



ANNUAL REPORT 2024 - 2025

ENGLISH VERSION





WELCOME TO THE
ANNUAL REPORT
2024 - 2025

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LETTER FROM THE BOARD PRESIDENT **ANA BEATRIZ ROCHOLI ALVARENGA**

Dear EABH Community,

As Board President, I am honored to share with you the progress and strategic investments that have marked this important year for our school. The achievements outlined in this annual report reflect our commitment to ensuring high-quality education, continuously improving the learning environment, and strengthening our infrastructure.

The Board of Directors plays a critical role in fiscal oversight, long-term strategic planning, and the support and evaluation of the Head of School. This year, we have fulfilled these responsibilities with particular focus on ensuring EABH's continued growth and excellence through strategic infrastructure investments.

Our most significant milestone was the approval of the second phase of the EABH Master Plan. This ambitious construction project reflects our strategic commitment to ensuring that our students receive a world-class education in a state-of-the-art learning environment. The planned facilities will include modern art laboratories, innovative STEM labs, and other cutting-edge spaces, positioning EABH at the forefront of international education.

This year we also saw the successful completion of several important infrastructure improvements that directly benefit our students and staff. We celebrated the inauguration of the new soccer field — made possible through the generous contributions of our community to the 2023-2024 Annual Fundraising Campaign — featuring artificial turf with partitions and goals designed for both vertical and horizontal use by students. Additionally, we invested approximately R\$ 2.3 million in the installation of an electrical substation, increasing our energy capacity, enabling the enhancement of our facilities, and ensuring greater safety and efficiency in the use of technological resources.

Moreover, thanks to the success of our 2024-2025 Annual Fund Campaign, we installed 51 new air conditioning units across EABH classrooms and offices. This investment in comfort, safety, and well-being ensures that our students and staff can remain focused on learning and teaching even during the hottest days, creating optimal conditions for academic success.

These achievements reflect our strategic vision of continuous improvement and our commitment to maintaining and preserving EABH's position as a top international school. Each investment has been carefully planned to align with our educational mission and to provide the greatest possible benefit to our community.

I deeply thank all of you for trusting the EABH Board of Directors and for supporting our strategic initiatives. Together, we are building a legacy that goes far beyond facilities: a high-quality education for future generations.

Here's to the achievements yet to come!

Sincerely,

Ana Beatriz Rocholi Alvarenga
EABH Board President

BOARD COMPOSITION



Not pictured: Mr. Edward Munson Mason II

ANA BEATRIZ ROCHOLI ALVARENGA PRESIDENT

EDWARD MUNSON MASON II VICE-PRESIDENT

ANDRÉ HENRIQUE BUSTARRET TREASURER

RAFAEL MENIN TEIXEIRA DE SOUZA SECRETARY

DENIS DEL BIANCO MEMBER

ERIC TAGARRO PAEZ MEMBER

MICHAEL JOSEPH MOLINARI MEMBER



LETTER FROM THE HEAD OF SCHOOL **KERRY TIMMERMAN**

Dear EABH Community,

As we reflect on the 2024-25 academic year, I am proud to share the remarkable achievements and strategic milestones that have defined our journey as a leading international school in South America.

A significant milestone this year was our successful Cognia re-accreditation visit, which ensures our continued ability to offer the USA High School diploma, while verifying that we meet and follow the best practices of international education. This rigorous evaluation process affirmed our commitment to educational excellence and validated the quality of our academic programs and institutional practices.

The launch of our new EABH Strategic Plan marked a pivotal moment in our evolution, providing a comprehensive roadmap designed to guide our continued growth and maturation as a premier international educational institution. Our strategic framework is built upon three foundational priorities: Expanding Opportunities, which reflects our goal of expanding opportunities for all stakeholders in the community; Building Community, which connects the breadth and depth of talents within the EABH community to leverage our diversity for a better future; and Unifying the EABH Experience, which ensures excellence and consistency across all aspects of our educational program.

The strength and reputation of our programs were further evidenced by our enrollment achievements in 2024-25. EABH reached a record number of students while maintaining wait lists at most grade levels, reflecting the exceptional quality of our school programming and the confidence families place in our educational mission.

Our Lower School program achieved remarkable success this year, as evidenced by significant improvements in i-Ready Math and Reading scores. We enhanced the supports offered to our Lower School students and implemented a new instructional model that strategically utilizes our teachers in ways that best support student learning. This innovative approach has strengthened our ability to meet each child's individual needs while fostering academic growth across all areas.

EABH demonstrated its commitment to educational leadership by hosting the AASB Middle School Knowledge Bowl, bringing together bright minds from across the region in celebration



of academic achievement. We also invested significantly in our faculty's professional growth through specialized development programs, including sessions with renowned educator Julie Stern for our Lower School teachers and comprehensive artificial intelligence training for our Upper School faculty led by Unconstrained, recognized leaders in the field of AI in education. These initiatives ensure our educators remain at the forefront of pedagogical innovation.

Recognizing the evolving landscape of education in the digital age, we successfully implemented a new Mobile Device Policy in our Upper School. This thoughtful approach balances the educational benefits of technology with the need for focused learning environments, supporting our students' academic success and healthy digital citizenship.

Our athletic programs also achieved extraordinary success this year, with our Girls Volleyball team reaching new heights by earning the distinction of Final Four Champions at the Pan American School of Bahia (PASB). By achieving this championship, our team was determined to be the best among the 14 AASB (Association of American Schools in Brazil) schools. This outstanding achievement reflects not only the dedication and skill of our student-athletes but also the excellence of our athletic program and the unwavering support of our coaching staff.

The achievements of 2024-25 reflect our community's shared commitment to excellence, innovation, and growth. As we continue to implement our Strategic Plan, we remain dedicated to providing an exceptional international education that prepares our students to thrive as global citizens and leaders of tomorrow.

Thank you to our students, families, faculty, and staff for making this remarkable year possible. A special thank you to all who supported our "Keep Cool" Annual Fund Campaign and contributed to installing air conditioning units across our campus. Together, we are building a stronger, more vibrant EABH that will serve our community for years to come.

With gratitude and excitement for the future,

Kerry Timmerman

Head of School



LETTER FROM THE BOARD TREASURER ANDRÉ HENRIQUE BUSTARRET

Dear EABH Community,

I am pleased to present the financial report for the American School of Belo Horizonte for the 2024-2025 academic year.

This has been an exceptionally positive year for our school. We celebrated significant academic achievements, including our Cognia re-accreditation, while successfully completing major infrastructure projects such as the air conditioner installation in every classroom, and field renovation. These accomplishments were matched by financial results that exceeded our budgeted expectations.

Our excellent financial performance reflects the outstanding work of our dedicated faculty and staff. Through improved controls and elevated standards, we increased operational revenue to 58.1 million BRL while maintaining operational expenses just below 45 million BRL. This allowed us to better allocate resources toward academic excellence and infrastructure improvements. Here are some of the operational initiatives from the 2024-25 school year:

- Purchased 67 brand new collaborative tables for the Lower School classrooms;
- Installed a display case and shelves for the Athletics Department's trophies and replaced two basketball backboards with adjustable, rotating models at the gym;
- Installed shelves in the niches of the Upper School classrooms in Bloco 1;
- Adopted the OpenApply platform, optimizing the application and admissions process for families;
- Installed a new, more robust and modern dishwasher that has streamlined the process of cleaning kitchen items, allowing for prompt service to students and even better hygiene for kitchen utensils;
- Improved the school's sound system for bells and announcements. The Firewall system was updated, resulting in new content filter control tools and more robust blocking tools for the protection of students. The entire Wi-Fi system was remapped and reconfigured, allowing for better performance and signal delivery with minimal interruptions. A new physical server with greater processing power and memory was deployed. This has enabled the upgrading of all current systems, providing new features, improved performance and greater security.

These achievements are particularly noteworthy given that we received lower donations than in previous years and a delayed grant from the Office of Overseas Schools of the U.S. Department of State that was received only in August 2025.

Favorable external factors, including beneficial movements in interest rates, further strengthened our financial position. The school achieved a bottom line of 16.5 million BRL, compared to 9.2 million BRL the previous year.

We have concluded our annual audit with Grant Thornton. The auditors completed the audit of EABH's financial statements as of June 30, 2025, and issued an unmodified opinion. They noted the improvements in our internal processes and the strengthened segregation of duties across the school.

These strong results have positioned us favorably to advance the next phases of our expansion plan with greater confidence. This phased expansion will require sustained financial discipline over multiple years, along with resilience and support from our entire school community.

I extend my sincere gratitude to our Head of School and staff for their unwavering commitment to responsible financial management, which has enabled us to launch our physical expansion program from a position of strength. I also thank my fellow Board of Directors members. Through our collective unity and collaboration, we continue to support the school in pursuing its mission with excellence.

Sincerely,

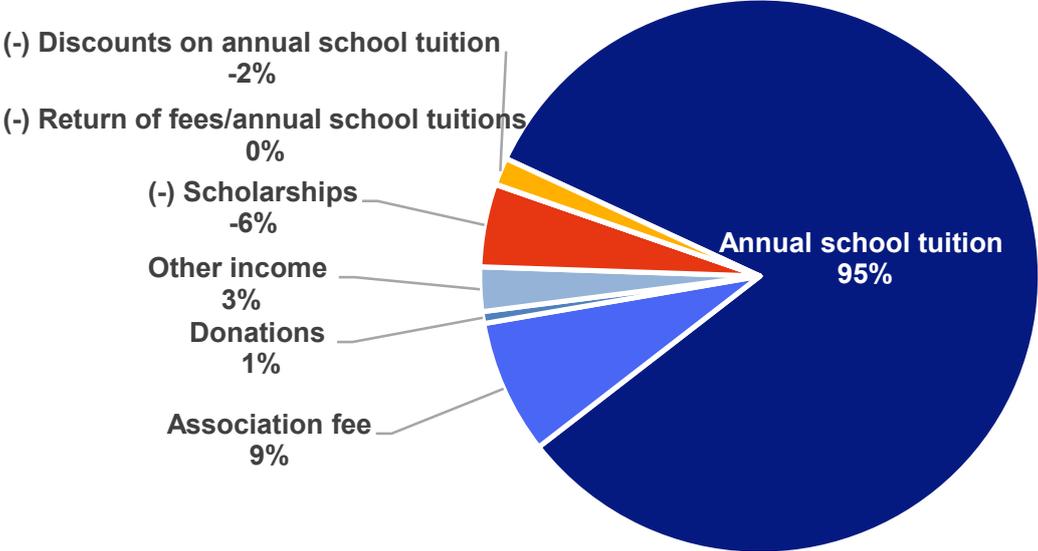
André Henrique Bustarret

EABH Board Treasurer

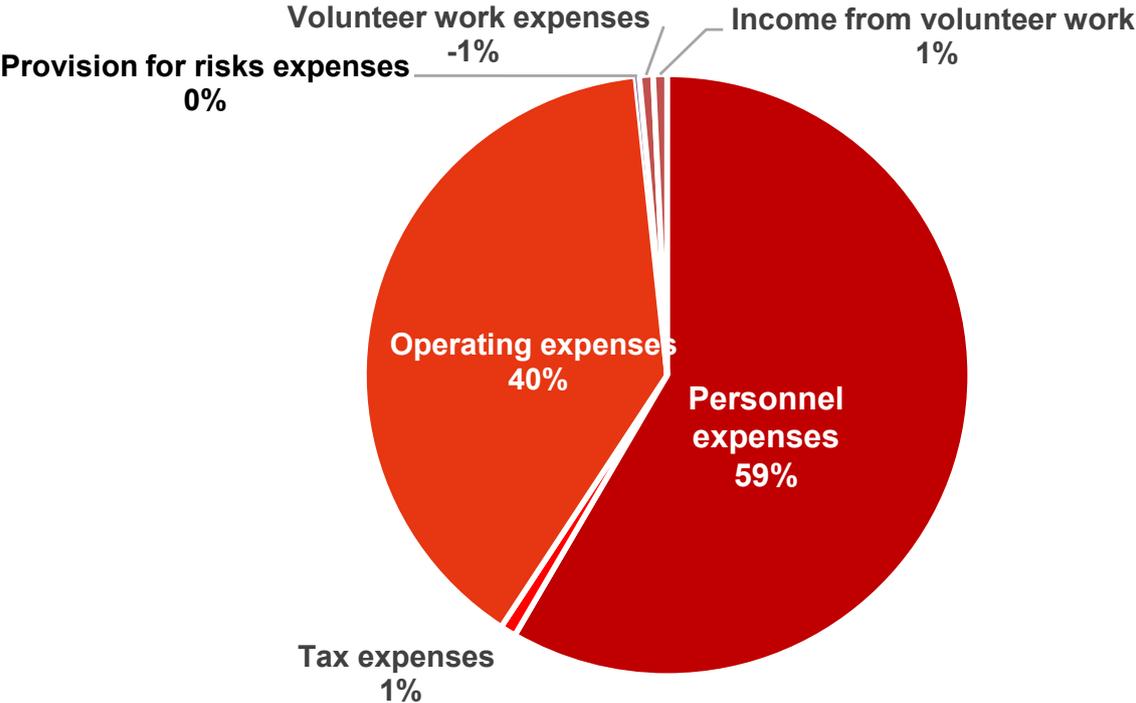


EABH Master Plan

OPERATING REVENUE



OPERATING EXPENSES



PROFIT AND LOSS STATEMENT FOR THE YEARS ENDED ON JUNE 30, 2025 AND 2024

(IN REAIS)

	<u>06.30.2025</u>	<u>06.30.2024</u>
Net revenue		
Annual school tuition	55,342,391	48,834,492
Association fee	4,897,667	4,221,669
Donations	462,496	1,362,416
Other income	1,728,442	1,304,260
(-) Scholarships	(3,228,720)	(3,251,773)
(-) Return of fees/annual school tuitions	(10,008)	(12,761)
(-) Discounts on annual school tuition	(1,060,158)	(842,086)
Total operating revenue	<u>58,132,110</u>	<u>51,616,217</u>
Operating expenses		
Personnel expenses	(26,596,639)	(24,842,239)
Tax expenses	(383,231)	(388,173)
Operating expenses	(17,817,616)	(19,972,876)
Provision for risks expenses	(93,321)	-
Volunteer work expenses	(334,963)	(343,980)
Income from volunteer work	334,963	343,980
Total operating expenses	<u>(44,890,807)</u>	<u>(45,203,288)</u>
Surplus before finance income (expenses)	<u>13,241,303</u>	<u>6,412,929</u>
Finance income (expenses)		
Finance revenue	4,238,269	3,023,728
Finance expenses	(215,361)	(208,324)
Exchange rate gains (losses), net	(746,198)	-
Total finance income (expenses)	<u>3,276,710</u>	<u>2,815,404</u>
Surplus for the year	<u><u>16,518,013</u></u>	<u><u>9,228,333</u></u>

This financial summary was developed using the financial statements audited by Grant Thornton Auditoria e Consultoria Ltda. Grant Thornton auditors presented their final report to EABH Board of Directors' Finance Committee in October 2025. EABH would like to thank all members of the Board of Directors' Finance Committee for their commitment, professionalism, and support throughout this comprehensive audit process.

MISSION

Empowering compassionate agents for a better future.



IDENTITY STATEMENT

The American School of Belo Horizonte (EABH) is an independent, non-profit association serving students in grades PK-12 in a full day program. EABH offers the American and Brazilian curricula within an international framework accredited by Cognia and the Brazilian Ministry of Education and authorized by the International Baccalaureate Organization and College Board. We are a culturally diverse community that fosters educational excellence and develops lifelong learners.

SAAGE PILLARS



S

STUDENT ACADEMICS



A

ARTS



A

ATHLETICS



G

GLOBAL CITIZENSHIP



E

ENROLLMENT

CORE VALUES



COLLABORATION

We believe that engaging in meaningful conversations, working together, and taking shared ownership leads to better outcomes.



EXCELLENCE

We believe that providing resources and support enables individuals to actively take on challenges and to do their personal best.



PERSEVERANCE

We believe that persisting in and learning from challenging situations helps individuals develop tenacity and resilience.



CULTURAL DIVERSITY

We believe that respecting and learning from our differences makes us stronger.



RESPONSIBLE CITIZENSHIP

We believe that being principled, taking personal ownership for our actions, and reflecting on their impact benefits the community.



Accredited by **COGNIA** to offer the American Diploma



INTERNATIONAL BACCALAUREATE (IB)

Primary Years Programme (PYP) - PK to Grade 5
Middle Years Programme (MYP) - Grades 6 to 10



COLLEGE BOARD

Advanced Placement Program Grades 9 to 12
Advanced Placement Capstone Diploma
Advanced Placement International Diploma



CITY OF BELO HORIZONTE, MINAS GERAIS, SECRETARY OF EDUCATION

Edução Infantil Aut. Port. SMED nº 183/2024 de 13/06/2024



STATE OF MINAS GERAIS, SECRETARY OF EDUCATION

Reconhecimento Ensino Fundamental
Aut. Port. SEE/MG nº 1342/2023 de 19/09/2023

Renovação do Reconhecimento do Ensino Médio
Aut Port SEE/MG nº 1342/2023 de 19/09/2023

Redenciamento da Entidade Mantenedora
Portaria SEE/MG nº. 880/2019, de 09/07/2019



ASSOCIATION OF AMERICAN SCHOOLS IN BRAZIL



AMERICAN INTERNATIONAL SCHOOLS IN THE AMERICAS



ASSOCIATION FOR THE ADVANCEMENT OF INTERNATIONAL EDUCATION



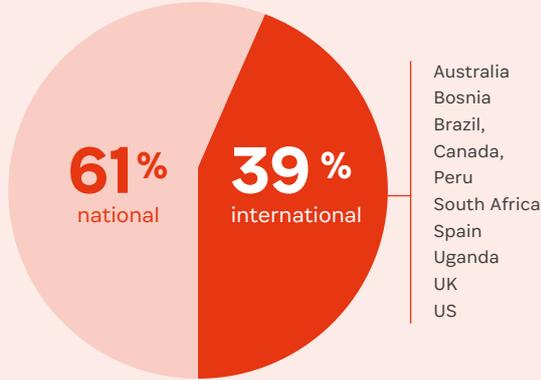
CAMBRIDGE ASSESSMENT ADMISSIONS TESTING SITE



Established since **1956**

69 years of history, tradition, alumni, community.

