

# **ANNUAL REPORT**

School of the Nations

# 20 21



# CONTENTS

## **INSTITUTIONAL**

04 | MESSAGE FROM THE EXECUTIVE DIRECTOR

06 | ABOUT SCHOOL OF THE NATIONS

08 | LEARNING AT NATIONS

## **ANNUAL CAMPAIGN**

10 | 40 YEARS EDUCATING WORLD CITIZENS

## **ACCOMPLISHMENTS**

12 | ACADEMIC PERFORMANCE

20 | UNIVERSITY ACCEPTANCE

22 | AWARDS

## **YEAR IN REVIEW**

*Timeline of all major School events, festivals, and important dates*

## **SCHOOL COMMUNITY**

32 | SERVICE

33 | CURRICULUM

34 | DEMOGRAPHICS

36 | INVESTMENTS

38 | COVID-19 RESPONSE

*An overview of who we are and the changes the School has made this year*

# INSTITUTIONAL





# MESSAGE FROM THE EXECUTIVE DIRECTOR

Ms. Lisa Perskie



The 2020–21 school year marked a turning point for Brazil and the world—the pandemic intensified. We realized we were in a marathon, not a short-term sprint, which required ongoing adjustments to ensure safety and continual program development.

We persevered in battling the invisible forces of a virus that has changed our patterns of life, from how we work to how we socialize. We recreated how we live our everyday lives under the specter of fear, uncertainty, loss of lives, and the intense suffering afflicting so many. Our staff developed, implemented, and refined three distinct, demanding educational programs: distance, face-to-face, and hybrid.

The hardships we have faced have caused tremendous stress, but they have also fueled enormous growth in our resilience, cooperation, and bonding as a community.

This school year has been a unique period of opportunity, learning, and service. It has shown what the human spirit can achieve and overcome in the face of adversity.

The incredible efforts, dedication, and even heroism of our children, families, and staff as they forged new capacities to cope with the worst ravages of the pandemic are nothing less than inspiring. We united and collaborated to get through and survive the tempestuous stages of the pandemic. While we still have a long way to go, the promise of brighter days brings us hope as more people receive vaccines. We continue to implement rigorous preventive measures to help prevent the spread of the virus in our School, families, and community. Our School has been a relative haven of safety because of these efforts.

The pandemic has shown us the benefits and limits of technology. It has shown us the dangers of spending too much time in the digital world. We are raising a generation who can mobilize instantly and network online to solve any problem. We have noted that our students benefit from the flexibility, the choices of learning activities, and the powerful online tools available to guide their individual learning paths. Most students have gained essential skills in autonomy—exploring the world in alternative ways, navigating through information from multiple sources worldwide. We have come so far from the days of simply reading textbooks inside a classroom to learn!

On the other hand, we have seen the toll of Zoom fatigue on everyone. Students are longing for more connection, interaction, and learning alongside their friends at School. Our students are happy when on campus despite the many restrictions and rules they must follow; the diligent use of masks is but one. In our meetings with students, they expressed their desire for teachers to continue being as open and flexible next year as they were this year and that they most like learning through projects. They enjoy the challenge of extending their learning in creative ways to apply concepts in authentic situations and to design solutions and products that are meaningful to others.

We are impressed with our students' resilience and their ability to adapt. We believe the challenges they are facing provide opportunities for them to build character and resolve and will help define their purpose and priorities in life. Students are overcoming the inevitable difficulties of this prolonged pandemic, and we believe they are gaining essential life skills, not 'losing learning.'

A frequent comment of many community members is how much they have come to value teachers and the realization that computers will never replace them. Calling a teacher an essential worker does not fully convey their multiple and demanding high-level professional responsibilities. Their role extends beyond what we associate with a typical worker. They lead, guide, and even mold the most precious treasures of all—our beloved children and our next generation of citizens. A child does not come to school as a walking brain or memory to fill. Children need comprehensive attention, care, and integrated teaching. Our teachers have addressed their students' well-being and needs of being understood, supported, and loved, and they continue to do so.

Our teachers learned how to adapt our curriculum and their teaching methods to deliver programs at a distance. When we opened for hybrid learning, they once again needed to adjust their approaches to teach simultaneously students who were learning from home and those in their classrooms at School. In addition to delivering two kinds of programs, they need to orient students daily on the many safety and hygiene protocols on campus to ensure safety. Teachers have used feedback from students and parents to create teaching and learning environments that are sensitive and responsive to students' needs. Our programs, both on- and off-line, are dynamic and continually evolving.

We could not have provided any of the services or made the outstanding progress we have throughout this pandemic if it were not for our partnership with parents, who have been more deeply involved in their children's education than we have ever seen. First, they are coaching students at home. Second, they are attending numerous meetings and working with teachers and administrators to help adjust our programs in the pursuit of excellence. We thank parents for their understanding, insights, and role as educators alongside us.

We look forward to and are planning for our upcoming school year in which we will celebrate our newfound strengths and the lessons we have learned to make our School even more impacting on our students' lives and to serve as a source of hope to others.



*"Strain every nerve to acquire both inner and outer perfections, for the fruit of the human tree hath ever been and will ever be perfections both within and without. It is not desirable that a man be left without knowledge or skills, for he is then but a barren tree. Then, so much as capacity and capability allow, ye needs must deck the tree of being with fruits such as knowledge, wisdom, spiritual perception, and eloquent speech."*

*Bahá'u'lláh*

# ABOUT SCHOOL OF THE NATIONS

School of the Nations is a private, not-for-profit, coeducational, bilingual (English & Portuguese) international day school that offers an educational program from Nursery through Grade 12. With students and staff from 30 nations and diverse backgrounds, we live the creed that “the earth is but one country and mankind its citizens.” We nurture a transformational learning culture that supports students in becoming conscientious, compassionate, and capable world citizens.

There is a twofold purpose in our educational programs for students’ development and learning. One is to develop and empower the individual. The other focuses on the ultimate purpose of human life: love toward others and service to humankind. Our responsibility in this age of global interconnectedness is not for our own advancement alone but to contribute to bettering society. Thus, we seek to develop both academic and moral excellence in our students; to cultivate their potentials, which include character, virtues, values, knowledge, and understanding. Our students graduate trilingual and, most importantly, with competencies to not only enter universities of their choice in Brazil and abroad, but to assume active, caring, responsible roles in society.

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

## VISION

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

## MISSION

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

## CORE VALUES

- Oneness of God
- Oneness of Mankind
- Oneness of Religion
- Unity in Diversity
- Elimination of all forms of Prejudice
- Equality of Men and Women
- Essential Nobility of Man
- Independent Investigation of the Truth
- Service to Mankind as the Primary Purpose of Life

# THE BAHÁ'Í FAITH

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

'Unity in diversity' is a hallmark of our relationships at school and emphasizes the interconnectedness of human life. Our values are based on the moral and ethical principles of the Bahá'í Faith. We strive to promote the oneness of God, of humankind, and of religion; unity in diversity; the elimination of all forms of prejudice; equality of men and women; the essential nobility of man; independent investigation of truth; and service to humankind as the primary purpose of life. Our culture of learning is one of active engagement, deep learning, and a commitment to continuous improvement.



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

## ACCREDITATION & AFFILIATIONS

School of the Nations is accredited nationally by the Secretary of Education of the Federal District and internationally by Cognia.

The School is also affiliated with the following organizations:

- The Academy for International School Heads (AISH)
- Association of American Schools in Brazil (AASB)
- American International Schools in the Americas (AMISA)
- Cognia
- The International Association of College Admission Counseling (IACAC)
- The National Business Officers Association (NBOA)
- Northwest Evaluation Association (NWEA) responsible for Measures of Academic Progress (MAP)
- The Principals' Training Center (PTC)
- The Academy for International School Heads (AISH)
- The College Board
- The State University of New York at Buffalo (SUNY)

# DEFINITION OF LEARNING

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

## LEARNING PRINCIPLES

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

## DIMENSIONS OF HOLISTIC STUDENT DEVELOPMENT

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

### Scholarship

- Engage in higher-order thinking
- Master academic content and apply it to real problems and projects
- Inquire, research, and solve problems
- Appreciate the arts

### Transformative Moral Action

- Personal transformation
- Interpersonal transformation
- Social transformation
- Moral and ethical values
- Service toward others
- Collaboration and community building

### Global Citizenship

- Communicate effectively
- Understand and embrace diversity
- Care for the earth
- Be an agent of positive change
- Use technology fluently, effectively, and ethically

### Integral Well-Being

- Socially-emotionally aware
- Physically healthy and fit
- Autonomous and self-regulating
- Organized
- Goal-oriented and responsible

# ANNUAL CAMPAIGN



Escola das Nações  
School of the Nations

# 40

YEARS —  
EDUCATING  
— WORLD  
CITIZENS —



# 40 YEARS EDUCATING WORLD CITIZENS

Like a strong tree, a strong school grows from the quality of the seed from which it comes. School of the Nations wants to honor our four founders by expressing our immense gratitude for bringing our School into existence.

