

since 1980



St. Nicholas

A
Unique
Educational
Adventure

Secondary Handbook

Mission

Through an inquiry-based international education, St. Nicholas School develops responsible, confident and caring citizens of an ever-changing world.

By setting high academic standards and celebrating cultural diversity, we nurture individual talents and embrace a shared passion for learning.

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LEARNER PROFILE

International Baccalaureate (IB) Learner Profile

The International Baccalaureate Organization aims to develop internationally minded people who, recognizing their common humanity and shared guardianship of the planet, help to create a better and more peaceful world.



I explore ideas and issues that are locally and globally important, to get in-depth knowledge and develop my understanding in many areas.



I develop my natural curiosity and learn the skills I need to inquire. I enjoy learning and love to learn new things.



I confidently and creatively share my ideas with others in many ways, in more than one language. I listen to and work well with others.



I think carefully and show initiative. I make good decisions and I'm a problem solver.



I tell the truth and I'm fair. I respect others, and take responsibility for my actions and their consequences.



I appreciate my own culture and personal history, but I listen to and respect the ideas and thoughts of others. I try to look at things in more than one way.



I have confidence to be in new situations and try new roles, ideas, and strategies. I stand up for and explain the things I believe in.



I show that I care about the needs and feelings of others. I help others and I look after the environment.



I think about my own learning. I know when I've done well, and when I could improve.



I look after my mind and my body. I try to stay healthy and happy.

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The Middle Years Programme

What is the Middle Years Programme?

The Middle Years Programme is a challenging and exciting educational framework developed by the International Baccalaureate Organisation (the IBO), which is designed to be student-centred while allowing students to develop valuable skills and understandings of both big ideas as well as concepts specific to individual academic subjects. Over 1500 schools the world over currently offer the Middle Years Programme, which develops international mindedness and powerful Learner Profile attributes through a varied academic programme and meaningful learning experiences where students are encouraged to become independent lifelong learners with a passion for making the world a better place.

The Middle Years Programme is in alignment with the values of St Nicholas, where we nurture the talents of each individual student, while encouraging them to strive for academic excellence through inquiry and exploration in an inclusive teaching and learning community.

St Nicholas Alphaville received the authorisation to offer the MYP in September 2021.

What will my child learn?

In the Middle Years Programme as developed by the IBO, students will study subjects from 8 key subject areas:

- ◇ Language and Literature
- ◇ Language Acquisition
- ◇ Individuals and Societies
- ◇ Sciences
- ◇ Mathematics
- ◇ Physical and Health Education
- ◇ Design
- ◇ Creative Arts

Students will also take part in interdisciplinary units each year, where two or more subjects are combined to create a shared learning experience on a specific topic or theme. These interdisciplinary units are assessed and reported on in the students' end of year report.

Does it prepare my child for further studies?

The Middle Years Programme is a direct continuation of the Primary Years Programme, and serves to prepare the students for the rigours of the Diploma Programme, which is the final programme in the International Baccalaureate continuum. The school is

aiming to be able to offer the Diploma Programme as of August 2024.

Not only are students equipped with the academic and procedural knowledge necessary to succeed, but they will also develop valuable interdisciplinary skills and understandings which will serve them well in all areas of learning as well as in their future studies beyond their secondary education. Projects such as Community Service and the Personal Project also serve to prepare students for the core of the Diploma Programme, as well as equip students with transferable skills that they will be able to use for both work and study.

When and how does the Middle Years Programme conclude?

The Middle Years Programme goes from Grades 6 to 10 at St Nicholas Alphaville. At the end of Grade 10, students can sit optional online eAssessments for subjects such as languages (Portuguese, English, and Spanish), the sciences, and Mathematics, but they can also choose to complete virtual ePortfolios for subjects such as Arts and Design. These assessments are optional, but highly encouraged, although in order to complete the programme and receive the MYP certificate, students must complete the compulsory Personal Project in the last year of their middle years studies.

What is the Personal Project?

The personal project marks the culmination of studies in the Middle Years Programme, whereby students develop transferable skills and consolidate their learning across different subjects while exploring ideas that matter to them personally. The aim of the project is to produce a product or outcome that reflects research and exploration, but students must also submit a process journal and a report that showcase the progress of their project over the course of its creation.

