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+55 51 3222.2277**FEDERATIVE REPUBLIC OF BRAZIL****ALEX CARDOSO CUNHA****PUBLIC SWORN TRANSLATOR AND COMMERCIAL INTERPRETER – Enrollment 057/2010****Rua Marquês do Pombal, 783/501 – CEP 90.540-001 – Porto Alegre/RS/Brazil****Tel.: 55 51 3222-2277 – Cell: 55 51 99212-7939 – E-mail: juramentados@traduzca.com.br**

Duly commissioned by the Board of Trade, Industry and Services of the State of Rio Grande do Sul, Brazil, and qualified according to legislation in force, I, Alex Cardoso Cunha, hereby certify that the document described below was presented to me for translation from Portuguese into English

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This document is the School Regulations of the Pan American Pre-School, in Porto Alegre, Brazil.

[Logo: Pan American, the International School of Porto Alegre].

Municipal Government of Porto Alegre. Municipal Department of Education. Pan American Pre-School. School Regulations. Porto Alegre - RS (State of Rio Grande do Sul), October 2021. [Page Numbering on pages 2 to 27: 2 to 27].

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I. The Information Details of the Sponsor Organization and the Institution. [Institution's address and contact details].

II. The Institution's Aims and Objectives. Article 1 - The Pan American Pre-School (EEIP - Acronym in Portuguese) is a private educational institution maintained by a parents' association (The Pan American School Association of Porto Alegre). The school provides international program of education, predominantly taught in English, which also complies with the requirements of the Ministry of Education of Brazil. The School is accredited by COGNIA, in the United States, and is authorized to provide the PYP (Primary Years Program), MYP (Middle Years Program) through the International Baccalaureate (IB) The School follows the AERO / Common Core curriculum within the framework of the IB, which is aligned with the Common National Curriculum Standard, so that it has a consistent educational approach to Early Childhood Education. The IB framework focuses on inquiry-based learning and is the foundation on which we build our programs. The School's mission is to inspire its students to be global learners throughout their lives. Besides this, its Vision is to be an exemplary international learning community that can be relied upon to face the challenges of change. Its core values are respect, integrity, collaboration, determination and leadership. The School is international, bilingual, multicultural and secular and therefore it is committed to intentionally embracing diversity and to create opportunities to help children to understand justice in more detail and to create a culturally welcoming community.

Section I - School Philosophy. Article 2 - The educational program of the Pan American Pre-School (EEIP) follows the international educational principles of the International Baccalaureate (IB), which aims to develop investigative and problem-solving skills in children and encourage them to be proactive, ethical, questioning and willing to accept others from different cultures, races and with different beliefs. Article 3

- Education at the EEIP treats the child as an individual is capable of learning and can be responsible for



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their own learning. The School aims to provide them with a strong foundation as a person that is critical, aware, creative, free, and someone who will be involved and improve the world around them, including their community. Article 4 - The teaching model is focused on the child and the teacher is responsible for encouraging them to discuss and interact so as to exchange experience, which does not come from pre-set material, but relates to a critical analysis of social and cultural issues. Article 5 - The mission for education at the Pan American Pre-School is to inspire students to create their own future, throughout their lives. In exceptional circumstances, the School provides an alternative form of education, its Home Studies Program. I - The Home Studies Program sets out what will happen if the school continues to function, but they are unable to attend physically because the campus has been closed. II - The Home Studies Program is aligned with the vision, mission and values of the Pan American Pre-School, which allows teachers to act more freely to take advantage of any opportunities that result from the difficulties caused by closing the school.