School of the Nations was founded in 1980 by four Bahá'í educators, Mr. and Mrs. James and Jeanine Sacco & Mr. and Mrs. Jack and Sue von Frasukiewicz, who envisaged building a Bahá'í-inspired international school based on the principles of the oneness of humankind and education for world citizenship. At that time, the most common purpose of international schools was to prepare students for college and offer an American academic curriculum. Our founders wanted a school based on spiritual and visionary principles through which children from different ethnic backgrounds, nationalities, and religions become a community and learn to live in harmony as they develop their intellectual, physical, and spiritual potential to the highest degree.

Other core principles that served as the School's philosophical foundation were unity in diversity, equal rights and opportunities for women and men, and ending all forms of prejudice. These principles continue to guide School leaders and remain as strong today as they were in 1980.



*"It behoveth man to adhere tenaciously unto that which will promote fellowship, kindness and unity." - Bahá'u'lláh*



School's Anniversary celebration at the local drive-in movie theater

# ACCOMPLISHMENTS



# ACADEMIC PERFORMANCE

## SCHOLASTIC ASSESSMENT TEST (SAT)

### What is the SAT?

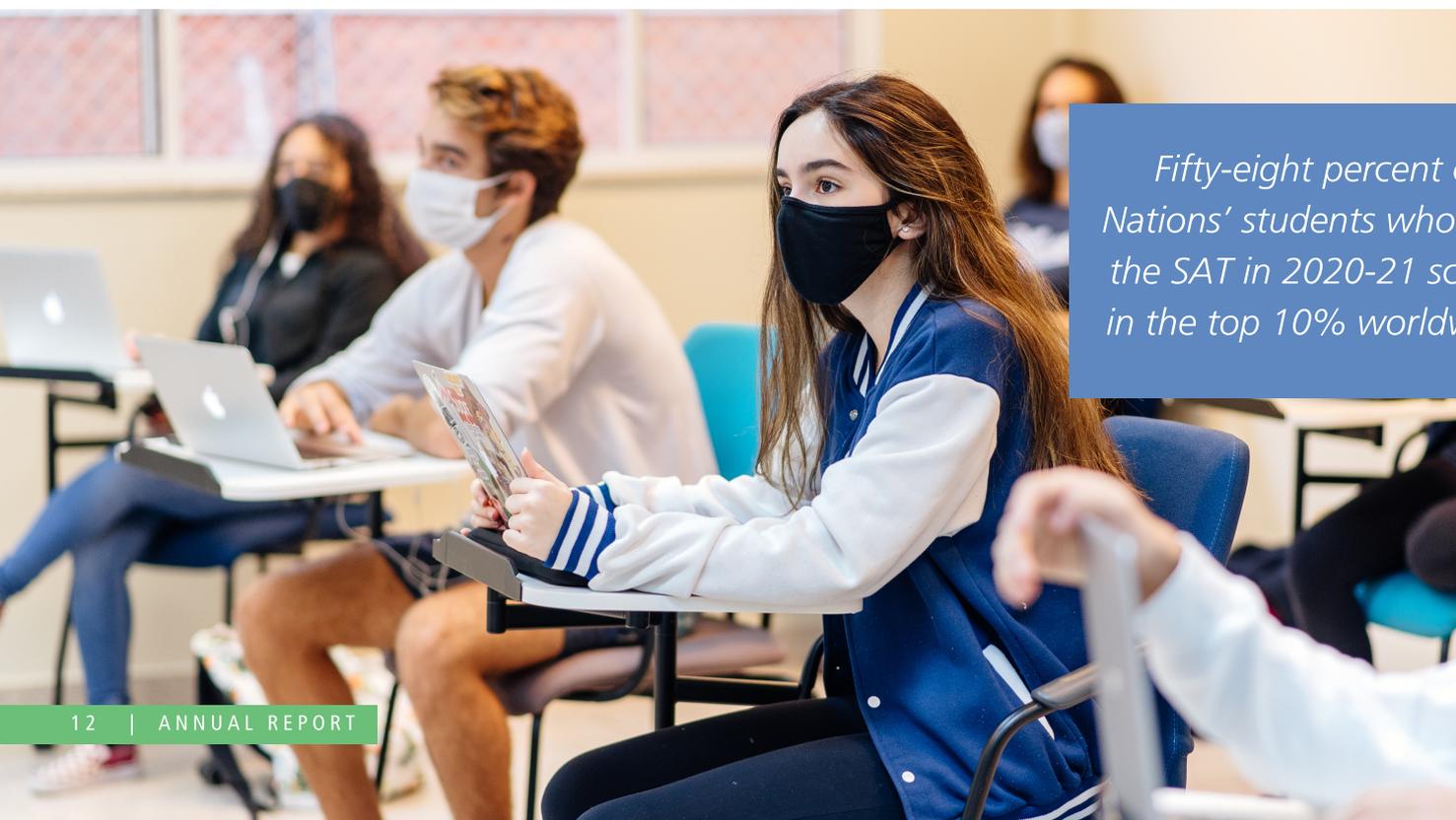
The SAT is an external test given by the College Board in the US and is similar to the ENEM in Brazil. Most US universities require students to take the SAT as part of their university admissions process. It tests students’ reading, writing, math, and reasoning skills. Our students in Grades 11 and 12 who are interested in studying abroad take the SAT several times each year.

### Class of 2021

Twelve students in Grade 12 took the SAT in the 2020-21 academic year, seven of whom scored in the 90th percentile or above, meaning they scored in the top 10% of the more than 2.2 million students who took the SAT worldwide.

The table below shows the percentages of students in Grade 12 who took the SAT over the past four years and scored in the 50th percentile range and above.

Percentile Range	Class of 2018 (Seniors) (% & #)	Class of 2019 (Seniors % & #)	Class of 2020 (Seniors % & #)	Class of 2021 (Seniors % & #)
90 <sup>th</sup> Percentile and above	22.7% (5)	75% (3)	25% (6)	58.3% (7)
80 <sup>th</sup> Percentile and above	40.9% (9)	100% (4)	41.7% (10)	66.7% (8)
70 <sup>th</sup> Percentile and above	59.1% (13)	100% (4)	75% (18)	83.3% (10)
60 <sup>th</sup> Percentile and above	77.3% (17)	100% (4)	83.3 (20)	91.7% (11)
50 <sup>th</sup> Percentile and above	95.5% (21)	100% (4)	83.3 (20)	100% (12)



*Fifty-eight percent of Nations’ students who took the SAT in 2020-21 scored in the top 10% worldwide.*

# PRELIMINARY SCHOLASTIC ASSESSMENT TEST (PSAT)

The Preliminary Scholastic Assessment Test (PSAT) is a standardized external assessment that takes place every year in October. It gives students a chance to gain experience to take the Scholastic Aptitude Test (SAT), the college entrance exam that most American universities use, in conjunction with other criteria, to make university admission decisions.

Seventy-seven percent of our students in Grade 11 who took the 2020 PSAT scored in the 50th percentile or above and 30% scored in the 80th percentile or above.

The table below shows student performance on the PSAT for the past five assessments. Students did not take the PSAT test in 2018 because of the presidential election.

	% and Number of Students in Grade 10 by Percentile Range on PSAT					% and Number of Students in Grade 11 by Percentile Range on PSAT				
	2015 (Class of 2018)	2016 (Class of 2019)	2017 (Class of 2020)	2019 (Class of 2022)	2020 (Class of 2023)	2015 (Class of 2017)	2016 (Class of 2018)	2017 (Class of 2019)	2019 (Class of 2021)	2020 (Class of 2022)
<b>90<sup>th</sup> Percentile +</b>	4.4% (2)	12.5% (4)	6.8% (3)	8.5% (4)	9.5% (2)	25.0% (6)	19.5% (8)	21.7% (5)	24.0% (8)	5.9% (1)
<b>80<sup>th</sup> Percentile +</b>	11.1% (5)	21.9% (7)	25.0% (11)	17.0% (4)	28.6% (6)	37.5% (9)	39.0% (16)	47.8% (11)	42.0% (6)	29.4% (5)
<b>70<sup>th</sup> Percentile +</b>	28.9% (13)	37.5% (12)	34.1% (15)	27.7% (5)	42.9% (9)	45.8% (11)	51.2% (21)	56.5% (13)	61.0% (6)	41.2% (7)
<b>60<sup>th</sup> Percentile +</b>	44.4% (20)	56.3% (18)	54.6% (24)	34.0% (3)	61.9% (13)	62.5% (15)	65.9% (27)	73.9% (17)	64.0% (1)	52.9% (9)
<b>50<sup>th</sup> Percentile +</b>	57.8% (26)	62.5% (20)	72.7% (32)	42.6% (4)	66.7% (14)	62.5% (15)	80.5% (33)	78.3% (18)	76.0% (4)	76.5% (13)

- Julia Bianchini Andrade earned the highest score of Grade 11 students scoring in the top 3% worldwide.
- Stela Hermann Lopes earned the highest score of Grade 10 students scoring in the top 7% worldwide.