Students at St Nicholas Alphaville begin working on their project towards the end of Grade 9, and submit a final version towards the end of Grade 10. Each student works closely with a teacher supervisor over the course of the entire project, who is overseen by the Personal Project coordinator, who ensures overall quality of the students' work. The final product is evaluated internally by the supervisor, and then submitted to the International Baccalaureate for external grade moderation, which is the final step towards confirming the students' completion of the project.

Parents in Grade 9 will be invited to a workshop at the beginning of term 2 to learn more about the Personal Project and what role families can play in student success with the project.

The Personal Project is mandatory for all students and a condition for graduation from the Middle Years Programme

Community service

Community service is an integral part of the learning experience at St Nicholas, and students are encouraged to engage in actions or projects that may serve both the school as well as the wider community. While community service is part of the middle school timetable, the projects the students develop may on occasion require trips outside of school or attendance at events outside of normal school hours. All such changes to the regular schedule will be communicated to parents in advance, and risk assessment and safety procedures will be followed as part of the school's commitment to the safety and wellbeing of the students. **Community service is part of the curriculum in middle school, and failure to participate or complete projects can prevent or slow down the students' progress throughout the Middle Years Programme.**

PSHE

PSHE, or Personal, Social, and Health Education are weekly sessions where students will take part in discussion groups and projects that aim to prepare them for life outside of school. Students will learn about relationships between people, how to prepare for their future career and studies, mental health, and some fundamental life skills that will allow them to become an independent and empathetic teenager and later adult. These sessions include lessons on topics such as mental health, budgeting and finance, first aid, sexual health, and other topics that are age-appropriate and relevant to the students' experiences.

Where can I find out more?

You can learn more about our curriculum and teaching in our parent workshops as well as on Managebac, but for more information on the International Baccalaureate, the Diploma Programme, or the Middle Years Programme in general can be found on www.ibo.org (information available in English, Spanish, and French).

Assessment in the Middle Years Programme

St. Nicholas School views assessment as an ongoing process of gathering, analysing, reflecting and acting on evidence of student learning to inform teaching. Assessment is everything we do to understand what students know, understand, can do and feel, and it aims to meet the various needs of students and their approaches to the learning process.

Assessment at St Nicholas is intended to evaluate the five essential elements of learning: the *understanding of concepts*, the *acquisition of knowledge*, the *mastery of skills*, the *development of attitudes* and the *decision to take responsible action*.

This means that assessment in middle school can take many different shapes. Students consolidate their learning of different topics or units through the production of a final

summative project, which can be a presentation, a portfolio, a virtual museum, debates, or other means of showcasing the acquisition of both knowledge and skills throughout the unit.

Over the course of each unit, students are also formatively assessed in a number of ways in order to evaluate how well they have mastered skills or made progress in the acquisition of knowledge. These assessments are smaller in scope, and target specific areas of knowledge of mastery through quizzes, discussions, draft or mock submissions, tests, writing tasks, or hands-on activities. Formative assessments are essential means of providing feedback to students in order to allow them to evaluate their progress, and are integral components of the process leading up to the production of the final summative assessment for each unit.

Grades for summative and many formative assessments are awarded on a scale of 8, where each number grade is matched with a level descriptor that details what students are expected to be able to demonstrate at each level. Summative assessments in each subject are designed to assess one or more of the objectives for each subject, which you will find in the table here below.

The final achievement level for the subject at the end of the year is determined by adding up all four grades for each criterion based on the summative assessments carried out throughout the year, and that final number is then converted to a scale of 1 to 7 based on the grades awarded in each criterion (see below). This grade out of 7 will only appear in the final report of the year, or once all assessments have been carried out, but partial grades will be shared in progress reports, and grades for individual summatives

A	Knowing and Understanding	8
B	Investigating Patterns	8
C	Communicating	8
D	Applying Mathematics in Real Life contexts	8
Total Levels for all Criteria		32

This table represents the highest number of points a student can score in the area of mathematics as an example. The student's final grade in each of the four criteria is added up to a total number of points that is then converted to a scale of 7 as represented in the table on the following page.

Final subject grade	1	2	3	4	5	6	7
Grade boundaries	1-5	6-9	10-14	15-18	19-23	24-27	28-32

Middle school subject groups	Criteria in each subject
Language and literature	A Analysing B Organising C Producing text D Using language
Language acquisition	A Listening B Reading C Speaking D Writing
Mathematics	A Knowing and understanding B Investigating patterns C Communicating D Applying mathematics in real life contexts
Sciences	A Knowing and understanding B Inquiring and designing C Processing and evaluating D Reflecting on the impacts of science
Individuals and societies	A Knowing and understanding B Investigating C Communicating D Thinking critically
Design	A Inquiring and analysing B Developing ideas C Creating the solution D Evaluating
Visual and performing arts	A Knowing and understanding B Developing skills C Thinking creatively D Responding
Physical and health education	A Knowing and understanding B Planning for performance C Applying and performing D Reflecting and improving performance

are available on Managebac throughout the year.