Section 2 - The Purpose of Early Childhood Education and Programs Article 6 - Education at the EEIP is inspired and based upon the ideals of free enterprise, individual freedom, the idea that the same rules should apply to everyone, respect for property, voluntary cooperation and democracy, and its goals are: I - to actively support children to join in and take a part in their education, helping them to develop their ability to be critical and thoughtful about the world around them, so that they can play a part in their community; II - to help the child develop to their potential and prepare them for academic education, to be good citizens and to develop their future career and life prospects; III - to provide a humanistic, ethical, cultural, artistic, physical, scientific, political and social education; IV - to develop the child's cognitive, affective, psychomotor and social potential, so that they are able to make their own choices and take responsibility for them; V - develop a critical awareness of leadership skills; VII - develop ideals and values on responsibility, freedom and working together; VIII - introduce the child to new information, based on their existing knowledge and finding ways for them to apply this more generally; IX - use teaching methods that match the highest international standards, together with those of the Common National Curriculum Standards in Brazil; X - use a teaching approach that covers knowledge, knowing how to think, knowing how to be, knowing how to do and knowing how to work together; XI - encourage cooperative and collaborative activities aimed at solving problems, mutual support, multicultural understanding and good interpersonal relationships; XII - awaken their scientific spirit by developing the ability to think and act rationally; XIII - provide a cultural environment where the child can develop their artistic sensibility for Beauty and Aesthetics and express their view of the world; XIV - develop studying habits, encourage them to persevere to find answers to problems and discuss the results; XV - support children with special needs, general developmental disorders and those who are gifted/ of high ability. Article 7 - The purpose of the first stage of Basic Education is to support the integral development of the child and complement and support the education they receive from their family and community, Article 8 - The EEIP also defines the following objectives for Early Childhood Education classes: I - Develop the child's physical, emotional, intellectual and social abilities in concert; II - Develop their bilingual ability; III - Respect the knowledge and cultural values that the child already has; IV - Ensure that they will steadily improve their knowledge so that they can become more self-sufficient, willing to work together, be critical, responsible and develop their self-esteem and creativity; V - Encourage curiosity, observation and an interest and ability to learn; VI - Preserve the child's spontaneity.

III. The Organization of the Pre-School. Article 9 - The Pan American Pre-School (EEIP) provides Primary School Education for the following groups, in accordance with Resolution No. 015/2014 of the CME/POA article 25: I - P3 Children who are at least three years old; II - P4 Children who are at least four years old; III - K5 Children who are at least five years old;

IV. The Educational System. Article 10 - The School has the following plans, which are available to the school community: I - The Pedagogical Political Project (PPP); II - School Policies and the Primary School Parent Information Booklet; III - Strategic Plan and Performance Indicators. Teaching Processes and Methods.

Section 1 - The Pedagogical Political Project (PPP). Article 11 - The Pedagogical Political Project is a document that sets out the objectives of the school and its general organization. It is written by the



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teachers for each subject, together with the curriculum coordinator, and approved by the Board. Article 12 - Study Plans - these are the method by which the Pedagogical Political Project is put into practice, adjusting and adapting it to the specific needs of each group of children. Article 13 - Teacher's Work Plan - the teacher is responsible for producing and completing their Work Plan, in accordance with the School's Pedagogical Project, including appropriate methods for teaching children with disabilities, general development disorders and those who are gifted /of high ability.

Section 2 - School Policies. Article 14 - The School Policies and the Primary School Parent Information Booklet are the documents, together with these Regulations, which express the set of school rules and procedures drafted by the Leadership Team. These documents regulate the functioning and the administrative, educational and disciplinary structure of the school. They explain how the school operates and how the people in it work together.

Section 3 - Strategic Plan and Performance Indicators. Article 15 - The Strategic Plan is a series of goals that is updated annually. It allows the Governing Board (the Board - elected by the entire community) and the Leadership Team to regularly monitor the actions and objectives proposed by the different areas responsible for education and administration.

