell phones during the school day, which runs from 7:50AM until 3:15PM unless in the company of an adult who gives the student express, one-time permission for use. Cell phones should be turned off during the school day and may not be carried on the student's person. They should be stored either in a backpack, purse, or locker for the duration of the school day.

11.2 Computers

Before using any electronic device on campus, all secondary students are required to sign our Acceptable Use Policy (AUP). Students in grades 8-12 should bring a computing device with them to school for academic purposes. Those devices must be registered with the EAR tech department and will be outfitted with monitoring software for use while on campus. Grades 6-7 have Chromebooks available for checkout. They may opt to bring in their own device, but as with older students, those devices must be registered with the tech department and will be outfitted with monitoring software.

11.3 Other devices

iPads may be used by students as a replacement for laptop computers, and will be held to the same standards of acceptable use and monitoring. Internet-capable watches and



other devices may be worn but are restricted by the same policies that govern laptops and iPads—outside of the normal capabilities of digital watches, students may use the internet, gaming, music, and other capabilities of these devices only with the express permission of a teacher.

11.4 Acceptable Use

The full EAR Acceptable Use Policy (AUP) for students is available from the tech department. Some key points are as follows. Students should only engage in online and digital activities that have been authorized by a teacher. Games, social media, and other activities are not permitted without a teacher's authorization. Students must be careful with messaging, both instant and email, to convey messages with appropriate tone and content that avoid harassment, unkindness, and bullying behaviors. Students must use school devices with care, knowing that any damage to school devices checked out under their name is ultimately their responsibility, regardless of who caused the damage. While the school will be glad to help conduct the conversations if another person damages a student's assigned device, at the end of the day, the child who signs out the device is responsible for its condition and upkeep.

11.5 Social Media and Internet Content

Social media is an area of online engagement with many dangers and pitfalls. We encourage parents to actively monitor their children's social media channels and to give them advice and orientation in terms of privacy settings, what to share on their channels, and how to navigate difficult or tricky online conversations. Cyberbullying and other hurtful online behaviors that happen on private channels and at home are not the subject of this disciplinary policy and consequences, but we will actively engage with students about these situations to help their school relationships and their social and emotional well being. When these behaviors happen on school media channels or if they are posted or sent when the child is at school or at a school-sponsored activity, disciplinary action may be taken in addition to the social and emotional support described above. Consequences may include elements of the AUP violation consequences described in the next section as well as the disciplinary consequences for in-person bullying described elsewhere in this policy document.

Similarly, inappropriate content downloaded and exhibited away from school may garner social and emotional support from the school but will not trigger disciplinary consequences. Inappropriate internet content downloaded or exhibited while at school, on a school-sponsored activity, or using a school device may trigger both social-emotional support and disciplinary consequences according to the AUP and the broader Secondary School disciplinary policy.

11.6 Consequences

Consequences for violations of the AUP or other elements of this device policy may vary depending on the severity of the violation. Serious violations may trigger serious



consequences, even for a first-time infraction. Less serious consequences will lead to minor disciplinary measures at first, with measures that are increasingly stringent with each violation. Generally speaking, a minor violation of this device policy or the AUP will lead to a device being confiscated and returned to the student in the Secondary Office at the end of the school day, and may earn a Lunchtime Reflection. Further violations within a relatively short period of time will lead to more serious consequences, potentially including a requirement that the parent retrieve the device from the Secondary Office, further Lunchtime Reflections, an In-School Reflections, and the temporary suspension of a repeat offender's internet and/or device privileges.

STUDENT SERVICES

At EAR, the Student Support Services Department is committed to fostering an inclusive learning environment where every student is valued and supported. We believe that all children can succeed when provided with the appropriate resources and care. Our team works collaboratively to address students' academic, social, emotional, and language development needs. Our approach reflects the school's mission to nurture critical thinkers and lifelong learners, focusing on the whole child and promoting growth in a supportive and respectful environment.

Student support at EAR is delivered through a coordinated system that includes Learning Support (LS), English Language Learner (ELL) services, and Psychological & Counseling Services. These teams work closely with teachers and families to ensure that each student receives the level of support needed to succeed. Our services are guided by a Multi-Tiered System of Supports (MTSS), which provides structured interventions based on ongoing data collection and student progress.

Support may be offered within the classroom or in small-group or individualized settings, depending on the student's specific needs. Support plans are created for students with high abilities, learning differences, diagnosed disorders, or developmental challenges, as well as those requiring language acquisition support or social-emotional guidance. In addition, our team coordinates referrals, designs and monitors Individualized Education Plans (IEPs), supports test accommodations and curriculum adaptations, and collaborates with external professionals when appropriate. The mission of Student Support Services at EAR is to ensure that every student, regardless of their learning profile, is recognized, supported, and empowered to reach their fullest potential.

School Nurse

A school nurse is on campus daily from 8:00 a.m. – 5:30 p.m. The nurse provides emergency medical assistance to students and provides health information to staff and families. Parents are required to update student health forms every year.