Approaches to learning

Approaches to learning is the umbrella term used for a range of skills that students develop over the course of their education at St Nicholas, both during the Primary Years Programme as well as in the Middle Years Programme. Approaches to learning are specific skills that are taught explicitly to students as part of each unit in each subject, and they are aimed at helping students “learn how to learn” as well as allow them to nurture personal and academic skills they can apply later in life. Students develop these skills through learning experiences in the classroom, and apply them in their work, which allows both them and their teacher to evaluate their progress and report on it in the progress reports in November and March. These skills lie at the heart of the Middle Years programme, and they are taught and developed throughout every subject and activity in the school.

The development of ATL skills is evaluated on a scale of four different ability levels:

Novice: I can observe or work with other people on this skill

Learner: I can copy someone else using this skill and try it, but with support

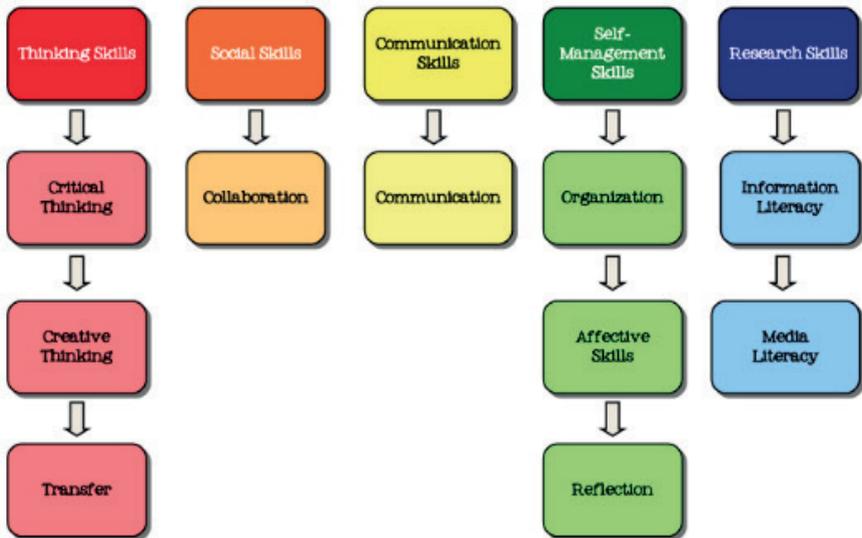
Practitioner: I can use this skill mostly without help

Expert: I am able to use this skill independently and teach others how to use it.

These levels indicate the student’s current level of ability and indicate what targets they need to set themselves to work on in the future. It is important to **note that none of these ability levels are considered a “failing” level of ability.**

Here below you can find the main skills clusters and categories as developed in the Middle Years Programme.

Learning Skills in the MYP— Approaches to Learning (ATL) Skills



Communication

St Nicholas believes that strong, trusting and respectful relationships with parents are important elements in supporting student learning. We endeavour to provide parents with regular, proactive information about your child's well-being and learning. We will communicate with parents in the following ways:

Information sessions

Parents will be invited to attend information sessions on a regular basis throughout the school year. This includes our monthly Tuesday Talks, year group specific sessions and visits, and online webinars or workshops with outside experts. Information on these sessions will be shared through the school's communication app prior to each event.

Written reports and student-led conferences

You will receive two progress reports over the course of the year, one in November, and one in March. These reports will contain an overall tutor comment, a grade for attitude and effort, and progress ticks regarding the development of each child's Approaches to Learning (ATL) skills. Grades will be available on Managebac throughout the year. The end of year report, released in June, will contain a final overall grade (including attitude and effort) for each subject, an evaluation of their contribution to community service, and a student and tutor reflection.

Following the release of each report, parents will be invited to join their children for student-led conferences with their teachers. These will take place over the course of one day, and families will be invited to schedule short meetings with teachers they wish to see.

Teacher-initiated meetings

When a teacher has a concern about your child's learning or welfare, the teacher will contact you and arrange an individual meeting as needed. These meetings, should you be invited to one, play an important role in ensuring your child's progress and wellbeing in school, and as such should not be treated as cause for alarm, but instead a means of working together towards suitable solutions for your child.