Faculty



100%
of our teachers are IB certified

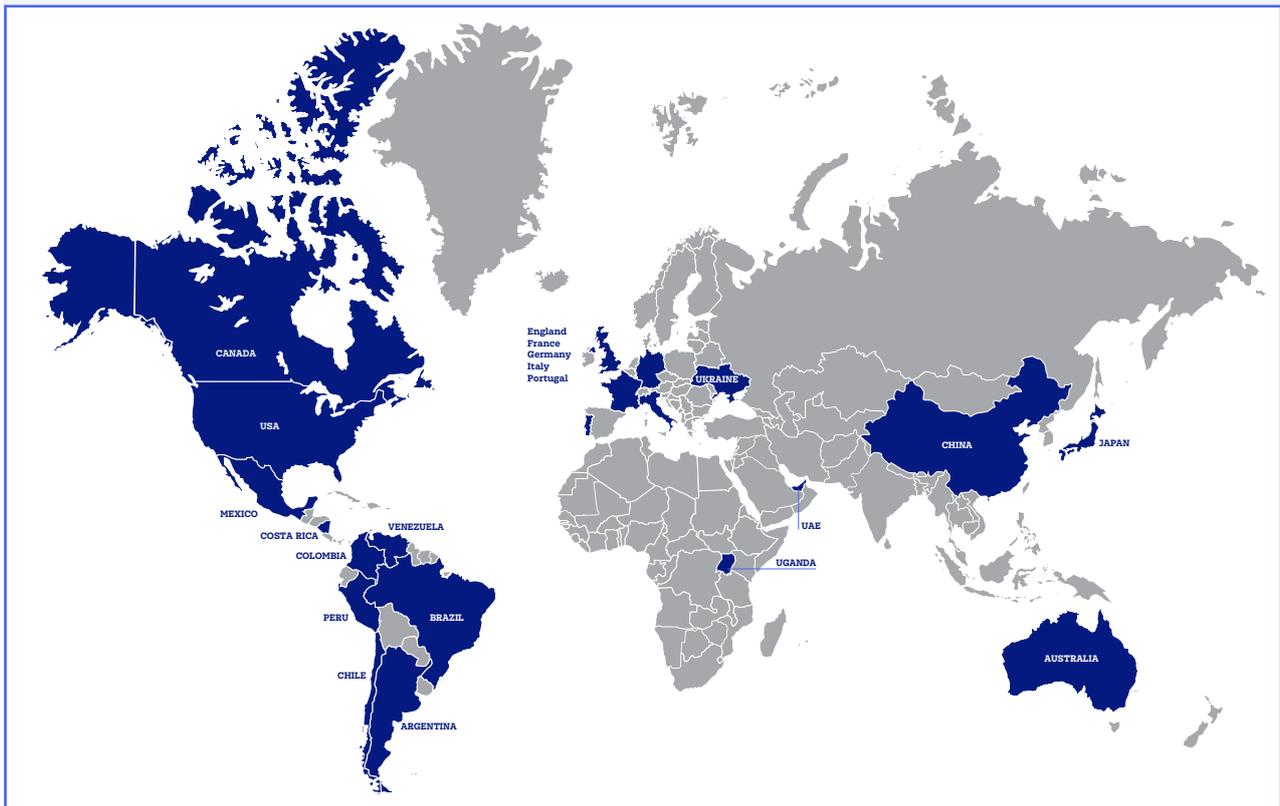
34%
have advanced degrees (masters and postgraduate)

547 students were enrolled at EABH in 2024-2025

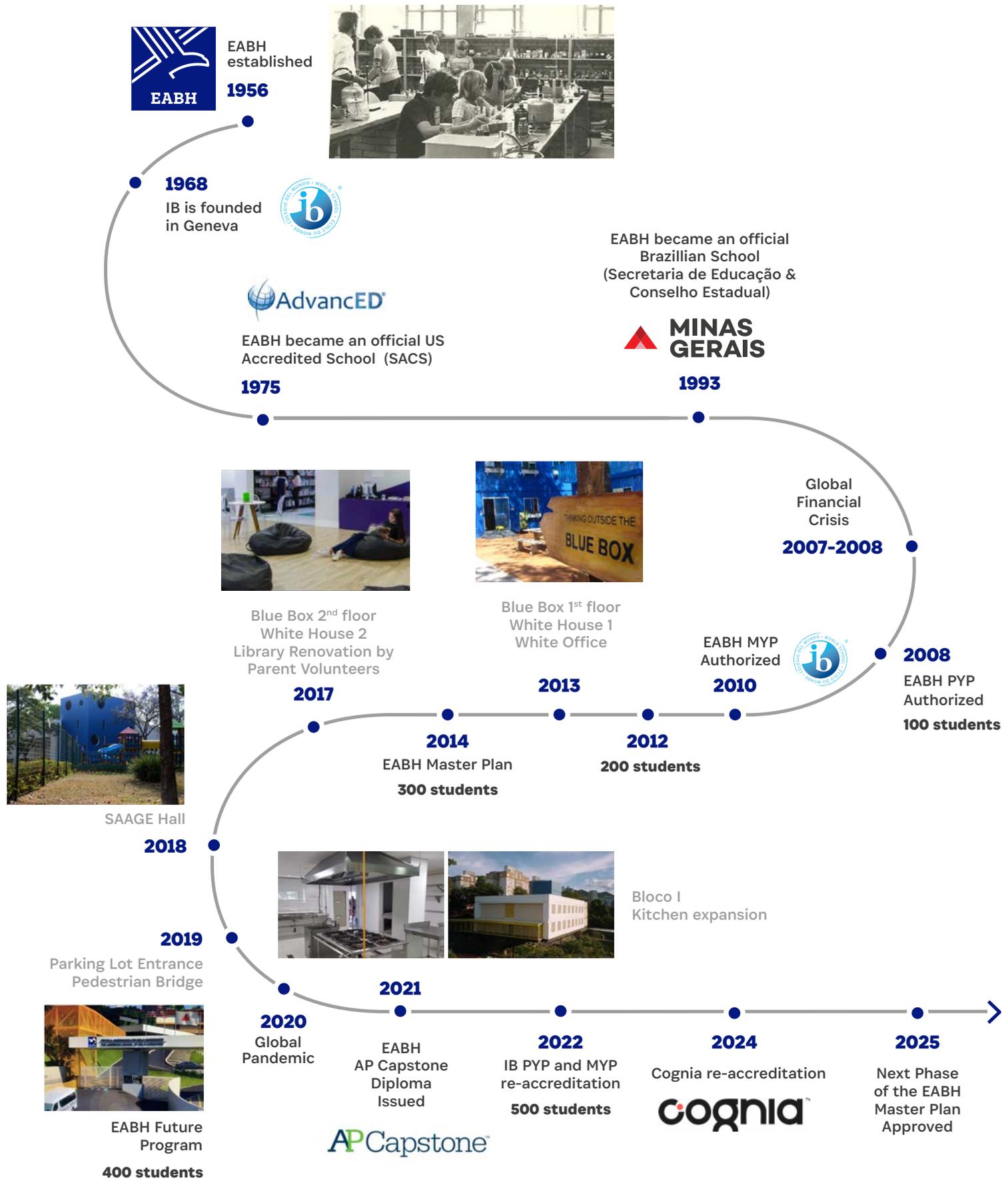


20 Nationalities represented in the EABH Student Body!

USA, Brazil, Costa Rica, China, Ukraine, Japan, Germany, Argentina, Colombia, UK, Australia, Chile, Italy, United Arab Emirates, Mexico, France, Portugal, Venezuela, Peru, Uganda.



EABH TIMELINE



During the 2024-2025 Academic Year, EABH launched its new Strategic Plan to ensure we continue on a journey of **growth, unity, and excellence**.

This Plan is the result of a comprehensive study guided by the internationally renowned consulting firm No-Tosh. It involved the work of a Design Team composed of EABH students, parents and staff, who conducted over 150 in depth interviews with our stakeholders in order to listen to our community’s voices and incorporate them in the Strategic Plan moving forward.

The result is a roadmap that reflects the school’s mission and goals for the future.

Guided by our SAAGE Pillars and our core values of collaboration, cultural diversity, excellence, responsible citizenship, and perseverance, we aim to empower compassionate agents for a better future by:



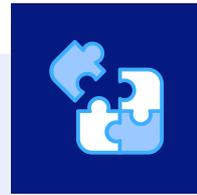
EXPANDING OPPORTUNITIES

Help every individual in the EABH community discover their unique sense of purpose and find their place in the community.



BUILDING COMMUNITY

Connect the breadth and depth of talents within the EABH community to leverage our diversity for a better future.



UNIFYING THE EABH EXPERIENCE

Define and unify the EABH experience by integrating the Brazilian and International tracks into one cohesive program while preserving the key elements of each curriculum.

Expanding and modernizing our facilities play a key role in ensuring that our form follows our function, and that every member of our community has the space and resources to thrive. The EABH Master Plan is our visionary project to transform our facilities to better support the quality of the teaching and learning taking place at EABH.

We launched the Strategic Plan to our community through presentations held during in-service sessions and Parent Coffees.

Our new Strategic Plan is more than a document—it’s a commitment to a brighter future. Together, we will continue to cultivate an environment where learning knows no bounds.



In October 2024, we hosted our periodical Cognia re-accreditation visit. Cognia, an international accrediting organization, conducts thorough evaluations every five years to support schools like ours in their journey of continuous improvement.

Their visit involved conversations with students, teachers, parents, Board Members, and staff, providing a full picture of our school's strengths and areas where we can grow. The Cognia evaluators provided us with invaluable feedback, organized into three "areas of excellence" and three "areas of growth," offering guidance for our future focus. During their visit, they shared how we should be so proud of what we've accomplished and the type of school that we have. This affirmation speaks directly to the commitment and heart our community brings to living out our mission of "empowering compassionate agents for a better future." It was a powerful reminder of all that we have accomplished and what we continue to strive for as a school.

AREAS OF EXCELLENCE

1. Responsive Leadership: Our leadership team was commended for being adaptable and responsive to change. This quality was evident to the evaluators through feedback from across the community, reflecting our commitment to meeting our school's needs in a dynamic world.

2. Whole-Child Development: Cognia highlighted our dedication to nurturing students academically, socially, and emotionally. While we provide a rigorous curriculum, they noted we also have strong supports in place to help students grow as individuals, focusing on their overall well-being.

3. Empowerment and Agency: Students, staff, and faculty feel empowered to make decisions about their learning and teaching, which the evaluators recognized as an integral part of our culture and central to our mission.

AREAS OF GROWTH

1. Maintaining Our Community Feel Amid Growth: As EABH continues to grow, preserving our close-knit, supportive community is a priority. We're committed to keeping the "secret sauce" that makes EABH a special place to learn and grow.

2. Formalizing Protocols and Procedures: Like many schools, some of our practices have been shared through an oral tradition. To support our ongoing growth, we are working with a policy-writing consultant to document approximately 200 protocols, ensuring our practices are consistent, clear, and accessible.

3. Facility and Resource Updates: Cognia noted that some of our facilities would benefit from updates to match the high standard of our educational programming. They also recommended expanding our athletic equipment and resources to reflect the excellence we aim to provide.



Student Academics are central to the EABH learning experience. This area encompasses not only the acquisition of knowledge but also the development of critical thinking skills, creativity, communication abilities and collaboration, and a lifelong passion for learning. Fostering a supportive learning environment is essential for nurturing the potential of every student and equipping them with the tools they need to thrive in an increasingly complex world.

IB PROGRAMMES

EABH believes in an inquiry-based and internationally minded approach to education, as a way to foster lifelong learners and compassionate global citizens. We are currently authorized by the International Baccalaureate (IB) to offer the Primary Years Programme (PYP) for grades PK-G5 and the Middle Years Programme (MYP) for grades 6-10. IB Programmes were designed with a vision to create a better future by developing well rounded individuals who can make a positive impact in the world. The main goal of all IB Programmes is to equip young people with the skills, values, and knowledge necessary to build a more peaceful society through intercultural understanding and respect. EABH was the first school in Minas Gerais and second school in Brazil to become authorized to offer the PYP and MYP.



PRIMARY YEARS PROGRAMME

The Primary Years Programme (PYP), developed for grades PK to G5, lays the foundation of the IB mission by developing essential skills for learning how to learn, through connections, inquiry, and character formation to develop active, caring, and lifelong learners who recognize the importance of different perspectives.

The IB Learner Profile describes the capacities that we want our students to develop as they grow into balanced, principled, open-minded, and reflective individuals. Evidence that they can successfully demonstrate these qualities is given during the culminating event of the Grade 5 Exhibition, a completely student-led inquiry that is presented to our school community.



■ ■ ■ G5 EXHIBITION

The PYP Exhibition represents a significant event in the life and schooling of a PYP student. It allows students to apply their learning from previous years, to reflect upon their journey as learners, and to be empowered to take action in the community as a result of what they have learned. As an IB World School, we celebrate this moment, by getting the whole school together to recognize this amazing accomplishment.

Before they get promoted to G6, our 5th graders engage in an 11 week project meant to showcase their approaches to learning skills and their learner profile attributes, all for the purpose of making the world a better place. The students draw inspiration from the United Nations Sustainable Development Goals (SDGs) and select a current-day topic or problem that they are passionate about, helping them connect their daily experiences to meaningful global action.

Throughout the 11 weeks, they use their social and communication skills to collaborate with group members interested in the same topic or problem. They use their research skills to dive into the topic or problem, learning deeply about their self-made central ideas and lines of inquiry. Then, they dig deep into their self management skills to plan and carry out a meaningful action meant to help support the improvement of their problem or development of their topic within our own local communities. [Students shared their weekly progress in their learning journeys through PYPx Podcasts.](#)



Parents got involved by participating in a gallery walk workshop where they reviewed UN goals and shared how they could possibly contribute to achieving these shared goals. Teachers and staff were also invited to participate by signing up to be mentors. To promote the event, and as part of their Performing Arts class, our students created a [video](#) and designed a special t-shirt.



CLICK HERE WATCH THE VIDEO!

The culmination of this project is a celebration of learning on EABH Exhibition Day! In 2024-2025, our celebration included a vibrant opening ceremony and an Action Expo where guests were able to be inspired by actions and interact with local community organizations they can get involved with. In total, 13 groups created projects and took actions connected to the UN Sustainable Development Goals.

During the exhibition and in partnership with G4 students, G5 families hosted a bake sale. The funds raised (R\$5,700) through this event were directed towards the [Projeto Social Voluntário da Esperança](#), one of the community partner organizations for the G5 Project that offers housing to vulnerable elderly residents in BH. as well as housing for the homeless with disabilities.



Please see below the topics, central ideas, and actions by each group:



Group and Topic	Central Idea & SDG	Action & Contributions
Group 1 Ocean Pollution	Human actions contribute to ocean pollution, impacting its ecosystem and the marine life. SDG 14	Organized a River Cleanup.
Group 2 Forest Protection	Nature is important for the world to evolve, and humans should protect it. SDG 13 / SDG 15	Created a composting system at the school.
Group 3 Affordable and Accessible Health Care	Access to affordable healthcare can change people's lives. SDG 1 / SDG 3 / SDG 10	Raised money to create and donate health kits.
Group 4 Sustainable Communities and Access to Quality Food	Working together in a sustainable community helps improve nutrition and access to good food. SDG 3 / SDG 11	Created a community garden at school, which included fresh herbs that could be used in the canteen.
Group 5 Healthy Lifestyle	A healthy lifestyle improves public well-being. SDG 3	Hosted a cooking workshop and games at Casa do Jardim to share with students about healthy lifestyles and choices.
Group 6 Global Warming and its Impact on Endangered Marine and Terrestrial Life	Awareness of global warming results in taking action to keep wildlife safe. SDG 13 / SDG 14 / SDG 15	Made informational posters about wildlife and displayed them around the school.
Group 7 Clean Energy	Clean renewable energy makes a huge positive impact all over the world. SDG 7	Started a petition to get solar panels in school. Gave a persuasive presentation to Mr. Kerry and Ms. Joanne for the school to invest in solar panels through the EABH Future Program.



Group and Topic	Central Idea & SDG	Action & Contributions
Group 8 Preventing Overhunting and Poaching	Overhunting wildlife leads to endangered animals and extinction. SDG 15	Taught students at the Escola Municipal de Ensino Infantil Cinquentenario about the importance of preventing overhunting and poaching.
Group 9 Access to Quality Education for Those in Need	Quality education gives people opportunities. SDG 4 / SDG 10	Organized a book drive and donated books to a local English language school that was reopening, the Instituto Cultural Brasil Estados Unidos (Icbeu).
Group 10 Helping Families in Need	Access to basic needs is essential for human well-being, and individuals share the responsibility of supporting families in need. SDG 1 / SDG 3	Organized a donation drive for families and homeless elderly with the following community partners: • Projeto Social Voluntário da Esperança; • Ação Social Casa de Nazaré.
Group 11 Protecting Animal Habitats	Human actions can lead to habitat destruction, but they also hold the key to conserving and protecting these vital ecosystems. SDG 13 / SDG 15	Created a bug hotel on campus, wrote a story about the bug hotel to teach others about the importance of insects.
Group 12 Access to Quality Education For All	How quality education improves opportunities and changes lives. SDG 4	Presented about the importance of a Quality Education in the Lower School Assembly. Partnered with Gedan to enrich their afterschool program through chess classes and a donation of school supplies.
Group 13 Plastic Pollution	Human activities contribute to plastic pollution and impact the planet SDG 12 / SDG 13 / SDG 14 / SDG 15	Petitioned the EABH Restaurant to reduce its use of plastic by switching to bamboo spoons





MIDDLE YEARS PROGRAMME

The Middle Years Programme (MYP) is a program developed for students in grades 6 to 10 with an established framework that motivates academics, personal development, and social and emotional well-being. The curriculum framework of the MYP allows students to embrace and solve challenges in many disciplines, develop their potential, take risks, and reflect on their personal identity. It provides an optimal transition from the Lower School into the Upper School. Community Service is also an important element of the Middle Years Programme.