Children who need to take prescription medications during the school day must do so under the nurse's supervision under the following conditions:

- Receipt of a medical doctor's handwritten prescription specifying time, dosage, and length of administration.
- Delivery of medication to the nurse in its original packaging.
- Provision of a new disposable syringe for each dosage of injected medications.

Non-prescription medications are not available from the nurse. If a student falls ill at school, the nurse will determine if it is in the child's best interest to be sent home, at which time parents will be contacted to pick up the child.

School Psychologist

The school psychologist develops and implements programs to assess the adjustment needs of individuals and groups of students, as well as the environmental factors that affect learning and adjustment.

Through the use of assessment data about the student and his/her environment(s), and in consultation with teachers, administrators, and outside specialists, school psychologists plan appropriate programs to support student learning and development. School psychologists plan and implement programs for parents, teachers, and school personnel to enhance the well-being of the whole child.

School Counselor

The School Counselor develops and implements counseling programs in ECC and elementary school in support of student social and emotional well-being and the consequential carry-over effects into their academic success.

Utilizing leadership, advocacy, and collaboration, school counselors promote student success, provide preventive services, and respond to identified student academic needs by implementing a comprehensive school counseling program that addresses academic, career, and socio-emotional development for all Elementary students.

Learning Support

The learning support teachers use appropriate proactive interventions to support and improve student learning based on data that identifies academic difficulties. This includes both support within the main-streamed learning environment and also pull-out support when that is deemed the most effective strategy. We strive to meet students' needs within the least restrictive learning environment possible.

Details about our Learning Support program can be found in the Learning Support Handbook. Please ask your child's teacher, counselor, or principal to provide you with a copy.

Standardized Testing

EAR employs a systematic, school-wide testing program. Test data provides valuable information for improving instructional programs, services, student performance and guidance. All scores are part of a student's academic record. EAR is recognized as a

regional testing center of standardized tests. The following tests are regularly administered:

- WIDA
- MAP
- SAT/PSAT
- ACT/PLAN
- VUNESP (avaliação de Língua Portuguesa)
- Advanced Placement (AP) Exams

Reporting of Academic Progress

An important aspect of the school-home partnership is regular, timely discussion of student achievement. Teacher-Parent contact is encouraged whenever doing so will have a positive effect on student learning. Parents are encouraged to monitor student progress online via their Jupiter Grades account and to contact the school with questions or concerns so we may proactively address them. A parent's first point of contact regarding any class or grade should be the child's teacher. If conversations with the teacher are unable to resolve a situation, the parent should seek out the Principal or Brazilian Studies Director.

Family-Teacher conferences are scheduled during the 2nd and 4th quarters of the school year. Conferences may also be scheduled at any time at the request of the parent, teacher, or administration.

Special Placement

Consideration of special grade-level placement will be made only on recommendation of the grade-level teachers based on assessment results, and through discussion and agreement between student, parents, and staff, with the approval of the Brazilian Studies Director. Given our understanding of the importance of social and emotional growth and maturation alongside academic growth, any changes in grade level will be approached with all factors in mind.

Retention

In specific situations, a student may benefit from remaining another year in the same grade. Retention will be considered when the student:

1. Is performing significantly below ability and/or grade level in grades 4 and above;
2. Can benefit from the opportunity to close the gap between the student's performance level and his or her grade level expectations;
3. In grade 6-12, only after remediation, and only when the student fails more than three major subjects and/or has not earned enough credits to be promoted to the next grade.

Teacher Council

Teacher Councils are held at the end of each school year or when otherwise deemed necessary to discuss student progress. The Council makes decisions based on what is in the best educational interest of the student. These decisions may include allowing the student to pass to the next grade level, offering the student the opportunity to repeat the failed class(es), or cancellation of the student's matriculation contract. Parents are notified in writing of decisions made by the Teacher Council.

Field Trips

Field trips are encouraged to fulfill an important curricular need for educational experiences that cannot be simulated within the classroom.

- All field trips must be approved by the Superintendent.
- Each participating student must have written parental permission to attend. Oral messages and phone calls are not acceptable.
- Transport will be arranged in accordance with established EAR procedures. All students must travel with the group.
- Parents will be notified in advance if admission fees or lunch money is required.
- Half-day field trips will typically have lunch at school. Families will be notified if this is not the case.
- The trip's experiences will not involve the purchase of souvenirs.
- According to the destination, parents must provide pertinent documentation (ID card).

Homework

Any home learning assigned will be meaningful, relevant and differentiated to meet individual student needs. All home learning is designed to support student learning. In Elementary School, home learning is focused on reading and will not be included in the academic achievement grade. Additional meaningful homework may be assigned in any grade level.

Responsibility for and complexity of homework assignments gradually increases as a child ages. Secondary students should expect 1.5 – 2.5 hours of homework each evening. Students taking AP courses will have a heavier homework load.