Parent-initiated meetings

When concern arises on your end, you are equally invited to schedule an appointment to see your child’s tutor. Please note that these meetings can be scheduled via email or through the school office.

Managebac

Managebac is our curriculum and assessment platform in middle school. It is the platform where teachers store the curriculum for each subject, as well as information about assessment and resources for the students. Managebac is also used to record behaviour incidents, both positive and negative, and record work done as part of community service. Parents can use the platform to access information about their child’s behaviour, as well as their curriculum overviews and their grades for formative and summative assessments throughout the year.

When joining the school, parents receive an invitation to log into Managebac, and they will need to log in and set a password in order to gain access. Managebac training sessions for parents are offered at the beginning of each academic year, but additional sessions can be offered upon request.

Please use this link or scan this QR code to access video tutorials on how to access Managebac as a parent.

<https://bit.ly/3fzqXZ2> (Video tutorials on how to use Managebac)



Social media

Social media, including Facebook, WhatsApp, Instagram etc., can be a great tool when used appropriately. However the school relies on the responsible and ethical use of such platforms from all members of the school community. Positive participation in the community and respectful communication with all its members is expected in interactions that occur both face-to-face and virtually. For that reason you must not share pictures or private information of children other than your own on social media unless you have been given consent by the child(ren) or their parents. Kindly bear in mind that the most effective way to address concerns is by bringing them to the attention of the school via email or a phone call. There are unofficial Whatsapp groups for each year group, but communication with the school should take place exclusively via email or over the phone with the school office.

The Personalised Learning Department

All students are entitled to experience high quality education enabling them to raise their aspirations and achieve their potential. Many students experience transitory barriers to learning and participation at some stage in their education. However, some students have needs which are difficult to meet exclusively by teachers. When additional collaborators are needed, the Personalised Learning (PL) department should be involved to ensure that the child receives access to a curriculum suited to their needs.

The Middle Years Programme at St Nicholas is designed to be inclusive of all students, regardless of their language profile or physical, mental, or academic needs. The school also strives to serve the variety of academic or other strengths in the community, and so teaching and learning, as well as assessment and the written curriculum are developed to provide a meaningful learning experience for all students through differentiation, dialogue, and a strong support framework. Tutors and teachers will work closely with the PL department to establish a comprehensive profile of each student, and teachers will work collaboratively to provide a supportive learning environment for all students. Students may benefit from language support lessons, support in lessons, specifically designed learning material, or adjustments made to assessment procedures in order to ensure a fair and equitable access to the curriculum.

As part of the philosophy of the school and the International Baccalaureate Organization, the student is at the center of all decision-making, and communication should therefore, as far as is possible and appropriate, include the student in the decision-making process, and aim to support their agency and independence as far as possible. Students should be made aware of what learning support is provided to them and to what end, and given a voice in the process of determining their support as appropriate according to their age and development. Moreover, parents will be informed and communicated with on a regular basis, and decisions regarding learning or other support will be made with their full involvement.

Support and counseling

Everyone has their good days and their bad days, and it is normal for middle school students to sometimes feel sad, angry, or confused. Students are encouraged to share their feelings and concerns with their teachers, but there is also a comprehensive support system in place for students who may be experiencing difficulties with their emotions, studies, or life in school in general.

While students can approach any teacher in school that they trust, the tutors in each year group are the ones who are responsible for looking after their wellbeing throughout the school year. Students have a chance to meet with their tutor and their tutor group during tutor time every morning, but tutors are otherwise available at any point during the school day, if students need someone to talk to.

The school also has a counselor that students can speak to or arrange to meet with should they have any questions or concerns, or feel upset, angry, or sad. The school counselor may be asked to work with your child and your child's tutor in order to develop strategies and attitudes for wellbeing and learning, and will communicate with you directly if and when this happens.

Safeguarding

St Nicholas Alhaville is committed to the safeguarding and protection of all students at the school. For that reason, we offer the following services to students as part of our safeguarding procedures:

- ◇ A reporting system for students to share their safeguarding concerns.
- ◇ A robust PSHE curriculum that helps students understand their rights,

the importance of consent, the school's safeguarding policy, as well as how to keep themselves and others safe.

- ◇ Staff whose training is comprehensive and up to date when it comes to safe practices both in school as well as when on school trips.

Further information on the school's safeguarding policy can be found on the school's website under *Our Policies*.

