



**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](mailto: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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**Pan American - The International School of Porto Alegre  
School Regulations for Primary and Secondary School  
2025**

**Identification Page**

Supporting Entity: Associação Escola Panamericana de Porto Alegre.

Address: Av. João Obino No. 110. CEP (Postal Code): 90.470-150. City: Porto Alegre. Phone number: (051) 33345866. Email address: [school@panamerican.com.br](mailto:school@panamerican.com.br).

CEED (State Board of Education) Registration No.: 329.

Institution: Pan American - The International School of Porto Alegre

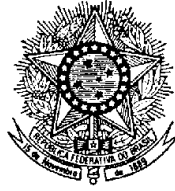
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CEED Registration No.: 329.

Nature of Legal Act regarding the Institution	Issuing Authority	Number	Date
School Operation Authorization Ordinance	CEED (State Department of Education)	20,100	8/7/1987
Secondary School Operation Authorization Opinion	CEED	1,050	7/20/1993
Name change minutes - Pan American School of Basic Education	SUPPORTING ENTITY	Minutes No. 4	11/7/2001
School regulations approval opinion, with reference	CEED	1354	11/27/2002
Change of headquarters opinion	CEED	636	8/8/2007
Official Letter - Adoption of special calendar - August to June	CEED	501	8/30/2011
Name change minutes - Pan American School of Basic Education	SUPPORTING ENTITY		6/20/2014

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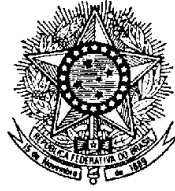
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**CHAPTER I**

**SCHOOL CHARACTERISTICS**

**Article 1** - Associação Escola Panamericana de Porto Alegre is a private, non-profit institution maintained by a parents' association. Its teaching unit is Colégio Internacional Panamericano de Porto Alegre. Its name in English is Pan American - The International School of Porto Alegre. The School offers classes in the Early and Late Years of Primary School and Secondary School. Students receive an international education program, taught in English, which also meets the requirements of the Ministry of Education of Brazil.

The School is accredited by NEASC (New England Association of Schools and Colleges), in the United States, and is authorized to offer the PYP Program (Primary Years Programme), and the MYP Program (Middle Years Programme) by the International Baccalaureate (IB), as well as the Advanced Placement (AP) Capstone Program, by the College Board. The School is also a member of the American International Schools in the Americas (AMISA). Secondary school students are awarded a Brazilian Secondary School Completion Certificate and the American High School Diploma, as well as the option of the AP Capstone Diploma. The School follows the AERO / Common Core curriculum within the International Baccalaureate (IB) framework, in alignment with the National Common Curricular Base and the Rio Grande do Sul Curricular Reference Charter to provide pedagogical consistency from Primary to Secondary School. 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 build their future as global learners throughout their lives. As a vision, be an exemplary international learning community that generates confidence to face change. Its core values are collaboration, determination, integrity, leadership and respect.

The School is international, bilingual, multicultural and secular; 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.

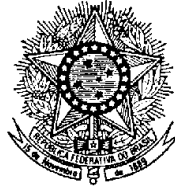
**Section I - School Philosophy**

**Article 2** - The pedagogical program of the Pan American School follows the international education precepts of the International Baccalaureate (IB), which aims to develop, in students, investigative and problem-solving skills, encouraging students to become active, ethical, questioning and able to accept the other, with their cultural, racial and belief differences.

**Article 3** - Education at the Pan American School treats students as individuals that are capable of learning and can be responsible for 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 one in which the student is the center of the process and the teacher is responsible for promoting and encouraging dialogue and the exchange of experiences that do not start from pre-established contents, but refer to critical analysis of sociocultural problems.

**Article 5** - Education at the Pan American School of Porto Alegre has as its mission inspire students throughout their lives to build their future. In exceptional circumstances, the School provides an alternative form of education, its Home Study Program.



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I - The Home Study Program defines the learning experience of students in cases where the school needs to remain closed due to climate disasters, public health emergencies, security risks or other exceptional situations that make physical access to the teaching unit impossible.

II - The alignment of the Home Study Program with the mission, vision and values of the Pan American School of Porto Alegre ensures that teachers can adjust their pedagogical practices in a flexible way, responding intentionally to the opportunities and challenges emerging from these temporary circumstances.

III - If the school is closed, a contingency plan will be drawn up by the pedagogical team, with the support and participation of the school's Board of Directors. This plan will define clear guidelines for teaching and learning continuity, ensuring the achievement of educational objectives, the appropriate use of technology, communication with families, and the well-being of students and staff.

IV - The contingency plan may include synchronous and asynchronous teaching methods, individualized monitoring, curricular adjustment and socio-emotional support strategies, observing the particularities of each age group and school segment.

V - The school will keep open channels of communication with the entire school community, ensuring that students, families and staff are continually informed and supported throughout the homeschooling period.

**Section II - Educational Purposes**

**Article 6** - Education at the Pan American School, promoted and inspired by the ideals of free enterprise, individual freedom, the application of the same rule for all, respect for property, voluntary cooperation and democracy, has as its goal:

I - to collaborate decisively in the formation of integral and participative students, helping them to develop their capacity for critical-reflective perception of concrete reality, so that they can be active in their social environment;

II - fully develop the student and prepare them for academic education, for the exercise of citizenship and for them to be able to build their professional and personal future; I

II - provide humanistic, ethical, cultural, artistic, physical, scientific, political and social training;

IV - to develop the student's cognitive, affective, psychomotor and social potential, making them capable of making their own choices, taking responsibility for them and, as a consequence, being a transforming agent in the society in which they act on.

**CHAPTER II**

**OBJECTIVES**

**Section I - School Objectives**

**Article 7** - The Pan American School has the following objectives:

I - develop the formation of critical awareness of leadership skills;

II - develop ideals and values of responsibility, freedom and cooperation initiative;

III - provide students with the discovery of new facts, starting from previous knowledge and seeking to generalize them by themselves;

IV - carry out its pedagogical proposal based on the highest international standards, together with those of the Brazilian Common Curricular Base and the Rio Grande do Sul Curricular Reference Charter

V - offer a pedagogical proposal that includes knowledge, knowing how to think, knowing how to be, knowing how to do and knowing how to live together;

VI - promote cooperative and collaborative activities aimed at solving problems, mutual support, multicultural understanding and good interpersonal relationships;

VII - awaken the scientific spirit through the ability to think and act rationally;

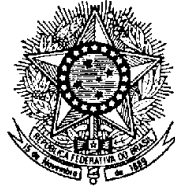
VIII - provide a cultural space in which the student develops their artistic sensibility - sense of beauty, aesthetics - expressing their vision of the world;

IX - develop study habits, perseverance in obtaining solutions to the problems addressed and discussion of the results obtained;

X - enable the socio-emotional development of the student, ensuring their well-being and that of others;

XI - serve students with special needs, pervasive developmental disorders, high abilities/giftedness.

**Section II - Primary School Objectives**



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**Article 8** - The Pan American School, in addition to the objectives set forth in current legislation, establishes the following objectives for the 9-year Primary School:

I - develop the ability to learn, having as basic means the use of reason and mastery of reading, writing, calculation and analysis skills;

II - encourage the participation and commitment of students in the learning process, developing autonomy and a spirit of cooperation;

III - understand the natural and social environment of the political system, technology, arts and values on which society is based;

IV - develop the ability to learn, with a view to acquiring knowledge and reflection skills necessary for the process of innovation and creation;

V - strengthen family bonds, the bonds of human solidarity and mutual tolerance on which life in society is based;

VI - be able to reflect and articulate opinions about the socioeconomic and cultural aspects of Brazil and the world;

VII - understand the exercise of citizenship as social and political participation;

VIII - know and value the basic aspects of quality of life;

IX - use different languages, taking into account the different communications, intentions and communication situations of the student;

X - properly use information sources and technological resources;

XI - encourage critical and rational reflection on reality and commitment to problem solving.

**Section III - Primary School Objectives (Early Years)**

**Article 9** - For the Initial Years of Primary School - 1st to 5th year -, we offer the International Baccalaureate (IB) program called PYP (Primary Years Programme), which aims to provide students with experiences of collaboration and interaction in group, using methodological resources that prioritize the investigative spirit, activities that instigate reflection, discussions on ethics, the ability to solve problems, body awareness, notions of time and space, the construction of autonomy and social commitment.

**Section IV - Primary School Objectives (Late Years)**

**Article 10** - In the Late Years of Primary School and in the 1st grade of Secondary School, we offer the International Baccalaureate (IB) program called MYP (Middle Years Programme), which aims to promote the skills of expressing ideas and opinions, interpreting and responding to the stimuli of the other, developing the capacity for analysis and conscious decision-making, in addition to seeking, from teaching and learning experiences, the formation of an ethical, responsible and confident citizen, capable of building concepts in different areas of knowledge, valuing critical and rational thinking, integrity, initiative and cultural, racial and belief diversity.