Textbooks and Supplies

The school will provide all textbooks, supplementary workbooks, and other published instructional materials needed for implementation of the curriculum. Students are responsible for textbooks issued to them. If a student loses or damages a textbook or other school-provided material, replacement will be made after the student has completed the necessary financial arrangements. If textbooks are not returned at the end of the school year or upon withdrawal, the family will be billed for replacement costs.

Personal Property

Students are encouraged to not bring valuables to school. Expensive jewelry, accessories, and large amounts of money are better left at home. Backpacks and lockers do not provide adequate security for such items.

Canteen

Food service is provided via a contract between Nutri and individual families. Nutri provides a hot lunch buffet, sandwiches, snacks, and beverages. Students purchase lunch and snack items, which is connected to the family's account. At lunch students have access to a self-service food bar with salads and fruits as well as proteins and vegetables. Juice, water, and milk are available through the canteen.

Students are also free to bring their lunch. Families may have home-cooked meals delivered to school no later than 11:20 a.m. A microwave oven is provided to heat foods brought from home. Students may not order delivery of meals directly from a restaurant or food service. Sodas are neither served by the canteen nor allowed to be brought from home. Early Childhood Center students have their own lunchroom. Pre-K3 through Kindergarten students may opt to bring their meals from home or purchase from Nutri. ECC students should bring an afternoon snack, clearly labeled.

Nutri provides monthly menus via email. Ms. Anna Maria Moraes, Manager, may be reached at cantinaear@gmail.com

When Your Child is Ill

The infirmary is provided as a service to students who become ill during the school day. The school nurse evaluates individual health complaints and makes recommendations as to further procedures. It is very important that the students' medical files in the nurse's office remain updated with current information.

Children who are sick during the night or in the morning before school are asked to remain home under observation in order to recover quickly and help control the spread of germs. Some reasons to keep a child home are: a fever within the past 24 hours, an unexplained rash, pink or itching eyes, vomiting, or diarrhea.

Conflicts of Interest

No employee shall use school facilities for personal financial gain through activities outside of approved school programs. No teacher shall tutor a student in his/her regular classes for additional remuneration. Teachers recommending students in their classes for private outside tutoring will have their recommendations approved by the Principal and Counselor/Psychologist, and the school will maintain a list of students receiving school-recommended private tutoring.

No gifts of excessive value may be accepted by faculty or staff from families. Excessive value is considered to be above 50% of one minimum salary.

ELEMENTARY SCHOOL

COURSE OF STUDY

Nursery Pre-Kinder 3	Pre-Kinder 4, Kindergarten	Grades 1 - 5
Beginning English (Listening and Speaking)	Continuing English (Listening and Speaking, beginning Writing & Reading)	English Language Arts
Math Readiness	Introductory Math	Mathematics
Introductory Science Concepts	Science Concepts	Science Concepts
Social Studies Concepts	Social Studies Concepts	Social Studies Concepts
Music	Music	Music
Art	Art	Art
Physical Education	Physical Education	Physical Education
Librarian Visits	Technology	Spanish (4th/5th grade)
	Library	Technology
	Portuguese Language	Library
		Portuguese Language + Brazilian Social studies and Geography PLL (Portuguese Language Learning)

SUPPLY LISTS

Students enrolled in the Early Childhood Center (ECC) - Grade 5 will be responsible for bringing personal items for use at school. Lists are provided by the classroom teacher and are available from the teacher, the school office, or the school website. Supplies lists will be available to families who have signed a contract starting in June for the following school year.

It is important for all students in grades 1-5 to have a working iPad or computer with internet access for use at home. Students occasionally have work to be done on digital platforms, and online access to these platforms from home is necessary.

GRADING AND ASSESSMENT

The school year is divided into four nine-week grading periods. Parents are encouraged to monitor their child's academic and social progress via Jupiter grades. Students receive a percentage grade with a corresponding letter grade for their Academic progress and a rubric-based assessment of the child according to the EAR Core Values and "Eagles Are..." statements.

Report cards for Early Childhood Center use a standards-based method of assessment.

BEHAVIOR EXPECTATIONS

Students are expected to display respect for others and accept responsibility for their actions. Teachers reinforce behavioral expectations and consequences using a variety of strategies to teach students appropriate behavior. These vary from positive reinforcement to intervention plans and can lead to notes home and/or principal referrals.

CELEBRATIONS

The American School of Recife celebrates a variety of holidays and events, such as Father's Day, Mother's Day, Children's Day, Halloween, Thanksgiving, Christmas, Valentine's Day, Carnaval, St. Patrick's Day, Easter, São João and an annual International Fair, among others. These holidays give an opportunity to celebrate and learn about our diverse cultures.

BIRTHDAYS

All students in a grade who celebrate birthdays in the same month will celebrate together on the last Friday afternoon of the month. The ECC/ES Office will send a message on Jupiter to parents of these children at the beginning of the month so that they can plan the treats together. Treats can be cakes or cupcakes from Nutri or from outside (outside food must include utensils and plates). Take-home bags (lembrancinhas) and decorations are not permitted. On a student's birthday, the teachers will share special recognition in the classroom. Students may not bring in treats to share outside of the official celebration at the end of the month.