Behaviour in school

Middle school students are the oldest students in the school, and as such they are expected to lead by example by making an effort to behave responsibly and respectfully towards others. Teachers and staff will recognise and reward the positive behaviour choices your child will make, but also support them to develop better habits when mistakes happen.

Good behaviour choices support a good learning environment, which is established when all members of the school community work together to respect everyone's right to teach and to learn. This means that the following rules have been put in place to support students with making the choices that support good learning, and the consequences that follow when students make less appropriate behaviour choices.

Mobile phones

Mobile phones should not be used in the classroom **except when authorised by the teacher**. Students should leave their mobile phones in their bags in their lockers or deposit them in the phone bucket at the beginning of the lesson. Phones should not be in pockets or on the desk during the lesson. When students do not follow these instructions, the following actions will be taken:

1st incident: The phone is confiscated by the teacher and delivered to the office of the Head of Secondary. The phone can only be collected by the student at end of the day. The incident will be logged on Managebac by the teacher.

2nd incident: The phone is confiscated and delivered to the office of the Head of Secondary. The student completes a lunchtime detention in the Head's office on the same day and collects the phone at the end of the day. If the incident occurs after lunch, the detention is completed the following day. The incident is logged on Managebac and parents are notified via email.

3rd incident: The phone is confiscated and delivered to the office of the head

of secondary. A parent must then collect the phone from the office at the end of the day. The incident is logged on Managebac and parents are notified via email.

Parents are reminded that they should respect school and lesson hours and not contact their children during school hours.

Work completion

Students are required to complete all work that they are assigned within the deadlines provided by their teachers, except when particular circumstances apply such as illness or accommodations provided by the Personalised Learning Department.

Student may discuss the submission of summative assignments with their teachers and apply for exceptional extensions without it impacting their grade, but when this is not done, and work is either not completed or not handed in on time, the following procedures apply:

1. Summative work that is submitted up to a week (7 days) after the stated deadline (unless previously negotiated with the teacher in question) will only **be marked out of 4 (and not out of 8)**
2. If the student still does not submit work after a week has passed from the original deadline, the teacher will issue the student with a reflection form that he must complete at home and return it to the teacher with a parent's signature. The incident will be recorded on Managebac and parents notified via email.

If the student submits the work following these steps, then the work will still only be awarded a grade of a maximum of 4.

Lateness to school

The school day starts at 8:00, and so any students arriving after that time will be marked as late. Parents are expected to drop their children off at school before that time, but inform the school of any foreseeable absences or latenesses. Frequent absences or late arrivals will be followed up by tutors via email in the first instance, and then by the Head of Secondary. If necessary, meetings will be arranged to discuss punctuality and attendance.

Lateness to lessons

Students are expected to arrive at lessons on time with the material required. The start of the lesson is not the time when students should be getting water, visiting the bathroom, or checking in with the school nurse, as students are

given time during break and lunchtime to take care of their needs. Latenesses to lessons are addressed through the following procedures:

1. Latenesses are recorded on Managebac by the subject teachers
2. If a student arrives late for lessons 3 times in one week, the student will complete a lunchtime detention in the office of the Head of Secondary. The tutor will issue the student with a red slip once the limit of latenesses has been reached, and the student will bring this slip to the Head's office where they will complete their detention.
3. If lesson latenesses persist, then a discussion will take place with the student regarding where they will spend their breaks until they improve their punctuality.

Uniform

Students are expected to wear the appropriate uniform at all times, with the exception of Make a Difference Day and school trips. Guidelines on the school uniform are available at the end of this booklet, and families are expected to follow those throughout the school year.

All parts of the school uniform are required to be worn, and on cold days students are expected to be able to have their uniform visible underneath their outdoor clothing. This means that **hoodies, shirts, shorts, trousers, or leggings that are not part of the uniform are not to be worn**. When uniform guidelines are not followed, the following procedures will be followed:

1st reminder: Students are given a verbal reminder by their tutor. The reminder is recorded on Managebac.

2nd reminder: The tutor sends an email home to parents with a reminder about uniform guidelines. The reminder is recorded on Managebac.

3rd reminder: The student is sent to the school office and asked to wait there until an appropriate uniform is brought to school. The student may not return until an appropriate uniform is worn.

Lesson disruption

Students are expected to make appropriate behaviour choices in the classroom. This means that their behaviour should contribute to a positive learning environment, which includes respecting the teachers' right to teach, using appropriate language, working well with others, and using classroom materials appropriately and without causing damage.