GRADE 8 COMMUNITY PROJECT

In 2024-2025, Grade 8 students embarked on an inspiring journey through the MYP Community Project, a cornerstone of their International Baccalaureate Middle Years Programme experience. Students participated in this transformative endeavor that empowered them to explore their passions, engage with their local communities, and create positive change. Furthermore, this project provides students with an opportunity to pursue their discoveries from the PYPx while also serving as a middle ground in preparation for the MYP Personal Project in Grade 10. Through research, collaboration, and action, students tackled real-world issues from environmental sustainability to social justice. The MYP Community Project not only fosters critical thinking and problem-solving skills, but also cultivates empathy and global citizenship.

Grade 8 engaged in 23 meaningful projects, became agents of change, and made a tangible difference inside EABH and beyond.



50 EABH students developed:

19
projects

In partnership with:



2 public schools



13 non profit organizations



4 inside the EABH

• Drives and fundraisers contributed to raise over R\$ 5.000 reais, and multiple in-kind donations to support actions that benefited the local community.

• Projects contributed to advance the enrichment of the following areas: children’s education, quality of life for the elderly in low income communities, inclusion of people with disabilities, animal protection, environmental preservation, women’s health, access to healthy food, student mental health, raising awareness and other services for the EABH community.



Students	Name of Project and purpose	Community Partner	Action / Contribution
João & Arthur	Helping rest homes.	Casa da Esperança	Organizing a soccer tournament to raise funds and donate to the institution.
Helena & Maria	Enhancing reading and writing skills.	GEDAM	Reading books to GEDAM's Students and making a connection to virtues, such as: love and value, respect, resilience and courage. The students also had a bake sale to raise money to buy gifts for the kids in GEDAM's afterschool program.
Giovanna & Gabriela	Empowering and supporting blind women.	Associação de Cegos Louis Braille	Organizing a bake sale to raise funds to buy cleaning products and a clothes donation campaign.
Bernardo, Henrique & Heitor	Mission Charity Soccer.	Instituto Mano Down	Organizing a donation of sports supplies.
Lucca, Tiziano & Lucas	Improving the quality of education.	Escola Municipal de Ensino Infantil CAC Havã	Organizing a book drive and a reading day with the students.
Irina & Paula	Addressing a growing incidence of screen addiction among younger people.	Centro de Acolhida Padre Eustáquio	Building and delivering activity kits with entertaining, interacting elements that provided an escape from screens for around 35 children.
Grace	Menstrual Health and Hygiene.	Inside EABH	Installed padboxes in bathrooms around the school campus.
Gabriela, Layla & Beatriz	Environment preservation.	Inside EABH	Teaching younger kids how small animals can help the environment. Students also released ladybugs.
Helena, Mariana & Bruna	Helping animals in shelters to have a better quality of life.	Sociedade Mineira Protetora dos Animais	Having a bake sale to raise funds and donate to the organization.
Juliano & Maria Vitória	Helping stray animals.	Cãomer	Visiting the institution and making donation of food, toys and clothes.
Gabriela	Paws for a Cause.	Cão Viver	Volunteering at the shelter and making a bake sale to buy blankets for the dogs.
Ana Sylvia, Gabriela & Olívia	Paws of Hope.	Cães do Jardim	Helping the institution with their social media and hosting a bake sale to raise funds and donate.
Stella & Marcela	Special Children with Unique Journeys.	Casa de Maria	After visiting Casa de Maria, students wrote a book inspired by the institution. They also talked about their project with Lower School students at EABH that wrote letters that were delivered to the kids at Casa de Maria.
Miguel, João & Pedro	Recycling.	Centro de Capacitação e Apoio ao Empreendedor	Went to a recycling institution, talked to them about the process of recycling, made arts and crafts objects and donated them.



Students	Name of Project and purpose	Community Partner	Action / Contribution
Pietra, Julia & Felipe	Brighter Future Program.	Escola Municipal Urcino do Nascimento	Raising money to buy books that were used to create and implement an unit with the students.
Alice & Pablo	Collected trash in the school.	Inside EABH	Teaching Lower School about their learning process.
Uhito & Chuta	Using social media to share the correct information of Global Warming.	Online community	Raising awareness by spreading information about global warming through YouTube videos.
Alice, Clara & Alice	Mental health for children.	Inside EABH	Development of self-esteem to prevent mental illness with kids in our school community from 4-5 grade.
Alice, Juliana & Valentina	Supporting stray dogs.	Cãomer	Raising awareness and donations through bake sales.
Tiago, Saulo & Rafael	Helping a day care center.	Centro de Acolhida Betânia	Having a bake sale to raise money and buy products required by the institution. Also, visiting the place to develop activities with the kids.
Manuela	Supporting disabled children.	APAE	Volunteering as a Teacher Assistant at the institution.
Júlio Cesar	Access to organic foods.	Belo Horizonte's population	Making researching about the prices and access to organic food in BH and creating a website to raise awareness about the topic.

■■■ G10 PERSONAL PROJECT

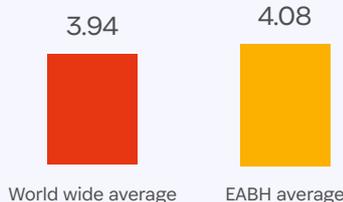
During the year of culmination of the MYP in Year Five (Grade 10), students research and create a Personal Project—an independent, inquiry-based project of study within an area of personal interest, linking global contexts and varying academic subjects. The product of a Personal Project can take many forms: essays, experiments, artistic productions, and more. Each student develops his or her project independently, with a teacher as a mentor. Students choose what they want to focus on, how they want to achieve their goal and articulate what success will look like.

In the 2024-2025 academic year, EABH submitted 25 Personal Projects to the International Baccalaureate to be evaluated. We are very proud to report that G10 students scored an average of 4.08 in their Personal Projects, scoring above the world wide average of 3.94, out of 5 total points.

Our G10 students displayed what they learned throughout this process to the EABH community during a Personal Project Gallery Walk, which took place at the end of the second semester. Please find the topics of the projects on the next page:



**INTERNATIONAL
BACCALAUREATE
PERSONAL
PROJECT**



Student	G10 Personal Project & Product	Learning Goals
Maria Fernanda F.	Cat shelter Actively supported a local shelter in BH, through donations, storytelling, and adoption advocacy.	Explore the importance of empathy by understanding the reality of animal shelters, especially those caring for FeLV+ cats, raise awareness about their challenges.
João V.	Writing a guide book about the importance of Imports and Exports Business Created an informative guidebook to educate people about starting an import/export business, and important concepts.	Gain new knowledge about international trade to help my family and others in the future.
Massimiliano V.	How boxing affects teenagers' lives Taught adolescents about the benefits of boxing through lessons that begin with a video featuring athletes and experts. Community Partner: Vincintin Foundation	Understand and gain experience in serving my community.

“ This project deepened my passion for boxing and community service, promoting teen well-being through free, impactful sports education.”

Massimiliano V.

Letícia F.	The relationship between mental health and cancer Organized a service day with Volunteers and suitable activities for patients of all ages. Raised R\$ 2000, for community Partner: CAPES	Acquire more and deeper knowledge on how the cancer diagnosis itself and its treatment can affect the patient's mental health, enabling me to do a service day and to conduct a full donation campaign to a cancer institution, aiming to help those sick and in need of special care and attention to feel joy.
Maria Luíza M.	Bringing freshness home Fully developed and user friendly app in partnership with Regex.	Explore how business can be a tool for care by creating an app that delivers fresh vegetables and eggs to people's homes. This project helps me learn about business, innovation, and customer needs while reflecting my family's values. My goal is to make essential products more accessible for those who can't always shop in person.
Luíza W.	Creating a productive life planner Create a personalized productivity planner in Notion, full of tips and routines for better habits, and tested it with 12 people to see if it improved their daily lives and success.	Explore how daily habits affect personal growth and success, focusing on overcoming procrastination, improving time management, and building a healthier lifestyle for myself and others.
Rafael T.	Soccer tactics Produced a detailed tactical report about soccer formations.	Understand the evolution of soccer formations and how each formation affects the way a team plays during a match.
Stella V.	Creating an NGO Created Fundação Solar - a nonprofit organization that supports and partners with other organizations helping communities in African countries.	Understand how to create and manage an NGO from scratch, including fundraising, structuring, delivering aid, and how NGOs operate in diverse environments.

“ My project showed me the power of helping others and creating Change.”

Stella V.

Júlia B.	Photography A Photo Wall with photos taken by me during a photography course and the production of the personal project.	Improve my photography skills, learn new techniques and understand how a camera works and how to use it, learn more about photography and its meaning.
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Student	G10 Personal Project & Product	Learning Goals
Laura P.	Transforming perspectives for positive action Created a documentary that brought together testimonies from professional athletes and experts in the field to show how injuries affect mind & career.	Understand physical, emotional, and psychological effects of injuries through interviews and research.
Ronaldo V.	Creating an article using a narrative-based approach to psychological flow Production of an article telling a meaningful story.	Gather information from multiple sources and apply it into one article that helps others and explores a new form of research-internal and external self-reflection.
Sophia L.	Children's Universe Created a Children's Book entitled "Children's Universe" which has 15 pages, each with a different child's answer.	Understand how young kids think about big ideas like family, love, and friendship. Use their answers to create a creative and emotional book called "O Universo das Crianças". Each page shows a real answer from a 5 or 6-year-old, revealing how they imagine and understand the world.
Nina R.	Paws of Hope Developed a non-profit campaign titled "Paws of Hope" to support a local animal shelter and raise awareness of the challenges faced, encourage adoption, and promote the values of empathy and care toward animals. Community Partner: Associação dos Defensores e Amigos da Cidadania.	Explore the importance of empathy through the reality of animal shelters, raise awareness about the challenges they face, and actively support a local shelter in Belo Horizonte by collecting donations and promoting adoption.

“Empathy is a value that should be more present in daily life.”

Nina R.

Chase M.	Different perspectives on what it means to be successful Developed the PodCast "Brooklyn Connection - Ordinary Starts Extraordinary Finishes" - where he conducted meaningful podcast interviews, learned strategies from professionals and gained insight and inspiration.	Study the pathways to success and truly take in the fundamentals needed to develop a stable and fulfilling lifestyle. Learn about different stories and journeys experienced adults have to share, which can give me insight on what my next steps should be.
Arthur B.	My go karting course Designed a fun and easy go kart training course.	Develop teaching and communication skills by making a go karting lesson at my house.
Carolina B.	The needs of street animals Created an awareness event and raised R\$ 1,000 reais for Community Partner: Cãomer.	Learn about the needs of street animals, how animal shelters support those needs, and how we can support more animal shelters.
Carolina S.	One night in London Performed a show in my music school with my band, and Created a Instagram marketing strategy to sell the show.	Develop key traits like confidence, time management, and communication to achieve my dream job.
Catarina B.	Raising awareness for scoliosis Created a video about my experience with the diagnosis.	Learn more about scoliosis and raise awarenesses about scoliosis through a personal video.
Helena P.	Women's access (especially low income) to basic sanitary products and how that affects their daily lives Created a campaign in partnership with EABH's Leadership and Service Club, and presented my project to the members of the club. Community Partner: Casa Colmeia.	Explore how domestic violence and poverty affect women, especially those from lower income families.
Laura C.	Shared goals Donation of sports equipment to people with less access to it. Community Partner: Bom na Bola, Bom na Vida.	Develop my independence by learning to manage a project from start to finish. I wanted to challenge myself, take initiative, and turn my passion for sports into something real that could help kids with less access.



Bernardo D.	Clothing Line Created a clothing line (including shoes, hoodies and shirts) that positively impacts self-esteem and confidence.	Learn the impact of fashion and clothing on self-esteem.
<p>“ The personal project is a project where a student is given lots of freedom to choose the topic, structure and even success criteria for the project. Throughout the project I learned a lot, researched a lot and overcame various challenges.”</p> <p style="text-align: right;">Bernardo D.</p>		
Nicolas P.	Remote control delivery car	Make a step by step teaching how to build an autonomous delivery car with a built-in compartment that can carry items up to a specific size within this compartment, allowing it to deliver these items to people.
Paula M.	Making an original song Wrote and recorded my own original song.	Develop the skills to learn how to make my own music, the process of songwriting and writing melodies, and deepen my understanding of music.
Riccardo F.	Programming with Python - AI task organizer Created a main page that shows the monthly calendar and each day's task.	Better learn and understand Python and program a calendar with a functional notification system.
Summer L.	Learning how to play the electric guitar Created an instructional video demonstrating the process of learning and skills acquired.	Learn the guitar, learn how to make a video, and learn time management.

Creating an NGO

Stella Vorcaro

Learning and Product Goal

Understand how to create and manage an NGO from scratch, including fundraising, structuring, delivering aid, and how NGOs operate in diverse environments. The product goal is to create an NGO that supports and partners with other organizations helping communities in African countries.

Process and Tips

- Break the project into smaller, manageable steps
- Set deadlines and adjust when needed
- Communicate consistently with mentors or collaborators
- Stay flexible and adapt to unexpected challenges

ATL Skills

- Communication
- Time Management

Success Criteria

- Legal Registration of the NGO
- Successful Fundraising Campaigns
- Establish first partnership (with Baurarte)
- Build a strong social media presence (Instagram & website)
- Find a first investor

Reflection

- Pursuing a passion makes the work more meaningful and motivating
- I developed resilience through communication and unexpected events
- Managing time and setting goals helped me stay organized
- I grew personally by learning how to solve real-world problems
- I gained confidence in my ability to lead and make an impact
- My project showed me the power of helping others and creating change.



PERSONAL PROJECT

Cãomer

ATL SKILL

Critical Thinking
Communication
Research



LEARNING GOAL

My learning goal was to learn about the needs of street animals, how animal shelters support those needs, and how we can support more animal shelters.

REFLECTION

- Animal awareness
- Shelter struggles
- Adoption challenges
- Empathy

SUCCESS CRITERIA

- The awareness event needs to be educational
- The awareness event should function as an inspirational call to action.
- Effective in making money, R\$1000 for Cãomer.

PRODUCT



Carolina Costa Bonato

The Relationship Between Cancer and Mental Health

By Leticia Fialho

LEARNING AND PRODUCT GOAL

The Learning goal of the entire project was to acquire more and deeper knowledge on how the cancer diagnosis itself and its treatment can affect the patient's mental health, enabling me to do a service day and to conduct a full donation campaign to a cancer institution, aiming to help those sick and in need of special care and attention to feel joy.

THE PROCESS AND TIPS

- Managing time and deadlines
- Dealing with last-minute changes
- Being flexible and adapting plans when needed
- Choosing a topic that is meaningful and impactful

ATL SKILLS

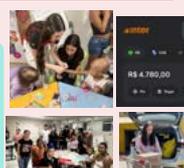
- Research
 - Using multiple sources
 - Source evaluation
 - Understanding the emotional side of illness
- Social
 - Encouraging community participation
 - Reaching out to institutions and donors
 - Promoting empathy

PRODUCT SUCCESS CRITERIA

- Volunteers should be clearly aware of the project's goal
- The Service Day should be at least 2 hours long
- suitable activities for patients of all ages
- Volunteers - respectful and engaged
- Raise at least R\$2000
- Get feedback from patients and volunteers

REFLECTION

- Personal Growth:
 - Learned how to plan and lead - Managing a team
 - Overcoming Challenges - Problem solving skills
 - Confidence
 - Communicating and coordinating schedules
- Time Management:
 - Balancing school responsibilities and the project
 - Deadlines
- Impact on Society:
 - Inspired others to take action
 - Supported a meaningful cause






ADVANCED PLACEMENT PROGRAM

The Advanced Placement Program (AP), administered by the College Board, offers students in Grades 9 to 12 the opportunity to engage in rigorous coursework while still in high school, providing a head start on their academic journey through a more flexible and individualized learning pathway. Depending on the result of their AP Exams, students can earn college credit and placement in many of the world's leading universities.

With more than 38 courses to choose from, the AP Program offers a wide range of opportunities for students to explore possibilities to focus on subjects of strength or personal interest, while challenging themselves academically. These college-level courses can be taken on campus or online (distance learning).

The AP Capstone Diploma is a third Diploma that EABH students can receive after meeting all the requirements, which are: obtaining a passing score in AP Seminar and AP Research, plus a passing grade in 4 other AP courses of the student's choosing.



