

ESCOLA PAN AMERICANA DA BAHIA

SCHOOL BY-LAWS

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**ESCOLA PAN AMERICANA DA BAHIA
SCHOOL BY-LAWS**

**TITLE I
PRELIMINARY PROVISIONS**

**CHAPTER I
IDENTIFICATION OF THE EDUCATIONAL INSTITUTION AND THE SUPPORTING ENTITY**

Article 1 The Escola Pan Americana da Bahia, located on Avenida Ibirapitanga, s/no., in the subdivision of Patamares, in the city of Salvador, state of Bahia, and any other addresses where it might, upon its Administration's discretion, come to settle, was founded in June, 1960 as a private institution offering bilingual instruction, in Portuguese and English, in order to provide its students, regardless of their nationalities, the comprehensive education regulated by the legislation effective in Brazilian territory, according to its Statutes attached, and by the norms of SACS (Southern Association of Colleges and Schools), a regulatory and accreditation association in the United States of North America.

Article 2 The Escola Pan Americana da Bahia, Supporting Entity, is a non-profit civil association, with an educational and cultural character, with its headquarters and court venue located in the city of Salvador, state of Bahia, which has legal jurisdiction over the educational institution pursuant to the terms set forth in legislation in force.

§ 1 The Escola Pan Americana da Bahia is enrolled with the "Primeiro Ofício de Registro de Títulos e Documentos", (First Deeds and Titles Registry Office) under protocol 4, order number 36094, book number A-24, pages 51-52, order number 2.044A, 12/06/1967.

§ 2 The Escola Pan Americana da Bahia is enrolled with the Brazilian Corporate Taxpayers' Roll with the Ministry of Finance (CGC/MF) under number 15.197.866/0001-01 and the Municipal Tax Registry number 02123100154.

§ 3 The Escola Pan Americana da Bahia was authorized to continue functioning at the Primary and Secondary school levels pursuant to legislation # 7.044/82, through CEE/BA technical reports 129/89 and 054/89, published in the Official Daily Gazette (D.O.) on 01/12/1990.

Article 3 The Pan American School of Bahia's funds originate from an annual allocation of expenses or its equivalent parceling according to the allocation of monthly expenses among its students effectively enrolled, pursuant to the legislation in force in order to meet the expenses for its support; from a reserve fund fee for investments to improve the quality of education and its cultural and beneficent activities; and from donations.

§1 The Escola Pan Americana da Bahia shall not distribute profits for any reason, nor bonuses, compensations or secondary advantages of any type to the Board of Directors.

§2 The Escola Pan Americana da Bahia shall keep records of its earnings and expenses in accounting ledgers in accordance with legal formalities.

Article 4 The Escola Pan Americana da Bahia, the Supporting Entity, shall manage the school's assets and shall intervene in all aspects involving fiscal and social issues, construction and related matters, participating as a consultant.

Sole § The Supporting Entity shall delegate full powers to the Superintendent of the Escola Pan Americana da Bahia in order to maintain and respect the precepts set forth in these Statutes. The school's organizational chart attached hereto may be altered, depending on circumstances and needs.

Article 5 These Statutes are based on and considers the following as an integral part of the same:

- I - The principles set forth in the Brazilian Constitution, Federal Law 9.394 of December 20, 1996, published in the Daily Federal Gazette (D.O.U.) on December 23, 1996, Brazilian National Educational Policies Act (LDB);
- II - The Statutes for Children and Adolescents, Law #8.069 of July 13, 1990, Federal Laws, Decrees and Ministry Directives that succeeded the LDB;
- III - Resolutions and Technical Reports from the Federal and State Boards of Education that are not in conflict with the provisions set forth in the LDB;
- IV - Administrative acts decree by State and Federal government agencies, by their own departments and that are not in conflict with the LDB;
- V - Resolutions 002/98 and 003/99, handed down by the Municipal Board of Education;
- VI - Alternative methods of access to the different teaching levels, regardless of previous schooling as the case may be; set into law as per the provisions in §5, Article 5, in the LDB;

VII - CEE-BA Resolution 156/73, concerning Study Acceleration according to the provisions set forth in Article 24, Item V, lines “b” and “c” of the LDB;

VIII –CEB/CNE Technical Reports 03/97 that regulate filing and registry of School documents at the actual school and CEB/CNE Resolution 05/97 (National Curriculum) on May 7, 1997, and CEB/CNE 16/97 on 11/04/97 that regulate the LDB.