**Section V - Secondary School Objectives**

**Article 11** - The School, in addition to the objectives established in the legislation in force, during Secondary School, aims to:

I - use improved forms of expression and communication in English and Portuguese;

II - provide the student with training that is adequate to their interests and aptitudes, with a view to continuing their studies at any university in the world;

III - provide the student with all the means and instruments available and necessary to promote the development of psychomotor, intellectual, moral and social potential required by political society as a whole and by the social environment in which the student will act;

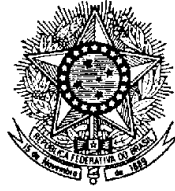
IV - contribute to the formation of an effective culture, which allows the student to interpret facts, phenomena and natural processes;

V - provide opportunities for the acquisition of mathematical, scientific and technological knowledge as a condition for citizenship and leadership;

VI - favor the integration of the student to the socioeconomic and cultural context in which they are inserted, with a view to their self-fulfillment;

VII - provide opportunities for the development of personality, citizenship, understanding, judgment, freedom of expression and knowledge transfer, enabling the student to be oriented towards work and to continue studying at a higher level.

**Sole Paragraph** - Upon completion of Secondary School at the School, students are awarded a Brazilian Secondary School Completion Certificate, provided that they have complied with



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the requirements of the Brazilian legislation in force, and an American High School Diploma from the NEASC (New England Association of Schools and Colleges), a regulatory and accredited educational body in the United States of America. Additionally, they have the option of receiving the Advanced Placement (AP) Capstone Diploma. The AP Capstone Diploma is a College Board program that equips students with independent research, collaborative teamwork, and communication skills that are valued by universities.

### **CHAPTER III**

#### **ORDERING OF PLANS**

**Article 12** - The School has the following plans, made available to the school community:

I - Pedagogical Proposal;

II - School Policies;

III - Strategic Plan and Performance Indicators.

#### **Section I - Pedagogical Project**

**Article 13** - The Pedagogical Project is a document that sets out the school's objectives and its overall organization. The Pedagogical Proposal is the fusion of the PYP (Primary Years Programme), MYP (Middle Years Programme) and Advanced Placement Capstone programs aligned with the Brazilian Common Curricular Base, with Aero Standards and Common Core. The fusion of programs aims to provide intercultural educational experiences based on the best teaching practices. The fusion of programs is translated into planning units that are on a digital platform. The platform is available for consultation and use by faculty and school administration.

**Article 14** - The Study Plan, a document that guides pedagogical practices in Primary and Secondary School, is the operationalization of the Pedagogical Proposal and expresses the teaching philosophy of each subject and the distribution of competences and abilities of each level.

It is prepared by the teaching group of each subject and by the curriculum coordinator, and approved by the school principal.

**Article 15** - Teacher Planning Unit is the elaboration and fulfillment of their flexible lesson plan and adapted to the specific needs of each group of students, according to the School's Pedagogical Project.

**Sole Paragraph:** The teacher's planning unit also provides methodologies suitable for students with disabilities, pervasive developmental disorders, and high abilities/giftedness.

**Article 16** - The Home Study Plan (PED) describes Pan American School of Porto Alegre's approach to ensuring the continuity of the teaching and learning processes when, for exceptional reasons, students are unable to attend the teaching unit in person. This plan contemplates the following:

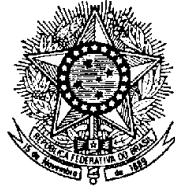
- Emergency homeschooling (applied in cases where the school is closed) and personalized homeschooling (applied to students with medical impediments) forms;
- Communication channels between school, families and students;
- The learning management systems adopted in each school segment (from Early Childhood Education to Secondary School);
- Roles, responsibilities and expectations of the institution, teachers, families/guardians and the students themselves;
- Guidelines for parents/guardians to actively support the learning process of children and teenagers;
- A series of pedagogical priorities and socio-emotional considerations designed to address challenging circumstances with intent and acceptance.

#### **Implementation for Medical Reasons**

The Home Study Plan may be implemented for students who need to remain absent from in-person activities under medical advice, upon presentation of a medical report with the respective ICD (International Classification of Diseases).

The report must indicate the estimated period of absence and be validated by the school's teaching staff.

#### **Planning and Monitoring**



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In these cases, the pedagogical staff will develop a personalized educational plan, with clear objectives, adapted teaching strategies, assessment methods and monitoring frequency. The pedagogical coordinators will work in partnership with teachers and families to ensure:

- Students' bond with their class and the school;
- Curricular continuity, albeit at an adjusted pace and format;
- Appropriate socio-emotional support.

#### **End of Home Study**

The student's return to in-person classes must be notified to the school in advance and, whenever necessary, must be accompanied by new medical advice. Their reintegration will be planned in order to ensure a safe and gradual transition.

**Sole Paragraph:** The Home Studies Program is supported by Brazilian educational laws that establish the guidelines and foundations of national education.

#### **Section II - School Policies**

**Article 17** - School Policies are the documents, including this Charter, which express the set of school rules and procedures elaborated by the administrative-pedagogical team (Leadership Team) and approved by the Board. These documents regulate the functioning and administrative, pedagogical, didactic and disciplinary structure of the school, describing the institution's operating rules for the coexistence of the people who work in it.

#### **Section III - Strategic Plan and Performance Indicators**

**Article 18** - The Strategic Planning is a plan of objectives updated annually, in which the actions and objectives proposed by the different segments involved in the educational and administrative activity of the School are deployed and monitored regularly by the Board of Directors (Board - elected by the entire community) and by the administrative-pedagogical team (Leadership Team).

### **CHAPTER IV**

#### **ADMINISTRATIVE-PEDAGOGICAL ORGANIZATION**

##### **Section I - Board**

**Article 19** - The Board is established in accordance with the School's Regulations.

**Article 20** - It is incumbent upon the Board of Directors: to carry out the decisions of the Ordinary General Meeting (AGO), hire the Superintendent of the School, take cognizance of the suggestions made by the members, decide on administrative measures, such as an annual budget proposal, establish annuity and monthly fees, propose and execute disciplinary measures, prepare and annually present, to the Ordinary General Meeting, a report on the activities and accounts of its management.

##### **Section II - Administration**

**Article 21** - The General Administration is exercised by the Superintendent - assisted by the Director of Learning and Teaching, Director of the Brazilian Program, by the School Coordinators of each section, by the members of the Board of Directors, parents of school students elected by the school community - and by the administrative-financial team led by the Administrative and Financial Director, responsible for the administrative-financial processes of the School. All employees, including the Administrative and Financial Director, report to the Superintendent.

##### **Section III - Superintendent**

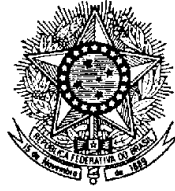
**Article 22** - The Superintendent is hired by the Board of Directors to manage the School and the institution's physical and human resources. They are the person in charge of administrative and school activities. They report to the Board of Directors and are assessed by it. The Superintendent is directly responsible for assessing the Teaching and Learning Director, the Brazilian Program Director, the School Principal and the Assistant Principal.

##### **Section IV - Administrative and Financial Director**

**Article 23** - 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 units, responsible for accounting, financial management and maintenance of school assets.

##### **Section V - Learning and Teaching Director**

**Article 24** - The Teaching and Learning Director, 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 Primary



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to Secondary 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 faculty members/staff leaders, and dealing with changes in a productive way. Focus on improving student performance, creating positive relationships with all stakeholders, and guiding research-based leadership/teaching practices for the benefit of student and faculty/staff learning and improvement.

**Section VI - Brazilian Program Director**

**Article 25** - The Brazilian Program Director is an individual duly qualified in the area of Education, co-participant in the Leadership Team, appointed by the Superintendent and approved by the Board of Directors. They are in charge of supervising and advising the School's pedagogical functions, from Primary to Secondary School, as well as productive functions and administrative support. Their main function is to prepare and supervise the Brazilian Education Program, as well as the legal documentation for compliance with Brazilian legislation in accordance with local, state and federal requirements and represent the School before Brazilian institutions.

**Section VII - School Principal**

**Article 26** - The School Principal is responsible for creating a unified culture between academic stages, ensuring academic quality and promoting an inclusive, safe and supportive learning environment for students and teachers. In building a Thriving Community, the School Principal is a learning leader, mentor, and advisor for teachers, supporting their growth as professionals. They are responsible for the social, emotional, and academic learning of students and their families, receiving direct assistance from the following members of the leadership team: Assistant Principals, Brazilian Programs Director, Learning and Teaching Director, and the Superintendent.

**Section VIII - Assistant Principal**

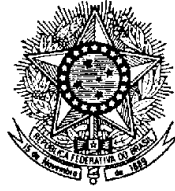
**Article 27** - The Assistant Principal for Primary School (late years) and Secondary School is the professional who, together with the School Principals, the Superintendent, the Brazilian Program Director and the Education and Learning Director, examines and analyzes the curriculum within their area of expertise, in terms of requirements and norms made by the foreign accrediting agency (NEASC) and by the Ministry of Education of Brazil.

**Section IX - Student Support Services Coordinator**

**Article 28** - Student Support Services, which include support for language development and learning, as well as counseling, make up the main structure to assist individual students in the academic, behavioral, social and emotional areas.