AFTER-SCHOOL ACTIVITIES

A variety of activities are offered after school for students Pre-K 4-Grade-5. Students are permitted to remain on campus after school hours only if they are engaged in a supervised activity or waiting for a sibling enrolled in an activity. Campus closes at 5:30 p.m. for all students not engaged in an organized school activity. Students on campus after 5:30 p.m. are required to wait for parents to pick them up by the reception. Elementary students who have siblings in Secondary who play a sport that practices past 5:30 can wait on the sideline or in another monitored space.

CLASS PLACEMENT

In order to maximize learning for all students, every effort is made to maintain balanced classrooms in terms of the academic profile, learning profile, and gender of students. Students are assigned to classrooms after careful consideration by teachers, student services personnel, and the principal. Parents are welcome to share important information with the counselor about their child's learning and social/emotional profile in order to support proper placement. Changes to placements already made are complex and would only be granted in extenuating circumstances and after attempts at mitigation by the teacher and school staff. We believe strongly in mixing groups after every year in order to promote bonds across the grade level and allow children to learn from a variety of peers.



SECONDARY SCHOOL

COURSE OF STUDY

EAR educators have developed a curriculum that seeks to deeply engage students intellectually even as it serves as an academic foundation for future learning across the range of established subjects. The EAR curriculum and course of study is designed to meet the requirements of both an American and Brazilian high school. Our accreditation by the American organization Cognia and by the state of Pernambuco are the result of our work to design a curriculum that fully meets all of their requirements.

Our curriculum includes yearly work in English, Portuguese, American Social Studies, Brazilian Social Studies, Mathematics, Science, and PE. In some years, there is an Art requirement, and high students starting in 10th grade take a Brazilian Program course called “Post-Secondary Planning” (*Projeto de Vida*), which encourages them to think about their passions and future pursuits, both career-oriented and in terms of their hobbies and pastimes. Students are also given the opportunity to take a range of elective courses, including modern languages, art, computers, photojournalism, and music.

The Advanced Placement (AP) is a program that engages high school students with near-college-level learning experiences in a variety of subjects. The AP program begins in 10th grade, with students able to opt for this extra challenge in their American Social Studies class and in a general class about studying, research, writing, and academics called AP Seminar. Eleventh graders can take a further AP Social Studies class, and they can take AP Chemistry and/or Biology, AP English, and AP Math, AP Computer Science, and AP Art. Twelfth graders can take AP Social Studies, AP English, AP Modern Language (French or Spanish), AP Math, and AP Physics. There is also a course called AP Research that students can take in either 11th or 12th grade.

Special provision may be made for independent study of an AP course not offered at EAR, following the curriculum guidelines established by the College Entrance Examination Board (CEEB). Students who wish to pursue a self-study should express their interest in writing (email is fine) to the Assistant Principal, who will guide them in evaluating whether or not to enroll in the desired course.

AP courses are not a requirement, and they are both very challenging and time-consuming. Students taking an AP course instead of a regular academic course should be prepared to spend 50% more time on homework and studying than those not taking the AP version of the course. While AP courses are not required, students who complete them successfully often have an advantage when it comes to U.S. college admissions. Because students in these courses are assessed by evaluators from outside the school, colleges have a better grasp of the academic talents and potential of those students who take them. Students who achieve scores of 3 or higher in AP

Seminar, AP Research, and on four additional qualifying AP exams receive the AP Capstone Diploma.

During the first two weeks of the semester, students may request a change in their elective courses by completing a Drop/Add Request and submitting it to the Assistant Principal. Following discussion with the teachers involved, the change may be approved, and the schedule adjusted. Schedule changes by student request will not be made after the second week of a semester.

REQUIREMENTS FOR GRADUATION

Students in Grades 9-12 earn credits toward graduation*. A minimum of 25 credits is required. That comprises the 16 credits of required courses shown below, and at least 5 credits of elective courses. Various electives are offered each year, depending on teacher availability, space, and student interest. During the 4th Quarter, students indicate their preferred electives. All students are required to take 4 credits of Portuguese or Portuguese Language Learning.

English/ELL	4 credits
Social Studies	4 credits
Mathematics	3 credits
Science	3 credits
Physical Education	2 credits
	16 credits required by Cognia regulations

Portuguese /PLL & Electives	In every year of EAR attendance 5 credits
	25 credits required for the EAR diploma

Requirements for the Brazilian Diploma specify the following in grades 10-12: Escrita Criativa, Projeto de Vida, História da Arte, História do Brasil, Geografia do Brasil, Sociologia e Filosofia.

Science: Biology, Chemistry and Physics

Mathematics: Algebra, Geometry, and Trigonometry (satisfied in Pre-Calculus)

Social Studies: Brazilian History, Brazilian Geography, Sociology & Philosophy

* 1 credit = 120 scheduled clock hours per academic year

GRADING AND ASSESSMENT

We expect students to demonstrate the following in their work:

- Achievement of pre-established standards in all assigned work according to published rubrics
- Contribution to class discussion or activity
- Self-evaluation and revision
- Growth compared to self and also to established standards

Report cards and transcripts at EAR show grades as percentages.