IN THE 2024-2025 SCHOOL YEAR, EABH OFFERED THE FOLLOWING 15 AP COURSES:

G9

- AP Human Geography

G10

- AP Spanish Language and Culture
- AP World History
- AP Biology

G11

- AP English Language and Composition
- AP Psychology
- AP Seminar
- AP US History
- AP Physics

G12

- AP Calculus AB
- AP Comparative Government & Politics
- AP English Literature and Composition
- AP Research
- AP 2D Art and Design

AP online (distance learning) courses taken by EABH students in the 2024-2025 school year:

VHS:

- AP Computer Science Principles
- AP Computer Science A

K-12 Private Academy:

- AP US Government and Politics
- AP Microeconomics
- AP Macroeconomics

RESULTS

In the 2024-2025 academic year:

82 took **162**
students exams



Grade 9	32 students took 32 exams
Grade 10	16 students took 34 exams
Grade 11	18 students took 66 exams
Grade 12	16 students took 30 exams

EABH takes great pride in recognizing that:

17 received the title of AP Scholar

9 achieved AP Scholar with Honors

11 attained AP Scholar with Distinction

6 earned the AP International Diploma

6 secured the AP Capstone Diploma

3 Earned the AP Seminar & Research Certificates

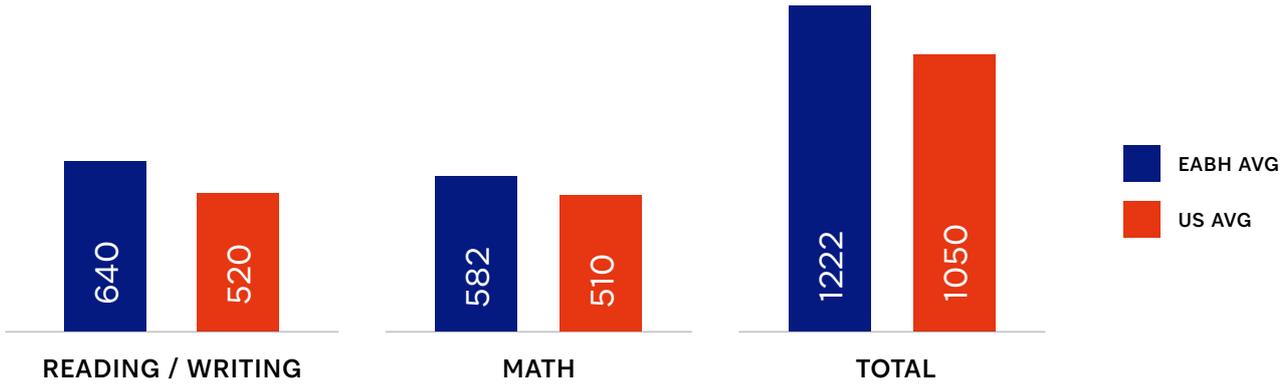


SAT-SCHOLASTIC APTITUDE TEST



SAT is a standardized test sponsored by the College Board which is widely used for college admissions abroad. EABH is a testing site both for the SAT and the PSAT. The PSAT is a practice exam that helps students prepare for the high-stakes SAT.

In 2024-2025, EABH Students scored an average score of 1222 on the SAT. EABH continues to be above the US national average in Math and Reading / Writing.



MAP & I-READY

These computerized assessments measure academic growth and achievement of individual students. MAP and i-Ready results enable teachers to make informed instructional decisions about what each student knows and is ready to learn.

MAP

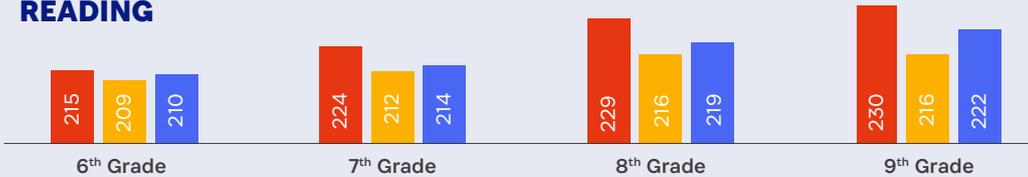
MAP is a standardized test, given internationally and nationally in the USA. This allows us to compare our performance with that of other US and international schools. MAP Scores provide useful information for teachers to assess strengths and weaknesses within our curriculum. During the 2024-2025 school year, EABH administered the MAP Tests for Upper School students, in grades 6 to 9, please find results below.



MATH



READING



LANGUAGE USE



(*) Northwest Evaluation Association

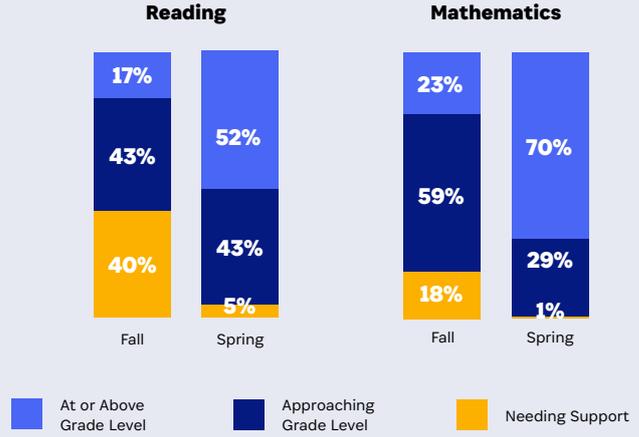


I-READY

The i-Ready Diagnostic is an adaptive assessment that adjusts to each child’s skill level to provide personalized insight into their strengths and areas for continued development. Our end of the year i-Ready data reflects the culmination of student learning and helps us celebrate their accomplishments while planning next steps.

It is important to highlight that all students, including those for whom learning English is a new endeavor, take the assessment. These results help teachers tailor their instruction accordingly for each individual.

The final updates regarding student progress in Reading and Math show that 2024-2025 has been (an incredible year of growth), and we are proud of the strides our students have made in their learning journeys.



i-Ready’s criterion referenced placements are an indication of what students are expected to know at each grade level. The mid or above grade level placement refers to students who may be considered proficient for their grade.

Placement Distribution, Fall 24-25 to Spring 24-25

THE BRAZILIAN PROGRAM

The Brazilian Program at EABH rigorously follows the BNCC (Base Nacional Comum Curricular), aligns with the school’s Transdisciplinary Themes, and offers the following disciplines:

- ▶ Portuguese Language and Literature
- ▶ Portuguese Language Acquisition
- ▶ Brazilian History and Geography

In addition, EABH is proud to offer a robust and comprehensive program that integrates both the Brazilian and American curricula, preparing students to face academic challenges and succeed in higher education and beyond.

EABH annually assesses students’ proficiency in Portuguese. Until the 2022–2023 academic year, this evaluation was conducted by Fundação Cesgranrio, which had long provided this service for AASB international schools. Starting in the 2023–2024 academic year, and continuing through 2024–2025, the assessment has been administered by VUNESP, a foundation affiliated with the State University of São Paulo.

The evaluation consists of two components: Reading Interpretation and Writing. The results are benchmarked against the performance of students in public schools

across Minas Gerais, private schools in Belo Horizonte, and other AASB schools, while also adhering to SAEB (Sistema de Avaliação da Educação Básica) standards.

Furthermore, EABH students have participated in national and international academic competitions such as the Canguru Mathematics Competition, OBA (Olimpíada Brasileira de Astronomia e Astronáutica), and have consistently achieved outstanding results.





STUDENT SUPPORT SERVICES

LEARNING SUPPORT

In the 2024-2025 academic year, Student Support Services at EABH supported more than 50 students across various areas, including:

- ▶ Personalized Education Plans (PEPs) for students with diagnosed needs
- ▶ English as an Additional Language (ELA)
- ▶ Portuguese as an Additional Language (PLA)
- ▶ Classroom accommodations and academic adaptations
- ▶ Academic and social-emotional needs through counselors

The team, composed of specialists such as:

- ▶ Guidance counselors
- ▶ Portuguese and English Language Acquisition
- ▶ Student Support Services teachers and aides, provided both in-class support (push-in or co-teaching) and specialized pull-out services.

Our Team supported students with identified needs for English and Portuguese development (ELA and PLA) and students with diagnosed needs that



impact their development and performance in the school environment (including but not limited to ADHD, Autism, Dyslexia, Anxiety, and Auditory Processing disorder).

The Support Services team worked closely with parents and outside providers such as Neurologists, Psychologists, and Psychiatrists to consider professional recommendations and provide appropriate support for students with exceptional needs. This tailored support enabled the department to address both academic and social-emotional development, ensuring that each child received the necessary resources to succeed.

WELL-BEING AND SCHOOL COUNSELING PROGRAM

Well-being and balance at EABH is an aspect of Education that we deeply value and intentionally work with our students and staff.

In 2024-2025, our Counselors provided support to students, teachers and held meetings with parents to support the emotional well-being of their children, according to each individual need. Additionally, meetings were held with external professionals who helped us develop individualized plans for the children assisted.

In the Social Emotional Learning classes, our Lower School Counselor uses the Second Step Program as a guideline and works on the units of Empathy, Belonging, Emotional Management, Problem Solving, and Bullying. In Upper School, Social Emotional Learning was developed through advisory

lessons on a variety of topics such as Digital Citizenship, at-risk behaviors, belonging, empathy and compassion, and more. In addition 7th and 10th grade health classes teach boundaries, coping strategies, mental health, physical health/human biology and financial health.

In 2024-2025, EABH's Child Protection Team, presented our refined Child Protection Policy to teachers, staff and parents.





NEURODIVERSITY WEEK

In 2024-2025, we dedicated an entire week to building a culture of inclusion and empathy at EABH by honoring the many unique ways our brains work. From ADHD and Autism to Dyslexia, Dyscalculia, and beyond, we embraced the message that every mind is unique, every journey is valuable, and every story has the power to inspire.

Students participated in a variety of meaningful activities, including lunchtime events at the Yellow Submarine, a neurodiverse character book display in the Library, student-led initiatives, themed dress-up day, and special lessons designed by our counseling team. It was a week full of learning, connection, and celebration.

In honor of this week, we created a special [video](#) to raise awareness and highlight the importance of making everyone feel that they belong!



[CLICK HERE WATCH THE VIDEO!](#)



ACHIEVEMENT

COLLEGE ACCEPTANCE / APROVAÇÃO EM UNIVERSIDADES



ANABELLA D.



SPAIN



ARTHUR M.



CANADA



BERNARDO T.



USA



GABRIELA D.



BRAZIL



GIOVANA M.



USA



JOSHUA D.



USA



JULIA P.



USA



LAÍS T.



USA



LARISSA R.



USA



LUÍSA R.



USA



LUOXIN L.

APPLYING

JAPAN



MATHEUS C.



USA



MATHIEU L.



CANADA



PEDRO JORGE G.



USA/ENGLAND



PEDRO M.



BRAZIL



PEDRO A.



USA



TATIANA C.



USA



TIAGO L.



USA



VÍTOR S.



USA



CLASS OF 2025 HIGH SCHOOL GRADUATION



On June 5, our 19 Seniors of the EABH Class of 2025 graduated from EABH in a beautiful sunset ceremony. Parents, teachers, staff and friends gathered on the Field to celebrate the achievements of our students and the conclusion of their studies at EABH. In a moving ceremony, our community reflected about our Seniors' trajectory and applauded their growth as human beings during their time at EABH. As this chapter of their story comes to a close, a new one begins as our Seniors head out to Universities in Brazil, US, Canada, Europe and Japan to continue their development. This year, for the first time, 5 students who have been at EABH since G1 (or before) were honored with the Lifetime Hawks Award.



[CLICK HERE WATCH THE VIDEO!](#)

**WE WISH OUR 19
SENIORS THE BEST
OF LUCK!**

We wish our Hawks all the best in their future endeavours and hope they will keep in touch as their soar to new heights!





HEART OF A HAWK



LARISSA R.

The Heart of Hawk is a prestigious recognition awarded to one Grade 12 student who has excelled in all aspects of school life during their enrollment in Grades 9-12. This student is consistently respectful and diligently demonstrates achievement, effort and perseverance. The recipient of this award exemplifies the SAAGE qualities, which are the school pillars. The recipient demonstrates:

- **Scholarship**, by excelling in academics;
- **Artistic and/or Athletic talent**, which is used in a positive manner to promote the school;
- **Global Citizenship**, consistently and concretely showing empathy for others and international-mindedness through service;
- and that during **Enrollment**, the student has been a positive leader while promoting the school.

This year the Heart of a Hawk Award recipient was Larissa R. We would like to congratulate her on being accepted the following universities: Clark University, Esade Ramon Llull University, Florida International University, Georgia State University, John Cabot University, Nova Southeastern University, Ohio University, Stetson University, University of Maryland, College Park, University of South Florida, among 13 others via concourse. She also received 2 honors scholarships, which cover full tuition: one from Indiana University–Purdue University Indianapolis and one from Ohio University. She chose to attend Indiana University where she will be studying Business Management, with a co-major in International Studies. We are looking forward to seeing all the great things she will do!



GLOBAL UNIVERSITY ADMISSIONS

62%

USA

24%

BRAZIL

14%

EUROPE, ASIA,
CANADA, AND
OTHERS

* Data reflecting the choices of 149 EABH graduates from 2016-2017 to 2024-2025.

CLASS OF 2025



**USD 6.4
Million / per year
in scholarships**

USD 25.6 Million scholarship for all 4 years of study awarded

These numbers include concourse awards



100% of students applied abroad
17 out of **19** students going abroad

59% acceptance rate overall, PLUS
281 Concourse global match offers

106 Acceptances in 6 Countries

21%
acceptance rate to extremely selective* universities

40%
acceptance rate to highly selective** universities

46%
acceptance rate to medium selective*** universities



* **Extremely Selective** have an acceptance rate below 10%

** **Highly Selective** have an acceptance rate below 20%

*** **Medium Selective** have an acceptance rate below 50%





GLOBAL UNIVERSITY ADMISSION / 2013 - 2025

Universities in which EABH students were admitted to. Highlighted in blue are the universities that the students of the 2025 Class will attend.

UNIVERSITIES IN THE U.S.:

AMERICAN UNIVERSITY

- ARIZONA STATE UNIVERSITY
- AUBURN UNIVERSITY
- BAYLOR UNIVERSITY
- BENTLEY UNIVERSITY
- BETHEL UNIVERSITY, TN
- BINGHAMTON UNIVERSITY SUNY
- BLINN COLLEGE
- BLOOMFIELD COLLEGE
- BOSTON COLLEGE
- BOSTON UNIVERSITY
- BOWLING GREEN UNIVERSITY
- BRESCIA UNIVERSITY
- BROWARD COLLEGE
- BROWN UNIVERSITY
- BUTLER UNIVERSITY
- CALIFORNIA POLYTECHNIC STATE UNIVERSITY
- CARSON NEWMAN COLLEGE
- CARTHAGE COLLEGE
- CHRISTIAN BROTHERS UNIVERSITY
- COLLEGE OF WOOSTER
- COLORADO MOUNTAIN COLLEGE
- COLORADO STATE UNIVERSITY
- COLUMBIA UNIVERSITY
- CORNELL UNIVERSITY
- DAVIDSON COLLEGE
- DELTA STATE UNIVERSITY
- DENISON UNIVERSITY
- DIXIE STATE UNIVERSITY
- DUKE UNIVERSITY
- EASTERN MICHIGAN UNIVERSITY
- EMBRY RIDDLE AERONAUTICAL UNIVERSITY
- EMERSON COLLEGE
- EMORY UNIVERSITY
- FASHION INSTITUTE OF TECHNOLOGY
- FLORIDA INSTITUTE OF TECHNOLOGY
- FLORIDA INTERNATIONAL UNIVERSITY
- FURMAN UNIVERSITY
- FORDHAM UNIVERSITY
- FULL SAIL UNIVERSITY
- GEORGE FOX UNIVERSITY
- GEORGIA INSTITUTE OF TECHNOLOGY (GEORGIA TECH)
- GEORGE WASHINGTON UNIVERSITY
- HOFSTRA UNIVERSITY
- HOLY CROSS COLLEGE
- HULT INTERNATIONAL BUSINESS SCHOOL
- HUTCHINSON COMMUNITY COLLEGE
- ILLINOIS COLLEGE
- ILLINOIS INSTITUTE OF TECHNOLOGY
- INDIANA UNIVERSITY- PURDUE UNIVERSITY INDIANAPOLIS
- INDIANA UNIVERSITY BLOOMINGTON
- IOWA LAKES COMMUNITY COLLEGE
- LA ROCHE COLLEGE
- LAWRENCE UNIVERSITY
- LEES MCRAE COLLEGE
- LEHIGH UNIVERSITY
- LESLEY UNIVERSITY
- LONE STAR COLLEGE, CITYFAIR, TX
- LONG ISLAND UNIVERSITY
- LOYOLA MARYMOUNT UNIVERSITY
- LOYOLA UNIVERSITY NEW ORLEANS
- LYNN UNIVERSITY
- MICHIGAN STATE UNIVERSITY
- MIDDLE GEORGIA STATE UNIVERSITY
- MISSOURI UNIVERSITY OF SCIENCE AND TECHNOLOGY
- MONTANA STATE UNIVERSITY
- MOUNT HOLYOKE

- NAVARRO COLLEGE
- NEW JERSEY INSTITUTE OF TECHNOLOGY
- NEW YORK INSTITUTE OF TECHNOLOGY
- NEW YORK UNIVERSITY
- NEWBERRY COLLEGE
- NORTHEASTERN UNIVERSITY
- NORTHWESTERN UNIVERSITY
- NOVA SOUTHEASTERN UNIVERSITY
- OHIO UNIVERSITY
- ORANGE COAST COLLEGE
- OREGON INSTITUTE OF TECHNOLOGY
- OREGON STATE UNIVERSITY
- PACE UNIVERSITY
- PEPPERDINE UNIVERSITY
- PERU STATE COLLEGE
- POINT LOMA NAZARENE UNIVERSITY
- PRATT INSTITUTE
- PURDUE UNIVERSITY
- QUINNIPIAC UNIVERSITY
- RENSSELAER POLYTECHNIC INSTITUTE
- RHODES COLLEGE
- ROLLINS COLLEGE
- SAE INSTITUTE
- SAINT EDWARD UNIVERSITY
- SAINT MARY'S UNIVERSITY
- SAINT NORBERT COLLEGE
- SAN DIEGO STATE UNIVERSITY
- SANTA CLARA UNIVERSITY
- SAVANNAH COLLEGE OF ART AND DESIGN (SCAD)
- SETON HALL UNIVERSITY
- SHORTER UNIVERSITY
- SUNY NEW PALTZ
- SYRACUSE UNIVERSITY
- SOUTHERN NAZARENE UNIVERSITY
- STANFORD UNIVERSITY
- STATE UNIVERSITY OF NEW YORK ALBANY (SUNY)
- STETSON UNIVERSITY
- TEMPLE UNIVERSITY
- TEXAS A & M UNIVERSITY
- THE PENNSYLVANIA STATE UNIVERSITY (PENN STATE)
- UCLA (UNIVERSITY OF CALIFORNIA LOS ANGELES)
- UNION COLLEGE
- UNIVERSITY OF ALABAMA IN HUNTSVILLE
- UNIVERSITY OF BRITISH COLUMBIA
- UNIVERSITY OF BUFFALO SUNY
- UNIVERSITY OF CALIFORNIA BERKELEY
- UNIVERSITY OF CALIFORNIA IRVINE
- UNIVERSITY OF CALIFORNIA RIVERSIDE
- UNIVERSITY OF CALIFORNIA SAN DIEGO
- UNIVERSITY OF CALIFORNIA SANTA BARBARA
- UNIVERSITY OF CENTRAL FLORIDA
- UNIVERSITY OF CINCINNATI
- UNIVERSITY OF COLORADO BOULDER
- UNIVERSITY OF COLORADO COLORADO SPRINGS
- UNIVERSITY OF DAYTON
- UNIVERSITY OF DENVER
- UNIVERSITY OF FLORIDA
- UNIVERSITY OF HOUSTON
- UNIVERSITY OF HARTFORD
- UNIVERSITY OF HEALTH SCIENCES AND PHARMACY IN ST. LOUIS
- UNIVERSITY OF ILLINOIS CHAMPAIGN
- TUFTS UNIVERSITY
- UNIVERSITY OF ILLINOIS CHICAGO
- UNIVERSITY OF KENTUCKY
- UNIVERSITY OF OKLAHOMA
- UNIVERSITY OF MARYLAND
- UNIVERSITY OF MASSACHUSETTS BOSTON