Students who make inappropriate behaviour choices will be given verbal warnings within the classroom, but when these are not respected, students will be **awarded demerits**, which are behaviour notes that are recorded on Managebac. Students who receive more than **three** demerits in one week will be required to complete a lunchtime detention in the office of the Head

of Secondary. These detentions will be recorded on Managebac and made available to parents to view.

Frequent disruptions to lessons will lead to further conversations with the students and their families, and a suitable arrangement will be found that will help students make better choices and contribute more positively to lessons.

Academic integrity

St Nicholas is committed to upholding the values of academic integrity, where each member of the community plays a role in contributing to fair and honest practices throughout the school. Teachers and parents must therefore assume the responsibility of leading by example, as well as of encouraging students to demonstrate integrity in their academic work by acknowledging sources, not taking credit for the work of others, not fabricating information, or otherwise engaging in dishonest practices.

When students are found to have made choices that go against the values of academic integrity, this can have an impact on their academic performance, and result in a lower grade for a summative assessment. If a student is found to have committed plagiarism or other forms of academic dishonesty on an assessment that is sent for external marking by the International Baccalaureate, this can result in the assessment being invalidated and the student not receiving the Middle Years Diploma as a result. It is therefore a shared responsibility of all students, families, and staff to ensure that academic integrity is at the centre of all academic activities.

Unacceptable behaviour

Additionally, other negative behaviour choices are not accepted at St Nicholas, and any such behaviour will be swiftly addressed. If your child chooses to engage in any of the types

of unacceptable behaviour listed here below, their tutor will be contacted, who will then decide together with the Head of Middle School whether you will be called in for a meeting. The school may also choose to impose fair and appropriate consequences based on your child's behaviour, which will be designed to help them reflect on their actions and allow them to come up with strategies to help you make better choices in the future. The aim of these consequences will never be to punish students, but to help them learn and become a better person. All behaviour concerns will be addressed through conversations with the student in question, and your collaboration and support is appreciated when it comes to providing valuable learning opportunities following any incidents. Behaviour incidents, both positive and negative are recorded on Managebac and made accessible to parents to view.

Language

- ◇ The use of offensive, threatening, or discriminatory language
- ◇ Name-calling or use of language intended to cause hurt or humiliation
- ◇ Use of non-verbal or body language intended to show disrespect or cause offense

Abuse of perceived advantage, status, or position

- ◇ Manipulation of others through social or intellectual status
- ◇ Abuse of trust or authority
- ◇ Creation of hierarchies (deciding that you are better or more deserving than others for whatever reason)
- ◇ Prejudice or arrogance on the basis of gender, race, physical ability, ethnicity, nationality, religion, or language proficiency (this list is not exhaustive)

Antisocial behaviour

- ◇ Bullying/cyberbullying (see bullying policy)
- ◇ Exclusion
- ◇ Taking things without permission
- ◇ Spreading rumours
- ◇ Disrespectful and/or challenging behaviour
- ◇ Physical aggression or violence
- ◇ Unwanted physical contact
- ◇ Intentional damage to property or belongings, either personal or institutional

Behaviour that severely affects teaching and learning

- ◇ Academic dishonesty
- ◇ Failing to take responsibility for learning
- ◇ Shouting out or otherwise disturbing a lesson
- ◇ Apathy, lack of effort
- ◇ Talking over others, not listening
- ◇ Refusal to share resources

This policy applies:

- ◇ While on the school premises
- ◇ While in school uniform
- ◇ While attending any school-based activity, school field trips, sports events, etc.

- ◇ To any behaviour that adversely affects the school's reputation
- ◇ To any behaviour that adversely affects the education of any student in the school

Regular attendance

It is very important that students in middle school maintain regular attendance. The MYP programme is a challenging and fast-paced programme, and daily attendance allows students to stay on track with their studies as well as establish healthy routines and study habits. A request by email is required if your child has to miss school for any reason. Families are expected to plan their holidays, vacations, and medical appointments to abide by the school schedule. If your child is ill and prolonged absences are foreseen, the Office should be notified and a medical certificate forwarded.

Please note that decisions regarding whether homework and class work should be shared with absent middle school students will be made on a case-by-case basis.