GPA is calculated from letter grades, according to the equivalencies below.

Letter Grade	Grade Points	Numerical Grade
A+	4.0	97-100
A	4.0	94-96
A-	3.7	90-93
B+	3.3	87-89
B	3.0	84-86
B-	2.7	80-83
C+	2.3	77-79
C	2.0	74-76
C-	1.7	70-73
D+	1.3	68-69
D	1.0	66-67
D-	0.7	65
F	0.0	0-4

INCOMPLETES

Students who, by the end of the grading period, have not completed all the required work may receive an incomplete grade. The required work must be made up within the first two weeks of the subsequent quarter. An incomplete earned for Quarter 4 must be made up during the Remediation period.

HONOR ROLL

Honor Rolls recognize quality academic achievement on an annual basis. Students who have maintained a 3.0 average 1st-3rd quarter with no more than one “C” earn a place on the Honor Roll. These students receive recognition of their achievements in a student assembly in May. Students who have maintained a 3.6 average or above with no grades of “C” or below in the 1st-3rd quarter earn a place on the High Honor Roll.

Any student who has a “D” or “F” (less than 70%) average in any class including electives in the first three quarters will not qualify for the Honor Roll that year.

SEMESTER EXAMS

For students in grades 6-8, final semester assessments, which count 10% of the semester grade, are not mandatory and will be given at the discretion of each teacher or department. For students in grades 9-12, final semester assessments make up 10% of the semester grade. These assessments can be a final test, a presentation, a performance task, or another final summative assessment. Final semester assessments are given only in the core courses.

REMEDIATION EXAMS

After each evaluation, teachers will work with parallel remediation whenever a student does not achieve a satisfactory grade. This means that at the end of a semester, if a child has a failing cumulative grade in any subject, they will be given the opportunity through work to demonstrate minimum mastery of the skills and content necessary to pass the class. These remediation days happen after semester exams and can not be made up on a different date. Therefore it is important, for safety’s sake, that family trips and vacations are not scheduled to be begin before remediation days according to the school calendar.

For the first, second, and third quarters, ongoing remediation work must be done and tested prior to the middle of the following quarter (quarter 2, quarter 3, or quarter 4). After this point the quarter remediation period expires and the failing grade remains. A Quarter 4 failure requires remediation testing within two weeks of the Semester 2 final exam. After the final exams, any class grade below 65% will lead to parallel remediation as described above.

Seniors will receive graduation credit for core courses only after completing any necessary remediation. Diplomas will be issued only after completion of the required remediation testing.

STUDENT ACTIVITIES

A variety of activities are offered after school for students in Grades 6 - 12. Students are allowed to remain on campus after school hours only if they are engaged in a supervised activity. Campus closes at 5:00 p.m. for all students not engaged in a sport, after which time unengaged students are required to wait for parents by the Reception.

Clubs and activities are proposed and operated for the benefit of interested students. They must be approved by the Principal and Superintendent and sponsored by at least one faculty member. Some guidelines:

- Social events must be adequately chaperoned

- Fund-raising activities must be approved by the Principal and Superintendent
- The proper event request form should be used
- Any monies raised must be deposited with the school business manager.

STUDENT GOVERNMENT ASSOCIATION - SGA

Officers and class representatives are elected to the Student Government Association (SGA) every year by the secondary student body. The main objective of the SGA is to improve the quality of student life on campus by communicating and developing student ideas with the administration. The SGA plays an important role in organizing student activities, arranging community service, representing student opinion, and promoting student issues. Following its constitution and adhering to democratic procedures, the SGA may make recommendations to the school administration on any topic of student concern, but do not have the authority to make policies or regulations for the school.

The Middle School SGA will have separate officers elected internally and will run as a semi-autonomous body with weekly **meetings separate from the High School SGA and occasional meetings together with them. When they meet together, the High School officers will preside over the meeting. The Middle School SGA has an identical role to the high school SGA, but with a particular focus on middle school issues, events, and initiatives.**

NATIONAL HONOR SOCIETY - NHS

The National Honor Society (NHS) is an organization that recognizes students who have distinguished themselves in the four pillars of Scholarship, Leadership, Character, and Service. The American School of Recife's *Jangadeiro* Chapter of the NHS was founded in 1966. To be eligible for induction into the NHS, students must meet a minimum GPA, and be recommended by teachers. A membership committee convenes for the final selection of inductees. The induction ceremony is held during the Honors Award Assembly in May. Membership in NHS is a privilege, not a right. Failure to uphold the standards of the Society may lead to loss of membership.

MODEL UNITED NATIONS - MUN

The Model United Nations (MUN) program is a co-curricular activity. It allows students to research and defend a country's viewpoint on past and present world issues at MUN simulation events hosted by EAR and at schools throughout Brazil. Prior to these events, countries are assigned to students by MUN simulation event coordinators. Then students are challenged to gain an understanding of the political, social, and economic aspects of the country so that they may knowledgeably write and defend resolutions based on that country's perspective. A group of students is selected to represent the American School of Recife at conferences where the resolutions are proposed, discussed, and voted on. With participation in MUN, students can advance research and

writing skills, improve public speaking ability, and develop critical thinking, all while meeting other students with similar interests in global affairs.