Section 4 - Teaching Processes and Methods Article 16 - The International Baccalaureate (IB) Primary Years Program (PYP). The Pan American School is authorized by the International Baccalaureate (IB) to run their Primary Years Program (PYP). This is the first of three programs provided by the IB, as part of a curriculum for students from the ages of 3 to 11. At this School, the program begins at P3 and ends in the 5th year. The IB curriculum aims to produce questioning, well-informed and caring young people who can help create a better and more peaceful world through intercultural understanding and respect. The IB Curriculum applies this perspective to Pre-School and promotes the physical, psychological, intellectual and social development of the children, and articulating this through the family and the community. The main objective of the PYP is to develop the attributes of an IB student in the children, so they are questioning, thinking, courageous, reflective, balanced, receptive, caring, supportive, knowledgeable and communicative. Inquiry-based learning plays an important role in PYP. Children are encouraged to explore, ask, question and make generalizations as part of their learning, so they can understand the world around them. In addition, they are encouraged to consider situations from multiple points of view and are given the opportunity to explore important local and global issues. The Teaching plans of teachers at EEIP are also inspired by the methods used in schools in Reggio Emilia, Italy, which allow children to experience different situations, freely for themselves and do what they are most interested in. The children take the lead in activities and make choices, both during free play and during teacher-directed activities. They take part in activities in which they need to listen to and respect different opinions and points of view and use different artistic resources when performing tasks. Finally, they are constantly challenged and encouraged to cooperate with each other and work both on their own and as a group. Article 17 - In P3, P4 and K5, activities are multi-subject and based on play. They are intended to teach the children habits, attitudes and skills, indiscriminately, to develop their identity and general abilities, in an integrated way that incorporates educational activities into the basic care of children and their games. Article 18 - The School believes that children learn better through experience and they are encouraged to reflect on their actions, analyze their feelings and chose other options to anger, frustration or when sadness makes them aggressive. We believe that teachers should support and advise children to help them learn, understand their feelings, cooperate with their peers and adapt to the environment they are in. Article 61 - The Pan American Pre-School is an International School and therefore: I - Its work is mostly conducted in English, while ensuring that Portuguese is learned through P3, P4 and K5 activities, as well as Brazilian Culture; II- Its activities are based on a constructivist theoretical framework, (with an emphasis on the learning process that takes place through children's, based on the philosophy of the International Baccalaureate), according to which the child builds up their knowledge of the world by looking at it in a critical fashion, based on their social and cultural environment and the individual's relationship with it; III - It believes humans can act and interact and create and recreate their learning, permanently stimulating their curiosity; IV - The teachers plan their activities together to ensure that they are multidisciplinary contextualized; VII - the school respects and values the student's previous



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knowledge and experience; VI - It prefers to immerse children in different languages and have them master the various genres and forms of expression progressively: gestures, words, form, drama and music; VII - It allows children to experience ideas and to experience and interact with oral and written language, as well as to have different types of support and oral and written sources; VIII - It encourages children to interact and relate to different types of music, visual and graphic arts, cinema, photography, dance, theater, poetry and literature; IX - It provides recorders, projectors, computers and other technology and media resources for them to use; VII - It makes learning objectives more flexible and adapts the curriculum approach for the children, taking into account different learning patterns, and the particular situation or development of the child, in accordance with Resolution No. 015/2014 of the CME/POA, articles 16, 17 and 18.

V. The Management of the School. Article 20 - Managing the School is done as a group. It involves decision-making, planning, execution, monitoring and assessing the operation of the School and involves everyone. EEIP has the following organization:

Section 1 - The Board of Directors. Article 21 - The Board is established in accordance with the School's Statute. Article 22 - The Board of Directors is responsible for: carrying out the decisions of the Annual General Meeting, hiring the Superintendent of the School, considering recommendations by the members, deciding on management issues, such as an annual budget proposal, setting the cost of annual and monthly fees, deciding on disciplinary penalties, preparing and presenting an annual report on activity and management accounts to the AGM. Article 23 - The Superintendent is responsible for the General Administration - advised by the Director of Learning and Teaching, the Director of the Brazilian Program, the Principals for each section, the Board members - parents of school students, elected by the school community - and by the Leadership Team, led by the Administrative and Financial Director, who is responsible for the administrative and financial matters of the School. All employees, including the Administrative and Financial Director, report to the Superintendent.

Section 2 – Superintendent. Article 24 - The Superintendent is hired by the Board of Directors to manage the School and the institution's physical and human resources. They are the person in charge of the administration and school activities. They report to and are accountable to the Board of Directors. The Superintendent is directly responsible for the Director of Learning and Teaching, the Director of the Brazilian Program, the Pre-School Principal and the Deputy Principal.

Section 3 - The Administrative and Financial Director. Article 25 - The Administrative and Financial Director is appointed by the Superintendent of the School and approved by the Board of Directors. They are one of the basic management functions, responsible for accounting, financial management and maintaining assets.