**Article 29** - The professionals who are part of the Student Support Services are responsible for:

- I - monitor and review the cases of students who are experiencing academic, social, behavioral or emotional difficulties at school;
- II - plan, coordinate, monitor and control the activities of the pedagogical process;
- III - observe and collect data on the pedagogical process to carry out analysis and decision-making, with regard to the role, posture and opinion of the teacher, involvement, learning and opinion of the student, physical environment and other elements present in the school context;
- IV - monitor the pedagogical process in the classroom and chair meetings with parents and technical staff working with the student;
- V - plan actions to support students through a variety of methods, including:
  - a. request for external evaluation and/or intervention by specialist professionals;
  - b. referral to EAL / PAL (English as an Additional Language / Portuguese as an Additional Language) classes;
  - c. recommendation to support learning outside the school;
  - d. crisis intervention and response to counseling requests;
  - e. consultation with teachers, staff, parents, and outside experts regarding student development needs;
  - f. implementing grade-specific orientation sessions;
  - g. preparation of the accommodation plan and/or modification plan, according to the needs presented by the student;
  - h. academic planning and career counseling in Primary and Secondary School.



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**Article 30** - The School may request the parent/guardian for any clinical and/or psycho-pedagogical evaluation of the student within a previously determined period. If they fail to comply with the request, the School may refer the matter to the child protection authorities.

**Section X - Educational Advisor**

**Article 31** - The Educational Advisor is the professional who provides guidance to Primary (early and late years) and Secondary School students, as well as their parents, on the emotional, social and academic growth of students. They also provide clarification on university courses, career possibilities, university admission requirements, entrance exams, financial aid, apprenticeships, and help students develop work skills such as resume writing and interviewing skills.

**Section XI - School Psychologist**

**Article 32** - The School Psychologist is the professional who provides psychological counseling for students individually, in small groups or even for large groups, when necessary, addressing issues such as eating disorders, drug abuse prevention, suicide, bullying, conflict resolution etc. They also closely monitor students' academic performance and work with other educators and professionals to find better solutions for learning or behavioral difficulties.

**Section XII - Faculty**

**Article 33** - The teaching staff is made up of duly qualified teachers in accordance with the current teaching legislation in Brazil.

**Article 34** - The duties of the teachers to fulfill the objectives contained in this document are those provided for in art. 13 of Law No. 9394/96 and also:

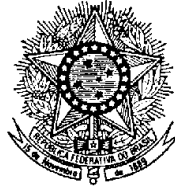
- I - monitor and record student attendance and deliver duly completed class diaries;
- II - arrange and leave, at school, work related to their subject, level or year/grade, to be completed in their absence;
- III - plan, execute and assess programs of work, based on the educational principles of the school, taking into account the requirements and level of education;
- IV - effectively participate in school meetings and promotional actions, presenting their contributions to promote the advancement of the work team and the improvement of production levels and collective achievements;
- V - inform communicate your difficulties and achievements to the services responsible for the segment they are a part of, 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, fostering 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, avoiding 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 - assist parents and students, informing them about the student's actual situation;
- XII - assist, whenever previously authorized by parents, specialized professionals who treat students, always together with the Student Support Services team;
- XIII - express themselves clearly and use appropriate language.

**Section XIII - Specialized Educational Service Professional**

**Article 35** - The Specialized Educational Service (AEE) teacher is subordinate to the School's Student Support Services Coordinator and may provide assistance to teachers in the regular classroom who have inclusion students. 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 36** - The Special Educational Needs Teachers are responsible for:

- I - identify, develop, produce and organize services, pedagogical resources, accessibility and strategies considering the specific needs of the target audience of Special Education students;
- II - to prepare and execute a Specialized Educational Service plan, evaluating the functionality and applicability of pedagogical and accessibility resources;



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III - organize the type and number of sessions for students in the multifunctional resource room;

IV - monitor the functionality and applicability of pedagogical and accessibility resources in the regular education classroom, as well as in other school environments;

V - establish partnerships with the intersectoral areas in the elaboration of strategies and in the availability of accessibility resources;

VI - guide teachers and families about the pedagogical and accessibility resources used by the student;

VII - teaching and using assistive technology in order to expand the students' functional abilities, promoting autonomy and participation;

VIII - establish articulation with the teachers of the common classroom, aiming at the availability of services, pedagogical and accessibility resources and strategies that promote the participation of students in school activities.

**Section XIV - Teacher Assistants**

**Article 37** - Under the direction and guidance of the school principal and the teacher, the Assistant Teacher has the responsibility to develop, in students, skills, knowledge, concepts, generalizations, principles and attitudes that promote as much development as possible to meet the standards of an international school.

**Article 38** - The main duties of the Teacher Assistant are:

I - help the classroom teacher to provide a stimulating educational environment, in which students have the opportunity to develop their academic potential and autonomy, using classroom management techniques, as instructed by the teacher;

II - help the teacher to prepare and present presentations of students' work and create teaching resources to support their learning;

III - support and encourage the development of the English language, speaking in English with colleagues and students at all times, except in specific classes of the Brazilian program;

IV - assist the teacher in the educational and social development of students, in the implementation of educational programs and help monitor the development of students, supporting them individually inside and outside the classroom, so that they can fully participate in the activities proposed by the teacher;

V - assisting class teachers in evaluating students and keeping student records;

VI - support students with emotional or behavioral problems and help them develop their social skills;

VII - help the teacher to communicate effectively, translating information for parents;

VIII - participate in team meetings, training sessions offered by the school and some school activities, such as Open Doors and Three-Way Conferences; IX - assist the teacher to improve teaching practices through the use of internal observations and collaborative discussions.

IX - assist the teacher in improving teaching practices through the use of internal observations and collaborative discussions.

**Section XV - Registrar**

**Article 39** - The Registrar is in charge of the school bookkeeping and files, and must ensure the verification of the identity of each student, the regularity and authenticity of the student's academic life at the School.

**Article 40** - They are one of the basic management units responsible for administrative support with regard to documentation and bookkeeping relating to the institution and the student's school life. The Secretary's main duties are:

I - plan and manage the activities of the Registrar's 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;

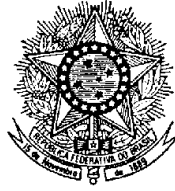
III - verify the regularity of the documentation regarding the enrollment and transfer of students;

IV - carry out and update student registration;

V - process and sign certificates and transcripts;

VI - organize the secretariat's files and materials.

**Section XVI - Specialized Services**



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**Article 41** - The School will have at its disposal the following specialized services:

- I - Human Resources;
- II - Information Technology;
- III - Nursing;
- IV - Section Secretariat;
- V - Admissions, Marketing and Fundraising;
- VI - Sports Coordination;
- VII - Operations Coordination;
- VIII - Accounting and Business Analysis;
- IX - Maintenance and Works;
- X - Purchases;
- XI - Cafeteria - Restaurant;
- XII - Reception and Access.

**Article 42** - The description of the positions, functions and competences of the technical staff hired to perform the services provided for in the items in the previous article follow the School's guidelines and rules.

**Section XVII - Lines of Communication**

**Article 43** - Parents, students, faculty and staff have the right to express their opinions, suggestions and concerns in a respectful manner, remembering 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. Direct dialogue between the parties involved is always encouraged as a first step, if the situation is still not resolved, the communication hierarchy must be attended to. Through internal rules and procedures, a flowchart is drawn up, which indicates the lines of communication to be followed by all members of the school community.

**CHAPTER V**

**EDUCATIONAL-PEDAGOGICAL RESOURCES CENTER**

**Section I - Library**

**Article 44** - The Library is a space for studies, consultations and reading for the school community. It is also an information and documentation resource and service, with the purpose of supporting the teaching and learning process developed at the School.

**Article 45** - The librarian is responsible for the general supervision of the library, helping individual teachers and students in their effective use of the space. The librarian is also responsible for collaborating in the development of students' research skills and supporting teachers in identifying resources for use in the classroom. Together with the School Principal, the Teaching and Learning Director and the Brazilian Program Director, the librarian arranges for the purchase of periodicals and books for the library's collection.

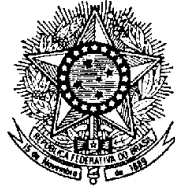
**Section II - Security in Educational Information Technology**

The School's technological resources, such as computers, internal network, Internet access and audiovisual equipment, among others, are offered to provide students with the necessary Information Technology (IT) resources in order to promote educational excellence. The School still believes in the value of educating all IT resources and recognizes their potential to support the curriculum and improve student learning.

**Article 46** - Technological resources such as computers, internal communication network, Internet access and audiovisual equipment, among others, are offered to provide students with what they need in order to receive and develop educational excellence supported by technology.

**Article 47** - The School recognizes the potential harm from use or abuse that may occur as a result of inappropriate Internet access and therefore endeavors to protect users, without prejudice to the liability of those who fail to comply with the Acceptable Use Policy for Instructional Technology Resources. This policy is extended to students, parents and employees and is intended to ensure safety in promoting educational excellence supported by technology. The School maintains appropriate software and hardware that are intended to limit students' access to materials that could harm them.