Julia Bianchini Andrade, Grade 11



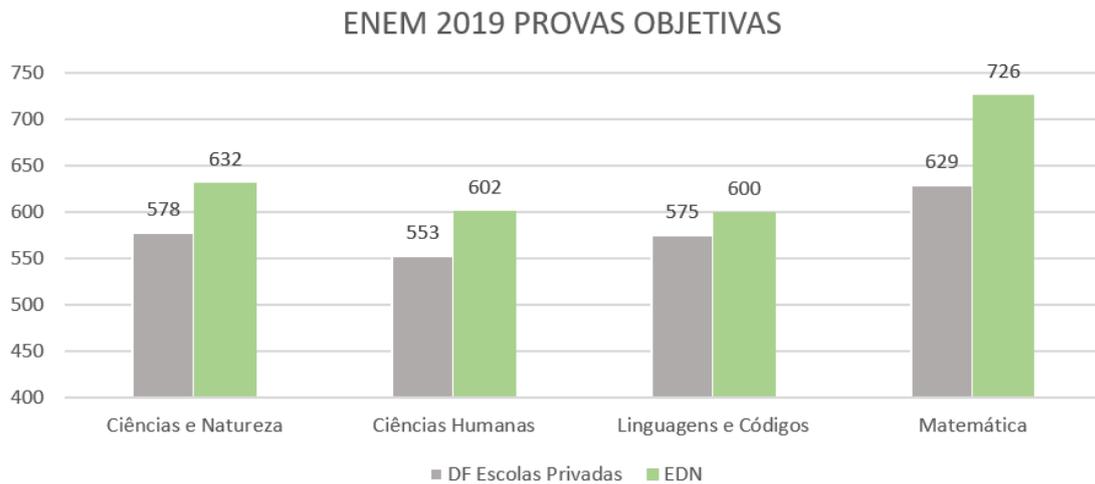
Stela Hermann Lopes, Grade 10

# EXAME NACIONAL DO ENSINO MÉDIO (ENEM)

ENEM is one of the most important tests students take to enter Brazilian universities. It consists of tests in four areas of knowledge: languages and its codes and technologies; humanities and its technologies; natural science and its technologies; and mathematics and its technologies. Students respond to 180 objective questions and write an argumentative essay based on a situation or problem. More than five million students take the ENEM in Brazil every year.

Our students have performed well above average in ENEM compared to other private schools in the Federal District as shown in the graph below.

## Nations' Students' Average on ENEM in 2019



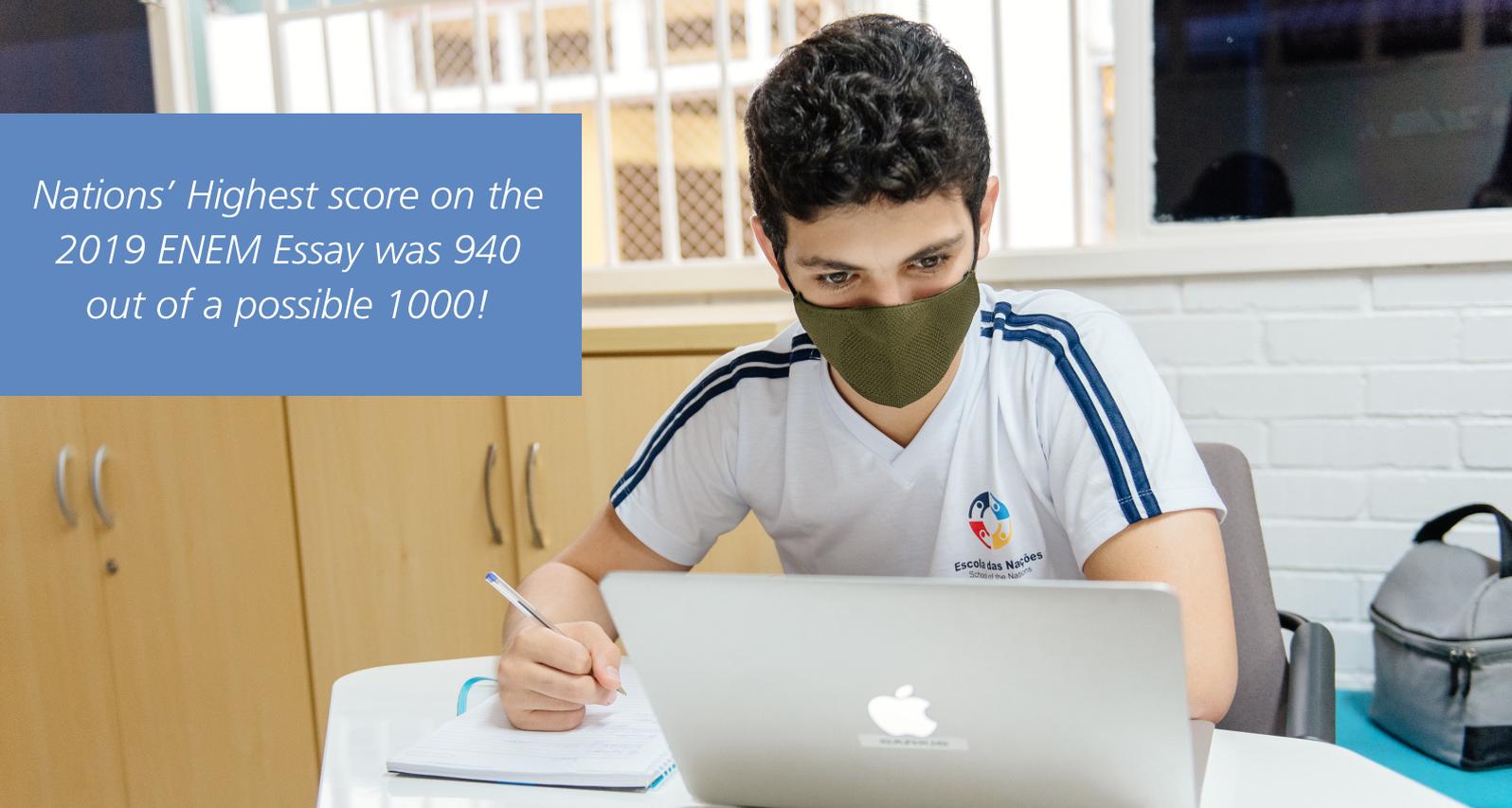
School of the Nations' average score on the Essay on ENEM in 2019 was 805 compared to 714 for other private schools in the Federal District.

- Private schools in Distrito Federal: 714
- School of the Nations: 805

*Nations' students' average on ENEM surpassed that of other private schools in the Federal District in 2019.*

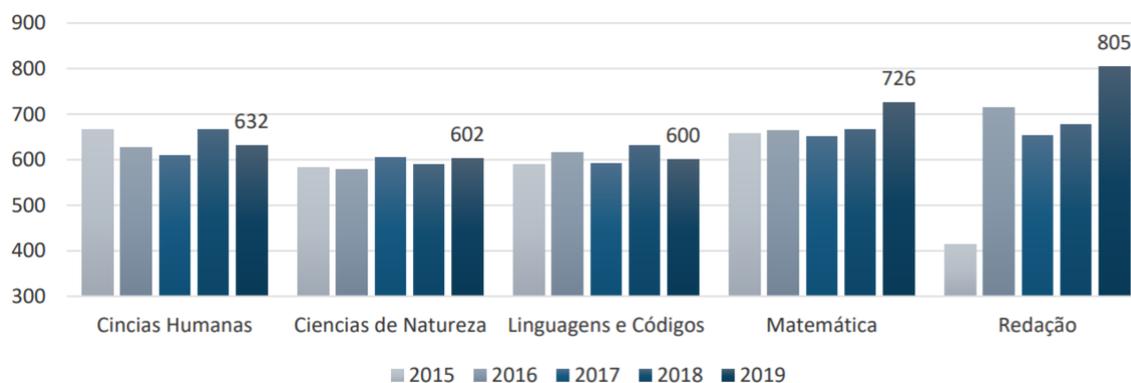


Nations' Highest score on the 2019 ENEM Essay was 940 out of a possible 1000!