Article 6 Legal support for the expansion of the Basic education to 9 years consisted of the following provisions:

I – Constitution of the Federative Republic of Brasil in 1988;

II – Law # 9.394 signed on December 20, 1996, that admits enrollment into nine grades of the Elementary School as of six years of age;

III – Law # 11.114, signed on May 06, 2005, that alters the LDB, and makes mandatory the enrollment of 6-year old children into the Elementary School;

IV – Law # 11.274, signed on February 6, 2006, that alters the LDB and expands the Elementary School to nine years’ duration, with enrollment taking place at age 6 and establishes 2010 as the deadline for implementation;

V - Resolution CNE/CEB #3, of August 3, 2005 defines national norms for expansion of the Elementary School from 8 to 9 years’ duration, with the start of children reaching 6 years of age by the month of March.

Sole § The Escola Pan Americana da Bahia is already in compliance with the 9-year duration of the Elementary School, according to the adaptation of Law #9.394/96, with wording given by Law #11.274/2006 and suited to Resolution CEE/BA 60/2007.

Article 7 SACS, “Southern Association of Colleges and Schools” an entity with head offices in the United States of North America, serves as an inspection organ. It accompanies all academic and administrative actions for the purpose of accreditation with the educational system in that country.

Article 8 The Escola Pan Americana da Bahia was accredited by the Resolution of the Bahia State Board of Education through CEE/BA Resolution #097/2001, published in the D.O.U. on August 11 & 12, 2001.

Article 9 The Schools maintains academic and administrative information exchange relations with other equally accredited schools in the United States of North America. Formal relations are established through the ASSB – “Association of American Schools in Brazil” (Associação de Escolas Americanas no Brasil), an association comprised of fifteen American schools located in Brazilian territory and according to its internal bylaws, finance, organize and convene annual meetings to exchange information between Superintendents and Academic Directors and seminars and conferences for teachers’ professional development. As an American school, PASB is also accredited as a Distance Learning institution by the SACS (Southern Association of Colleges and Schools) located in Decatur, Georgia, USA.

Sole § The School is also a member of the AASSA (Association of American Schools in South America) that organizes, finances and convenes an annual conference for Academic Directors, an annual seminar on technology applied to education for coordinators of the technology area, annual seminars and conferences for teachers’ professional development and an annual meeting for Directors together with a teacher hiring fair.

Article 10 The School is associated as well with distance-learning educational programs such as those provided respectively by the University of Nebraska and Brigham Young University in the United States. Through such programs, accrediting courses are available in order to provide or supplement students in their academic schooling in the secondary division. These courses are evaluated externally through research work and exams and can be applied on the student’s transcripts.

Article 11 The School receives support from the United States federal government through an office dedicated to international schools with the State Department, which is given in the form of small quantities in money and part in technical resources. Additionally, technical personnel exchange agreements are entered into for recycling and training in which costs are minimized by granting scholarships.

Article 12 All formal acts carried out by the Pan American School of Bahia, which is part of the State Educational System, should be in accordance with the laws in force and these School Statutes.

Article 13 PASB’s school calendar meets and exceeds in more than 80 hours the annual hourly class load set forth to all schools by the National Education’s LDB #9.394, Chapter II, Section I, Article 20, Paragraph I, signed on December 20, 1996. Working school days are distributed amongst a minimum duration of two hundred days on a semi boarding school regimen.