Section 4 - The Director of Learning and Teaching. Article 26 - The Director of Learning and Teaching must have suitable educational qualifications and is selected by the Superintendent to provide educational leadership in planning, implementing and analyzing the academic and curricular assessment programs from Pre-School to High School, as well as ensuring that the education is in line with the School's philosophy, mission, vision and core values. They support the intellectual and professional development of the faculty/staff leaders, and dealing with changes in a productive way. They also focus on improving student performance, creating positive relationships with all stakeholders, and updating management and teaching practice with research to improve learning and benefit students, teachers and staff.

Section 5 - The Director of the Brazilian Program. Article 27 - The Director of the Brazilian Program is an individual with suitable Educational qualifications, who is part of the Leadership Team. They are appointed by the Superintendent and approved by the Board of Directors. They are in charge of supervising and advising on the educational approach to Pre-School, the productive activities and the administrative support staff. They represent the School when dealing with Brazilian institutions. Their main responsibility is to supervise the Brazilian Education Program, as well as the legal documentation to ensure it complies with Brazilian legislation and local, state and federal requirements.

Section 6 - The Pre-School Principal. Article 28 - The Pre-School Principal is responsible for initiating, planning, managing, monitoring and assessing the interactions between the teachers and children and



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with their families. This task is designated to the Pre-School Principal. They are directly responsible for assessing the teacher's performance and monitoring the children's academic performance.

Section 7 - The Deputy Principal. Article 29 - The Deputy Principal, together with the Pre-School Principal, the Superintendent, the Director of the Brazilian Program and the Director of Learning and Teaching, is responsible for considering and analyzing the Pre-School curriculum within their area of expertise, in terms of the requirements and standards set by the foreign accrediting agency (Cognia) and the Ministry of Education of Brazil.

Section 8 - The School Psychologist. Article 30 - The School Psychologist provides psychological counseling for children on an individual, small group or even large group basis, as necessary. They also monitor children's academic performance closely and work with other teachers and staff to find better options where there are learning or behavioral difficulties.

Section 9 - The Student Support Service Manager. Article 31 - The Student Support Service, which includes support for language development and learning, as well as counseling, is the main system available to help children individually on academic, behavioral, social or emotional matters. Article 32 - The Student Support Service staff are responsible for: I - Monitoring and reviewing the cases of children who are experiencing academic, social, behavioral or emotional difficulties at school; II - Planning, managing and monitoring educational activities; III - Observing and recording information about educational activities to help with analysis and decision-making, in relation to the work, approach and opinions of the teacher, the involvement, learning and opinions of the students, the physical environment and other aspects of the school; IV - Monitoring the educational activities in the classroom and chairing meetings with parents and the staff working with the children; Article 33 - The School may ask parents or guardians for any clinical or educational-psychological assessment of the children within a set time. If they fail to comply with the request, the School may refer the matter to the child protection authorities.

Section 10 - The Special Educational Needs Teacher. Article 34 - The Specialized Educational Needs (AEE - acronym in Portuguese) teacher reports to the School's Student Support Service Manager. They can assist teachers in normal classroom activities who have students that need inclusion support. According to CEED Opinion No. 251/2010, they are responsible for identifying, developing and organizing teaching and accessibility resources that will challenge students and enable them to take part in class fully with other students, taking into account their specific needs and what is needed to ensure they can continue to study at all levels of education. Article 35 - The Special Educational Needs Teachers are responsible for: I - Identifying, designing and delivering services, teaching and accessibility resources and strategies that consider the specific needs of children supported by the Special Educational Needs service; II - Producing and carrying out a Special Educational Needs plan that assesses the need for appropriate teaching and accessibility resources; III - Arranging the type and number of sessions for students in the multifunctional resource room; IV - Monitoring the appropriateness of teaching and accessibility resources in the normal classroom and other school areas; V - Establishing partnerships with the other cross-cutting departments to provide input into strategies and ensure accessibility resources are available; VI - Provide information to teachers and families about the teaching and accessibility resources used by the children; VII - Teaching children and using assistive technology to help increase the students' functional abilities, encouraging them to be more self-sufficient and involved; VIII - Communicating with the teachers who use normal classrooms, to ensure they are aware of the services, teaching and accessibility resources and methods available that can encourage the inclusion of students in school activities.