Dismissal

Pick-up area is the same as the drop-off in front of the main gate. The pick-up times the school are as follows:

12:00 - Tiny Tots 1, Tiny Tots 2

15:00 - Nursery, Kindergarten 1, Kindergarten 2, and Grade 1

15:15 - Grades 2 to 5

15:30 - Grades 6 and up

16:15 - ECAs finish

Students in middle school will not be supervised after dismissal, and should therefore not remain on site unless they are participating in a paid extracurricular activity. If, for any reason, you are late to pick up your children for any reason, please phone the school office.

If your middle school child has younger siblings in primary school, the younger students are expected to wait for their older siblings to finish lessons. Students will not be allowed to leave lessons early for dismissal.

Please note that as the students in middle school are coming from the other end of campus, allow your child a few minutes' grace between the end of lessons and your planned pick-up time.

Early leaving

If your child needs to leave school earlier, a written request via email is necessary to give the teachers time to obtain the necessary authorization from the office and the security team at the gate. In the case of last minute changes, please phone the school office at your earliest convenience.

Students leaving school early must bring a departure slip provided by their tutors to a member of the school leadership team so that their departure can be authorised. They will not be allowed to leave the school grounds unless this slip has been completed and given to the security guards at the gate. If this is not done, and no written communication has been sent to the school about early leaving you will be asked to park the car and come to school office to authorise your child's early departure.

Students who feel unwell are not allowed to leave campus without authorization from the school nurse. Should your child feel unwell while at school, they should seek the school nurse first of all, who will then contact parents.

Authorization

Your child may only leave the grounds with people that have been previously authorized by the school. The school will send a written authorization form for the people who regularly collect your child and request a copy of identification for confirmation. Please note that it is the parents' responsibility to keep this information updated. The school also requires written permission for any changes to leaving procedures, for example if your child is leaving with a friend. This type of communication should be emailed to the school secretary with enough advance notice to make arrangements and inform the security team. Teachers do not regularly check their emails during the day, and a teacher's email should not be used to communicate sudden or one-off changes to leaving procedures, so kindly refer to the office for this purpose.

Medication

If your child needs to take any kind of medication, the nurse is the only person in school allowed to administer them at any time, without exceptions. Please make sure that medication that needs to be administered during school hours is included in the folder you receive at the beginning of the year and that it is clearly labelled with:

1. Name and class of your child;
2. Dose and time of administering;

3. Length of treatment;
4. Copy of the prescription containing the physician's name, signature and CRM (the doctor's registration number)

Illness

The school takes appropriate measures for disease prevention including handwashing, ventilation, and the use of alcohol-based hand sanitizer. However, the key factor in keeping children healthy is ensuring that they do not attend school while feeling ill or feverish. The school requests that you do not send your school when there is a risk of him or her infecting other children . You are therefore asked to please keep your child at home for 24 hours after a fever has been detected. If your child runs a fever while at school, you will be requested to collect your child. Any illnesses that may prevent active participation in physical activities will need to be justified with a medical certificate and must be regularly updated.

Please note that communication to parents regarding illness during the school day will be carried out by the school nurse. Students are not allowed to contact parents and request to be collected without a confirmation from the school nurse.

Belongings

Any lost or misplaced items discovered by a member of staff will be placed in the Lost and Found box in the Office. Students may inform a member of staff of any missing items so that they may assist in the search, but students are responsible for their own belongings, and the school or individual staff members will not be held responsible for any lost or damaged possessions. Items in the Lost and Found box will be donated to charity if they have not been claimed within a year of them being placed there. To prevent any loss or other inconvenience, make sure that all items are labelled.

Electronic devices

While a limited number of Chromebooks will be made available, middle school students are encouraged to bring their own laptops to school, and there are lockers available for storage, as well as battery charging facilities in most classrooms.

Students in Grades 9 and up are expected to bring their own device to school.

However, students are responsible for their devices while on campus, as the school will not be held responsible for any damage to electronic devices while on school grounds. Students are also responsible for making sensible decisions regarding their use outside of lessons or other organised activities, and accept any limitations placed thereon as stipulated in the school's e-safety policy.

Food

The school will provide a nutritious and balanced morning snack and lunch for all middle school students. The school's tuck shop is open during school hours, where students may purchase additional items. Students are also allowed to bring in snacks, but they should be healthy and not serve as a meal replacement. Soft drinks and sweets are not allowed, and any such food items stored in lockers risk attracting bugs and other vermin.

All snacks brought into school must be nut-free, without exception.

If your child is allergic to any food items or requires a special diet, please send a doctor's note to the office, which will forward it to the school's nutritionist.