TITLE II OBJECTIVES AND PURPOSES

CHAPTER I PURPOSES AND PHILOSOPHY

Article 14 The PASB, pursuant to legal principles set forth by the federal Board of Education and inspired by the ideals of freedom, human fraternity and solidarity that lead to the educational practices of schools affiliated to the AASB, aims toward the full development of the students, assuring them the common training for the exercise of citizenship through personal betterment, based on the values of ethics and intellectual autonomy, scientific and critical thinking and the pacific conscience amongst all nations, with a view to:

- I – Provide educational services to the Brazilian and the International traveling communities by equipping the students with the necessary basis to the development of their potentiality, preparation to fully exercise their citizenship and the capability to pursue higher education in Brazil or abroad;
- II – Enable students to understand, respect and appreciate the school culture, in which includes the provision of basic education in three idioms: Portuguese, Spanish and English simultaneously, and by means of each student’s multicultural experiences;
- III – Foster the students’ sense of responsibility in the performance of their roles as citizens in defense of global ecology and society’s democratic principles, in preparation to their exchange of cultural and educational experiences.
- IV – Offer a flexible curriculum allowing for the development of courses and differentiated experiences, including independent studies that foster the deepening in certain areas of scientific, artistic or social knowledge and the initiation to technological research that will permit students to perceive and interpret the reality that surrounds them.

Article 15 The Escola Pan Americana da Bahia, pursuant to legal principles and normative provisions set forth by the federal, state and municipal Boards of Education, has the general objective of providing the student with educational services at the pre-school, early childhood, primary, middle and high school levels, grounded in the democratic philosophy necessary to cultivate their potential as an element of self-fulfillment and to prepare them for workforce as well as to become consciously aware citizens.

Article 16 The Escola Pan Americana da Bahia offers integrated Brazilian and American curriculums, both duly authorized by the respective educational systems, and taught in the Portuguese, Spanish and English languages as in other international schools existing in Brazilian territory. Subjects in the Brazilian curriculum are taught in the Portuguese language and other subjects and activities in the English language.

Article 17 In order to achieve its objectives, the Escola Pan Americana da Bahia shall offer courses at pre-school, childhood, primary, middle and high school levels as set forth in Law 9.394/96 and in any subsequent laws regarding the matter, in addition to eventually offering free courses as well as training, instruction and recycling for teachers, school administrators, employees in general and parents, at the discretion of the Academic Board of Directors and School Superintendent, and approved by the Supporting Entity.

§ 1 Basic Education shall be organized in annual grades and offer students personalized attention in relation to their individual differences whenever the learning process recommends it. In each grade, four teaching units are developed. From the 6th to the 12th grade elective subjects are offered to students. They may choose one elective per unit or if they prefer, take the same elective during the four units. This manner is an integral part of the Pedagogical Project and Curriculum Proposal debated and approved by the Supporting Entity in compliance with legal and normative provision in effect.

§ 2 Each new course added to those initially authorized shall have its pedagogical project and curriculum proposal attached as an integral part of these School Statutes, after debate and authorization by the competent Board of Education.

§3 Early Childhood Education shall be offered:

I - in individualized classes by age, for children from 2, 3, 4 and 5 years of age and these shall correspond to what we call Group 02, Group 03, Group 04 and Group 05;

II - in order to provide continuity to the oral, written and reading process, needed skills are developed in G-05 for the construction of the alphabetical hypothesis. Assessed by the teacher, children interact with the object of knowledge, which continues on to Primary School.

III – early childhood education acknowledges children as whole beings that learn to be and live with themselves, with the others and their own environment in a gradual and articulated manner, seeking through intentional activities in moments of action sometimes structured and other times spontaneous and free, to interact among the various areas of knowledge and aspects of citizenship, thus contributing to the provision of basic content to the formation of knowledge and values.

§ 4 In accordance with the School’s Pedagogical Project, assessment in the Early Childhood Education shall be diagnostic and formative, without the purpose of classifying the students, with follow-up and recording of their development.

Article 18 The subdivisions of Kindergarten, Fundamental School and Intermediate School began to constitute, respectively, Pre-School, Early Childhood Education, Elementary School and Secondary School.