**Article 48** - Computers, within the scope of the School, are only available for educational purposes.



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**Article 49** - Users, whether students or not, will be responsible for the ethical use of computers, school network access accounts and other technological tools that will be offered for academic development.

**Article 50** - The purpose of IT policies is to guide users on the proper use of these resources. The School may control, monitor and, depending on the case, cancel the user's access if deemed necessary, to provide security, availability and integrity of information and school systems. These measures are carried out through the Child Protection Policy and the Acceptable Use Policy for Instructional Technology Resources of the Pan American School of Porto Alegre. These policies are expressed on forms that are signed by students, parents and teachers and returned to school at the beginning of each school year.

**Section III - Department of Physical Education**

**Article 51** - Physical Education is a subject that concerns the development of attitudes and skills related to personal, social, emotional and physical well-being, consistent with healthy lifestyle choices. It is the area that provides opportunities for students to learn about movement and through movement. The Pan American School of Porto Alegre aims to develop responsible and knowledgeable citizens of the world who seek a healthy and active lifestyle. Students experience a wide variety of physical activities at school, which help them develop confidence and cooperative skills, as well as help them build bonds with their families, the local community, and other social groups.

**Section IV - Science Laboratory**

**Article 52** - The Science Laboratory is an integrated space with classrooms designated for the development of Science, Biology, Chemistry and Physics classes. These spaces provide opportunities for students to experience theoretical content, build scientific concepts and develop skills to observe, measure, relate and acquire knowledge from the concrete.

**Article 53** - Science teachers and their coordinators are directly responsible for science laboratories and classrooms. The duties of the teachers who use the laboratory are:

I - encourage the proper use of the School's infrastructure and adapt its pedagogical practices;

II - make the laboratories available for research;

III - forward needs for materials and maintenance of laboratories;

IV - provide guidance on the use of laboratories;

V - look after the collection and conservation of the space.

**Section V - Learning Spaces**

**Article 54** - The Learning Spaces are spaces suitable for the practice of Visual Arts, Music, Theater and multipurpose, such as lectures, special assemblies, among other activities, being their use under the responsibility of teachers in related areas. It is also the space for the realization and integration of interdisciplinary and transdisciplinary projects that are part of the curriculum planning units.

**Section VI - Multifunctional Resource Room**

**Article 55** - The Multifunctional Resources Room is the place where the Specialized Educational Service (AEE) is carried out. This space is characterized as a support sector of the school and is organized with appropriate furniture for teacher-student assistance, as well as teaching materials, pedagogical and technological resources. In this room, activities of a pedagogical nature are carried out, conducted by the AEE teacher, which supplement (in the case of students with high abilities/gifted) or complement (for the other AEE target audience students) the specialized educational service. Complementation or supplementation can be carried out individually or in small groups.

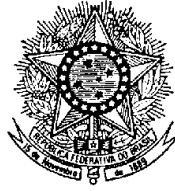
**Section VII - Student Council**

**Article 56** - The Student Council (STUCO) is represented by a group of students from Primary School and another from Secondary School, being the representative body of the student body. It has a social, sporting, cultural, civic and educational purpose and helps to develop the exercise of citizenship and leadership skills. It is the communication channel between the student body and the other departments of the school and its organization and functioning are established by its own statute.

**CHAPTER VI**

**PEDAGOGICAL PROCESS**

**Article 57** - The School offers Primary and Secondary Education.



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### **Section I - Curricular Organization**

**Article 58** - Curricular organization is the concrete foundation for building the students' educational journey. Curricular organization at the Pan American School clearly reflects the institution's overarching goal: to ensure the comprehensive development of its students. In Secondary School, the curriculum is composed of two parts: Basic General Education, which comprises 2,800 hours, meeting all the precepts of the National Common Curricular Base, and the Educational Pathways, which correspond to a set of subjects in which students can choose, based on their interests, to deepen and expand their learning in one or more Areas of Knowledge. The In-Depth Educational Pathways comprise 730 hours and are composed of the In-Depth Areas and the Life Project. In addition, the school offers a workload of 270 hours in Elective Subjects.

**Article 59** - In Secondary School, the development of Educational Pathways takes place through participatory planning involving teachers, pedagogical coordinators and school management. Based on relevance, demand, and alignment with 21st-century competencies, areas of knowledge and themes that will be offered to students are identified. The Educational Pathways comprise a set of subjects in which students can choose, based on their interests, to deepen and expand their learning in one or more Areas of Knowledge. The Pan American School offers 4 Educational Pathways, which have 12 subjects, 3 of which are mandatory. Each pathway comprises 500 hours, with three mandatory subjects, totaling 167 hours each. Among the 4 Educational Pathways offered, the student must necessarily complete a complete pathway and choose 2 elective subjects from the other pathways. Based on previous surveys conducted through student research, the Pan American School offers the following Educational Pathways and their respective subjects:

1. LANGUAGE PATHWAY: Languages and their Technologies (Structuring Axis: Creative Process and Scientific Research)

1.1 Creative Writing

1.2 Language Studies for Exams and College Entrance Exams

1.3 AP Spanish Language & Literature

1.4 AP English Language & Literature

2. LOGICS PATHWAY: Mathematics and their Technologies (Structuring Axis: Scientific Research and Mediation)

2.1 AP Statistics

2.2 AP Calculus

2.3 Math Seminar

2.4 AP Computer Science

3. SOCIOECONOMIC PATHWAY: Applied Human and Social Sciences (Structuring Axes: Entrepreneurship and Sociocultural Intervention)

3.1 AP U.S. History

3.2 AP Comparative Government

3.3 AP World History

3.4 Humanities

4. SCIENCE PATHWAY: Natural Sciences and their Technologies (Structuring Axis: Scientific Research and Mediation)

4.1 AP Physics

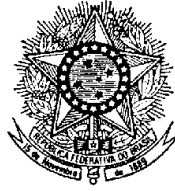
4.2 AP Biology

4.3 AP Chemistry

4.4 AP Environmental Science

**Article 60** - Pan American students who wish to change pathways may do so up until the end of the 2nd year of Secondary School, provided they have successfully completed at least one elective subject of the new desired pathway. Students who wish to change must submit a request to the pedagogical coordinator within 1 (one) month from the start of the academic year. Students may also request to change between semesters, subject to approval by the pedagogical coordinators. Passing elective subjects follows the same guidelines as for mandatory subjects.

**Article 61** - In Secondary School, subjects will be developed within the school space, according to the school's availability, or outside it, in different spaces of the city or territory in



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which the school unit is located, through the use of existing social and cultural equipment and the establishment of partnerships with local bodies or entities, always in accordance with the respective pedagogical project of the Pan American School. Such partnerships may be established through a wide array of educational activities such as projects, workshops, experiences, shows, immersions, field trips, or through elective subjects.

**Section II - Methodology**

**Article 62** - In its practice as an international school, the Pan American School of Porto Alegre:

I - has a workload mostly developed in English, with the subjects of Portuguese and Brazilian Literature, Brazilian Social Studies, Philosophy and Sociology taught in Portuguese;

II - promotes Brazilian and Rio Grande do Sul cultural identity, as well as the development of the Portuguese for the entire student body, through pedagogical practices that ensure inclusion, diversity and respect for multiple cultural and linguistic expressions.

III - develops the work with a constructivist theoretical framework, (with an emphasis on the learning process that takes place through questions elaborated by the students, based on the philosophy of the International Baccalaureate (IB), according to which knowledge is constructed by the student when making a critical reading of the world, from its social and cultural environment and the individual's relationship with the environment;

IV - in exceptional circumstances that may require the partial or total closure of the campus, the school develops a home studies program that is in line with the learning philosophy of the institution in which students are empowered to make choices about how to achieve clearly defined learning objectives; work collaboratively (online) to solve authentic problems; feel safe to take intellectual risks when going through challenges; receive support with examples, differentiation, specific feedback and opportunities for reflection and review and to remain involved, intrinsically inspired and motivated to act.

V - believes humans can act and interact and create and recreate their learning, permanently stimulating their curiosity;

VI - adopts the dynamics of teamwork, interactive and cooperative, as a tool to support the competitive and entrepreneurial spirit;

VII - plans cooperatively to guarantee the principles of interdisciplinarity and contextualization;

VIII - respects and values the student's previous knowledge and experiences;

IX - emphasizes the development of reading and writing, in all areas of knowledge, providing opportunities for differentiated and significant practices;

X - enables the student to appropriate and improve tools and equipment that express modern technology;

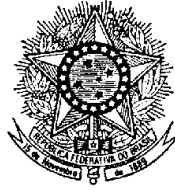
XI - makes learning objectives more flexible and adapts the curriculum approach for students with special needs and/or specific disabilities.

**Sole Paragraph** - The school uses the Class Chart digital platform to record the students' socio-emotional issues. The platform is used by all teachers on a daily basis and serves as a reference source for the holistic understanding of the student.