Section 11 - Teacher. Article 36 - There is an orientation week at the beginning of the school year to help new teachers adapt to the School. There is also training on new programs and projects for all staff. There is also a time set aside for new and old teachers to plan ahead for the current school year. This is when they decide which teaching methods, activities and materials are needed to encourage the children to learn. This plan is monitored and adjusted to ensure it meets the ideals of the School. The faculty is made of teachers who are qualified in the following areas: Pedagogy, Portuguese and English, Physical Education, Art and music. Article 37 - The duties of the teachers are to fulfill the objectives in this document, which are set out in art. 13 of Law No. 9394/96 and listed as follows: I - Monitor and record



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the attendance of children daily and provide fully completed registers; II - Organize work related to their subject area or level, to be completed in their absence and ensure it is available at the school; III - Plan, execute and assess programs of work, based on the educational principles of the school, taking into account the requirements and level of education; IV - Take part and contribute to school meetings and campaigns, contributing in ways that improve the team, what is produced and the overall level of achievement of the group; V - Inform the department that it relates to of any issues or successes, in a systematic manner; VI - Ensure the physical, emotional and psychological safety of the students and keep order; VII - Seek advice, from other school departments, to deal with any conflicts over knowledge or interpersonal relationships. Aim to encourage harmony within the group; VIII - Seek continuous improvement through reflection, study, reading, courses etc.; IX - Treat school matters carefully and confidentially, ensure they are dealt with in an open, critical and coherent manner, among colleagues and/or the area coordinator, at appropriate times and in appropriate places. Avoid any unnecessary exposure; X - Take a consistent and balanced approach in different situations, especially when dealing with problem cases. Help to maintain a healthy environment at the School; XI - Help parents and students, explain to them honestly the student's situation; XII - Help specialists working with students, providing you have their parents' authorization and in conjunction with the Student Support Service team; XIII - express themselves clearly and use appropriate language. XIV - dress appropriately; XV - Advise their school supervisors in advance when they will not be able to complete their working hours;

Section 12 - Teacher Assistant. Article 38 - The Teacher Assistant is responsible for developing children's skills, knowledge, ideas, general understanding, principles and approaches that enable them to develop their potential to the fullest, to the standards of an international school, under the direction and guidance of the Pre-School Principal and the Teacher. Article 39 - The main duties of the Teacher Assistant are: I - Help the classroom teacher to provide a stimulating educational environment, in which children have the opportunity to develop their academic potential and be self-sufficient, using classroom management techniques, as instructed by the teacher; II - Help the teacher to prepare and present children's work and create teaching resources to support learning; III - Support and encourage the use of English, speaking to colleagues and children in English at all times, except in specific classes for the Brazilian program; IV - Help the teacher with the educational and social development of the children, with implementing educational programs and monitoring the children's development, giving them individual support inside and outside the classroom, so that they can take part fully in the activities provided by the teacher; V - Help class teachers to assess the children and keep student records; VI - Support children with emotional or behavioral problems and help them to develop their social skills; VII - Help the teacher to communicate effectively, translating information for parents; VIII - Take part in team meetings and training sessions provided by the school and certain school activities, such as Open Doors and Three-Way Conferences etc.; IX - Help the teacher to improve teaching by providing their observations and discussing practice with them. X - Express themselves clearly and use appropriate language. XI - dress appropriately; XII - Advise the principal in advance when they will not be able to complete their working hours;

Section 13 - Registrar. Article 40 - The Registrar is in charge of the school records and files. They must check the identity of every student, their attendance and ensure that their school record is genuine. Article 41 - The Registrar is one of the main administrative support functions and deals with documentation and records relating to the institution and the student's school record. The Registrar's main duties are: I - Plan and manage the activities of the School Office, ensuring it is joined up with the other departments of the School; II - Organize school documents and keep them up to date, especially those relating to the students' school record; III - Ensure enrollment and transfer documentation is correct and complete, including issuing Statements on Education, Places and Transfers; IV - Issue statements confirming enrollment.