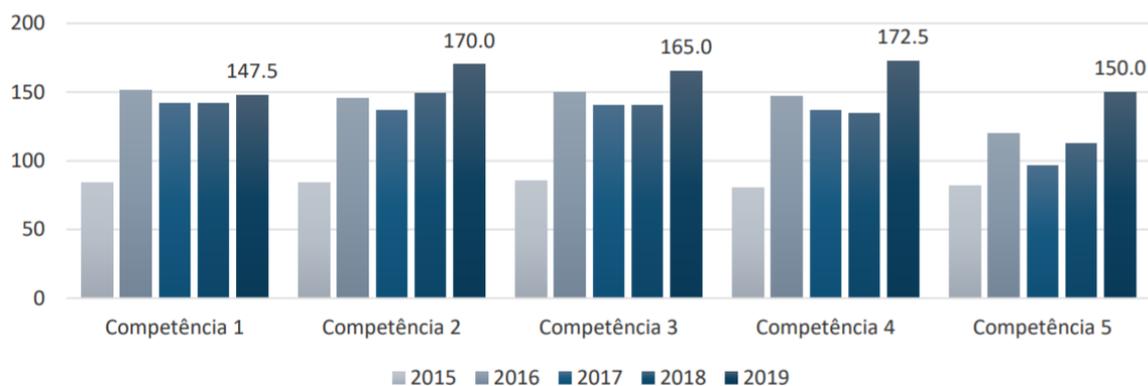


### Five-Year Trends – ENEM

#### Provas Objetivas e Redação - ENEM



#### Competências - ENEM



# MEASURES OF ACADEMIC PROGRESS (MAP)

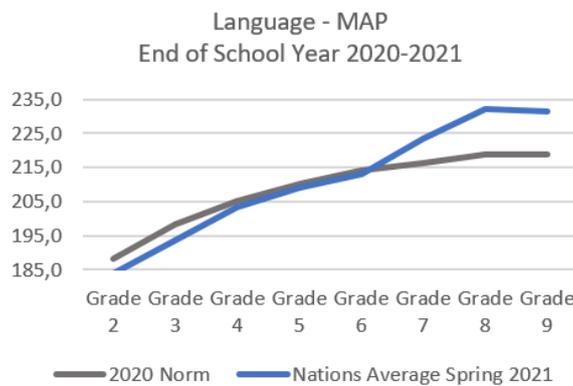
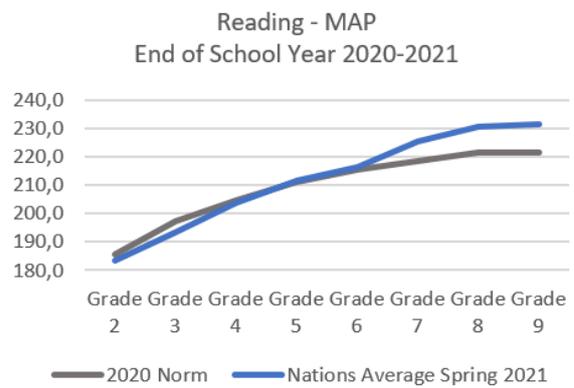
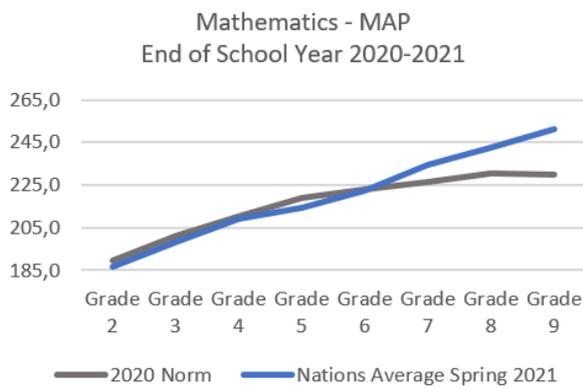
Since 2010, School of the Nations has used Measures of Academic Progress™ (MAP™) tests to assess students in Grades 2 through 9 at the beginning and end of each academic year.

## What is MAP?

MAP Tests are computerized adaptive assessments in Reading, Mathematics, and English Language. When a student takes a MAP test, the difficulty of each question depends on how well he or she answers the previous ones. As the student answers correctly, questions become more difficult. If the student answers incorrectly, the questions become

These three graphs compare our students' performance on MAP tests in Mathematics, Reading, and English Usage with that of students who took the test in the US.

## MAP Results - 2020-21



Students in Grades 7, 8, and 9 earned the highest scores in School of the Nations' history in their end-of-year MAP tests in 2020-21! Students in Grades 7 and 8 set records in Math, Reading, and Language, and those in Grade 9, in Mathematics. Their scores indicate they are several years ahead of other students in the same Grade. Students in Grade 6 are performing at US Norm in Mathematics and above US Norm in Reading.

Grade 5 students are reading above grade level compared to US norms, and Grade 4 students are reading at US norm. In Language, students in Grade 2 scored higher than on the last MAP test given in 2019.

*Students in Grades 7, 8, and 9 set records in their performance in Mathematics on MAP in 2020-21!*

*Students in Grade 6 are performing above the US norm in Reading.*

*Students in Grades 7 and 8 also set records in Reading and Language on MAP!*



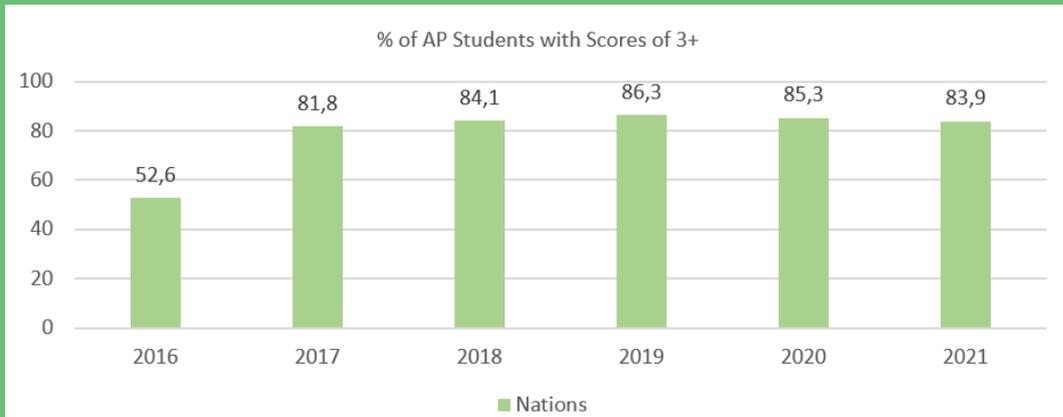
# ADVANCED PLACEMENT (AP)

Advanced Placement (AP) is a program created by the College Board in the United States, the same institution responsible for the Scholastic Aptitude Test (SAT) and the Preliminary Scholastic Aptitude Test (PSAT) tests. AP curriculum is created for the College Board by a panel of experts and college-level educators in each subject. AP offers a college-level curriculum and exams to students in high school.

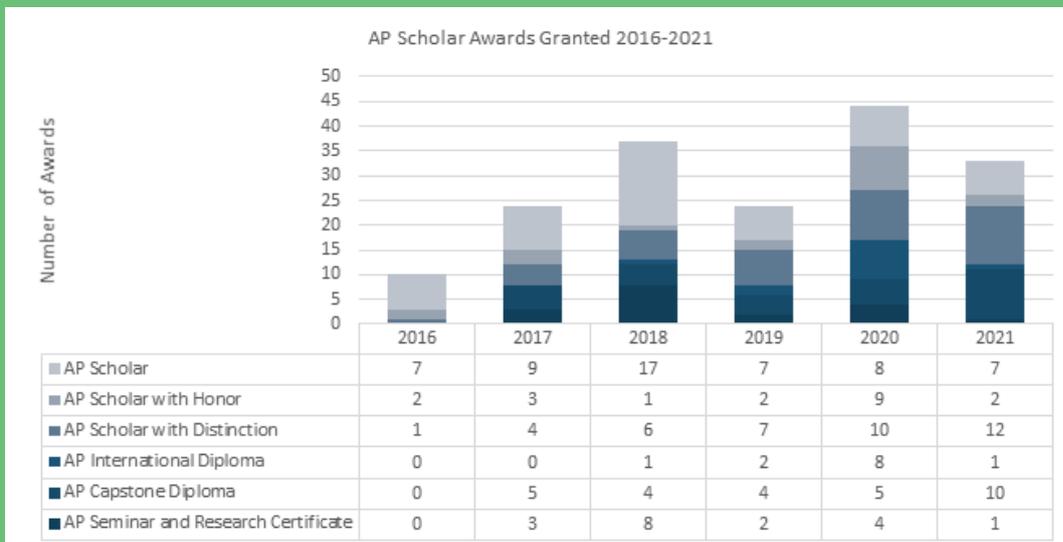
American and Canadian colleges often base admissions decisions and give course credit to students who score above three on AP Exams. If a student scores three or higher on an AP exam, he or she may earn university credit for the Exam and not have to take entry-level, first-year university classes.

The chart below shows the percentage of Advanced Placement Exams taken by students at School of the Nations earning a score three and higher from 2016 through 2021.

## AP Results in 2021



The College Board also grants several awards to students who meet specific criteria. The chart below shows the number of awards granted to School of the Nations' students from 2016 through 2020.



**AP Awards and Recognitions**

AP awards and recognitions are academic distinctions students can include on their résumés and college applications. Twenty students received 33 AP Awards in 2021.