ATHLETIC ACTIVITIES

Separate from the regular physical education program offered during the school day, EAR offers an afternoon physical activity program which includes basketball, volleyball, soccer, futsal, tennis, and dance.

Red X Blue Tournament is an intramural activity in which students of all grades PK4-12 are divided into two teams: Red and Blue. During the first Semester, students wear their team colors on P.E. days, competing in activities such as relay races, sports games, and Knowledge Bowl. Points are awarded throughout the competition and the winning team is announced at a closing ceremony. The evening opening ceremonies of the Red X Blue games (separate for Elementary and Secondary) is a unique opportunity for the student body to unite in a celebration of school pride and sportsmanship.

Eligibility Policy

Participation in an extracurricular activity at EAR is both a privilege and a responsibility. All EAR student-athletes and co-curricular program members will be held to the highest standards for behavior and responsibility inside and outside of the classroom. At EAR academic endeavors take precedence over extracurricular activities, so a participant must be in good standing in their attendance, discipline, and academic performance.

To be eligible for a team representing the school in activities such as sports events, academic competitions, conferences, simulations, and debates, the student must demonstrate:

Academic success: Students should generally have an overall grade percentage of 75% or better, with no grade less than 65%. Students who do not quite meet these standards may be permitted to travel to sports tournaments with an enhanced expectation for study-hall attendance and work performance.

Consistent attendance: Students who are consistently absent from school for more than 15% of their classes will be ineligible to participate in a sports tournament or co-curricular event. This is for the good of the student, whose class attendance we should be supporting through our policies.

Punctuality: Chronic tardiness may affect eligibility to participate and/or travel for a sports tournament or co-curricular activity. Students that have accumulated more than 3 tardies in a week or more than 10 tardies over a 4-week period may be ineligible to participate in interscholastic extracurricular activities.

Respectful and mature behavior with minimal discipline referrals: Students representing the school on field trips or extracurricular trips should have a strong or clearly improving record of discipline reports. More recent reports (within two months of

the decision window for the game or tournament) will be weighed more heavily when determining eligibility. Both the seriousness and the frequency of incidents will be considered. All individual students' academic and behavioral records will be reviewed by the secondary school administration at least one month prior to the sports tournament or co-curricular trip. A student that has received multiple discipline referrals may be deemed ineligible by the secondary school administration.

- **Understanding of and commitment to the AASB Code of Conduct:** In order to travel with a team, the student must sign and submit the AASB Code of Conduct. Eligibility is determined based on performance and behavior for the current school year and the most recent marking period, with increasing importance given to more recent behaviors and performance. Warnings will be shared with the students and families when a potential participant falls below any behavioral or academic threshold for participation. When the coach has set a potential roster, faculty will be asked for input. If sufficient reservations about any student are noted, she/he will be referred to the secondary school administration for review. If there is significant concern regarding this student's participation she/he may be removed from the roster or placed on probation. During this probation period, the student must show tangible evidence of a commitment to improvement and a determination to perform to her or his best ability inside the classroom. Tangible evidence may include improved attendance/punctuality, a documented record of meetings with teachers to receive support, improved performance on assessments, and no minor or major discipline referrals.

A student currently serving on a school team or club who no longer meets all of the above criteria may have his/her continued participation brought to question by a faculty member. In such a case, the concerned faculty member will, within 5 days of the discipline incident or low grade, inform the Principal. This may lead to the student being removed from the team.

ACADEMIC ETHICS

Adherence to ethical behavior requires that students do their own work. Students are expected to provide documentation for the use of ideas and specific language or data which are not their own. PLAGIARISM is the act of taking another person's ideas, writing, or other intellectual work and presenting them as one's own. This includes content manufactured entirely or in part by artificial intelligence (AI). This is not only an ethical violation, it is a serious violation of the community's trust. Students who are guilty of such acts of academic dishonesty will face serious consequences.

PERSONAL ETHICS

Conflict Resolution

EAR promotes a positive approach to solving personal and interpersonal issues. This approach depends on going directly to the sources of the problem to engage in calm, open, empathetic communication. Compromise is an important part of peaceful conflict resolution, as is the right of mediation.

Peaceful conflict resolution is modeled by the administration's approach to solving differences or grievances. The process is a positive 4-step program:

1. Go directly to the source. Concerns with a specific class or teacher should first be discussed with the teacher.
2. If the problem is not resolved, go to the Principal, Vice Principal, or Psychologist, who will mediate further discussion to arrive at a solution.
3. If a decision cannot be reached, or is unsatisfactory, request an appointment with the Superintendent to address and/or mediate the issue.
4. If the Superintendent's solution is not acceptable, a meeting may be requested with the Board of Trustees, who may step in to mediate or who may decline to hear an issue they deem outside their purview.