Section 14 - Janitor. Article 42 - The main duties of the Janitor are: I - Help prepare rooms for events; II - Keep the School's premises clean and tidy; III - Look after and maintain the physical and educational resources, and ensure that all places with occupants is kept clean and hygienic; IV - Look after and carry out the cleaning and tidying of the internal and external facilities and furniture in general; V - Check the



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lighting and water are working, as well as the School's equipment. Ensure they are not being misused or wasted; VI - Perform other tasks related to their duties; VII - Wear a clean uniform; VIII - Wear the personal protective equipment provided by the management; IX - Keep cleaning and hygiene products properly packaged and out of the reach of children; X - Maintain a good appearance; XI - Ensure their hands are constantly kept clean for their protection and to avoid spreading germs.

Section 15 - Security. Article 43 - The main duties of Security are: I - Meet and identify everyone arriving at the school; II - Direct people to the School reception; III - Supervise the departure of children, parents, teachers and employees at the front of the School.

Section 16 - Lines of Communication. Article 44 - Parents, children, teachers and staff have the right to express their opinions, suggestions and concerns in a respectful manner, without forgetting the values that distinguish us as an educational institution. They are part of our vision and mission and are all based on the core value of respect. We always encourage direct dialogue between the parties involved as a first step. If the situation cannot be resolved, it must be referred through the hierarchy for communication. The Pan American School Leadership Team aims to make the school an exemplary international learning community that creates the confidence to deal with changes, using consistent, clear, and defined lines of communication as shown in the diagram below: [Diagram: Home-School Communication].

Section 17 - School Calendar. Article 45 - The School produces a School Calendar each year, in accordance with existing legislation. Article 46 - The Superintendent decides the school vacation period, by taking into account legal requirements, the requirements of Cognia, international programs, events, public holidays and professional development needs and attempting to balance all such commitments. The Superintendent provides a proposed calendar for approval by the Board, which is responsible for the final decision. Article 47 - The academic year is divided into two semesters, in accordance with the American calendar, as previously explained. Before the beginning of each semester, at least 2 days are reserved for organization and the professional development of the faculty. Article 48 - The academic year consists of at least 200 school days, in accordance with Brazilian legislation. The workload is approximately 1400 hours. School events outside of normal school hours qualify as days of teaching and, therefore, it is critical that children take part. Article 49 - The School Calendar of the Pan American Pre-School runs from August to June. The School is open from 7:30 am to 5:30 pm, Sunday to Friday and the children attend between 7:55 am and 03:15 pm. Christmas, New Year and the month of January make up the vacation period; The month of July is a period of recess for children and teachers.

VI – Assessment. Article 50 - The main role of assessment at EEIP is to improve the teaching and ensure it is more likely that everyone will learn what is in the school curriculum, without forgetting that children are the priority. Our system of continuous assessment is not just designed to measure or rate a learning experience, but also to allow us to intervene in good time to ensure that the teaching approach and methods are achieving their objectives, that they are suitable for the particular children and for the context in which they are learning, and therefore to ensure it is successful. Sole Paragraph - Assessment is an integral part of the educational process. It is continuous, progressive, systematic and involves the school community. It emphasizes qualitative over quantitative aspects. Article 51 - The assessment covers four distinct and specific areas that are included in the plan: I - the institution as a whole; II - the programs provided by the school; III - the teacher's performance; IV - the child's achievement and performance. Article 52 - The teachers are responsible for recording the assessment process, when it comes to the student's performance; while the principals are responsible for the teacher's performance, and all members of the community, report on the school, its staff and programs, through formal annual surveys. Sole Paragraph - The Superintendent must monitor the assessments by the school staff, directly. Article 53 - The learning process is assessed using multi-subject tools that aim to monitor and record the children's learning and development. A written report on this process is issued at the end of each semester. Article 54 - This process requires assessments that do not test just knowledge of the content, but also performance in tasks critical reflections on what they are studying. The assessment is not just individual, but shared with colleagues. Teachers must keep in constant contact with the Student Support Service Team, their academic department coordinator, the curriculum coordinator, and their colleagues in the same grade.