**AP Scholar with Distinction**



Anna Zatz



Beatriz Barretto



Daros Nunes



Elisa Carvalho



Gabriela Pires



Gustavo Sigelmann



Julia Andrade



Julia Jardim



Lucca Conforto



Luisa Silva



Manoela Moura



Nicolle Pinto

**AP International Diploma**



Julia Andrade

**AP Scholar with Honor**



Luiza Marinho



Natalia Lima

**AP Scholar**



Cecilia Mol



Gabriel Nassur



Giovanna Martins



Igor Arifa



Maria Juliano



Maxwell Power



Sayna Zahrai

**AP Capstone Diploma**



Anna Zatz



Cecilia Mol



Daros Nunes



Gabriela Pires



Gustavo Sigelmann



Julia Jardim



Lucca Conforto



Luisa Silva



Manoela Moura



Nicolle Pinto

**AP Seminar and Research Certificate**



Beatriz Barretto

# UNIVERSITY ACCEPTANCE

## International University Acceptance

Fourteen seniors have received their acceptance letters from the foreign universities to which they applied. Three alumni from the Class of 2020 were also accepted to foreign universities this school year.

Some of the universities students chose are in the United States, Australia, Canada, Holland, and Germany. Together, they have earned over US\$ 300,000 in scholarships.

Some of the majors that students were accepted to include: Data Analytics, Economics, and Finance, Music Technology, Biology, Psychology, Pre-Med, Engineering, Biomedicine, Fashion Marketing, Advertisement, Biochemistry, and Animation.

## National University Acceptance

Nineteen students from the Class of 2020 and the Class of 2021 were accepted into their college of choice.

They applied to private and public Brazilian universities.

Some of the majors that students were accepted to include: Aerospace Engineering, International Relations, Psychology, Journalism, Law, Medicine, and Business Administration.

## University Acceptance (2017-2021)

Brazil: Faciplac, Fundação Armando Alvares Penteado, Fundação Getúlio Vargas, INSPER, Instituto Brasileiro de Direito Público, Centro Universitário IESB, Mackenzie, Pontifícia Universidade Católica, UniCEUB, UNIFENAS, Uninorte IESAcree, Universidade Católica de Brasília, Universidade da Paraíba, Universidade de Brasília, Universidade Federal de Pernambuco United States: Academy of Art University San Francisco, Albany College of Pharmacy and Health Sciences, American University, Arizona State University, Baylor University, Boston University, California College of the Arts, Chatham University, College of New Jersey, Colorado School of Mines, Colorado State University, Columbia College Chicago, Connecticut College, Drexel University, East Tennessee State University, Embry Riddle Aeronautical University, Farleigh Dickinson University, Fashion Institute of Design and Merchandising, Fashion Institute of Technology, Florida Atlantic University, Florida Institute of Technology, Florida International University, Fordham University, George Mason University, George Washington University, Georgetown University, Georgia State University, Hofstra University, Hult International Business School, Indiana University Bloomington, Indiana University-Purdue Indianapolis, Kenyon College, Liberty College, Louisiana State University, Loyola Marymount University, Loyola University, Lynchburg College, Lynn University, Marist College, Marymount Manhattan College, Medgar Evers College, Miami International University of Art and Design, Milligan College, New Mexico Institute of Mining and Technology, New York College of Technology, New York Institute of Technology, New York University, North Carolina State University, Northwestern University, Nova Southeastern University, Ohio University, Otis College of Art and Design, Pennsylvania State University, Pomona College, Pratt Institute, Quinnipiac University, Rice University, San Diego State University, Santa Barbara College, Savannah College of Art & Design, School of the Art Institute of Chicago, Seattle University, St. John's University, Syracuse University, Texas State University, The New School-Eugene Lange College, University of Maryland, University of Arizona, University of Hartford, University of Illinois at Chicago, University of North Carolina-Charlotte, University of Michigan, University of North Texas, University of Oklahoma, University of Pennsylvania, University of San Francisco, University of South Florida, University of Tulsa, University of Virginia, University of Wisconsin-Madison, Valencia College, Virginia Polytechnic Institute, Washington State University, Wentworth Institute of Technology Canada: McGill University, Ontario Institute of Technology, University of Calgary, University of Toronto, University of Toronto at Scarborough, University of Waterloo, University of British Columbia Europe: Aeres University, Breda University, Bellerbys College Brighton, Cardiff University, Catholic University of Milan, Durham University, EU Business School, Hanze University of Applied Sciences, Erasmus University Rotterdam, IE University, Institute of Technology SLIGO, Instituto Europeo di Design, John Cabbot, King's College London, Lancaster University, London College of Fashion, Loughborough University, Paris School of Art, Royal Holloway University of London, Sciences Po, University College Dublin, Universidad Del Atlantico, Universidad de Navarra, University of Amsterdam, Tilburg University, University of Amsterdam, University of the Arts London, University of Bath, University of Birmingham, University of Bristol, University of Edinburgh, University of Glasgow, University of Groningen, University of Nottingham, University of Saint Andrews, University of Southampton, University of Surrey, University of Sussex, University of Twente, University of Warwick, Van Hall Larenstein University of Applied Sciences, Vrije Universiteit Amsterdam.

*As of April 30, 2021*

A few of the universities Nations' students have been accepted to over the past five years



# AWARDS

## Members of Nations Girl Up worked with the local Legislative Chamber

Students help create a law to ensure free distribution of personal hygiene products to women.

What started as a discussion among students became a bill in the local legislature. It is now law in the Federal District. Our Nations Girl Up group helped district deputy, Arlete Sampaio, draft the law that calls for free distribution of sanitary napkins in Basic Health Units (UBS) for women who are at risk and who attend public schools in the Federal District.

According to the law, the government of the Federal District should guarantee basic care to people who menstruate. The government must provide female hygiene products such as sanitary napkins in Basic Health Units (UBS) for people in a situation of economic vulnerability and students in public schools in middle and high school.

The bill was written by representatives of local and national feminist groups—including Nations Girl Up—private organizations, and the district deputy, Arlete Sampaio.



**CÂMARA LEGISLATIVA DO DISTRITO FEDERAL**  
GABINETE DA DEPUTADA ARLETE SAMPAIO - GAB. 16



**PROJETO DE LEI Nº , DE 2020**

(Autoria: Deputada Arlete Sampaio )

**Altera a Lei nº 6.569, de 5 de maio de 2020, que institui a Política de Assistência Integral à Mulher – PAIM e dá outras providências.**



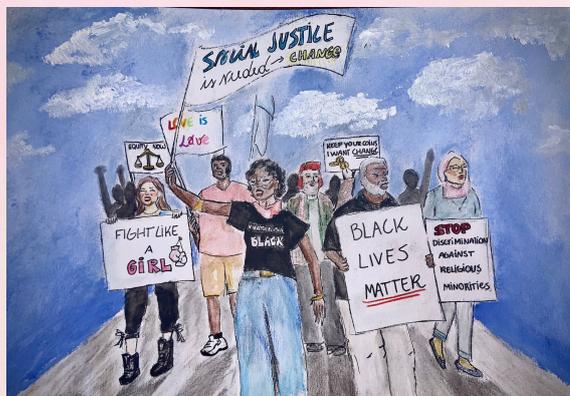
## Art for Social Justice

At School of the Nations, we encourage students to be active agents of change. Earlier this school year, our Middle and High School students with their Arts and Moral Education teachers took part in the international "Art for Social Justice Contest," promoted by the Social Justice Club Initiative.

With over two-hundred submissions, the organization chose five winning artworks. School of the Nations' student, Manoela Moura, Grade 12, took third place for her artwork entitled "Social Justice Needs Change!"

Nine other Nations students also earned honorable mentions for their artwork.

- Arthur Fernandes, Grade 7, for "Together We're Stronger"
- Maria Clara Brum, Grade 7, for "Social Justice"
- Helena Mello, Grade 9, for "Black Lives Matter"
- Isabela Lima, Grade 9, for "Dough-ble Standards"
- Liam Medeiros, Grade 9, for "Racism Through Vision"
- Luis Nunes, Grade 11, for "Dangers of Not Wearing a Mask"
- Leonardo Grasso, Grade 12, for his untitled artwork
- Luiza Mello, Grade 12, for "Black Lives Matter"
- Nicolle Modesto, Grade 12, for "No Freedom till We're Equal"



Manoela Moura, Grade 12

## Focus on Justice: Photo Contest



Throughout the third quarter, students in Grades 10 through 12 took part in the "Focus on Justice: Photo Contest," an international photography competition for students. With over two hundred submissions from students worldwide, the photography of two Nations students was remarkable! In the fourteen- to nineteen-year-old category, Helena Rosa Amado, Grade 10, and Sayna Zahrai, Grade 11, earned first and third place, respectively.

In addition to having their photographs posted on the online platform "Social Justice Club Initiative," they won cash prizes of US\$ 500 for first place and US\$ 250 for third.