Article 19 The Pedagogical Project and Curriculum Proposal, attached hereto, should comply with the directives set forth by Brazilian National Education that are inspired by freedom and ideals of human solidarity, in order to:

- I - understand the citizen’s rights and duties; the State; the Family and other entities that form the community;
- II - respect man’s dignity and fundamental freedom;
- III - strengthen national unity and international solidarity;
- IV - fully develop human personality and participate in the efforts toward common good;
- V - condemn any unequal treatment due to philosophical, political or religious conviction as well as any class or ethnic prejudice;
- VI - valorize extra-school experiences; and
- VII – create links between education, work and social practices.

Article 20 The school mission is defined by the commitment to inspire our students to be responsible and ethical world citizens equipped with the skills and passion to think creatively, reason critically, communicate effectively and remain life long learners.

Article 21 The philosophy of the Escola Pan Americana da Bahia upholds the ideals of democracy, providing an academic program also based on the American educational philosophy. This program is designed to promote literacy, critical thinking and effective communication, providing all students with opportunities to prepare for higher education and the professional world. This educational community also proposes to aid students to cultivate responsibility and self-knowledge, offering a safe and stimulating environment. We believe that:

- I - all students are unique individuals, each with his or her own learning style, capable of success when challenged with high academic expectations;
- II - all students must be heard in order to develop their communication skills through science, technology and art, in order to improve life conditions not only for themselves but for the community at large;
- III – all students can be thoughtful and caring individuals when taught to understand and respect differences between people and cultures;
- IV – all students are contributing members in a global society and will understand the interdependence of all nations, on a political as well as environmental level.
- V - all students can be good citizens in their countries when taught to exercise critical thinking skills, self-discipline, self-reliance, initiative and democratic ideals; and
- VI – all students can lead a healthy lifestyle when taught to develop good mental and physical health practices.

Article 22 Anchored by its mission, the Escola Pan Americana da Bahia fosters its students' education by teaching them to:

- I - achieve excellence in learning and a positive self-image through continued pursuit of the high academic standards determined by the school community;
- II - accept personal responsibility based on democratic ideals;
- III – communicate effectively through verbal and non-verbal means, through academic, technical, artistic and social experiences offered by the school community;
- IV – be independent, use critical thinking and be able to solve problems cooperatively by acquiring basic knowledge and the guidance necessary to develop high levels of thinking and action;
- V - assume civic responsibility through school and community projects;
- VI – understand and respect other cultures and values and the shared interdependency among countries with regard to global environment through History, Geography and Science courses;
- VII – develop a project of life and professional career through permanent physical and mental education programs and educational guidance.

Article 23 The objectives of each course are specified in Title II, Chapter I, Articles 15-17, as an integral part of these School Statutes, and should ensure, within the school, the continuity of the purposes and objectives specified in the educational legislation and norms in effect that are not contrary to Law #9.394/96 and the SACS (Southern Association of Colleges and Schools) norms, taking into account local characteristics and needs, as well as the students' interest.

CHAPTER II EXPECTATIONS FOR STUDENT BEHAVIOR

Article 24 PASB's Honor Code – the school firmly believes that all of its members must know how to deal with each other and the world surrounding them in an understanding and tolerant fashion. Honesty is essential when it comes to effective communication. This generates trust, a crucial component in all human relations. Obedience to PASB's Honor Code is expected of all members of the community and failure in complying with it may result in severe disciplinary sanctions. The English teacher of each school division will revise with the students the School's Honor Code at the beginning of each school year, which will then be reviewed and signed by them, indicating their acceptance to all terms included on the document.

Article 25 PASB's Honor Code:

- I - I will be honest in all my words and actions;
- II - I will expect everyone to be honest with me;
- III – I will demonstrate respect for others;
- IV – My work is my work.