**Section III - Partial Progression, Grade Progression and Credit Transfer**

**Article 63** - The School provides students, including those enrolled in both Primary and Secondary School, with the opportunity to be promoted through the Partial Progression system, ensuring the continuity and integrity of their educational journey. Partial Progression is designed to provide specific support to students in subjects in which they have not achieved the expected success, allowing this specialized support to occur simultaneously with the student's progression to the next academic year or subsequent grade. This approach ensures that students can advance in their educational journey without compromising their academic development, maintaining the fluidity and cohesion of their educational pathway.

**Sole paragraph** - Partial Progression is offered for up to two subjects, this taking place during the current academic year. Monitoring is carried out through an individual study plan, prepared by the teaching team, which defines the skills and abilities to be developed, the assessment criteria, deadlines and recovery strategies. Students attend regular classes for their current grade and, at the same time, receive specific support for the partial progression subjects through individual counseling, supplementary activities, tutoring, or reinforcement classes. Passing a subject under a partial progression regime is subject to meeting the objectives



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established in the plan and achieving satisfactory performance throughout the monitoring process.

**Article 64** - Students identified as having high abilities and/or giftedness who show academic performance and a learning pace significantly higher than what is commonly expected for their respective educational stage have the opportunity to accelerate their educational pathway, completing the requirements of their current educational stage in a reduced time frame. Such procedure allows these students to progress early to a subsequent educational level or stage, thus aligning the curricular structure with their intrinsic capabilities and dedicated personal effort. This process of academic advancement is a personalized pedagogical strategy, especially relevant for students with high abilities, as it allows them to utilize their cognitive and creative potential in a broader and deeper way. Implementing this strategy requires the assessment and ratification of the school's pedagogical team, including educational coordinators and teachers involved in the student's academic journey. This approach ensures that each acceleration decision is made based on a holistic understanding of the student's skills, aiming to maximize their learning potential and contribute to their full development, thus promoting an educational environment that recognizes and values the diversity of talents and abilities.

**Article 65** - For Secondary School students coming from other institutions or who return to Pan American, credit transfer is available by analyzing the compatibility of skills and abilities studied by the student at their school of origin. This compatibility analysis occurs after the pedagogical coordinators have reviewed the official documents submitted by the student. The student's educational journey, the pathway taken, the subjects studied, the workload for each subject, and their respective approval will be taken into account. Additionally, the educational institution of origin is also analyzed, and must be recognized as part of basic or higher education, both nationally and internationally. It ought to be noted that only studies carried out at the aforementioned institutions will be considered for credit transfer. For new students, the request for credit transfer is submitted at the time of enrollment. Should the subjects be deemed not compatible, students may complement them through additional assignments or online courses, provided the course load for the subject in question is fully completed.

**Section IV - Learning Assessment**

**Article 66** - The main function of the evaluation at the Pan American School of Porto Alegre, always considering the student as a priority, is to improve the teaching-learning process and increase the probability that all students learn what is foreseen in the school curriculum. More than measuring or judging a learning experience, our continuous assessment system allows us to intervene in time to ensure that the strategies and means used in training respond to the proposed objectives, the characteristics of the students and the context in which learning takes place so that the experiment 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.

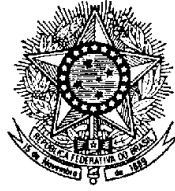
**Article 67** - The assessment covers 4 (four) distinct and specific areas that are included in the plan:

- I - the institution as a whole;
- II - the programs provided by the school;
- III - the teacher's performance;
- IV - the student's achievement and performance.

**Article 68** - The registration of the evaluation process is a responsibility of the teachers, when it comes to the student's performance; the coordinators, when it corresponds to the teacher's performance, and all members of the community, when it comes to the school, its staff and programs, being carried out through annual formal surveys.

**Sole Paragraph** - The Superintendent must directly monitor the evaluations of the school's professionals.

**Article 69** - Annually, organizational climate surveys are carried out with parents and teachers and, every six months, all students are consulted so that they can express their opinions about their teachers and the assessment methods. Every four years, the school goes through an evaluation process of its programs and its infrastructure, an evaluation that is led by a



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pedagogical team from the foreign institution responsible for the accreditation of the international program, which authorizes the school to develop the foreign curriculum and to issue the American High School Diploma.

**Article 70** - The assessment of the learning process involves diversified instruments that seek to measure the process in a formative and cumulative way.

**Article 71** - This process requires assessments that do not test just knowledge of skills and abilities, but also performance in tasks critical reflections on what they are studying. The assessment is not just individual, but shared with colleagues. Faculty should be in constant contact with the Student Support Services Team, their school section coordinator, curriculum coordinator, and their grade level peers. In the grading system:

I - students have numerous opportunities to demonstrate proficiency and learning.

II - students are assessed against clear standards, benchmarks and learning objectives. They know in advance what is expected of them and how to achieve the objectives they want through templates, examples, rubrics, and ongoing feedback.

**Article 72** - For those students who do not demonstrate expected growth and/or satisfactory attendance during the four quarters of the school year, the Student Support Services team will make recommendations and meet with families and students. Under Brazilian law, G1 to G2 Primary School students must not be held back. However, specific recommendations will be made to the family for various interventions in the case of students who do not reach the minimum attendance and/or growth expectation by the end of the school year.

I - continuous recovery: students have at least one chance of recovering any assessment task that presents results below expectations. Different opportunities will be offered for students to demonstrate the expected performance for each assessment.

II - semester recovery: after the class council, the student who fails to achieve the proposed objectives will have one more opportunity to demonstrate the appropriate performance for the subject in question.

III - annual recovery: after the class council, the student who fails to achieve the proposed objectives will make the recovery in June/July (Winter School) through different evaluation tasks, and may or may not be promoted to the next school year, according to demonstrated performance.

**Article 73** - In relation to the recommendation of student retention, the following procedure is observed:

I - parents of students who are not reaching the minimum expected objectives must receive a formal communication from the teacher of the subject in question, with preventive objectives, stating that the student is in danger of failing;

II - parents of students who do not achieve the minimum expected objectives at the end of the semester must be called by the coordinator to attend the school and must sign the minutes of the meeting in which the details of the student's academic performance are explained, as well as what should be done to avoid failing;

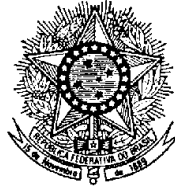
III - the student will not be promoted if they do not achieve the minimum expected objectives in any subject after the annual remedial exams.

**Sole Paragraph:** The student who does not achieve the minimum expected objectives at the end of the semester must be referred to the Student Assessment Board, in accordance with item III of Article 72.

**Section V - Expression of Assessment Results**

**Article 74** - The assessment of school performance includes the verification of performance for the stages of Primary and Secondary School.

**Article 75** - The evaluation of the student's performance from preschool to the early grades (1st to 5th Year of Primary School) is expressed in individual bulletins, which are sent to parents at the end of each semester, in the form of a descriptive opinion, and addresses the growth of the student with regard to the development of the IB Student Profile, in the approaches to learning skills, knowledge, conceptual understanding and taking action. In addition, students and parents participate in Three-way Conferences in the first semester of the school year and Student-led Conferences in the second semester of the school year. In addition, there is 1 (one) conference with teachers, students and parents, at the end of each semester, to discuss student performance.



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**ALEX CARDOSO CUNHA**

**PUBLIC SWORN TRANSLATOR AND COMMERCIAL INTERPRETER – Enrollment 057/2010**

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**Sole Paragraph** - In the 1st and 2nd years, the student should not be held back, however, specific recommendations will be made for different interventions to the family in the cases of students who do not reach the minimum expected objectives at the end of the school year.

**Article 76** - Student performance in the Late Years of Primary School, from the 6th year to the end of Secondary School, as well as in the Educational Pathways, is expressed on a scale from 1 (one) to 7 (seven), every six months and with semiannual descriptive comments, also recorded in bulletins. Every two months, a partial student performance report is issued in which the performance achieved up to the middle of the semester is communicated.

At the end of the semester, a final performance report is issued, showing the final results of each subject, using a scale from 1 (one) to 7 (seven). The final approval result for each subject is at least 3 (three) on a scale from 1 (one) to 7 (seven). The scale from 1 (one) to 7 (seven) has the following meaning:

7 - Produces high quality and often innovative work. Communicates a comprehensive and differentiated understanding of concepts and contexts. Consistently demonstrates sophisticated critical and creative thinking. Frequently transfers knowledge and skills with independence and experience in a variety of complex classroom and real-world situations.

6 - Generally produces high quality work, occasionally innovative.

Communicates a broad understanding of concepts and contexts. Demonstrates critical and creative thinking, often with sophistication. Uses knowledge and skills in familiar and unfamiliar classroom situations and in the real world, often independently.

5 - Generally produces high quality work. Communicates secure understanding of concepts and contexts. Demonstrates critical and creative thinking, sometimes with sophistication. Uses knowledge and skills in familiar classroom and real-world situations and, with support, some unfamiliar real-world situations.

4 - Produces good quality work. Communicates a basic understanding of most concepts and contexts with few misunderstandings and small gaps. Often demonstrates basic critical and creative thinking. Uses knowledge and skills with some flexibility in familiar classroom situations, but requires support in unfamiliar situations.