Helena Rosa Amado, Grade 10



Sayna Zahrai, Grade 11

**Restore our Earth—Earth Day Art Contest sponsored by the US Embassy**

On April 22, the world celebrated Earth Day. To raise awareness of global environmental degradation and how it affects our health, the US Embassy in Brasilia promoted its annual Earth Day Art Contest with the theme ‘Restore our Earth.’

Our Nations community was well-represented this year! Our students received ten awards for their artwork. A panel at the US Embassy judged entries based on their creativity, originality, artistic expression reflecting the theme, relevancy to Brazil, the overall impression of the art, and artistic composition.

Winners were chosen in three divisions by grade level. Below is our list of winners and their awards.

**Grades 1 through 5**

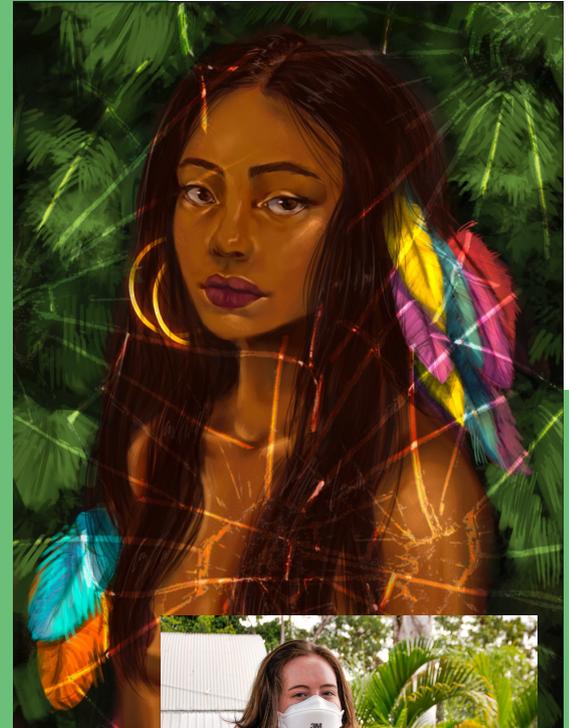
- 1st Place: Bianca Poppius (Grade 4)
- 2nd Place: Lucas Hennessey (Grade 4)
- 3rd Place: Cora Sogocio (Grade 4)
- Honorable Mentions: Andressa Medeiros (Grade 4)

**Grades 6 through 8**

- 2nd Place: Clara Lopes (Grade 6)
- Honorable Mentions: Giovanna Brito (Grade 6) and Marcella Carrara (Grade 8)

**Grades 9 through 12**

- 1st Place: Ana Soares (Grade 11)
- 2nd Place: João Pedro da Mata (Grade 12)
- Honorable Mention: Pedro Bernardes (Grade 9)



*Ana Soares, Grade 11  
First Place in the High School category*

**Brazilian Astronomy and Astronautics Olympiad**

Students at School of the Nations earned stellar results in the most recent Brazilian Astronomy and Astronautics Olympiad. Twenty-eight of our students in Grades 1 to 12 took part in the 2020 Olympiad, and thirteen earned medals!

**Gold**

- Manuela Rezende Arentz, Grade 4
- Yasmin Bezerra Roriz de Arruda, Grade 5
- Isabella Roseo Arduini, Grade 8

**Silver**

- Rodrigo Cortez Caiado, Grade 2
- Davi dal Ponte de Castro, Grade 3
- Rafael Camara Simões, Grade 3
- Joana Lima de Oliveira Lara, Grade 4
- Artur Bezerra Roriz de Arruda, Grade 9

**Bronze**

- Tiago Eozenou, Grade 3
- Cecilia Mattos de Araújo, Grade 4
- Lily Jaguar Correia, Grade 4
- David Ruback Accioly, Grade 5
- Isabel Araya Hurtado, Grade 8



*Lily Correia, Grade 4  
Bronze Medalist*



*Vitória Loiola, Grade 11*

### **Nations Student is invited to play for Brazilian soccer team**

Vitória Carvalho Loiola, Grade 11, earned a spot on the women's soccer team at Clube Atlético-MG. She will play for the Clube Atlético-MG in the under-18 Brazilian Championship this year. At 16 years old, Vitória is already in Minas Gerais training with Atlético's team for the tournament that will take place in the second half of 2021.

### **Federal District Chemistry Olympiad (OBQDFE)**

Luíza Christino Marinho, Grade 11, earned an honorable mention award in the most recent Federal District Chemistry Olympiad (OBQDFE).



*Luiza Marinho, Grade 11  
Honorable Mention*

### **Typing Tournament Online**

Students in Grade 2 earned 1st place in the Typing Tournament Online for over four weeks during the second semester of this school year. Typing Tournament Online is a software schools use to help children develop adequate typing skills. Every week, the software compiles the results of schools from all over the world and ranks them according to the students' abilities to type correctly and efficiently. The program checks for grammatical errors, finger placement on the keyboard, typing speed, and body posture.

# YEAR IN REVIEW



# AUGUST

## It's a new school year

Students in Early Childhood celebrated the beginning of the school year with a very special presentation. Children and their families participated in the show of Palhágico Chochou.



## Nations' 40th anniversary

To commemorate 40 years educating world citizens, students, parents, and staff came together for a movie session at the drive-in movie theater.

# SEPTEMBER



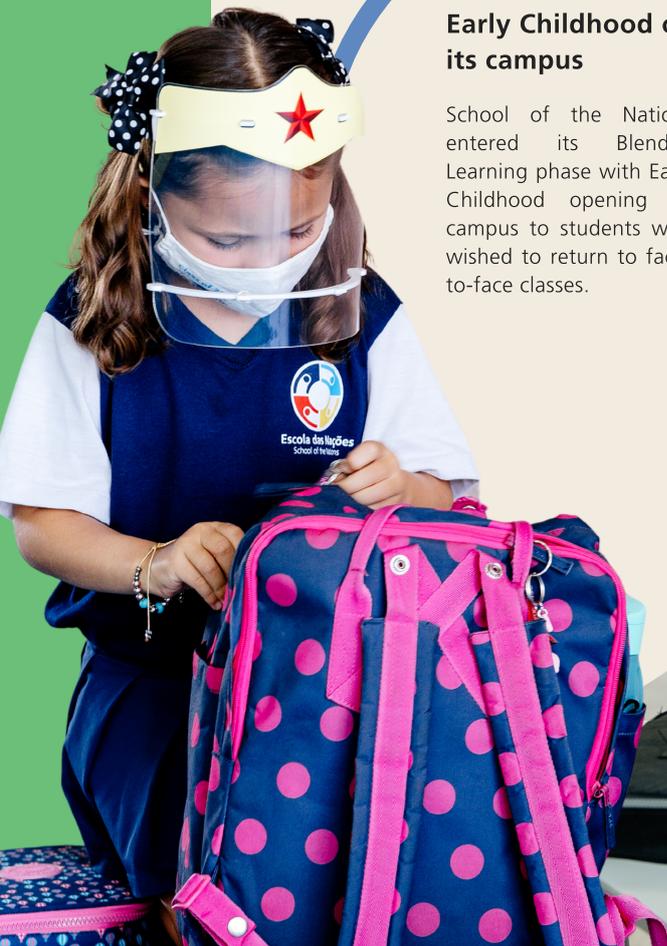
# OCTOBER

## Early Childhood opens its campus

School of the Nations entered its Blended Learning phase with Early Childhood opening its campus to students who wished to return to face-to-face classes.

## Elementary Returns

On October 5, our first group (pod) of Elementary students began their return to campus. A heartfelt welcome to our Elementary community. Later that week Early Childhood and Elementary students celebrated Children's Day.





### Middle and High School concludes our reopening cycle

School of the Nations continued to operate under the Blended Learning model. Each school section worked with the pods/cohorts system to safely accommodate students and staff who were on campus.



# NOVEMBER

### Arts Day

On November 21, our school community experienced creativity, innovation, and cultural diversity through the arts. Students and their families took part in online workshops and other fun activities on Zoom. They learned how to draw comic book characters, bake delicious cookies, and even street dance!



# DECEMBER

### Festival of Lights

Honoring the importance of religious diversity and its contributions to humankind, our Festival of Lights introduces students to many religions of the world, the wisdom they hold in common, and religious acceptance.





# JANUARY

## Activities for the body, mind, and soul

Our Physical Education team promoted healthy and challenging Saturday In-Service days this year. The school community took part in the Nations in Movement Challenge - traveling 14,600 kilometers over the course of 40 days. We also hosted our first Nations e-Sports days, with students and staff members playing online games together.



# FEBRUARY

## 100 Days of School

On February 11, Early Childhood students celebrated their 100th Day of school! For years, the 100th Day has been a big celebration. Students made posters and took part in activities to learn more about the number 100.



# APRIL

## Book Day

On April 23, the world celebrated Book Day and so did our Library staff and students. Students in Early Childhood commemorated the importance of reading, wearing costumes and accessories of their favorite book characters.