Article 26 PASB considers it lack of ethics when a student instigates, participates or is involved in any non-authorized communication, be it written, oral or represented, thus hiding or contradicting the truth. These acts include, among others, the following:

- I - copying school work;
- II - omitting the truth;
- III - forging a signature;
- IV - copying someone's work;

- V - plagiarism of internet contents or printing of other author's text without their permission;
- VI - carrying non-authorized electronic devices such as i-pod or cellular phone during exams;
- VII - using paper to copy exam answers;
- VIII- demonstrating disturbing behavior during exams;
- IX - checking on a classmate's exam, speaking or gesticulating during exams;
- X - giving or receiving unauthorized help on work subject to evaluation;
- XI - non-compliance to instructions given during exams.

Article 27 Bullying, hazing, harassment, vilification, any act that interferes on the students' objective to learn or the teachers' function to instruct or that hampers the fostering of an environment conducive to learning, will be seen by the school administration with much concern. Additionally, any of these actions performed by the student will be subject to the application of disciplinary norms with the family being notified about it.

Article 28 Physical or verbal abuse and/or violence, damage or destruction of someone else's property, intimidation, sexual abuse (coercion, exploitation or any other type of abuse) or behavior in or out-of the community that violates property negatively affecting an individual's or community's wellbeing, will be subject to disciplinary measures as per Student Handbook, and may eventually provoke the student's expulsion from the school.

Sole § PASB specifically forbids in all of its programs the act of discrimination or harassment towards any individual or group with basis on personal animosity or factors such as age, sex, race, color, nationality, religion, sexual orientation or deficiency.

Article 29 Bullying – All of PASB's students and parents will sign an "anti-bullying" agreement in the beginning of every school year. Students who fail to return this document will not be allowed to attend classes until it is signed and brought back to the school.

Article 30 Official school uniform is mandatory at PASB and available for purchase at the PTA store. T-shirts displaying school events can only be worn on Fridays. Long sleeve shirts or jackets are allowed in air-conditioned rooms. Different shirts and other articles of clothing cannot be worn at the school, not even over the uniform. Sandals, 'flip-flops', 'havaianas', high heels or platform-type shoes are inadequate for school use and unsafe on stairways, ramps, catwalks and during P.E. classes and therefore are not permitted. Uniforms cannot be altered or 'decorated'.

Sole § Students cannot wear or utilize badges, insignia, emblems or any other symbols with the objective to offend or distract someone's attention, or to provoke interruption or interference on the school's operation. Use of hats or sunglasses is not allowed on campus.

Article 31 All exceptions, for medical reasons, to the Dress Code must be previously approved by the Academic Director before the start of classes at 7:45 a.m. Students who receive approval to wear sandals on an injured foot must yet wear shoes on the foot that was not injured.

Article 32 Students will not be allowed to enter the classroom if not wearing the school uniform. In this case it is the student's responsibility to obtain information regarding missed classes, school work, homework, etc. He/she must be under the Academic Director's or his/her representative's supervision until presentation of the appropriate attire required. In the event parents are not available or able to send the missing item, the student will have to acquire it at the PTA store at the parents' expense. Students who are not in compliance with the school's Dress Code will be approached as subject of disciplinary matter.

Article 33 Smoking is not allowed at all times on campus, including parking lot and loading/unloading zones or during school-sponsored events, in or out of it.

Article 34 Possession of substances that are harmful, abusive, dangerous, illegal or other, alcohol or drugs, as well as its consumption or distribution in or near the school campus or during community trips, class trips or any other school-sponsored event, are strictly prohibited. Offenders will be subject to serious disciplinary action as per description on the "Responsibility Policy".

Article 35 In an effort to promote a safe and productive learning environment, certain areas of the campus are considered off-limits: the area behind the Elementary School building as well as the Pre-School playground, hallways leading to classrooms, which are used during lunch hour, and those areas that are utilized during P.E. classes (courts and gymnasium).

CHAPTER III

GENERAL PROCEDURES REGARDING THE CONCLUSION OF STUDY PROGRAMS

Article 36 Secondary School Graduation – Upon successful completion of their secondary education, students in the 4th year of their course take part in a formal ceremony which usually takes place out of the school, in a rented space designed for that purpose. Each graduate receives a limited number of invitations to be distributed among their guests and family members:

I – Graduation ceremony consists of formal speeches presented by officially chosen class members, community members and School Administration. Certificates and awards are also presented during the event to those students who excelled on academic and extra-curricular performances. Each graduate is responsible for the

costs in cap and gown rental. Graduation ceremony usually takes place at 7:30 p.m. followed by a celebration paid for by students and their families.