3 - Produces work of acceptable quality. Communicates basic understanding of many concepts and contexts, occasionally showing misunderstandings or significant gaps. Begins to demonstrate some critical and creative basic thinking. It is often inflexible in the use of knowledge and skills, requiring support even in familiar classroom situations.

2 - Produces work of minimally acceptable quality. Produces work of limited quality. Expresses misunderstandings or significant gaps in understanding many concepts and contexts. Does not demonstrate critical or creative thinking very often. Generally uncompromising in the use of knowledge and skills, rarely apply knowledge and skills.

1 - Produces work of very limited quality. Conveys many misunderstandings or lack of understanding of most concepts and contexts.

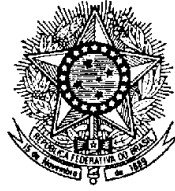
Very rarely demonstrates critical or creative thinking. Very inflexible, rarely using knowledge or skills.

**Article 77** - To assess performance, skills and competencies provided for in the National Common Curricular Base and also in the AERO / Common Core are taken into account, in addition to specific criteria from the International Baccalaureate (IB), some of which are common to all activities subjects, while others are specific to each subject.

**Article 78** - Students will have their final grade after an analysis of their entire performance by the teacher. The final result will be determined by a scale from 1 (one) to 7 (seven), which will represent the student's performance in the semester, according to their performance and growth in that period.

**Article 79** - In the Final Years of Primary and Secondary School, the student who obtains a result equal to or greater than 3 (three) on a scale from 1 (one) to 7 (seven), in all criteria, is considered approved in the subject.

**Sole Paragraph:** In the event of an exception, the Pan American School of Porto Alegre will make the appropriate adjustments to the student performance assessment procedures (report) that accommodate the emotional well-being of the students and the teacher's time constraints.



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**Section VI - Students with Disabilities, Pervasive Developmental Disorders, and High Abilities/Giftedness**

**Article 80** - The assessment of students in the process of inclusion is expressed through a descriptive opinion, when applicable. The curricular adaptations made for these students are summarized in the semiannual comments made by the professors who work with that student. The description of the monitoring and evaluation of the cases of inclusion students is done through a collaborative system in which the entire school's pedagogical team and the AEE teacher describe the curricular adaptations made, the evolution or not of this child, 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. The expression of the results of the student with special educational needs is registered in a semiannual descriptive report and, after evaluation of the results and indication of the Class Council, the student can be promoted or remain in the same year.

**Section VII - Student Assessment Board**

**Article 81** - The Student Assessment Board aims to assess the student's performance in their full development, ordinarily, before the end of each academic semester. The Student Assessment Board can be called on an extraordinary basis, by the administrative-pedagogical team, to decide on specific cases of students.

**Article 82** - The Student Assessment Board is composed of:

- I - Brazilian Program Director;
- II - School Principal;
- III - Psychologist;
- IV - Class teachers;
- V - Class assistants;
- VI - Registrar.

**Article 83** - The Student Assessment Board is also responsible for:

- I - analyze the performance and profile of the class as a whole;
- II - offer each teacher the student's view of the set of subjects and activities;
- III - discuss pedagogical strategies and carry out referrals of cases that affect them;
- IV - discuss the teaching-learning process;
- V - issue an opinion on the student's achievements;
- VI - give an opinion on the composition of the classes.

**Section VIII - School Transfer and Reclassification**

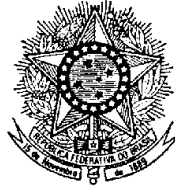
**Article 84** - In compliance with internal procedures, the transfer is granted at any time of the year, at the request of the person responsible for the student, if he/she is a minor.

**Article 85** - Students transferred from Brazilian schools or from other schools with differentiated curricular organization will be reclassified in accordance with Federal Law No. 9394 of December 20, 1996, Art. 23 and 24.

**Article 86** - The School follows the American calendar, which begins in August and ends in June of the following calendar year. Therefore, students from schools with different calendars (e.g., January to December), when enrolled at Pan American, will be placed in the years corresponding to those they are currently attending (if enrolled at the beginning of the school year in our calendar), or in the year that ended to complete (if enrolled in the second semester of our calendar). The final decision for the placement of the student in a year/grade belongs to the School, which, among other criteria, takes into account the cutoff date (August 31) approved by the State Council of Education of RS, according to OFÍCIO/CEE/No. 501 of August 30, 2011, the use of studies of curricular components, the recommendations of the schools the student went through, the English language proficiency, the student's mathematical and Portuguese language knowledge and other internal and external tests carried out and/ or administered by the Pan American School of Porto Alegre.

**Section IX - Expression of Assessment Results from Students Coming from other Institutions**

**Article 87** - The school requires documentation through complete and legally valid transcripts. Students from abroad must have their transcripts and their translation into Portuguese



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authenticated by a sworn translator. The school records, with fidelity, the expression of the evaluation results, starting to evaluate the student as of their enrollment in the school.

**Section X - Promotion and Placement**

**Article 88** - The placement of students, from the 2nd year of Primary School onwards, is done as follows:

I - by promotion;

II - by transfer, for students from other schools or abroad;

III - regardless of previous schooling, upon evaluation made by the school, which defines the student's level of development and experience and allows for inclusion in the appropriate grade, in accordance with current legislation.

**Section XI - Attendance Control and Compensatory Supplementary Activities for Absences**

**Article 89** - In order to meet the criteria of the international curriculum, the students must have a minimum annual attendance rate of 90% of the total number of academic hours in classes in any subject for promotion. According to Brazilian law, the minimum attendance rate is 75% for promotion.

**Sole Paragraph** - The opportunity to make up for absences is provided through Compensatory Activities due to Poor Attendance, that is, by carrying out formative and/or cumulative activities related to the skills and competencies developed during the student's period of absence. Compensatory activities due to Poor Attendance are carried out on the first working day of the student's return.

**Section XII - Attendance Requirements**

I - all absences, both justified and unexcused, are accounted for in the calculation of the minimum requirement of 90% annual attendance;

II - the attendance requirement of the American program is 120 hours of instruction for the granting of credit for each subject;

III - any student who misses more than 25% of scheduled school activities runs the risk of not getting passed and subsequently promoted to the next grade;

IV - absences from any schedule established in the school calendar are considered absences;

V - Absences from the school campus due to participation in field trips and/or school championships are not considered absences.

**Sole Paragraph** - In case of having 10% or more absences in a subject, the student will have the opportunity to make up for the absences during Summer/Winter School, in the months of December/January and/or June/July. This procedure is called Compensatory Studies due to Poor Attendance and is regulated by the LDB and by CEEEd Opinion No. 545/2015, which provides for in-person activities with the purpose of making up for studies, exercises or other school activities in which the student has not participated due to their attendance.

**Section XIII - Excessive Absences**

I - the student who reaches half the number of maximum annual absences will receive a notice warning about the high number of absences. The student and parents will have to meet with the school principal to discuss the issue and establish concrete actions so that the maximum number of absences is not reached;

II - students who miss more than 10% of the activities scheduled during a school year will not be able to participate in school events that force them to miss classes, such as International Schools Sports League (ISSL), Model United Nations (MUN), Friendship Festival, field trips, etc.;

III - it is the student's responsibility to ask the teacher for all tasks or assignments performed during the period of his/her absence in order to learn the lost contents.

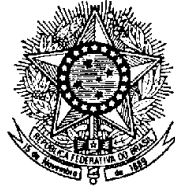
**Section XIV - Justified Absences**

**Article 90** - Absences of one day, due to illness, will be justified, but not excused, if the parent/guardian sends a written justification or a medical certificate. Any absence of two or more days will only be justified (but not excused) with a medical certificate.

**Article 91** - According to the School's regulations, absences will be justified, but not excused, only for the following reasons:

I - illness or other incapacity, with presentation of a medical authorization;

II - family emergency explained personally by the parents or through a written communication;



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III - representation of the school, state or country in an educational and/or sporting event;

IV - educational trip within the limits established in Section XII;

V - religious holidays;

VI - appointments at consulate to obtain a visa, renewal of identification or similar with proper proof;

VII - invitations from professional organizations to participate in school-approved trips and tournaments.

**Article 92** - The student who has a planned absence must communicate it at least 2 (two) weeks in advance, using a specific form. The form must be completed and sent to the section coordinator, who will determine whether the absence will be excused or not.

**First Paragraph** - In cases of justified absences, students will be allowed to complement the class assignments without any kind of academic penalties.

**Second Paragraph** - All lost work, including tests and exams, must be completed within five days from the student's return to school.

**Section XV - Unjustified Absences**

**Article 93** - All cumulative tasks performed during one or more unjustified absences will be awarded a zero. Teachers provide new opportunities for the student to achieve the objectives of summative tasks lost in unexcused absences during the semester.

**Section XVI - School Documents**

**Article 94** - The School provides transcripts, declarations of completion of grade and certificates of completion of Primary and Secondary School, which are issued in 2 (two) copies, in accordance with the legal norms. The College also issues an Official Transcript for students from Primary School to Secondary School and the American High School Diploma for students graduating from American High School.