ECAs

Extra Curricular Activities (ECAs) are offered for the duration of the school year for all students from Kindergarten 1 and up, provided it is safe to do so. Handouts with specific information (activity description, age group, time, date, fee etc.) will be sent home to parents at the beginning of each term. The choice and dates of activities may vary from term to term.

Some ECAs have a limited number of spaces and will be allocated on a first come, first served basis.

MADD (Make A Difference Day)

Make A Difference Day is held on the last Friday of each month. This event gives the school community a chance to reflect and celebrate learning and community action regarding specific local or global issues. Financial or other specific contributions can be made on this day to support a specific project or organisation previously selected and communicated by both students and those involved in the MADD Team. Students do not need to be in uniform on this day, except for PE lessons.

Bus transportation

A privately owned company offers a school bus service to and from school. Students are expected to stay seated and buckled throughout the journey. Respect, courtesy, and school behaviour expectations apply on the bus. For information on how to contact the transportation company, please contact the school office.

Birthday parties

You may send a small cake to celebrate your child's birthday in school, provided it is **nut-free**. Please communicate any plans with your child's tutor in advance so that he or she can fit this into the class schedule. Please note that birthdays are an occasion for a small celebration, but not a school party. For that reason, do not send any kind of "lembrancinhas" or presents of any kind.

The school can send out birthday party invitations for parties out of school only when all the children in the year group are invited. No exceptions will be made. You may request information from your child's tutor if you need a list of children, but telephone numbers or email addresses of other parents will not be provided.

Arrangements for birthday parties or other social events which occur after school are not the responsibility of the school. Teachers will facilitate by collecting permission forms and organising children for bus transport, but all responsibility remains completely with the organizers of such events.

Free dress day

On MADD and other events that have been advertised as being non-uniform, students are expected to make responsible choices in terms of attire. This may include, but is not limited to:

- ◇ Taking weather conditions into account
- ◇ Choosing clothing in accordance with the nature of the event (whether formal or flexible clothing is required)
- ◇ Not wearing clothing that may have offensive language or messages written on it

Students who choose to wear inappropriate clothing against school advice may be asked to stay behind for school trips, or accept consequences as per the school's stance on unacceptable behaviour.

St. Nicholas School Alphaville Academic Dates

Term 1

August

- August 1st - New student orientation (10am)
- August 8th - 11th - Parent visits to middle school (morning)
- August 15th - ECAs start
- August 26th - MADD

September

- September 7th - Public holiday
- September 17th - Sports Day
- September 30th - MADD

October

- October 10th - 14th - Mid-term break
- October 24th - MYP reports released
- October 27th - MYP Student-led conferences
- October 28th - MADD

November

- November 2nd - Public holiday
- November 14th - 15th - Public holiday
- November 23rd - School musical
- November 25th - MADD

December

- December 8th - Learning exhibition
- December 9th - Last day of ECAs
- December 16th - Last day of term (12:00 dismissal)

St. Nicholas School Alphaville Academic Dates

Term 2

January

- January 23rd - Teachers return
- January 24th - New student orientation (10am)
- January 25th - First day of school

February

- February 6th - 9th - Grade 9 Mock Exams
- February 13th - 16th - NR
- February 17th - 12:00 Dismissal
- February 20th - 22nd - Carnaval (Holiday)
- February 24th - MADD

March

- March 27th - MYP reports released
- March 30th - MYP Student-led conferences

April

- April 3rd - 7th - Easter break
- April 21st - Public holiday
- April 27th - Made in Brasil
- April 28th - MADD

May

- May 1st - Labour Day (holiday)
- May 20th - Art workshop
- May 23rd - 25th - Creative Arts performances

June

- June 2nd - Learning exhibition
- June 8th and 9th - Corpus Christi (holiday)
- June 14th - MYP reports released
- June 16th - End of year student-led conferences (12:00 end)

The school

Founded in 1980, St. Nicholas is an International School for pupils from 18 months to 18 years old. Our students are a mix of Brazilian and many other nationalities, in a warm and welcoming international environment. We embrace cultural diversity and help new families to settle into the community smoothly.

Parents and the school work closely together in order to ensure that our young people are able to be confident, knowledgeable, responsible, caring and capable citizens.

Throughout the curriculum the school offers a vibrant and innovative education which inspires and challenges our students to develop a love of learning. Emphasis is placed on how students learn as well as what they learn. As a result, our students have the knowledge, skills and values to cope with a rapidly changing world.

St. Nicholas School
www.stnicholas.com.br