UNIVERSITY OF MASSACHUSETTS

- AMHERST
- UNIVERSITY OF MARYLAND
- UNIVERSITY OF MIAMI
- UNIVERSITY OF MICHIGAN
- UNIVERSITY OF MINNESOTA TWIN CITIES
- UNIVERSITY OF NEBRASKA LINCOLN
- UNIVERSITY OF NORTH CAROLINA GREENSBORO
- UNIVERSITY OF NORTH FLORIDA
- UNIVERSITY OF NOTRE DAME
- UNIVERSITY OF PENNSYLVANIA
- UNIVERSITY OF SAINT THOMAS MINNESOTA
- UNIVERSITY OF SAN DIEGO
- UNIVERSITY OF SAN FRANCISCO
- UNIVERSITY OF SCRANTON
- UNIVERSITY OF SOUTH CAROLINA
- UNIVERSITY OF SOUTHERN CALIFORNIA
- UNIVERSITY OF SOUTHERN MISSISSIPPI
- UNIVERSITY OF THE SCIENCES
- UNIVERSITY OF TULSA
- UNIVERSITY OF UTAH
- UNIVERSITY OF VERMONT
- UNIVERSITY OF WEST FLORIDA
- UNIVERSITY OF WISCONSIN STEVENS POINT
- UNIVERSITY OF WISCONSIN MADISON
- VALENCIA COMMUNITY COLLEGE
- VIRGINIA POLYTECHNIC INSTITUTE AND STATE UNIVERSITY (VA TECH)
- WASHINGTON STATE UNIVERSITY
- WAYLAND BAPTIST UNIVERSITY
- WEBSTER UNIVERSITY
- WENTWORTH INSTITUTE OF TECHNOLOGY
- WENTWORTH MILITARY ACADEMY & JUNIOR COLLEGE
- WESTERN STATE COLLEGE
- WESTMINSTER UNIVERSITY
- WICHITA STATE UNIVERSITY
- WILLIAM CAREY UNIVERSITY
- WOFFORD COLLEGE

UNIVERSITIES IN BRAZIL:

- BROWARD INTERNATIONAL UNIVERSITY IN BRAZIL
- CENTRO UNIVERSITÁRIO UNA
- CENTRO UNIVERSITÁRIO DE BELO HORIZONTE (UNIBH)
- FACULDADE DA SAÚDE E ECOLOGIA HUMANA (FASEH)
- FACULDADE DE MINAS BH (FAMINAS-BH)
- FACULDADE ARNALDO
- FACULDADE DE CIÊNCIAS MÉDICAS DE MINAS GERAIS (CCMG)
- FACULDADE DE ENGENHARIA INDUSTRIAL (FEI)
- FACULDADE MILTON CAMPOS
- FUNDAÇÃO ARMANDO ALVARES PENTEADO (FAAP)
- FUNDAÇÃO GETÚLIO VARGAS (FGV)
- FUMEC
- INSTITUTO BRASILEIRO DE MERCADO DE CAPITAIS (IBMEC)
- INSTITUTO DE EDUCAÇÃO SUPERIOR DE BRASÍLIA (IESB)
- ISABELA HENDRIX
- NEWTON PAIVA
- PONTIFÍCIA UNIVERSIDADE CATÓLICA DE MINAS GERAIS (PUC-MG)
- SKEMA BUSINESS SCHOOL
- UNIVERSIDADE ESTADUAL DE MINAS GERAIS (UEMG)
- UNIVERSIDADE FEDERAL DE MINAS GERAIS (UFMG)
- UNIVERSIDADE FEDERAL DE OURO PRETO (UFOP)
- UNIVERSIDADE FEDERAL DO RIO DE JANEIRO (UFRJ)

UNIVERSITIES ABROAD (BEYOND US AND BRAZIL):

CANADA

- CARLETON UNIVERSITY
- MCGILL UNIVERSITY
- ONTARIO COLLEGE OF ARTS AND DESIGN
- SAINT MARY'S UNIVERSITY
- SIMON FRASER UNIVERSITY
- TRENT UNIVERSITY
- UNIVERSITY OF CALGARY
- UNIVERSITY OF BRITISH COLUMBIA
- UNIVERSITY OF ONTARIO INSTITUTE OF TECHNOLOGY
- UNIVERSITY OF TORONTO
- UNIVERSITY OF VICTORIA
- UNIVERSITY OF WINDSOR
- WESTERN UNIVERSITY

SOUTH AMERICA

- UNIVERSIDAD CATÓLICA DE CÓRDOBA (ARGENTINA)

EUROPE

- ARTS UNIVERSITY OF BOURNEMOUTH (ENGLAND)
- EDINBURGH UNIVERSITY (SCOTLAND)
- DRESDEN TECHNICAL UNIVERSITY (GERMANY)
- FONTYS UNIVERSITY OF APPLIED SCIENCES (NETHERLANDS)
- HANZE UNIVERSITY (NETHERLANDS)
- IE UNIVERSITY (MADRID)
- LONDON CITY COLLEGE (ENGLAND)
- LONDON SCHOOL OF ECONOMICS (ENGLAND)
- PARIS- SORBONNE UNIVERSITY (FRANCE)
- TRINITY COLLEGE (IRELAND)
- UNIVERSITY OF CAMBRIDGE (ENGLAND)
- UNIVERSITY OF GRONINGEN (NETHERLANDS)
- UNIVERSITY OF ERFURT (GERMANY)
- UNIVERSITY OF Ss. CYRIL AND METHODIUS IN TRNAVA (SLOVAKIA)
- UNIVERSITY OF ROEHAMPTON LONDON (ENGLAND)

AUSTRALIA

- MURDOCH UNIVERSITY
- UNIVERSITY OF TECHNOLOGY SYDNEY
- UNIVERSITY OF WESTERN

OTHERS:

- STELLENBOSCH UNIVERSITY (SOUTH AFRICA)
- UNIVERSIDAD DE LAS AMERICAS PUEBLA (MEXICO)
- YALE-NUS COLLEGE (SINGAPORE)
- FUDAN UNIVERSITY IN SHANGHAI (CHINA)



SPOTLIGHT ON ALUMNI



NAYARA NASCIMENTO

EABH CLASS OF 2009

UNIVERSITY(IES) ATTENDED AND COUNTRY:

- Brock University (Canada) - Neuroscience
- Toronto Metropolitan University (Canada) - Architecture
- Centro Universitário Metodista Izabela Hendrix (Brazil) - Interior Design

WHAT ARE YOU DOING NOW?

I am an artist and designer based in Ontario, Canada and the Founder of Aeny studio. I sculpt every piece by hand, working with overlooked and unconventional materials to create objects that exists between furniture and sculpture. My work invites people to see everyday objects as art, as vessels of memory, resilience, and identity. It has been featured in publications like Architectural Digest and is represented internationally in New York, Copenhagen, São Paulo, and the UAE/GCC. Right now, I'm working on large-scale commissions, including a 22-piece series for a luxury superyacht and works for a Ritz-Carlton penthouse.

TESTIMONIAL

“ EABH was the first place I felt like I could be myself. It’s also where I met my best friends, who are still like family to me today. Growing up between cultures gave me a sense of belonging in difference, surrounded by many languages and perspectives. That experience shaped how I see the world and continues to guide my work today. What I create now carries that same lesson: that not fitting into one box can be a strength, and that meaning often comes from what is layered, complex, and in between.”



**HENRIQUE DE
FARIA VIEIRA**

STUDIED AT EABH FROM 2001-2009

UNIVERSITY(IES) ATTENDED AND COUNTRY:

- FUMEC/ Brazil

WHAT ARE YOU DOING NOW?

I live in Belo Horizonte and I am the director/owner of a company of internal service of heavy movement, transport and excavation in iron Mines with Wheel Loaders, Bulldozers, tractors, heavy trucks, excavators.

TESTIMONIAL

“ EABH was very important for positioning me globally with international subjects ahead of our time, allowing me to know different cultures, respect the planet, and understanding that we are world citizens.”



**ISABELA PADILHA
VILELA**

EABH CLASS OF 2020



UNIVERSITY(IES) ATTENDED AND COUNTRY:

- University of Denver, United States (2020 - 2023)
- Rice University, United States (2024 - current)
- Major (s) and degree (s): B.A. in Economics and Political Science

WHAT ARE YOU DOING NOW?

I am currently a Ph.D. student in the Department of Political Science at Rice University in Houston, Texas. My main job is to produce research on a variety of topics, such as economic policy, women’s representation, and political behavior.

TESTIMONIAL

“ EABH had a transformative effect on my life and my career. I learned at EABH that I was a citizen of the world, and I was able to pursue projects in clubs and classes that related to topics I was passionate about. This helped me develop my love for research and inspired me to use my education to become an agent of social change. EABH also provided me with opportunities to develop skills that would later be fundamental for my job, such as public speaking, writing, and the ability to communicate and collaborate. In short, all the opportunities I had at EABH — ranging from MUN conferences, STUCO events, and challenging classes — helped me build the confidence I needed to become a doctoral student today.”



In July 2024, we were thrilled to welcome over 20 alumni and their families onto our campus, as part of the EABH Alumni Reunion organized by Lilian Mayse, EABH Class of '82.

The Arts are an essential part of education at EABH. Drama, Music, and Visual Arts Classes help students see the world around them in new ways and promote creativity, critical thinking, and aesthetic sensitivity.

VISUAL ARTS

LOWER SCHOOL

In the Lower School, students explored themes of identity, culture, and creativity through hands-on, inquiry-based projects closely connected to their IB Units of Inquiry.

Throughout the year, student artwork was showcased in classroom exhibits and at the Annual Art Fair, celebrating creativity, diversity, and global connections.



UPPER SCHOOL

Middle and High School artists refined their technical and conceptual skills while exploring art as a medium for personal and social expression.

Projects included anime-inspired superheroes, realistic drawings, assemblages addressing global issues, and biome-themed sculptures.

AP Art students developed individual inquiry portfolios, and Grade 12 students created three new murals for the gymnasium, leaving a lasting legacy of creativity on campus.



MUSIC

LOWER SCHOOL

Lower School music education emphasized creativity, collaboration, and cultural appreciation. Students learned rhythm, melody, and ensemble performance through singing, movement, and instrumental play.

They performed during several school events throughout the year, demonstrating their growing skills and enthusiasm for music. Through joyful exploration, students strengthened their confidence, teamwork, and musical literacy.



UPPER SCHOOL

Upper School, students refined their musicianship through collaborative performances and diverse musical experiences. They explored a range of genres while developing skills in arrangement, stage presence, and ensemble coordination.

End-of-year performances featured songs such as Viva la Vida, Set Fire to the Rain, and Corcovado, showcasing both technical growth and expressive artistry.



PERFORMING ARTS

LOWER SCHOOL AND GRADE 6

Performing Arts at EABH provided students with opportunities to develop creativity, confidence, and communication through theatrical expression.

From Pre-K puppetry and pantomime to Grade 5 scriptwriting and stage productions, students practiced using body language, voice, and storytelling to share their ideas.

Grade 6 enjoyed a trimester dedicated to drama, during which they collaboratively produced and performed an original six-part play.

Throughout the year, students showcased their talents in community performances, reflecting their growth as expressive, confident, and courageous performers.



DECEMBER CELEBRATION

As a way to wrap up the first semester, EABH hosted the December Celebration, with Lower School Music and Drama Performances. The theme for this year's celebration was "Lights of Learning". The show gave students enrolled in our Performance Arts Program and EABH Plus Activities an opportunity to showcase their talents and skills.



ART FAIR

This year's Art Fair took place with our traditional Food Fair. On this day, SAAGE Hall transformed into the most amazing EABH Arts Gallery, where our guests could visit and interact with the beautiful artwork created by our own students. During the event, our Art Department organized a Silent Auction with selected pieces of artwork produced by our Upper School students. The Silent Auction raised R\$ 3.500 for Espaço Aberto Pierrot Lunar, an artistic space inaugurated in 2008, that hosts performances, drama, and dances. Our parents were happy to engage with the Arts Pillar by seeing our students' artwork.



END OF THE YEAR US MUSIC PERFORMANCE

At the end of each semester, our Music Department organized a show for our Upper School Music students to showcase their talents to parents and the student body. It was a very fun show, with an animated music repertoire that everyone enjoyed, and students sang along with the bands!





Athletics is one of our school’s pillars because we believe sports and other enrichment activities are crucial in developing lifelong skills such as team spirit, patience, resilience, leadership, and sportsmanship. Participation in athletics also helps to provide a well-rounded and balanced educational experience.

THE 2024-2025 ATHLETICS SEASON

The 2024–2025 Athletics season was a resounding success for EABH! This year, a total of **145 student-athletes** from Grades 6–12 took part in our Athletics Program, including **59 Varsity** athletes (U18) and **86 Junior Varsity/ Middle School** athletes (U15). Our girls and boys’ teams trained consistently in soccer, futsal, volleyball, and basketball, with regular practices and friendly matches scheduled both at home and away. In partnership with Student Athlete Leadership Council (SALC) , we also held Pep Rallies to build school spirit and cheer on our athletes before tournaments. Throughout the year, we continued to compete in the Liga Mineira de Esportes (LIMES), as well as in ISSL and AASB competitions.



■■■ HIGHLIGHT ABOUT GIRL’S VOLLEYBALL AASB CHAMPIONS

Congratulations to the EABH Girls’ Varsity Volleyball Team on winning the Association of American Schools in Brazil (AASB) National Championship at the Pan-American School of Bahia, in Salvador!

AASB is our athletics conference, made up of 16 international schools divided into two divisions—the ISSL and the Big 8. Earlier this season, our girls finished 2nd in the ISSL, narrowly falling to Our Lady of Mercy (OLM) in a thrilling final, with tight scores of 18-21 and 20-22.

The top two teams from both divisions earned spots in the AASB Final Four Nationals. In the semifinals, EABH faced the Big 8 champions, the American School of Rio de Janeiro, in an intense best-of-five match. Our girls battled hard and came out on top, dominating the fifth set 15-5, which secured their place in the national championship match—a rematch against OLM.

In a finals match filled with energy, momentum shifts, and incredible teamwork, EABH triumphed once again in five sets, closing it out with a decisive 15-8 victory in the final set to claim the National Championship.

Congratulations to every player and to Coach Laura, Coach Jill, and Coach Nath for leading the team to this incredible achievement. This championship is a true testament to the hard work, dedication, and commitment shown by the entire team throughout the season. Go Hawks!



A

ATHLETICS





ATHLETIC AWARDS CEREMONY

HALL OF FAME
INDUCTEE



TIAGO L.

ACADEMIC ATHLETE
OF THE YEAR



TIAGO L.

MALE ATHLETE
OF THE YEAR



PEDRO A.

FEMALE ATHLETE
OF THE YEAR



MARIANA L.

ROOKIE MALE ATHLETE
OF THE YEAR



TIZIANO V.

ROOKIE FEMALE ATHLETE
OF THE YEAR



GABRIELA M.

HEART OF THE HAWKS



BRUNNA G.



TROPHIES

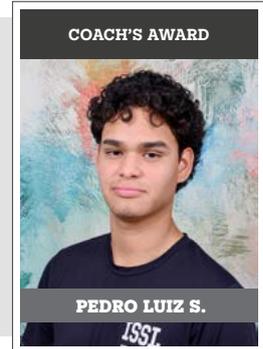
BOYS
SOCCER
2024-25



GIRLS
SOCCER
2024-25



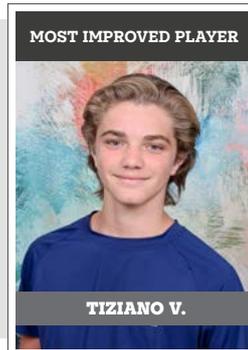
BOYS
VOLLEYBALL
2024-25



GIRLS
VOLLEYBALL
2024-25



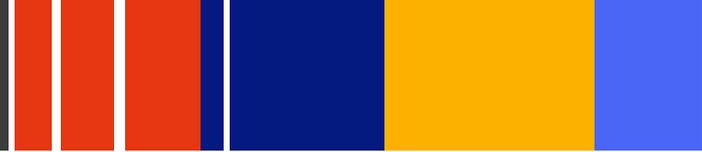
BOYS
FUTSAL
2024-25





A

ATHLETICS



GIRLS FUTSAL 2024-25



BOYS BASKETBALL 2024-25



GIRLS BASKETBALL 2024-25





EABH *plus*⁺

EABH Plus is an after-school opportunity for Lower School students to experience enrichment activities offered for one hour by our very own, qualified EABH faculty and staff. This program aims to provide a variety of academic, recreational, and cultural activities to expand and enrich the school’s curriculum for PK to G5 students. The after-school activities are offered after regular school hours from 3:15 - 4:15 PM, Monday to Thursday.

In 2024-2025, the EABH Plus extra-curricular program offered a total of 21 clubs with 230 enrollments per semester.