For students with disabilities, pervasive developmental disorders, high abilities/giftedness, a Certificate of Specific Termination in Primary and/or Secondary Schools will be issued, when applicable, in a descriptive manner, with the skills and competences learned.

**Sole Paragraph** - The Brazilian Program Director and the Registrar must jointly sign the school documents, observing the current legislation. The School Coordinators sign the Official Transcript and the American High School Diploma.

**CHAPTER VII**

**INSTITUTIONAL ASSESSMENT**

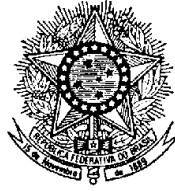
**Article 95** - Assessment is an integral part of the educational process. It is continuous, progressive, systematic and involves the school community. It emphasizes qualitative over quantitative aspects. All members of the school community participate in the school's assessment. Information regarding the environment, the relationship between employees, the performance of the Leadership Team, the operation of services, and the academic performance of students obtained during the school year are some of the many sources of data to guide the work of teachers, education specialists, support and multimedia services staff, as well as the institution's managers.

Institutional assessment takes place through different mechanisms and processes that take into account the following aspects:

- A. pedagogical proposal and activities
- B. physical and pedagogical accessibility
- C. qualification and/or maintenance of physical infrastructure
- D. staff and teaching resources

The institutional assessment process is carried out periodically. As an international school, the Pan American School is a member of two internationally recognized certification bodies: the New England Association of Schools and Colleges (NEASC) and the International Baccalaureate (IB). These organizations play a key role in the school's institutional assessment and validation of its educational quality, in addition to helping maintain the high international standards to which it is committed.

The institutional assessment carried out by these entities is a rigorous process, designed to analyze all aspects of our school's operations. It assesses everything from the quality of our curriculum to the learning environment and the ongoing training of our educators. NEASC, for instance, focuses on standards of educational excellence, while the IB examines how curricula



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are in alignment with the IB's overall development and learning objectives. Both assessments are meant to ensure that the school continues to offer a rich, high-quality educational experience.

The results of the institutional assessment enable planning and/or re-planning for the following school year. In order to complete the assessment of the School, we seek to know about:

- the performance and procedures regarding the work of managers, teaching staff, services, administrative staff and the position of parents and students;
- the appropriateness of facilities, materials and equipment, structure and how processes are carried out in general;
- student performance results: their knowledge, skills and competencies in the most varied assessments;
- the School's performance in relation to its community and its desires through opinion polls carried out annually.

**Article 96** - Criteria used for institutional assessment:

1. Learning objectives: Learning builds understanding, skills, knowledge and dispositions that can be applied in different situations. Students become responsible and successful global citizens by actively engaging with complex real-world issues.

2. Learning dimensions: Students grow through regular engagement in creative, ethical, interpersonal, technological, environmental, physical, and entrepreneurial experiences. Students explore ideas and develop solutions that can have an impact beyond themselves.

3. Learning evidence: Students engage with feedback that promotes self-awareness, improvement, and mastery. Students show growth and development in a variety of ways.

4. Learning perspectives: Students face complex problems, challenges, and issues that promote an in-depth level of learning, taking into account multiple perspectives, and taking informed risks in the pursuit of knowledge.

5. Student autonomy and engagement: Students have age-appropriate, goal-oriented autonomy over their learning to make informed choices supported by guidance inside and outside the classroom.

6. Research, reflection and action: The learning community applies current research, connects with other learning communities, and uses forward-looking thinking in order to improve learning for all. The learning community assesses the results of its actions and seeks future innovations that prepare students to shape their present and future. Similarly, students analyze the results of their efforts and collaborate with their peers in order to improve and expand their learning.

7. Inclusion, diversity, equity and belonging: The learning community promotes a culture of inclusion that allows the diverse needs, identities, and interests of all learners and community members to be recognized, actively celebrated, and proactively addressed. Diverse perspectives and opinions are welcomed, in the pursuit of an informed and welcoming community.

8. Governance and leadership for learning: Leadership and governance roles are in alignment with the school's learning objectives, brought together by a common mission, and organized through well-aligned structures that enable informed analysis, communication, and decision-making in support of students.

9. Learning space and time: The learning community optimizes physical spaces, virtual opportunities, and time to support everyone's learning and well-being.

10. Learning community well-being: The learning community is a healthy environment where all members thrive. Respectful, healthy, ethical, and honest relationships generate a true sense of community. The community's values are clearly stated, actively lived, and define a distinct and sustained identity.

The superintendent coordinates the school's assessment efforts, along with the Leadership Team.

**CHAPTER VIII**

**Organization of the School System**

**Section I - School Calendar**

**Article 97** - The School annually prepares its School Calendar, in accordance with current legislation.



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**Article 98** - The Superintendent considers legal requirements, NEASC requirements, international programs, events, holidays, professional development needs and the balance of all such commitments before setting school holidays. The Superintendent provides a proposed calendar for approval by the Board, which is responsible for the final decision.

**Article 99** - The academic year is divided into two semesters and four quarters, following the American calendar previously explained. The first semester consists of the 1st and 2nd bimesters and, in the second semester, there are the 3rd and 4th bimesters. Before the beginning of each semester, at least 2 (two) days will be used for organization and professional development of the faculty.

**Article 100** - The academic year will consist of a minimum of 200 academic days, in accordance with Brazilian legislation. The annual workload is 1,233 hours for Primary Education. As for Secondary Education, the annual workload is 1,267 hours, divided between Basic General Education and Educational Pathways. School events outside of normal school hours qualify as instruction days and, as such, student participation is critical.

**Section II - Forms of Admission**

**Article 101** - Enrollment at the School comprises:

I - admission of new students;

II - admission of students from other schools, by transfer;

III - admission of students without previous education, subject to an evaluation carried out by the school.

**Article 102** - The School accepts foreigners and Brazilians without any distinction on culture, ethnicity, race or religion. Places are available at each year/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 103** - Each stage of basic education at the School is organized on an annual basis, in Primary School and Secondary School. This takes into account the school calendar set annually by the Board. The age for enrolling in Primary School is 6 (six) years old at the beginning of the school year. Classes are organized by age groups.

**Article 104** - The school adopts the annual system for Primary and Secondary School. The academic year is divided into 2 semesters, with the 1st semester starting in August and ending in December. The second semester goes from February to June of the following calendar year.

**Section III - Conditions for Enrollment**

**Article 105** - The minimum age required for entry into the first year of Elementary School is six (6) years old, with August 31 as the cutoff date, as established by the State Board of Education of Rio Grande do Sul, in accordance with Official Letter CEEed No. 501, dated August 30, 2011.

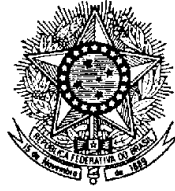
**Article 106** - Enrollment is made through an completing an enrollment form addressed to the Admissions Coordinator, signed by the student, if of legal age, or by his/her guardian, accompanied by the documents required for the respective school level. For the registration of new students, whatever the level, year/grade, interviews and application of an evaluative-diagnostic procedure are carried out, with the aim of investigating the best position of the student and verifying their level of knowledge in relation to the expectations of the class.

**Article 107** - In relation to the enrollment system, it is important to emphasize:

I - For the admission of students into the 1st Year of Primary School, the age of 6 (six) years completed by August 31st is considered;

II - students coming from establishments located abroad or who have studied under special conditions may enroll in the teaching classes maintained by the School, provided that an evaluation-diagnostic procedure that indicates their replacement is applied;

III - the number of students per class takes into account the pedagogical characteristics of each level, year/grade and the legal requirements and accreditation bodies to which the School is linked, in accordance with the physical capacity of the classrooms established by the School;



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IV - upon registration, it is mandatory to sign the Term of Adhesion to the Contract for the Provision of Educational Services between the School and the person responsible for those services, in accordance with the relevant legislation in force;

V - for the enrollment of students with disabilities, pervasive developmental disorders, high abilities/giftedness, an interview is initially carried out with the family to examine the conditions and feasibility of assisting the student candidate.

VI - after the student passes all subjects that make up the 9 (nine) years of Primary Education, a Certificate of Completion of Brazilian Primary Education is issued.

**Sole Paragraph** - The student's enrollment may be suspended at the School's initiative if the student, at any time, shows unacceptable behavior that justifies, under the terms of these School Regulations, their departure from the educational establishment.

**Section IV - Class Formation**

**Article 108** - The School, annually, sets the number of places for each class, of the years/grades offered.

**Section V - Conditions for Graduation**

**Article 109** - The School organizes its curriculum so that Brazilians and foreigners can graduate from Secondary School with the Brazilian Secondary School Completion Certificate and the American High School Diploma. To this end, the School organizes the curriculum in such a way that all educational requirements are met within the common workload fulfilled by students in each academic year of Secondary School.

**Article 110** - Students who intend to receive the Brazilian Secondary School Completion Certificate and the American High School and AP Capstone Diplomas must comply with the stipulated workload for each course and have sufficient grades for the specific subjects of the programs that make up the curriculum.