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Section 1 - How Assessments Are Expressed. Article 55 - Pre-School assessments, from the age of 3, are designed to monitor the child's development and they take the form of annual portfolios, written opinions and semi-annual bulletins, which are not intended to cover whether they show pass the year, even when going to Elementary School .

Section 2 - Children with Disabilities, General Learning Disorders and those who are Gifted/High Ability. Article 56 - Children who require support on inclusion also receive a report, when applicable. The teachers who work with the student summarize the adaptations made for these children in their semiannual comments. The monitoring and assessment of children in cases of inclusion is done through a collaborative system in which the entire school's pedagogical team and the AEE teacher describe how the curriculum has been adapted, how the child has developed (or otherwise), the meetings with parents and experts and plans for the future. This system records the interventions made in and out of school, so that these children receive the necessary support so that they can develop fully.

Section 3 - Managing Attendance. Article 57 - The School monitors the students' daily attendance. Students are expected to attend at least 90% of the scheduled school activities. The School will notify the parents or guardians of a child with absences, before they reach the maximum legally allowed. If a student is absent for health reasons, they should provide a doctor's note, in accordance with specific legislation, and will be considered a special case.

Section 4 - The Transition from Pre-School to Elementary School. Article 58 - The transition from Pre-School to the first year of elementary School takes place in a way that allows the child's learning and development to continue uninterrupted. The transition is dealt with smoothly, ensuring the child does not experience any shocks, by making a visit to the first year classroom of elementary school, so that they can get to know the routine, the rooms and the teachers. In addition, the school marks the completion of this stage by holding a graduation for the K5 group, the 3rd level of Pre-School, on the last day of school for the year. Article 59 - At EEI Pan American, the child's time in the school is recorded through a school report, which explains the curriculum the child has taken and evidence of their work, together with information about this time and the grades they have attended.

VII - Enrollment, Moving School or Leaving the School. Article 60 - The School follows the American calendar, which begins in August and ends in June of the following calendar year. Therefore, children from schools with different calendars (e.g., January to December), who enroll with the School, are placed in the years corresponding to those they are currently attending (if enrolled at the beginning of the school year, under our calendar), or in the year that they have just completed (if enrolled in the second semester of our calendar). The final decision on placing a child in a year rests with the School, which takes into account the cutoff date (August 31), among other criteria.

Section 1 - Enrollment Requirements. Article 61 - The minimum age to be admitted to P3 of Pre-School is three years old at the start of the school year.

Section 2 - Types of Admission Article 62- Enrollment can be in the form of: I- New admission; II - The admission of children transferring from other schools; Article 63 - The School accepts foreigners and Brazilians without any distinction on culture, ethnicity, race or religion. Places are available at each grade, in August and February of the current school year, although the school recommends that a child start the school year in August, in accordance with the school calendar. When families from abroad, who are living outside of Rio Grande do Sul, cannot wait to start in August or February, the final decision will be up to the school. Article 64 - each stage of Pre-School is organized as part of an annual regime. This takes into account the school calendar set annually by the Board. The minimum age for enrolling in Pre-School is three years old at the beginning of the school year. Classes are organized by age groups. Article 102 - To enroll, applications should be sent by the child's parent or guardian, to the Admissions Coordinator, together with the documents required for the respective level of education. When enrolling new children, whatever the grade, interviews are held to understand the best place for the child and their degree of knowledge compared to the class they are expected to join. Article 66 - In relation to the enrollment system, it is important to emphasize: I - A child must be at least 3 years old by August 31 to enter Pre-School; II - children coming from overseas institutions or who have studied under special conditions may enroll in the classes at the School, according to criteria based on their age group; III - the number of



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children per class takes into account the educational characteristics of each grade and the legal requirements of the accreditation bodies the School has links with, depending on the physical capacity of the classrooms. Article 67 - School transfers may be requested at any time of the year, by the student's parent or guardian to the School Office. Article 68 - To withdraw a child from the school, the child's parent or guardian must make a request to the School Office. The child's enrollment will only be cancelled when their parent provides a letter from the destination school, offering a place.