ACTIVITIES OFFERED:

- Arts & Crafts
- Cheerleading
- Cursive Writing
- Canva Training
- Chess
- Computer Typing
- Drawing Club
- Dance Class
- Drama
- Futsal
- Games Creation
- Intro to Research Club
- Martial Arts
- Math & Strategy Games
- Math Club
- Math Puzzles
- Make Believe
- Motor Skills Fun
- Sports Initiation
- Story Telling
- Social Games Club
- Reader’s Theater





Global Citizenship is a key EABH Pillar because we believe in encouraging students to develop an international mindset by emphasizing intercultural understanding, open-mindedness, and a commitment to addressing local and global challenges. Through service-learning opportunities and interdisciplinary curriculum, EABH aims to nurture students who are not only academically proficient but also socially responsible global citizens, equipped to contribute meaningfully to a diverse and interconnected world.

FIELD TRIPS

Field Trips are an important part of the EABH education. We believe that the most powerful learning happens through authentic experiences. Students really enjoyed being able to go on field trips.

In 2024–2025, our field trips provided students with meaningful opportunities to connect classroom learning to the wider world. From exploring living things and personal safety in Pre-K to engaging with culture, history, science, and the environment in the upper grades, each experience deepened inquiry and sparked curiosity. Students volunteered in the community, visited cultural and scientific institutions, and engaged in team-building activities, all of which fostered reflection, action, and real-world application of their units of inquiry (UOI). These experiences not only enriched academic learning but also nurtured creativity, collaboration, and global awareness across grade levels.

Here are some experiences and places students visited throughout the year:

GRADE	PLACE/ACTIVITY	CURRICULAR CONNECTION
PK	Paladino	UOI - Sharing the Planet To provide them with a holistic and engaging learning experience that allows them to explore living things and our planet.
	Transitolândia	UOI - Where we are in Place and Time How to be safe in cars and on roads.
KG	Theater Monte Calvário to watch a play “Os Saltimbancos”	UOI - How We Organize Ourselves and Children’s Week Celebration.
	Mercado Central	UOI - How the World Works (Using their senses).
G1	Museum of Toys	UOI - Where we are in Place and Time - How toys have changed over time.
	Luz Eterna exhibition at CCBB	UOI • Light and sound.
	Asmare Recycling Center	UOI • How the recycling process works.
G2	CCBB	Visual Art class An exploration of how photographers showcase different cultures in their work, with a particular focus on Walter Firmo’s portrayal of diverse populations and Black culture in various regions of Brazil.
	Fazenda Bom Jesus	UOI - Sharing the Planet.
	Mercado Central	UOI - How the World Works - Economy.
	Inhotim	UOI - Imagination.



GRADE	PLACE/ACTIVITY	CURRICULAR CONNECTION
G3	EMEI, Parque Jacques Cousteau	UOI - Sharing the Planet - Students volunteered at 2 locations. Goal - introduce the concept of taking action.
	Centro de Referência do Queijo Artesanal	Portuguese unit on How the World Works.
	Parque do Rola Moça Gruta do Maquiné	UOI - How Forces Shape the Earth - Natural disasters unit. Goal - which forces create caves.
	Impulso Park	End of unit celebration where they learned about the body. Goal - to use their muscular and skeletal system together.
G4	Gruta da Lapinha and Museu Peter Lund	UOI - Where We Are in Place and Time. <ul style="list-style-type: none"> • Exploration results in discoveries (BSS + UOI). • Peter Lund discovered the caves.
	Parque Mangabeiras	UOI - Sharing the Planet. <ul style="list-style-type: none"> • Habitats and Conservation.
	Museu de Minas e Metais	UOI - Where We Are in Place and Time. <ul style="list-style-type: none"> • Exploration results in discoveries (BSS + UOI).
G5	98FM	UOI - How We Express Ourselves - How digital media is used to communicate.
	BH Escape	Exhibition (Sharing the Planet)- team bonding and teamwork.





LEADERSHIP DAY

This year's Leadership Day was the meaningful and energizing experience for our student leaders. Designed especially for club officers, the event provided a dedicated space for students to strengthen their leadership skills, exchange ideas, and collaborate with peers to enhance the impact of their clubs across campus.

Held on a Saturday morning at EABH, the program featured a rich lineup that included guest speakers, four interactive workshop sessions, and a closing community moment, where students shared reflections and key takeaways. The entire experience emphasized real-world leadership skills such as communication, organization, collaborative problem-solving, and the importance of leading with empathy and purpose.

A special highlight of this year's Leadership Day was the increased role of student voice in shaping the experience. Workshops and discussions were designed around topics identified by the student leaders themselves, ensuring that the sessions were relevant, practical, and empowering. This student-centered approach reflects EABH's commitment to promoting agency, ownership, and authentic leadership growth.

Beyond learning, the day also strengthened relationships. Club officers were able to connect with peers from other groups, exchange strategies, and build a shared understanding of what it means to represent the EABH community.





EABH VOLUNTEER & INTERNSHIP FAIR

In April 2025, EABH hosted the II Volunteer and Internship Fair to encourage Upper School students to actively participate in the community through volunteerism or work opportunities during their breaks.

The goal of this Fair is to present them to diverse career paths and industries, connect them with organizations offering internships or job shadowing opportunities, and introduce them to nonprofit organizations seeking volunteers throughout the year and during school breaks.

Thank you to our parent and community partners for their participation: Asprame, Bom na Bola, Bom na Vida, Cãomer, CAPE, Casa de Apoio Contagem, Casa do Jardim, Centro de Acolhida, Creche Bom Pastor, Fundação Solar, Instituto Mano Down, Projeto Nave, Tempo, Abi-Ackel Advogados Associados, Lott Advocacia, Dr. João Menezes, and Dr. Juliana Guimarães.





COMMUNITY SERVICE PROJECTS AND INITIATIVES

As part of our commitment to our school and greater community, EABH students are encouraged to develop and participate in voluntary initiatives that will generate a positive impact for the members of the community. EABH students contributed to raise awareness to social problems and improve the school and outside community in 2024-2025 in a variety of ways. Here are some highlights:

DONATION OF USED UNIFORMS AND LOST & FOUND ITEMS



EABH forwarded all the items that were not recuperated from our 2024-2025 lost & found to organizations that support low income families. Students' used uniforms are recycled through a partnership with Pro-social, through customization work with appliqué to cover the logo. All of these used clothing is delivered directly to assisted families or sold at a symbolic price through a Bazar where the income is used to support services to low income populations.

We were grateful for the partnerships who have helped give new life to our lost & found jackets and used uniforms, while generating care, income, and benefits for the larger community.

GRADE 3 SERVICE ACTION PROJECT

During our Sharing the Planet unit, students took meaningful action in both our community park and a local school. At Parque Jacques Cousteau, they learned about the importance of composting, helped clean up litter, and discovered how to care for different plants—connecting their efforts to SDG 15: Life on Land, which focuses on protecting and restoring ecosystems. At the local school, students worked together to plan and teach basic English lessons, supporting SDG 4: Quality Education by helping others access learning opportunities. After each visit, they reflected on their experiences and shared ideas for how to make an even greater impact next time. Their curiosity, teamwork, and commitment to taking action made this unit a truly rewarding and inspiring experience for everyone.





SERVICE DAY

Service Day is one of the ways EABH demonstrates and reaffirms its commitment to service and helping others through volunteer work. Serving fits into our mission statement as we strive to empower compassionate agents for a better future.

On Service Day, we invite our High School students and teachers to volunteer in the community as a way to expand their horizons and awareness of different realities, develop compassion for others, and discover their power to make a difference and contribute to the surrounding community. It is a day of service, a day of giving, and returning to school with our hearts full of hope and inspiration.

In 2024-2025, in addition to engaging in fun, sports, games, and activities with the English language to enrich the learning experience of children at school and in afterschool programs, our students also contributed to clean and plant seedlings at the park, organize used clothes for a bazar, and develop social media campaigns to encourage the adoption of stray pets. Students learned about inclusion of people with deficiencies, reflected about the importance of quality education, environmental sustainability, animal protection, and more.

Service Day in numbers:



150

EABH
students



19

EABH
teachers



338+

hours of volunteer service
in the community



1

Public
School



2

Public
Parks



9

NGOs



500+

children ages
0 - 15 years





In addition, Service Day included campaigns and donations to help assist partner organizations, such as:

R\$ 600 donation from Stuco to assist with the transportation of kids from the public school in Jardim América to come to the Aggeo Pio Park to engage in activities led by the NGO Bom na Bola, Bom na Vida in partnership with EABH.



Donation of used clothes from EABH Lost & Found to the Asprami Bazar, as well as a donation of the remaining brindes from our Festa Junina to support the yearly fundraising Asprami Festa Junina. Both initiatives contribute to generating funds that support assistance of vulnerable elderly populations with geriatric diapers.

Food and milk campaign and donation of 55 items to Instituto Mano Down to complement their assistance to families in need.

“I really liked Gedan and I really like service day because it gives me ideas for my personal project and it connects me more to my community.”

EABH student, who participated in IV Service Day at Gedan



“I simply loved this service trip. I am engaged with the project and deeply wish to return, I loved the dogs but got specially attached to the lovely cats, it’s a wonderful experience!”

EABH Student, who participated in IV Service Day at Cäomer



“I really enjoyed going to the Instituto Mano Down. I was able to get another view of neuro diversity and how people with this syndrome should be treated and included in society. I would surely return some day!”

EABH student, who participated in IV Service Day at Mano Down



STUDENT CLUBS

Student Clubs and Leadership Organizations are available for students in grades 6 to 12 to engage in leadership development and teamwork skills, through their active collaboration and participation in projects. Students meet with their fellow club members and mentors once a week to plan actions that range from community service to student expression, curriculum expansion, and enrichment.

JAPANESE CULTURE CLUB

This club was created as an extension of student Sakura M.'s (EABH Class of 2026) Personal Project in Grade 10. Her goal was to share the wonderful and fascinating Japanese culture with more people, while offering a new type of club at school. In this club, students can learn new things and enjoy a bit of entertainment during the school week.

In 2024-2025, students learned how to make traditional origami and began studying how to write Kanji, starting with the stroke order. This club contributes to the growth of its members and to EABH by connecting to the IB Learner Profile attribute of being Open-Minded. Students are learning about another culture, and our Japanese students feel seen and represented.



“I enjoyed this club. My favourite activities are making origami birds and playing a game where you say a word with the last letter of the previous word. This club is nice because it is relaxed and you don’t feel like you’re having to do school work.”

Thomas F.

“I liked that last year we were learning how to write the kanji.”

Vinicius G.

“I greatly enjoyed my experience in the Japanese club! I learned a lot about Japan, had the chance to try Japanese treats and did origami, which was my favourite experience in the Japanese club!”

Natalia C.

ENVIRONMENTAL AWARENESS CLUB

The Environmental Awareness Club and its six members are dedicated to cleaning up the school and making it a more sustainable place. This club originally began with a simple mission: to remove litter from the school grounds. However, it has since evolved into something much greater.

We’ve learned that combating the accumulation of trash involves more than just cleaning, it requires education and prevention. For this reason, we have been working to promote recycling at school events, helping to reduce waste and prevent littering before it happens.





CHEERLEADING CLUB



The Cheerleading Club was created to develop students' skills in teamwork, leadership, physical fitness, and school spirit, offering an exciting new opportunity for students to build confidence and pride in their school. In its inaugural season, the club welcomed about 25 students from Grades 6–11, with a committed core group of nine students continuing throughout the semester. Members have engaged in conditioning, stretching, and learning four cheers, several jumps, and a variety of stunts. The spirit and dedication of this enthusiastic group have been remarkable. The club has already fostered a supportive, hardworking community, and is looking forward to seeing their skills grow and their presence become even more visible across the school.

CHESS AND BRAIN GAMES CLUB

The Chess and Brain Games Club offers a fun, welcoming space for Middle and Upper School students to socialize, learn, and grow through strategic play. With an average of 8 to 12 members in 2024–2025, the club supports players of all levels—whether beginners or experienced competitors—by fostering critical thinking, problem-solving, creativity, and sportsmanship. Students engage with classic strategy games like chess while also collaborating to invent their own variations, encouraging innovation and teamwork. Beyond skill development, the club provides a healthy outlet for students to unwind and connect with peers outside of academic pressures, contributing positively to overall well-being and community spirit at EABH.



INTERACT CLUB

In 2024–2025, the Interact Club engaged 46 committed members in a wide range of meaningful service initiatives aligned with its mission to provide opportunities for young people to work together in a world fellowship dedicated to service and international understanding. During the year, students strengthened their sense of purpose and social responsibility through ongoing projects such as free English lessons for underprivileged communities, regular participation in “Sopão do Amor” meal distribution, and the heartfelt “Letters of Kindness” exchange with residents of a local nursing home. Within EABH, members also led financial literacy sessions for peers, promoting responsible decision-making, while the International Culture Week connected students to the global Interact community through art and cultural celebration.

Together, these experiences fostered empathy, communication, problem-solving, and teamwork among members; enriched EABH’s service-learning culture; and made a tangible impact beyond campus — demonstrating how small acts of service can build lasting bridges and inspire collective action.





LEADERSHIP & SERVICE

The purpose of the Leadership and Service Club is to ignite compassion and inspire a genuine desire to help others. By cultivating leadership, open-mindedness, and principled action, the club develops projects that empower students to make a meaningful difference in their communities.

During the 2024-2025 academic year, the Leadership & Service Club engaged in:

- Public speaking and debate workshops with EABH teacher and coach, Ms. Sarah Swanson.
- A lecture on teamwork and collaboration by guest speaker Ms. Isabela Vorcaro, HR Manager at Abi Ackel Advocacia.
- A Book Drive in partnership with the NGO Reading Smiles, resulting in the donation of 130+ children’s books and 300+ school supply kits to Escola Municipal Olímpia Maria da Glória.



- A workshop led by Projeto Salte about social and educational community initiatives.
- The organization of the 1st Wellness Day for more than 200 Upper School students and staff, featuring sports activities, functional training, yoga sessions, and healthy snacks provided by local partners.

NATIONAL ENGLISH HONOR SOCIETY (NEHS)

The National English Honor Society is dedicated to promoting excellence in English language arts among secondary students. It encourages appreciation of literature, writing, and language while fostering growth in academic achievement, community service, and cultural understanding. NEHS members work together to develop leadership skills, share a love of reading and writing, and use their talents to benefit their school and community. In 2024-2025, NEHS counted 13 members and developed the following projects: Language Week Game Day, Banned Books Display, and a Shakespeare Vs Taylor Swift contest.



EABELONG CLUB

This club was formed at EABH with the purpose of bringing students together to raise awareness about our different cultures while celebrating overall inclusion.





EABH KNOWLEDGE BOWL

Students at EABH take their knowledge to the next level through Knowledge Bowl. This club is dedicated to testing and expanding the knowledge of its members through weekly meetings and competitions. Questions cover various topics, from sports to science, math, and pop culture. The Knowledge Bowl Club has upwards of 15 people spanning all grades in upper school. In 2024-2025, the club participated in two nationwide competitions. The AASB Middle School Tournament was hosted at EABH for the first time ever, where our team placed 2nd place overall. The AASB High School Tournament was hosted at Nations, Brasília, where our team placed 3rd place overall. In addition to competing, while in Brasilia, students explored the city and learned more about Brazil’s culture and history by visiting tourist attractions like the Praça do Cruzeiro. Next year, the club has big plans to recruit more Middle School members and build more teams to align with grade levels.



CREATIVE WRITING CLUB

Creative Writing Club is a group of individuals who love creative writing! Students met every other week to try out new writing techniques, discuss ways to generate story ideas, and share bits and pieces of their writing with other budding writers.

BOOK CLUB

The Book Club provides a place to cultivate a love for literature and exchange ideas with others about books, narratives, and the stories we love. Each month students choose a book to read that expands their love of a certain genre or piques their interest in a new genre. Members met every other week to discuss their reactions to the unfolding of events and characters in a story.



COMMUNITY ACTION CLUB

The Community Action Club (CAC) promotes service, leadership, and community engagement by empowering students to make a positive impact. With approximately twenty active members, the club leads monthly service projects that support both EABH and the wider community.

A highlight of the 2024-2025 school year was our December visit to Centro de Acolhida Betânia, where members organized activities such as drawing, painting, card games, and sports. Thanks to a successful milk drive led by the club, we delivered over 200 cartons of milk donated by Lower School families.

CAC also supported the Centro de Acolhida Festa Junina youth group “Encanto Caipira,” helping them purchase dresses for their celebration. This partnership resulted in a special performance on our campus during our Festa Junina, strengthening the connection between our communities.

Through these experiences, CAC members develop leadership, empathy, and a strong sense of responsibility. The club fosters awareness of social issues within EABH and builds meaningful partnerships beyond our school, contributing to a lasting culture of service





THE DAILY HAWK

Student-Led School Newspaper

Founded in 2018, The Daily Hawk was created to be a voice for the EABH community and a platform for student creativity and self-expression. In 2024-2025 The Daily Hawk had another remarkable year, blending creativity and journalism to keep the EABH community informed and connected.

For the first time in nearly seven years, the team successfully published six printed issues, in addition to maintaining an active online presence. Student journalists also provided real-time coverage of major school events such as ISSL and BRAMUN, with reporters, photographers, and videographers capturing stories as they unfolded. These experiences strengthened members' writing, communication, and media production skills while boosting school spirit and showcasing the many narratives that make EABH unique.



INVESTORS ACADEMY



The Investors Academy is a club designed for future investors interested in expanding their financial knowledge, collaborating with peers, and developing a solid understanding of both micro and macroeconomics. In 2024-2025, the club welcomed 39 members from various grades and explored topics such as stocks, fixed income, foundational investment concepts, and SWOT analyses of publicly traded companies. Students used Investopedia simulators to practice strategies, learned about global finance through the Wharton and Harvard Investment Competitions, and attended lectures on key concepts like compound interest, dividends, yields, and returns. With a mission to build financial literacy and prepare students to participate confidently in the stock market, the club fostered critical thinking, decision-making, and long-term planning skills that extend beyond the classroom. Highlights included presentations on global inflation and an in-depth study of cash flow and compound interest, essential tools for understanding the financial market and managing capital.