AFFECTION CODE

The school is a professional workplace for teachers and for students. It is also a gathering place for many students and adults from a variety of cultural backgrounds and age groups. As such, students are expected to be considerate of others and to refrain from behavior that may embarrass, distract, or offend others. Students are not to demonstrate overly amorous behavior on the school grounds.

ATTENDANCE

Attendance is discussed in general on pages 13-14. For secondary students, it is important to clarify that arrival more than 15 minutes tardy to any class will be recorded as an absence. The requirement to be present at least 75% of the time also applies to individual classes, not just to entire school days. Only absences due to school trips or field trips are not counted, or those excused by an official doctor's note. Students who are consistently or extremely tardy, or who have many absences, will be asked to work with the school and the family to change this behavior before a loss of credit occurs.

If a student accumulates more than 3 tardies in a week, they will be assigned to lunch reflection and the parents will be notified. A student with more than 6 class tardies in a week or more than 15 class tardies in a month will serve an in-school suspension and will not be eligible to participate in interscholastic extracurricular activities.

DRIVING TO SCHOOL

A student who wishes to drive motor vehicles on the school campus must have:

- Special permission from the Superintendent,
- A valid driver's license, and
- A certificate of insurance.

The student will not be permitted to transport other students without proper prior authorization from each passenger's parent and the approval of the Superintendent. A pattern of late arrival to school or lapses in the above conditions will be cause for the Superintendent to revoke the permission to drive on campus.

LOCKERS

Secondary school students will be issued a locker for the storage of school and personal possessions. Each student must bring a lock, and keep the locker door closed and locked. For safety and hygiene reasons, food is NOT to be kept in lockers. Students who do not keep their lockers closed risk losing locker privileges. The school is not responsible for any items lost or stolen from lockers.

SHARING SPACES

Age appropriate social and physical skills are best developed by interactions with similar age groups. For this reason, and for the safety of our younger students, separate playgrounds and lunch and break schedules have been arranged for Elementary and Secondary school. We expect that all students will respect the areas and times reserved for their use. When spaces and times are shared, we expect older students to be vigilant about the safety of younger ones.

TESTS AND MAKE-UPS

- Secondary students shall not have more than two (2) summative assessments on any given day. Make-up tests, taken after school, do not count in this number, nor shall due dates for presentations or long-term projects.
- A student is required to make up all work missed due to class absence.
- One day for each school day of absence, for up to ten (10) days, is allowed to complete all make-up work.
- Students who do not take a scheduled make-up test without justifiable reasons may have grade-based consequences, depending on the situation. The secondary administration will arbitrate in cases of a missed make-up test.
- Make-up tests and quizzes, while treating the same content, cannot be expected to be the same as the assessment that was missed.

APPENDIX A: FORMS

STUDENT HEALTH DECLARATION

Student name: _____ Family Number: _____

Date of Birth: ____/____/____ Grade: _____

In what language does your child best communicate? () English () Portuguese
() Spanish () Other

Father's Name _____ Telephones _____

Mother's Name _____ Telephones _____

Emergency Telephone Numbers _____

Family Physician _____ Telephone _____

In case of an emergency, your child will receive first aid treatment at school and be taken by the school to the nearest hospital, or to an alternative hospital if specified by a parent or guardian.

HEALTH INSURANCE _____ HOSPITAL _____

ALLERGIES. Please specify the type AND reaction.

() Medications _____

() Food _____

() Insect bites/stings _____

() Other _____

Y N Is your child currently being treated for an illness or condition, such as diabetes?

Y N Does your child regularly take any medication? If so, please specify.

Y N Does your child have any symptoms of hearing or vision deficiency?

Y N Does your child present any sleep disturbances?

Y N Does your child follow a special diet for medical reason? If so, please specify.

Y N Has your child ever been hospitalized? If so, specify the reason and age at occurrence.

Y N Has your child ever had a seizure? If so, specify the cause and age at occurrence.

Has your child ever had any of these illnesses? If so, please specify the age.

- () chickenpox (catapora) ____ years old
- () whooping cough (coqueluche) ____ years old
- () measles (sarampo) ____ years old
- () rubella (rubéola) ____ years old
- () mumps (parotidite) ____ years old

Please supply an updated copy of your child's vaccination card. Thank you.

School personnel are forbidden to provide or administer medication of any type to students, unless we have in our possession a dated, signed prescription from a medical doctor which specifies the dosage as well as notation of contraindications.

Parent or Guardian Signature: _____ Date _____

This medical information is needed solely for your child's safety and health while he/she is on the EAR campus. If you have any questions or concerns, do not hesitate to contact the school nurse.

DIGITAL CITIZENSHIP AGREEMENT

EAR grants authorized users the privilege to use EAR computers and network to access the Internet for information gathering, communication, and technology integration in support of the EAR curriculum and programs. Should a conflict arise between personal use and educational use of the Internet or computer equipment, priority will always be given to education use. Any component of information, media, or communication technology installed or in use must be legal and appropriate to an academic environment.