# MARCH

## Early university acceptance

Fourteen seniors from the Class of 2021 received their acceptance letters from the foreign and national universities to which they applied! Pedro Braga, Grade 12, was one of the seniors who received an early acceptance letter and a full scholarship to Drexel University (Pennsylvania, US).





# MAY

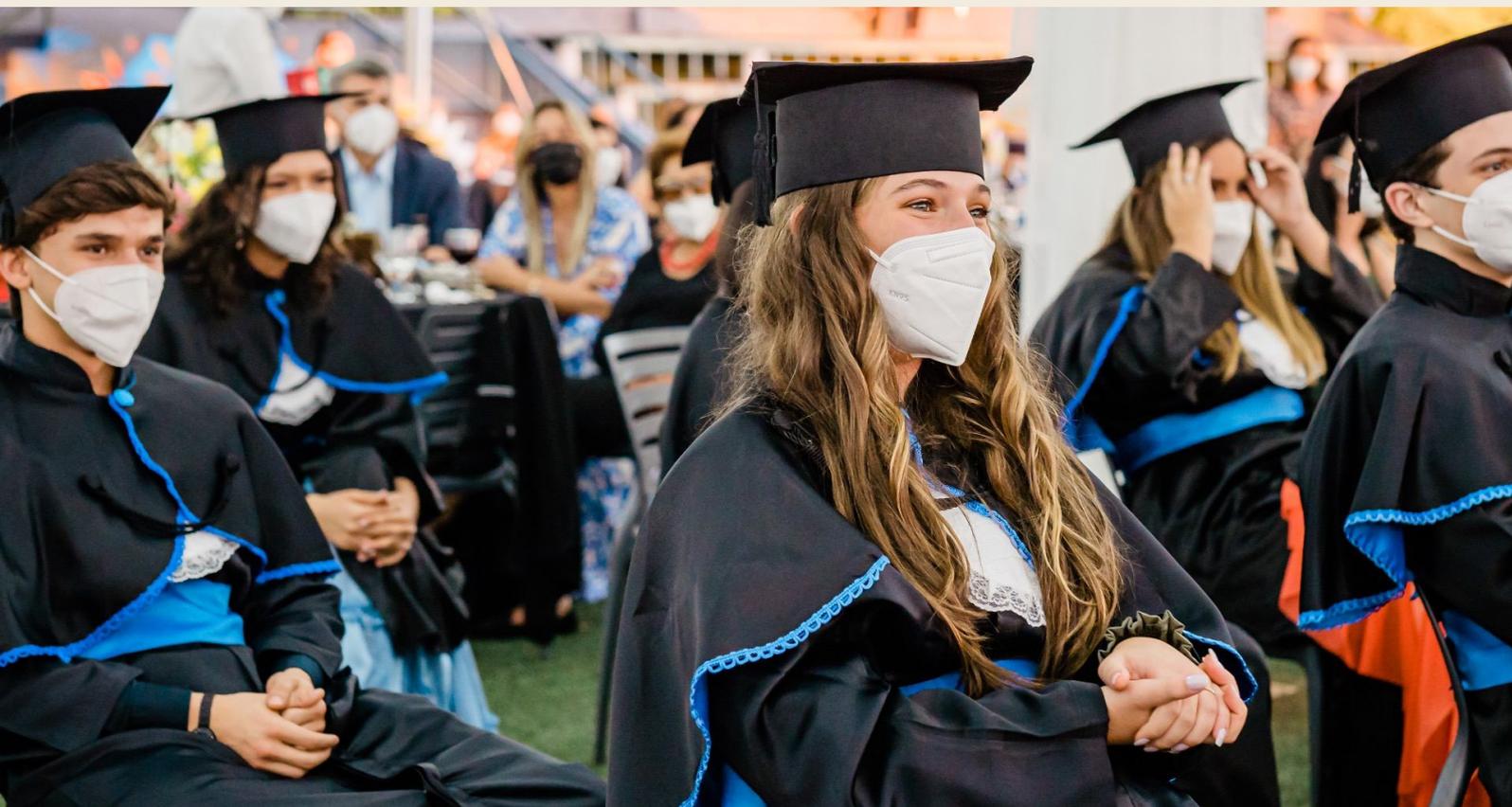
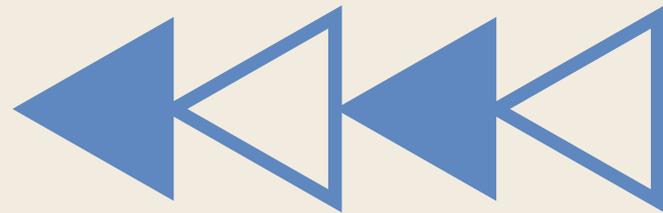
## Nations Festival & Book Fair

On Saturday, May 15, students in Grades 2 to 12 amazed the school community with their excellent and enriching presentations about their countries of choice during our Nations Festival and Book Fair. Due to social distancing protocols, School of the Nations held its two biggest annual events online, but that did not stop our students and teachers from presenting incredible projects. Together, they built websites filled with curated information about their chosen countries, including information about each country's culture, customs, and traditions.

# JUNE

## Senior Graduation

The Class of 2021 graduates in a beautiful ceremony.





# NATIONS COMMUNITY

School of the Nations



# SERVICE

School of the Nations believes education goes beyond the mere transmission of concepts and skills that can be applied to a defined context or activity. Human beings have both a material and a spiritual dimension that interact in a process of constant evolution of the human soul as it progresses through the physical reality that surrounds us at this stage of our existence. In this sense, our School is committed to helping young people develop outstanding academic, ethical, and spiritual qualities and a clear understanding of their roles in building a better world.

Moral education is the driving force that guides the implementation of our educational goals. It offers a framework in which social and emotional learning and the content from the various disciplines go hand in hand, providing our students with a more systemic view of themselves, the reality that surrounds them, and the multiple ways in which they can generate a positive impact over it.

*“We cannot segregate the human heart from the environment outside us and say that once one of these is reformed everything will be improved. Man is organic with the world. His inner life moulds the environment and is itself also deeply affected by it. The one acts upon the other and every abiding change in the life of man is the result of these mutual reactions.” - Shoghi Effendi*

## Service Day

Amid so many changes and challenges throughout the world, our school community strives to be exemplary in promoting students’ understanding of their role in building a better world through service toward others.

This year’s Service Day exemplified the power of unity, creativity, and our school community’s collective action—even at a distance. On August 22, more than one-hundred-seventy people joined our YouTube Live session, a round table, and workshops on Zoom to share their knowledge and talents. Students, teachers, parents, and alumni engaged in group discussions about service, social justice, and social-emotional development.

In one of the workshops, Elementary students wrote letters to the elderly and local health professionals. Our Portuguese teachers volunteered their time to help explain to students and guests different ways to address those to whom they were writing and how to format their letters.

Three educational institutions with whom our School collaborates, the Instituto São Judas Tadeu, ADCAM, and Monte Moriá, took part in two workshops, “Social-emotional Needs of Students Post Pandemic” and “The Use of Technological Tools for Teaching.”

The school community generously donated clothes and toys to help those who need them.



# CURRICULUM

## Curriculum Improvement

In the 2020-21 school year, we continued honing our curriculum toward a more viable application for our standards-based education system. We have reduced the types of benchmarks from 3 (Super Power, Power, and Support) to 2 (Super Power and Power), and we have continued to refine the benchmarks to represent the competencies and skills better.

We also worked more closely and intentionally to align our curriculum with the Brazilian National Common Curriculum (BNCC) for most subject areas while maintaining our identity as an international school.

## Distance Learning

The 2020-21 school year was marked by COVID-19 and its impact on educational institutions. At School of the Nations, we had to transition from online education to hybrid learning, then back to online learning, and then return to a hybrid model. We took the necessary measures to improve our program by working more closely with teachers on both technology and learning outcomes. We streamlined specific processes to ensure our instruction model was effective during the pandemic and that students' learning was positively impacted.

## Grading System and Assessment

We began to roll out our e-portfolios of learning at the secondary school level, which are particularly important in a standards-based education system. They allow all stakeholders (students, parents, and teachers) to see learning progress more clearly.

We rolled out our grading system to Middle School, so in 2020-21 Early Childhood, Elementary, and Middle School were using the same 5-point scale to report student progress and performance. In 2021-22, the same system will be used in High School. To keep up with best practices in assessment and better align with a standards-based grading system, we have stopped reporting zero as a grade. Instead, we now report missing work.

We worked on PowerSchool to streamline processes and implement reports to better inform the leadership team about learning to facilitate data-informed decision-making.

## What to look forward to in 2021-22

We continued to work on our curriculum to deliver the best possible experience for our learners and align our practices more closely with the best practices of standards-based education. We are implementing changes in the grade reporting system and transitioning from a quarterly-based grade book to a rolling grade book. We are also simplifying the categories of assessments, narrowing them down to formative and summative. We will continue to work on reports and curricular changes.