**Section VI - Coexistence Rules, Student Commitments, Rights and Duties**

**Article 111** - The norms of coexistence are constructed by the school community in accordance with the Statute of Children and Adolescents, the guidelines of the International Baccalaureate (IB) and are approved by the School.

**Article 112** - Students must act honestly and respectfully towards others. Conduct that violates the law or reflects negatively on the School, whether committed at the School or elsewhere, may be grounds for disciplinary action in which the Management, after listening to the Coordination, may suggest or request parents or guardians to transfer the student to another school.

Each student's position at the Pan American School of Porto Alegre is determined based on knowledge, effort and conduct. Failure to maintain good posture in any of these areas will result in the opening of an investigation process to review the situation with the school administration, the student, the teachers and the family.

**Article 113** - The following values and principles are applied throughout the school, as well as the IB student profile:

Values: Respect, integrity, collaboration, determination and leadership.

Principles: International mindset, community spirit, multilingualism, academic excellence, solidarity, courage, curiosity to learn.

IB student profile: Communicator, knowledgeable, courageous, balanced, integrity, thinker, questioning, receptive, reflective and supportive.

**Article 114** - The following rules make up the mutually agreed policy throughout the school, unless otherwise indicated:

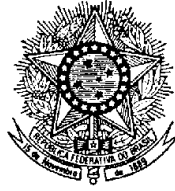
I - teachers must be consistent in their interpretation and application of school policies that concern the rules of behavior of students;

II - respecting school policies, at the beginning of each school year, each teacher establishes their own expectations and strategies, which are approved by the school administration and shared with students in the classroom;

III - each area develops and applies its own set of expectations and how it will put them into practice.

**Article 115** - Based on these rules, the mutually agreed agreements throughout the school are:

I - students shall have a break for recess and designated snack time in the morning;



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II - students are entitled to 1 (one) hour of lunch;  
III- students can dedicate part of their lunch break to reflect on behavior issued in Primary to Secondary School;  
IV - the faculty will reinforce that it is the students' choices that determine positive or negative consequences;  
V - parents will be informed about inappropriate student behavior;  
VI - area coordinators will also be informed and their support will be provided whenever necessary;  
VII - a system of daily reports can be used as part of the order of consequences for Primary to Secondary School;  
VIII - the Superintendent will be involved only after all processes have been applied, unless the behavior in which the student was involved is of a serious nature;  
IX - the consequences for actions that compromise individual and collective safety are at the discretion of the Disciplinary Committee and are followed by an agreement with the student and parents, as well as daily reports. This applies to both Primary and Secondary School;  
X - the assisted transfer of a student is at the discretion of the Disciplinary Council, which will include members of the Board, the Board of Directors, parents and a student representative.  
**Article 116** - In addition to the aforementioned rules of coexistence, there is also the Code of Conduct, approved by the Board of Directors and is an integral part of the educational services provision agreement of this institution.

**Section VII - Academic Honesty**

**Article 117** - Academic honesty requires students to recognize the importance of doing their own work, honoring the integrity of the intellectual production of others.

**Article 118** - Plagiarism is the representation of someone else's ideas or work as the student's own work, including the paraphrase of another person's words without citing the source. It includes using someone else's words, images, graphics, ideas and research without giving proper credit to the source.

**Sole Paragraph** - The following will also configure plagiarism:

I - direct copying of significant amounts of material, without proper citation, including, cutting and pasting information directly from a website and/or copying information directly from a paper source;

II - inclusion of copied/mixed text with the student's own words in a written document;

III - over-reliance on source sentences, such as rewriting in a student's own words, but clearly using only the ideas and structure of the source material.

**Article 119** - Providing support so that another student cheat, allowing the work in question to be copied and sent for teacher evaluation, or providing answers to the other in academic assignments will constitute collusion.

**Article 120** - Any attempt to provide or obtain help in an academic activity through fraud or similar conduct will constitute academic dishonesty.

**Article 121** - In order to resolve medium and serious cases of indiscipline, the School establishes a Disciplinary Committee which is composed of the Education Director, the School Principal, a Parent Representative and the Educational Advisor or Psychologist. Any disagreement with the conclusions of this Committee may be appealed within three business days to the Disciplinary Board.

**Article 122** - The Disciplinary Board is a group composed of the superintendent, the education director, the Brazilian Program director, the school principal, a member of the Board, the educational advisor or school psychologist and a representative of primary or secondary school students. The Disciplinary Board is the final level of decision-making in the school in terms of disciplinary action.

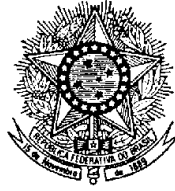
**SECTION IX**

**RIGHTS AND OBLIGATIONS**

**Section I - Rights and Commitments of Parents or Guardians**

**Article 123** - In accordance with the rules currently in force for the educational service and in accordance with the purposes of this contract, PARENTS are entitled to:

I - demand the educational services are provided properly;



**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](mailto:juramentados@traduzca.com.br)**

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 124** - Likewise, the PARENTS are obliged to:

I - bear the total cost of educational services (the Annual Cost established in Clause Eight) promptly and periodically;

II - provide the STUDENT with an adequate environment so that they can develop their full potential;

III - take care of the STUDENT's progress in all aspects;

IV - comply with and follow the Educational Project, the Student Manual, the Code of Conduct, as well as all school rules and guidelines;

V - actively participate in the educational process of training the STUDENT. This active participation is defined as the obligation to attend meetings scheduled by the SCHOOL, its directors, teachers, psychologists and, in general, SCHOOL agents, related to the STUDENT's academic development or performance, disciplinary or psychological situation. All this taking into account that, according to the Brazilian Constitution, the development and education of minors are joint obligations of the parents, the State and the educational institution.

**Article 125** - The parents or guardians are entitled 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 heard when visiting the School;

V - be treated civilly and respectfully by representatives or members of the School.

**Article 126** - The commitments of parents or guardians are to:

I - comply with the educational service provision agreement;

II - participate in the student's educational process, which takes place both within their family and at school;

III - ensure the student's attendance at school and the fulfillment of all his/her school obligations;

IV - treat, with civility and respect, the school management, teachers, employees and students, and parents are not allowed to disrespectfully approach anyone in the school community.

V - attend school, when requested, as well as carry out the referrals recommended by the responsible professionals.

**Section II - Rights and Commitments of Students**

**Article 127** - The students are entitled to be treated with respect and care by the entire school community. It is their duty to collaborate with the school environment, being cordial and respectful in their dealings with people, not using disrespectful words and gestures or exclusionary attitudes towards colleagues.

**Article 128** - The commitments of the students are to:

I - comply with, respect and follow the Student Manual, the School's Code of Conduct and the principles established in the Educational Project;

II - respect and value all the people who are part of the educational community of the Pan American School of Porto Alegre;

III - improve the good name of the school with their actions and expressions;

IV - participate in a timely and respectful manner in classes and activities scheduled by the SCHOOL.

**Article 129** - The students are entitled to:

I - receive an education in accordance with the principles defined by the Educational Project;

II - be valued and respected as an individual;

III - participate in the development of the educational service through projects and programs established by the school;



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IV - be exposed to good examples, guidance, encouragement and attention from school principals and teachers and be taken into account in due course.

**Sole Paragraph** - Any student who demonstrates behavior contrary to the guidelines expressed herein will be subject to disciplinary sanctions compatible with the act performed and described in the school's policy manual and which is available in the school's information manual, delivered to parents at the beginning of each academic year.

**Section III - General Provisions**

**Article 130** - The act of registration, the inauguration of school authority and responsibility, and the act of teaching imply commitments to respect and abide by the rules of these Regulations.

**Article 131** - These Regulations are complemented, among others, by the Pedagogical Project and by the Strategic Planning, giving them legal support. These School Regulations may be changed, observing a minimum period of 3 (three) years, according to the rules established by the RS State Education Board.

**Article 132** - These School Regulations will come into force in the academic year following its approval.

**Sole Paragraph** - Any matters not covered here will be decided by the Director of Learning and Teaching, the Brazilian Program Director and the Superintendent of the School, on advice from the Board of Directors.

**SECTION X**

**GENERAL AND FINAL PROVISIONS**

**Article 133** - These regulations shall come into force on the date of its approval by the Board of Directors, and shall be reviewed within a minimum period of 3 (three) years, in accordance with current legislation and the needs of the institution.

**Article 134** - The provisions of these regulations apply to all members of the school community, and it is the responsibility of managers, teaching staff, employees, parents and students to fully comply with the rules established herein.


**Article 135** - All provisions to the contrary are hereby revoked.

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8/11/2025 at 7:17:56 AM. CEED/CONSE/CEED/1431200. To be forwarded to SEDUC. [Page Numbering: 513 - 563].

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 September 03<sup>rd</sup> 2025, in Porto Alegre, Rio Grande do Sul, Brazil. This translation has legal force in Brazil and all foreign countries.

  
**Alex Cardoso Cunha**  
Tradutor Público Juramentado  
CPF 727.552.960-20  
Junta Comercial do RS