MATH LEAGUE

Math League is a contest-based club for students in Grades 6–8 who are eager to challenge themselves and deepen their mathematical thinking. Open to all interested students, the club meets regularly to tackle complex problems that extend beyond the classroom curriculum. Members strengthen their ability to analyze patterns, think logically, and develop efficient problem-solving strategies, often discovering approaches more effective than relying on calculators.

Aligned with its core mission “to promote the enjoyment of the study of mathematics,” Math League enriches students’ mathematical learning by preparing them for competitions and fostering a positive, curious, and collaborative environment around math.

MATHCOUNTS

MATHCOUNTS is a competition-based club designed to inspire Middle School students of all ability levels to build confidence and develop a positive attitude toward math and problem solving. While any interested student is welcome to join, only those who qualify are selected to represent EABH in competitions against other schools. Working in partnership with Math League, the club plays an important role in strengthening mathematical proficiency and fostering a school-wide appreciation for mathematics.

GIN - GLOBAL ISSUES NETWORK

The Global Issues Network (GIN) is an internationally recognized, student-led club at EABH dedicated to addressing community challenges through practical, collaborative initiatives. With a long-standing presence at the school, GIN empowers students to identify local needs and take meaningful action. In 2024/2025, the club carried out several impactful projects, including building a vertical garden funded through student-led fundraisers to grow herbs for the school kitchen; offering weekly English classes to staff members, enabling them to confidently communicate with foreign teachers; and partnering with Inaper to host a breakfast centered on mental health topics such as addiction and purpose,



followed by donating leftover food to individuals in need at a nearby park. Through these initiatives, GIN continues to foster leadership, service, and social awareness within the EABH community.



MUN - MODEL UNITED NATIONS



The Model United Nations (MUN) club simulates United Nations discussions for High School students to learn about diplomacy, geopolitics, and international relations, in addition to developing leadership and communication skills. In the club, students learn about UN procedures and apply that knowledge, together with their global understanding, in meetings that mock UN committees.

During the 2024-2025 school year, the MUN club had over 30 students since we decided to add middle schoolers as well. In addition to the weekly meetings, we were able to host one event and participated in two external ones in which our members had the opportunity to debate with students from other schools.

In September 2024, our students traveled to Rio de Janeiro for a conference hosted by the British School of Rio de Janeiro (TBSRJ) in which hundreds of students from international schools around Brazil participated in five different committees. Tatiana C. and Larissa R. did outstanding work as part of the conference’s leadership team. EABH MUN left the conference victorious, having and receiving many recognitions, including:

- Best Delegation Award to Isabella Z. in the British Parliament of 1605.

- Outstanding Delegation Award to Vitor S. and Helena K. in the Human Rights Council.
- Verbal Commendation to Giovana M. and Anabella D. in the Security Council.

In March 2025, our delegates traveled to represent EABH, this time at BraMUN (Bahia), the biggest MUN conference in Latin America. Again, the club was very successful, and all our delegates had an outstanding performance. Tatiana C. served as the Head Chair of the Security Council and was recognized as the Best Chair in the whole conference. Giovana M. received the Best Delegation award in the Interplanetary Council and Vitor S. was also recognized as the Outstanding Delegation as Kermit Roosevelt Jr. in the American Commission. Larissa R. also stood out as the Conference’s Press Director. In addition, Helena K. was selected as part of the leadership team for 2026, as Chair of the first Portuguese Committee at BraMUN.

Finally, the club organized the third edition of MinasMUN. The event included 65 participants from 5 different schools besides EABH, a guest speaker, three committees, and press coverage over two days.





GUIDING HANDS PROGRAM

The Guiding Hand Program pairs upperclassmen with younger students, creating a mentorship experience that strengthens our school community. Through encouragement and guidance, we aim to empower every student, ensuring they feel valued and supported as they navigate their academic and social journeys.

The Guiding Hand Program is open to students in Grades 6 to 9.



NHS - NATIONAL HONOR SOCIETY

The National Honor Society (NHS) is a premier organization established to recognize outstanding High School students. More than just an honor roll, NHS serves to recognize those students who have demonstrated excellence in the areas of scholarship, service, leadership, and character.

In the 2024-2025 school year, NHS accomplished a broad set of service-oriented projects that strengthen community connections inside and outside of EABH. In the first semester, NHS coordinated Children's Week visits to Casa de Apoio and Creche Bom Pastor, carrying out activities such as "torta na cara", sports, friendship bracelets and massinha production. NHS also led the school-wide "Papai Noel dos Correios" project, distributing, collecting, and organizing over 280 gifts for

children in NAVE, ensuring strong engagement from the entire EABH community. In addition, NHS also participated in other seasonal activities like Halloween, maintaining its presence in student life.

In the second semester, NHS expanded the service projects by: visiting an elderly home with music, painting, and bingo; organizing an Easter celebration at Casa de Apoio with games and an egg hunt; and carrying out Staff Appreciation Week, in collaboration with Stuco, to honor all sectors of the school community. The club also hosted fundraisers (brownies, donuts, cake sales) to finance its activities and ensure sustainability. Finally, elections were held to decide new officers who will continue the legacy of service and leadership.





■ ■ ■ NJHS - NATIONAL JUNIOR HONOR SOCIETY

During the 2024–25 school year, the Paulo Freire Chapter of the National Junior Honor Society at EABH sharpened its purpose—cultivating scholarship, service, leadership, and character while bridging the values from Lower School NEHS to Upper School NHS—by consolidating governance and refocusing on high-impact work within our own campus.

With 36 active members, we revised and ratified chapter bylaws, held our first formal induction, and honored former members who had not previously been inducted, reinforcing continuity and tradition. Guided by the principle “before changing the world, take three laps around your own house,” we prioritized internal projects that tangibly improved school life: SOS Teacher (member support for

classroom organization and logistics), library organization and service, and a whole-school reflection on classroom behavior in which NJHS members acted as role models and structured supports for teachers. These projects developed members’ leadership (initiative, reliability, teamwork), deepened a visible culture of service and character on campus, and delivered practical benefits to faculty and students, while laying foundations for broader, external partnerships in the coming year. Highlights included the induction ceremony and legacy recognition, the launch of the SOS Teacher service roster, and the establishment of a behavior-ambassador initiative—evidence that our mission, the NJHS pillars, and EABH’s needs are now aligned and generating sustained impact.



■ ■ ■ NEHS - NATIONAL ELEMENTARY HONOR SOCIETY

The National Elementary Honor Society Tiradentes Chapter is a distinguished institution with the purpose of acknowledging exceptional students in Grade 4 and Grade 5, who have showcased outstanding achievements in the areas of scholarship, service, leadership, and character.

In the 2024/2025 year, our NEHS members exemplified the four pillars of the National Elementary Honor Society—Scholarship, Responsibility, Service, and Leadership—through their dedication, compassion, and meaningful action. Their commitment to learning was matched by their determination to make a positive difference in the community.

Through their projects, students collected dog food, clothing, hygiene items, and other essentials, and devoted time to visits that brought joy and care to those in need. They spent moments with the elderly in nursing homes, supported children in orphanages, and assisted animals in shelters, demonstrating empathy, responsibility, and leadership in every effort.

As a result, at least four organizations across Minas Gerais—including Cãoviver, Abrigo Lar Cristão, and Cãomer—benefited directly from their initiatives. These projects not only provided vital support, but also highlighted the meaningful contributions students can make when they act with purpose and generosity.

In recognition of their thoughtful planning and impactful service, one of these initiatives was selected for inclusion in the official NEHS project database, allowing other chapters to learn from and be inspired by the outstanding work of our students.

The achievements of NEHS members stand as a testament to their hard work, dedication, and commitment to making a lasting, positive impact on both the school community and the wider society.





■ ■ ■ SALC - STUDENT ATHLETE LEADERSHIP COUNCIL

In 2024-2025, the Student Athletic Leadership Council (SALC) continued its mission of fostering school spirit, leadership, and community through athletics. The club counted on a strong team of 6 leaders and around 10 class representatives, all very dedicated student-athletes, representing multiple varsity sports, ensuring that every initiative reflected the collective voice of EABH athletes.

Among the projects developed were the EABH Olympics, which brought together the entire school community in a week of spirited competition. SALC also organized pep rallies, fundraisers, and seasonal events to motivate teams and celebrate athletic achievements, while strengthening the sense of unity across grades.

The experience offered members valuable opportunities to grow as leaders, communicators, and event organizers, skills that extended beyond sports into academics and service. For the school community,



SALC promoted wellness, school pride, and teamwork, while for the external community it reinforced EABH's commitment to collaboration, inclusion, and positive values through athletics.

A key highlight was the EABH Olympics, praised for its high level of participation and energy, which many students described as one of the most memorable events of the year. Testimonials from athletes also emphasized how SALC gave them “a stronger view of unity and inclusivity inside the school, shaping a positive school culture” and taught them the importance of teamwork not just on the field, but in leadership as well.

■ ■ ■ STEM CLUB

The STEM Club was created to foster students' skills in science, technology, engineering, and mathematics while encouraging collaboration, problem-solving, and innovation. Open to all Upper School students (Grades 6 to 12), the club welcomes both beginners and experienced members who are interested in exploring STEM fields. In 2024-2025, the club had approximately 15 active members.

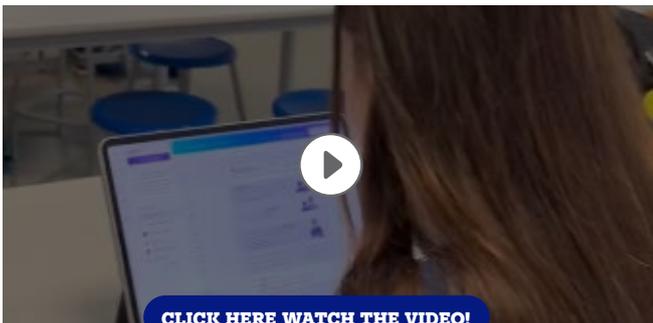
This year, members worked on a variety of hands-on projects and workshops. Some of them include:

- Building and coding simple robots.
- First-aid science workshop.
- Architecture workshop.
- Engineering competition: testing which boats could stay afloat the longest while carrying weights.

- Designing and building an adapted mockup house for people with disabilities that was also resistant to earthquakes. Architectural models were created to explore accessibility and safety while keeping in mind which structures could withstand a natural disaster.

These projects helped members strengthen not only technical skills but also teamwork, leadership, and perseverance. Trial and error was a big part of the learning process, and every challenge encouraged us to think more creatively about solutions and never give up.

The STEM Club provided a space where students could explore their interests more deeply and gain hands-on experience beyond the classroom. For members, it built confidence, leadership, and collaboration skills while also strengthening critical thinking and creativity. At EABH, the club created opportunities for students from different grades to connect through shared projects, building a stronger community. Community-wise, our focus on accessibility and inclusive design in the adapted earthquake-resistant house project reflected our commitment to applying STEM knowledge to real-world challenges and raising awareness about the importance of innovation that serves all members of society.





STUCO - STUDENT COUNCIL

The EABH Student Council is a group made up of leaders who are elected by peers based on their merit and leadership skills. There is a StuCo Representative for each grade. The Student Council’s mission is to represent the student body, raise school spirit, and guarantee a sense of belonging for all students. StuCo members learn to collaborate and during their tenure developed their leadership, event planning, public speaking, and financial management skills.

In addition, StuCo raises funds to reinvest in the student body, creating events and initiatives that build community, encourage leadership, and make school life more engaging and meaningful. StuCo plays a key role in maintaining beloved school traditions and innovative events that encourage school spirit, school wide participation, joy, and unity.

Here are the projects developed in 2024-2025:

- **Halloween Door Competition**
Fostered creativity and collaboration among all grades.
- **Children’s Week Party**
Organized a special Children’s Week celebration with free popcorn and cotton candy for all students.
- **Valentine’s Day Cards & Serenades**
Encouraged school-wide participation and celebrated friendship and appreciation.
- **Thanksgiving Celebration**
Promoted gratitude and community spirit.
- **Fundraising Booths at School Events**
Sold drinks at all school events to raise funds.



YEARBOOK CLUB

The Yearbook Club, made up of a small group of creative and dedicated students from Grades 8–12, made history by producing EABH’s first fully student-led yearbook in over 15 years. Guided by the theme “Memories Are Sweet, Cherish Them,” the team poured their passion and talent into every detail, from cover to cover, learning to use professional graphic design and photo editing software along the way, and the ins and outs of the large-scale printing process. They introduced exciting new sections that showcased school pride, including ISSL-dedicated pages, expanded senior pages, photo galleries, and heartfelt messages from homeroom

teachers and advisors. Through countless hours of teamwork, the Yearbook Club not only captured the essence of the school year but also strengthened the bonds and spirit of the entire EABH community.





WELLNESS CLUB

The Wellness Club’s mission is to provide a safe and fun environment during lunch for students to meet other students and play board and card games. The counselor is available to assist in helping students build relationship skills through gaming. In 2024-2025 we had 20 members, which participated in various projects that encourage collaboration and cooperation with peers. This club contributed to build connections within the student body by opening up the Yellow Submarine with games to play has provided a resource for students to commune in a caring environment.



“ I enjoyed the Wellness Club because it gives me a fun break at lunch to play games, relax, and connect with others, when I don’t have anything to do at lunch.”

Liam D.

“ One thing that I enjoyed about Wellness Club is that we can play games with our friends, which is a fun and enjoyable experience that makes us happy and calm.”

Barbara F.



NHS Papai Noel dos Correios at Nave



Community Action Club and Quadrilha Jovem Encanto Caipira

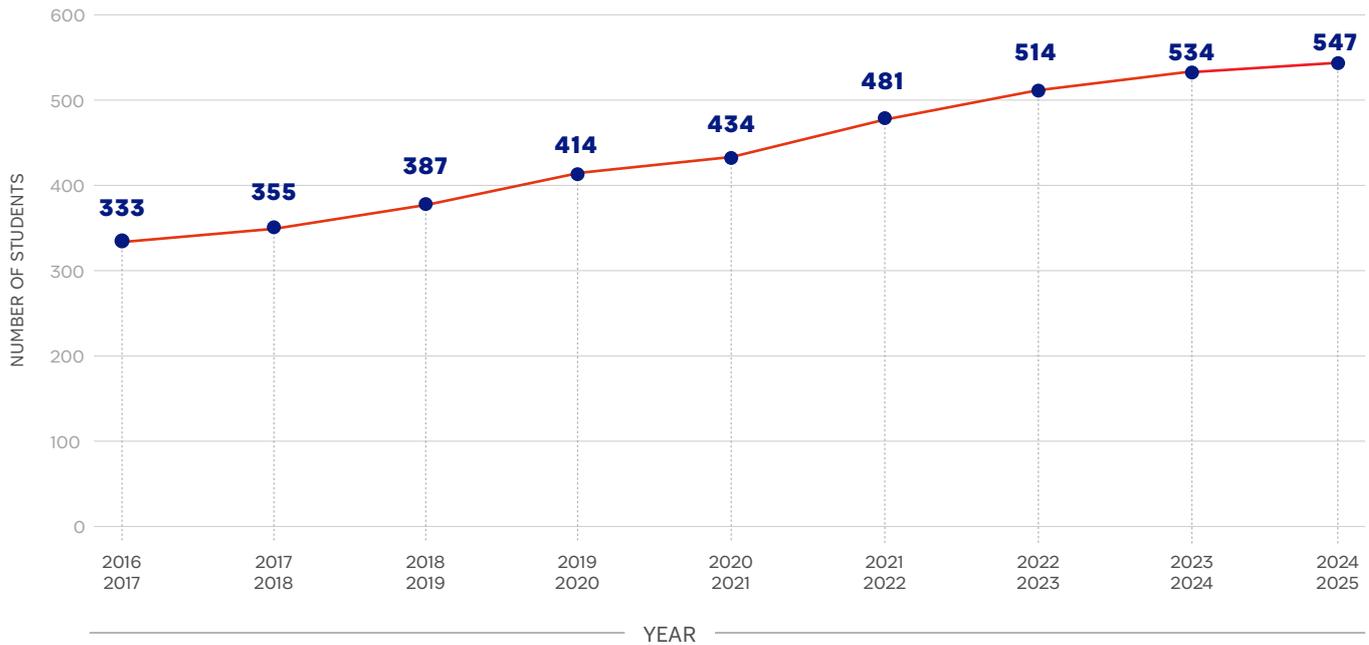


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ENROLLMENT

Enrollment is one of our SAAGE Pillars because of the important role it plays for our sustainability, international diversity, and better learning experience. Our goal is to become a middle sized school, with two classes per grade level.

ENROLLMENT OVER TIME



In 2024-2025, we inaugurated our second G9 class, making all of our grades up to G9 two classes each.

STAKEHOLDER INVOLVEMENT AND ENGAGEMENT

In line with EABH’s mission and strategic plan, we work hard to involve and engage our stakeholders in the school’s events, projects, and actions. We believe that student, teacher, and parent alignment, along with an increased understanding about the school, participation, and input of stakeholders are important factors to build a strong community and create a solid foundation for a prosperous future for our school.

ANNUAL GENERAL ASSOCIATION MEETING

The Annual General Association Meeting took place via videoconference on April 23, 2025. The Annual Assembly is a societary mark necessary for approval of accounts and election of Board members. Additionally, it allows our Board to share our accomplishments of the school year, strategic plans, as well as projections for the following year as we bring our current academic cycle to a close. This year we had a total of 109 association members participating.



PARENT VOLUNTEER PROGRAM

Our Parent Volunteer Program is one of the ways that parents can support our school and connect their skills and interest to contribute and engage with our wonderful community. In 2024-2025, our Parent Volunteers dedicated their time, energy, resources, and expertise to make the following events extra special:

- Parent Volunteer Brunch (September);
- Teacher Appreciation Week (October);
- Halloween Party (October);
- Art & International Food Fair (April);
- Festa Junina (May).