# NATIONS COMMUNITY

## STUDENT BODY

### Enrollment

800 students were enrolled at School of the Nations in 2020-21.

### Foreign Countries Represented in Student Body

Our student body represented the following 29 countries in 2020-21.

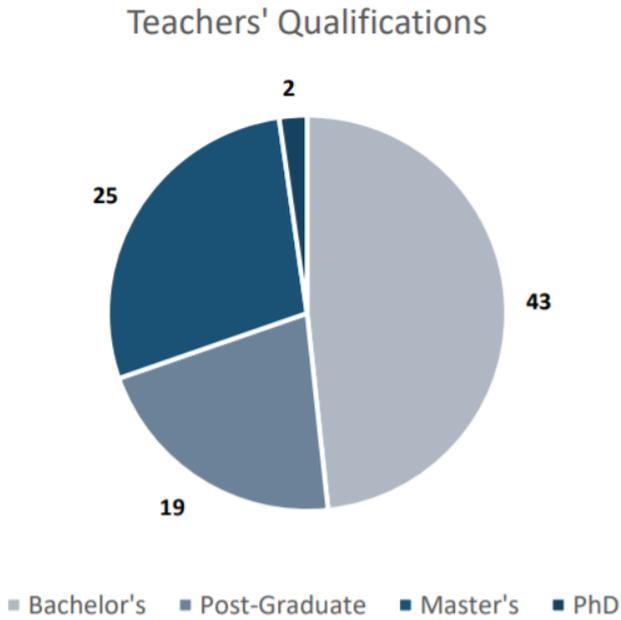
Argentina, Australia, Austria, Azerbaijan, Belize, Botswana, Brazil, Chile, Denmark, England, Germany, Guyana, Indonesia, Italy, Japan, Jordan, Korea, North Vietnam, Oman, Republic of Ireland, Saudi Arabia, Slovenia, South Africa, Spain, Switzerland, Tanzania, United Arab Emirates, United States, and Uruguay.

The five foreign countries with the highest representation in our student body are the United States, Oman, Argentina, Italy, and Germany.

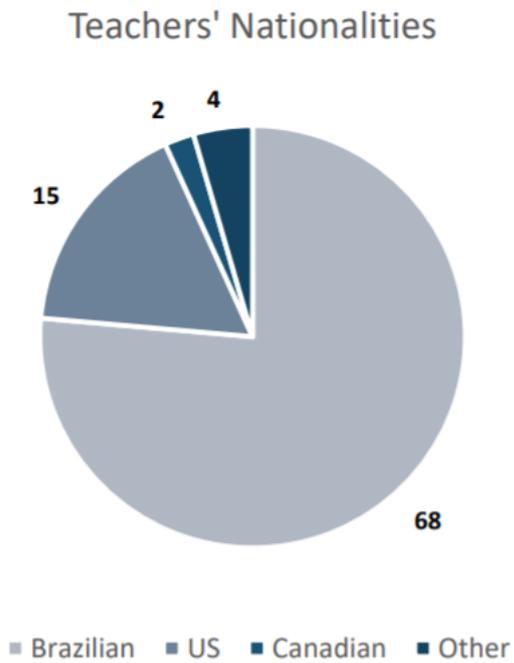


# TEACHERS

The graph below shows the credentials of our teaching staff in 2020-21.



In 2020-21, School of the Nations employed 89 teachers. The graph below shows the number of teachers by nationality.



# SCHOOL INVESTMENTS

## FINANCIAL REPORT

Monthly tuition and fees are the School's only source of revenue and are fully allocated to cover operating expenses and investments in the School.

### Investments

To ensure we continually improve the quality of education we offer and provide opportunities for students to thrive on their academic journey, the School invested R\$ 1.5 million in 2020-21 to improve infrastructure before reopening both campuses.

School of the Nations invested significantly to prepare the campus and School to meet the challenges of the pandemic. Some of the investments included:

- Tents
- Thermal cameras
- Classroom cameras
- Zoom
- New chairs and tables
- Protective Equipment
- Hiring New Nursing Team
- Face shields
- Sanitizers and cleaning materials

All kitchen staff received uniforms and personal protective equipment.



The School soccer field with new tables for students to use during meals.



School of the Nations purchased 260 face shields, with two designs, to encourage Early Childhood students to follow safety protocols.

# PROFESSIONAL DEVELOPMENT

Teachers' influence on student achievement is the most important school-related factor that helps students succeed.

School of the Nations invests in ongoing professional development to keep teachers up-to-date on how children learn, how to employ the most effective, research-based instructional strategies, and how to use educational technology to enhance students' learning experiences.

## Highlights of the year

Some of the major topics we covered in professional development workshops and seminars throughout the 2020-21 school year include:

- Social Justice
- Addressing Social Emotional Needs of Students following a Crisis
- Tech Training: Google Platforms
- How to manage ourselves, students, and families in the new normal
- Tech Training: SEESAW
- Tech Training: Google Suite, Screencastify
- Reading & Writing Workshop
- Teacher evaluation and assessment
- Schoology
- Tech Training: Zoom
- New Grading Scale
- Social-Emotional Learning
- AASSA Virtual Child Protection Training Protecting Children from Abuse by Strengthening School Response – Response Team Training Level I - ICMEC
- Virtues and Service
- Social-Emotional Learning and the CASEL model
- Assessment Practices
- School Improvement Plan
- PowerSchool Overview
- Collaborative Slideshow Presentations



# COVID-19 RESPONSE

## LEARNING MODELS

School of the Nations serves more than 800 families and employs more than 200 faculty and staff members. We have developed and implemented strategies to address reopening the School in the safest way possible. Our concern is the well-being of our School community.

Preparing to reopen has involved exploring alternative instructional delivery methods. We created documents that address how we can best prepare ourselves for prolonged absences and school closures that may be necessary to protect the health and safety of our School community.

### Nations' Learning Scenarios

1. Face-to-Face Learning - Open Campus
  - Learning in a brick-and-mortar school is what we have grown used to. This happens when all students and teachers are on campus.
2. Blended Learning - Partially Open Campus
  - Blended Learning is what happens when part of the school experience is online, and the other part is on campus.
3. Distance Learning - Closed Campus
  - Distance Learning is fully digital. Teaching is delivered through digital means, such as learning platforms, videos, shared documents, and others.



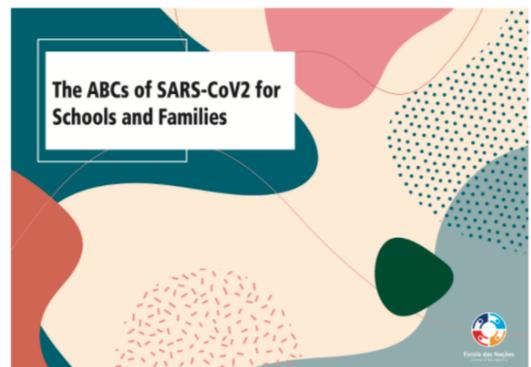
*Student practice new greetings in times of social distancing*



# SAFETY PROTOCOLS

In 2020, we prepared the School and our community to face the Pandemic. School of the Nations was one of the first schools in the region ready to go on the first day of distance learning.

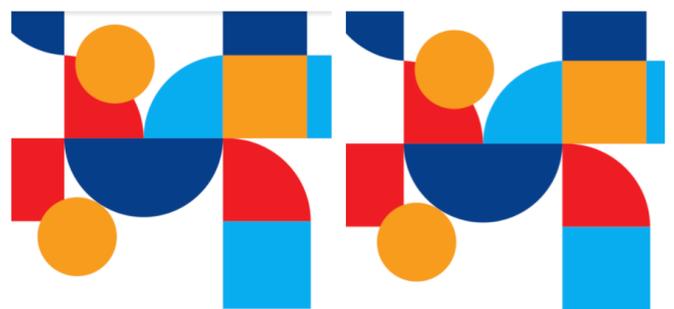
We invested in infrastructure and logistics to ensure the safety of students and staff during the pandemic. We created manuals to communicate our 26 new health and safety protocols.



School of the Nations' Campus Reopening Plan

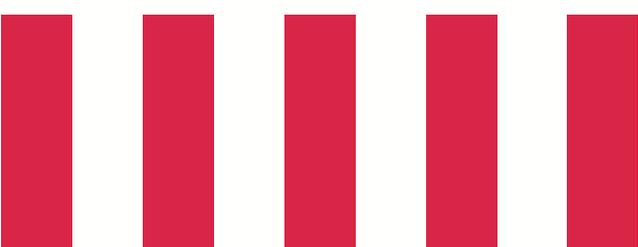


School of the Nations' Updated Campus Reopening Manual



**DISTANCE LEARNING** 2020  
AT SCHOOL OF THE NATIONS

Updated Manual  
**DISTANCE LEARNING** 2020  
AT SCHOOL OF THE NATIONS





**Escola das Nações**  
School of the Nations