VII - Principles of Behavior.

Section 1 - Standards of Behavior. Article 69 - Standards of behavior are established by the school community in accordance with the Statute for Children and Adolescents, Resolution No. 015/2014 of the CME/POA and the guidelines of the International Baccalaureate and are approved by the School. Article 70 - The school psychologist, teachers and teacher assistants have a fundamental role to play in mediating conflicts. They need to set an example as an adult when words are not enough and children continue to act impulsively remains. We know that conflict is part of growing up and learning social skills. We appreciate that conflict is an inherent part of the school ethos and it is not right to avoid it or suppress it with set punishments. The way we address indiscipline is about reflection. We ask the child to describe what they are doing and think about doing something else. Article 71 - The following guidelines apply to Pre-School: I - make responsible choices; II - have good manners; III - make sure you are safe; IV - show respect. Article 72 - The following rules make up the mutually agreed policy throughout the school, unless otherwise indicated: I - Teachers must be consistent in their interpretation and application of school policies that concern the rules of behavior for children; II - Each teacher establishes their own expectations and strategies, in accordance with the School Policies, at the start of the school year. These are approved by the School administration and shared with the parents in the classroom; III - Each department produces and applies its own set of expectations and how they will be put into practice.

Section 2 - The Rights and Commitments of Parents and Guardians. Article 73 - In accordance with the rules currently in force for educational services and in accordance with the purposes of this contract, Parents and Guardians, hereafter referred to as Parents only, are entitled to: I - Demand the educational services are provided properly; II - Demand that the educational services are provided in accordance with the Educational Project; III - Be part of the educational process; IV - Ask for and be given guidance on their children's education. Article 74 - Likewise, it is the duty of parents to: I - Provide the child with an appropriate environment so that they can develop their full potential; II - Look after the child's progress in all aspects; III - Comply with and follow the Educational Project, the School Policies and the Primary School Parent Information Booklet, as well as all school rules and guidelines; IV - Take an active part in the child's education. As part of taking an active part, they are expected to attend meetings scheduled by the school, its principals, teachers, psychologists or school officers in general, in relation to the student's academic development or performance or any disciplinary or psychological issue. This must also take into account that, according to the Brazilian Constitution, the development and education of minors is an obligation of the parents, the State and the educational institution, together; V - To take part in the child's education, both at home and at school; VI - To ensure the child attends school and completes their school work; VII - To be civil and respectful when dealing with the school's management, teachers, employees or children. We do not tolerate parents being disrespectful to anyone in the school community; V - To attend the school, when requested, as well as deal with any recommendations by responsible staff. Article 75 - The Parents have the right to: I - Be treated respectfully by the entire school community; II - Be informed about the pedagogical proposal, the school regulations, the school calendar and conditions of the service contract that govern relations with the school; III - Be informed about their children's attendance, performance and behavior; IV - Be listened to when visiting the School; V - Be treated civilly and respectfully by representatives or members of the School. Article 76 - There is a time set aside at the beginning of each school year to help new children adjust. During the initial adaptation period, the children remain at school for a shorter period. It is a way that they can get to know the people and place, little by little, until they are ready to stay the whole time. The length of the adaptation period depends on each child. The aim is to allow them to be able to gradually have trust in their environment and respect their rights.



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X. General Provisions.

Section I - General Provisions. Article 77 - Enrollment, accepting the authority and responsibility of the school and the teaching staff implies a commitment to respect and abide by the rules in these Regulations. Article 78 - This Regulation is supplemented, among others, by the Pedagogical Political Project and the Strategic Plan, which gives them a legal basis. These School Regulations may be amended at any time, taking into account the terms established in existing legislation. Sole Paragraph - Any matters not covered here will be decided by the Director of Learning and Teaching, the Director of the Brazilian Program and the Superintendent of the School, on advice from the Board of Directors.

In witness whereof I declare that there was nothing else in the original document presented to me and it was fully and faithfully translated by me on this public instrument of translation on May 16th 2022, in Porto Alegre, Rio Grande do Sul, Brazil. This translation has legal force in Brazil and all foreign countries.