We would like to thank all of our dedicated parent volunteers who planned and worked together in committees, actively participated in the monthly meetings, and put their efforts towards bringing our community together to celebrate the spirit of friendship and support for our school. This parent involvement not only expands the resources available to our children, but also gives the school a unique community feeling.



TEACHER APPRECIATION

Every year, EABH creates a special way to celebrate all the educators of the EABH Village and thank them for their dedication and outstanding work with compassion, perseverance, creativity, and innovation. In 2024-2025, our Parent Volunteers, helped to make this celebration even more special, by organizing an entire week with delicious treats and gifts in the Teacher’s Lounge everyday, a Pizza Party for our entire staff at the Restaurant, a special tribute video for our Teachers, and an unforgettable Raffle with prizes!





EABH SOCIAL COMMITTEE

We are pleased to announce the creation of our Social Committee during the 2024-2025 academic year! This group aims to bring our community of teachers and staff closer, strengthen connections and celebrate the amazing individuals who make EABH a wonderful place to work.

The Social Committee Team, comprised of volunteer teachers and staff, focuses on gathering and communicating important information about EABH's social opportunities, highlighting events happening around Belo Horizonte, organizing monthly birthday celebrations, among others.

This year, we have also launched the EABH Intranet, a centralized hub for important resources and updates



for EABH teachers and staff. This platform is designed to enhance engagement, foster a sense of community, and celebrate our achievements.

SENIOR APPRECIATION

Senior year is a culmination of many years of dedication and perseverance, and our students' hard work is celebrated at EABH throughout the year through the Senior Appreciation Initiative. Throughout the academic year, we intentionally create a unique way to tell our Seniors how special they are, how they make us proud, and how we hope they will always come back to visit. One of the highlights of this year was our Senior Thanksgiving Lunch, where all the Senior Families shared a Thanksgiving meal at school, family style! Once a Hawk, Always a Hawk!



GLOBAL FRIENDS LUNCH

The Global Friends Lunch offered Lower School students a welcoming space to build friendships, celebrate diversity, and learn about different cultures within the EABH community. This initiative, facilitated by Dr. Kristin, brought together students from Grades 1-5 to share meals, participate in fun games, and engage in meaningful interactions in a relaxed environment. Designed especially for students new to Brazil or those eager to connect with peers from diverse backgrounds, the Global Friends Lunch fostered empathy, inclusion, and cross-cultural appreciation.





BLOCO DO HAWKINHO

Our Lower School students had an amazing time celebrating one of Brazil’s beloved traditions through the Bloco do Hawkinho! Students and staff dressed up and fully embraced the festive spirit of Carnaval with music, dancing, and delicious food. The energy and excitement filled our campus, bringing everyone closer through the magic and cultural richness of Brazilian Carnaval.



CELEBRATING REFLECTION AND PARTNERSHIP IN LEARNING

This year, we were thrilled to welcome 231 parents and students from Pre-K to Grade 4 who came together to reflect on learning experiences and offer valuable suggestions for improvement. It was a powerful reminder of how meaningful school-home partnerships can elevate education.

Parents from Lower School engaged in thoughtful conversations, collaborating alongside their children. Our students also contributed insightful feedback, noting that solving real-world problems makes subjects more engaging and approachable.

At the heart of this process is reflection—a key driver of innovation and growth. The ideas and perspectives gathered directly inform and improve our learning units moving forward.

We are incredibly grateful to our parent community for playing such an essential role in their children’s educational journeys. Hearing your voices and seeing your engagement was truly inspiring.



As part of our journey to become a regional Hub of Educational Excellence, EABH engages in regular professional training to increase the leadership capacity of teachers and staff and prepare for our accreditation visits by the IB and Cognia. These trainings take place during in-service weeks as well as throughout the year.

Becoming a Hub of Educational Excellence also means that we are engaging in exchanges with other schools. Some highlights include schoolwide participation in IB training, Cognitive Coaching, and Positive Behavior Interventions and Supports (PBIS) advancement and active involvement in national and international networks such as AMISA and AASB.

This year, EABH hosted some incredible events that brought students and faculty from other international and local schools to our campus to learn together. Here are some of the events, meetings, and conferences that took place during the 2024/2025 academic year that are contributing to transform us into a Hub of Excellence.

■■■ LOWER SCHOOL PROFESSIONAL DEVELOPMENT

In 2024–2025, Lower School teachers engaged in a comprehensive PD program to deepen instructional practices and strengthen school culture.

Major areas included:

Concept-Based Inquiry with Julie Stern

- Continued training on concept-based inquiry and the ACT (Acquire–Connect–Transfer) model.
- Strengthened teachers’ abilities to facilitate conceptual transfer and student agency across subjects.

Positive Behavior Interventions and Supports (PBIS)

- Ongoing refinement of PBIS structures
- Emphasis on consistent expectations, proactive behavior support, and improved student well-being.

Cognitive Coaching & Leadership Development

- Lower School leaders participated in Cognitive Coaching seminars designed to enhance reflective dialogue, professional growth, and capacity building.

Student Services & Inclusion

- The Student Services Coordinator completed specialized training in supporting students with special educational needs.
- Strengthened inclusive instructional practices schoolwide.

IB Training and External Workshops

- Teachers participated in multiple IB PYP trainings, workshops, and external conferences, continuing to build capacity in inquiry-based learning.

Our Principal, teachers, and coordinators from Lower School also had the opportunity to participate in presentations and give professional contributions.

Christina Fraser – PYP Coordinator:

Invited to consult with The Columbus School (Colombia) during their accreditation process.

Shannon Egan – PYP Exhibition (PYPx):

Presented at AMISA on EABH’s community-centered approach to PYPx.

Isabela Cota – Workshop Facilitator:

Led the workshop Detecting and Supporting Learning Difficulties, focused on early identification, inclusive teaching strategies, and culturally responsive approaches.

■■■ UPPER SCHOOL PROFESSIONAL DEVELOPMENT

In 2024–2025, our Upper School faculty engaged in a robust professional development program focused on strengthening instructional practices, deepening leadership capacity, and expanding expertise in student support and college counseling.

Major opportunities included:

AI in Education: Unconstrained Training

Upper School teachers participated in a dedicated professional learning session led by UnconstrainedED, exploring:

- Foundations of AI, machine learning, and LLMs;
- Opportunities and challenges of AI integration in the classroom;
- Ethical and responsible use of AI;
- Hands-on planning for instructional applications.

This training supports EABH’s commitment to preparing students for a technologically advanced future while ensuring thoughtful, principled use of emerging tools.

Principal’s Training Center – Teacher Leader Institute

Upper School leadership completed two major courses focused on improving teacher growth and assessment practices:

- *Leading Learner-Centered Assessment;*
- *Coaching and Supervising Your Team.*

These trainings strengthened our leaders’ ability to support teachers through reflective dialogue, meaningful feedback, and data-informed decision-making.

Assessment & Curriculum Training

- AMISA Middle and High School Assessment Symposium (virtual) with Myron Dueck;
- Cambridge Day – Three certification workshops.

These sessions deepened expertise in assessment design, feedback strategies, and international curriculum alignment.

AASB Student Support Services Summit

Ms. Pauline Mott and Ms Sadie Gearheart represented EABH at the AASB Student Support Service Summit at EARJ Gávea, where they also presented EABH’s Support Services model to other schools. Their participation reinforced our commitment to inclusive practices and holistic student support.

College Counseling & Post-Secondary Pathways

Our college counseling team engaged in multiple high-impact conferences that strengthened the Upper School’s approach to guiding students in their post-secondary plans.

AMISA Educators Conference – Panama

Sessions included:

- Affluent Neglect;
- AI in Schools;
- Connecting with Parents of Neurodiverse Students.

This conference expanded the team’s tools for supporting diverse learners and strengthening communication with families.

KIC UniAssist Conference – São Paulo

Themes included:

- University feedback on EABH’s school profile;
- Transparency and clarity in academic documentation;
- Revalidation of degrees in Brazil and global career pathways.

Insights from this conference were transformed into classroom lessons for seniors preparing to study abroad.

International ACAC Conference – São Paulo

This global gathering included more than 140 universities and 70 international High School counselors. Key sessions attended:

- Helping International Families Navigate U.S. Financial Aid;
- Supporting Students in Writing UK Personal Statements and U.S. Essays;
- Creative Counseling Events on a Budget.

The conference affirmed that many best practices shared internationally already inform EABH’s counseling program, while also equipping the team with new strategies to enrich student support.



EABH FUTURE PROGRAM



EABH has a dream for our future. We have designed the EABH Future Program, our Giving Program, to transform and accelerate this vision into reality.

The EABH Future Program was launched in 2019 to inspire our community to advance EABH to the next level by supporting the EABH Master Plan. This Giving Program gives our community the opportunity to come together to support the expansion, renovation, and enhancement of our campus and learning experiences. Our Giving Program serves as a vehicle to advance our school on the global playing field, not only as a great international school in South America, but as a Hub of Excellence in our region.

**TODAY
TOGETHER
TOMORROW**

The results presented here reflect the events and funds raised from July 2024 to June 2025.

EABH FUTURE CAMPAIGN

The EABH Future Campaign is an ongoing fundraising effort to support EABH’s vision and large scale projects. Funds will be directed towards the development of the EABH Master Plan that consists of different projects to expand and improve our school’s infrastructure.

Investments and Impact: The funds raised in 2024/2025 will be directed towards the next phase of the EABH Master Plan.

EABH ANNUAL FUND



The EABH Annual Fund is an annual fundraising effort that enhances the learning experience at EABH through short-term projects. These projects are defined annually, and the funds raised will be applied during that same year or shortly thereafter.

Investments and Impact: The funds raised in 2024-2025 were directed towards the Keep Cool Campaign- a project to install Air Conditioning Units across our campus.

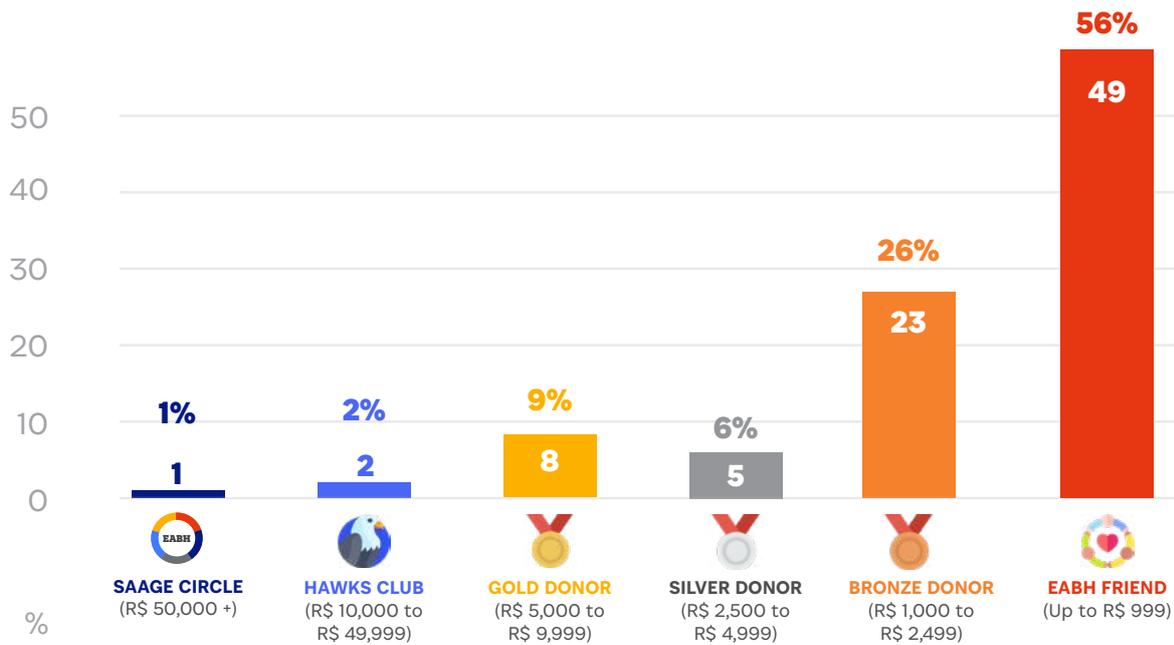
RESULTS 2024 - 2025

FUNDRAISING RESULTS

	2024 - 2025	Number of Pledges & Donations
EABH Future Campaign	R\$ 500	1
Annual Fund	R\$ 510,519	106
EABH Future Program Total	R\$ 511,019	107
Range of Pledges and Donations	R\$ 120 - R\$ 95,000	

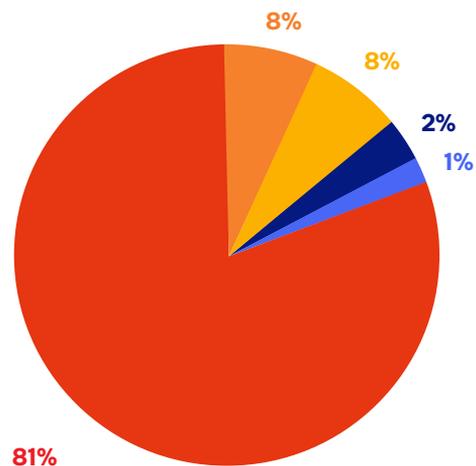
NUMBER OF DONORS PER GIVING LEVEL

TOTAL DONORS: 88



DONOR PROFILE

- Parents
- Board
- Community Integration Events
- Faculty/Staff
- EABH Friends



HIGHLIGHTS

INAUGURATION OF NEWLY RENOVATED FIELD



We celebrated the grand opening of our newly renovated, state-of-the-art, artificial grass field, with our entire community on two special occasions! First, with all of our students and staff, with a symbolic game between Seniors and Teachers! We also celebrated with our Families on Family Day/24, with a bow cutting ceremony and a goal kicking competition! since its inauguration, the field has been enjoyed by students of all ages during recess, PE Classes, and Sports practices after school, as well as our entire community during special events, such as graduation!

INSTALLATION OF NEW AIR CONDITIONING SYSTEM

In partnership with our community through the EABH Future Program, we were able to fundraise for and install 51 new AC Units across our campus, increasing the comfort, safety and well-being of our students and staff during high temperatures. The conclusion of this project is a testament of our ability to work together towards a shared goal! Thank you EABH community!



■ ■ ■ PARENT VOLUNTEER BRUNCH AND FUNDRAISING ICE CREAM PARTY IN SUPPORT OF THE KEEP COOL CAMPAIGN

Parent volunteers were able to mobilize over 100 donations through a fundraising brunch organized in support of the Keep Cool Campaign, raising an impressive R\$ 79.735 for our school. The brunch brought together parents across grades, to share a delicious meal and strengthen our community bonds, while contributing to a great cause.

Students and staff also contributed to this great project by participating in our ice cream FUNdraising Party.



■ ■ ■ CONTRIBUTIONS THROUGH OUR COMMUNITY INTEGRATION EVENTS

Community Integration Events played a very important role in raising funds for our EABH Future Program in 2024/2025. Through ticket sales, raffles and spontaneous donations during community events--Halloween, Food Fair, and Festa Junina-- our community supported our Annual Fund Projects with the surplus of each event.



DONOR RECOGNITION

Thanks to our EABH Future Program Donors, we are one step closer to bringing innovation and development to EABH, Minas Gerais, and future generations to come. Your support fills our hearts with gratitude and inspires us to boldly innovate and persistently move forward with our campus expansion and enrichment projects.



SAAGE CIRCLE (R\$ 50.000 +)

NATAS



HAWKS CLUB (R\$ 10.000 to R\$ 49.999)

CECÍLIA E RAFAEL MENIN
EDWARD MASON II & FAMILY



GOLD DONOR (R\$ 5.000 to R\$ 9.999)

ANONYMOUS (4)
ALICE THOMAZ CORRÊA
FAMILIA CHUCRE
MARCATO FAMILY
RENATO



SILVER DONOR (R\$ 2.500 to R\$ 4.999)

ANONYMOUS (1)
MUM PIETRO AND LUCA
FAMILIA DRUMMOND
JULIANA & MARISSA TAGARRO



BRONZE DONOR (R\$ 1.000 to R\$ 2.499)

ANONYMOUS (8)
BUSTARRET FAMILY
CERQUEIRA FAMILY
DEL BIANCO FAMILY
EABH SENIOR LEADERSHIP TEAM
GILBERTO FIALHO FAMILY
JIN FAMILY
JORDHANA
LEONEL SILVEIRA
LIGIA COLUCCI
MILENA TEIXEIRA
MOLINARI FAMILY
ROCHOLI ALVARENGA FAMILY
TOMA RIBEIRO FAMILY
ZAULI FAMILY



EABH FRIEND (Up to R\$ 999)

ANONYMOUS (16)
ABUID CABEZAS FAMILY
ALBUQUERQUE FAMILY
AMARAL FAMILY
ARAUJO FAMILY
DE PAULA FAMILY
DILLINGER FAMILY
ESTEVES FAMILY
FLÁVIA MENDES SIMÕES
GONTIJO FAMILY
HILLIG FAMILY
JOÃO NEVES DE MEDEIROS
LARA MAGALHÃES
LARISSA DE FÁTIMA FALEIRO
LEITE SOARES FAMILY
LOBOISSIERE FAMILY
LOTT FAMILY
MARCELA BRAGA
MARIA REGINA FARAH COSTA
MARINA VISACRO
MARTHA SARQUIS
MELO CAMPOS FAMILY
MOL DE FREITAS FAMILY
MOTT FAMILY
NATHALIA SALVADOR
NUNES AMARAL FAMILY
PAOLIELLO BICALHO MENDES FAMILY
PELEGRINI GONÇALVES FAMILY
PINTO FAMILY
QUICK FAMILY
RENATA ELIAS
ROCHA FAMILY
SANTOS GOMES FAMILY
SCAGLIONI FAMILY
SION FAMILY
THAIS ARANTES

THE NEXT PHASE OF THE EABH MASTER PLAN



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