To become an authorized user, please read, print, and sign this Digital Citizenship Agreement, and submit it to the Secondary Principal.

1. I understand that academic use has priority over personal use. I will not use EAR technology equipment for personal use during class/library time.
2. I will not use personal electronic devices (PEDs) during class time unless instructed by the teacher.
3. I will be respectful of other's privacy and mindful of their rights when using technology to communicate with and about members of the EAR community, whether in or outside of school.
4. When using school technology, I will:
 - a. keep my passwords private
 - b. respect other people's work and passwords,
 - c. not open, delete, move, copy, or modify other people's files
 - d. not change any settings
5. I will not install any software, download any games or videos, or knowingly use storage devices with viruses on any EAR equipment.
6. I understand that I may not connect any PED to the school network via a network cable.
7. I understand that school personnel have access to my work stored on EAR equipment, and everything I do while using school technology or networks.
8. I understand that the use of school technologies is a privilege, not a right, and inappropriate or careless use could result in the suspension or cancellation of the privilege of use, and may incur disciplinary action.

I, _____ agree to all of the above.

Signature & Date: _____

FIELD TRIP PERMISSION

DAY FIELD TRIP PARENTAL CONSENT FORM

Dear Parent,

Your child will participate in the _____ grade field trip to _____, which will be held on ____/____/20____. The trip is designed to enrich his/her study of _____ taught by _____.

Students will be accompanied and supervised by _____.

You are asked to please complete and sign the form below. Your signature below represents your approval of his/her travel and your assumption of responsibility for his/her participation and behavior on the trip.

Only those students whose parents complete and submit this form will be permitted to go on this field trip.

Student's Name (Print): _____ Grade: _____

Students must be at EAR at _____. The bus will depart at _____ and will return by _____.

Please list any **special pre-existing medical conditions**, i.e. special allergies, allergic reactions, etc. you feel we should be aware of:

1. _____

2. _____

All students need to bring their own health insurance card.

Parent/Guardian Name (print): _____

Parent/Guardian Phone Contact Number during Trip: _____

In the event of an emergency, I hereby grant permission to the EAR chaperone(s) in charge of this trip to submit my son/daughter for emergency medical treatment. If my child chooses to bring any valuables/electronics on this trip, it is entirely their responsibility to keep it safe at all times.

Parent/Guardian Signature: _____ Date: ____/____/20____

Please return this form to the teacher organizing this trip by _____.

REQUEST FOR ASSIGNMENTS FOR AN ANTICIPATED ABSENCE

Student name _____ Grade _____

Date(s) of absence(s) From _____ to _____ Number of school days _____

In order to keep pace with your classes, please see each of your teachers, request the assignments and make arrangements for any tests that will be missed during your absence. Please complete this form 3 to 5 days in advance of your departure.

1. Get assignments and signatures from each teacher during your regular class time
2. Bring the signed sheet to the school counselor for review
3. Bring the sheet to the secondary office so a copy can be filed
4. Keep the original for reference and monitor online communication for updates from the teachers
5. Complete the assignments and make up assessments in a timely fashion upon return

Subject	Anticipated Assignment/Assessment	Due Date	Teacher Initials
English			
Math			
Science			
Social Studies			
Portugueses			
Brazilian Studies			
French Spanish			
PE			
Art			
Music			
Elective			

School Counselor _____ Date: _____

Copy filed with the secondary office _____ Date: _____

APPENDIX B

CHILD PROTECTION POLICY

Throughout the world, children are subjected to abuse and neglect. Child abuse and neglect violate a child's human rights and are obstacles to a child's education and development. The American School of Recife endorses the U.N. Convention on the Rights of the Child, of which our host country, Brazil, is a signatory. Our school strives to be a safe haven for students who may be experiencing any type of abuse or neglect in their lives.

Schools fill a special role in society to protect children and to ensure they are afforded a safe and secure environment in which to learn and grow. Educators observe and interact with children over time and are in a unique position to identify children who may need help and protection. As such, educators have a professional and ethical obligation to take steps to ensure that children and families avail themselves of services needed to remedy any situation that constitutes child abuse or neglect. Schools must remain vigilant to ensure that children are protected from suspected abusers and sex offenders.

All staff employed by the American School of Recife shall report suspected incidents of child abuse or neglect whenever the employee has reasonable cause to believe that a child has suffered abuse or neglect. In such cases, the staff member shall inform their direct supervisor, who shall then inform the Superintendent. Details of the concern shall be recorded in writing and treated as confidential. Decisions to report cases of abuse or neglect to local authorities, prospective employers, embassies or consulates, and child protection agencies shall be made by the Superintendent, in consultation with the Board President and school lawyer.

The American School of Recife shall disseminate this policy to all members of the school community via the school website and school and faculty handbooks. The school will make every effort to follow best hiring practices to ensure the safety of children, including rigorous background checks and personal contact with former employers. In the event that allegations of abuse are made against a school employee, the school shall conduct a full investigation following legally prescribed due process procedures.

American School of Recife

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