Article 37 Elementary School Promotion – In order to celebrate the conclusion of Elementary School, PASB sponsors a ceremony with the involvement of students, family members, teachers and administration to support those who are leaving the Elementary School and going into the Secondary School.

TITLE III
ADMINISTRATIVE ORGANIZATION
CHAPTER I
DIRECTORS

Article 38 The Escola Pan Americana da Bahia's Supporting Entity is managed by a Parents' Board of Directors comprised of eight people, members or non-members, elected by the Ordinary General Assembly with 2-year terms commencing on the date of the Ordinary General Assembly and terminating on the date of the General Assembly two years hence with reelection permitted, and by an Honorary Director who is the United States of America Consul representative in the State of Bahia. Other specifications for the Escola Pan Americana da Bahia's Supporting Entity are set forth in the Association's Bylaws, which are an integral part of these School Statutes (document attached).

§1 The General Assembly is comprised of parents of students matriculated and in full possession of their rights and the United States Consul, accredited jointly with the government of the State of Bahia.

§2 The Parents' Board is comprised of a Chairperson, an Executive Director, a Treasurer, a Secretary and four trustees with no specific duties.

Article 39 The Association's general direction shall be exercised by a Superintendent duly qualified and capable of performing this function and shall be hired and appointed by the Board of Directors to which the same shall render accounts during his/her tenure.

Article 40 The Academic Board shall answer to the School's Superintendent and shall be comprised of International Directors and a Director or Coordinator of the Brazilian Curriculum and Program, and these positions shall be held by qualified and capable professionals to perform their duties.

Sole § The administration of the Brazilian curriculum shall be performed by a duly qualified professional, registered with MEC on a definitive basis and authorized to perform the duties of the Institution's Vice Director by the State Education Secretariat (DIREC 1A) and internally denominated Director or Coordinator of the Brazilian Curriculum Program, which shall supervise the activities inherent to it and shall be responsible for the School before the Education System together with the School Superintendent.

Article 41 The School shall have Academic Coordinators, whose duties shall be to encourage improvements in the quality of the education process by horizontal and vertical integration of their respective area.

Article 42 The Area Coordinator shall have the following duties:

I - obey the philosophies set forth in the School Statutes, the directives in the pedagogical proposal and orientation of the Academic Directors;

II - establish, together with the teachers in the area, the subject's specific objectives and content, methodologies, teaching materials, and evaluation methods in the curriculum;

III - accompany and control the quality of the education process and reorient the pedagogical action by proposing alternative actions, such as diversifying methodologies and teaching techniques;

IV - collaborate with the other area coordinators to integrate the learning content and activities in a constant inter-complimentary process;

V - socialize information concerning the subject area;

VI - promote systematic meetings with the staff in order to act with integration and harmony;

VII - assist the Registrar's office to comply with the legal provisions in the National Educational Policies Act (LDB);

VIII - assist the academic directors and school superintendent in providing adequate supervision and security measures to all students.

Article 43 The School Superintendent, by delegation of the Board of Directors or also whenever necessary, with the assistance of the Academic Board, shall perform the following duties:

I - comply with, and also lead others to comply with, personally or through his/her representative, these School Statutes and any other laws and norms governing education;

II - represent the school before public or private agencies, third parties or administrative agencies, provided that the matters are related to the School;

III - preside over the functioning of school services;

IV - outline, together with the academic directors, the School's educational actions and policies, holding responsibility for the School as a whole;

V - oversee, in conjunction with the academic directors, school acts regarding the institution's administration, teaching and discipline;

- VI - promote, together with the appropriate agencies, improvements in the teaching/learning process through new projects and altering, if necessary, the actual structure of the School, after receiving approval from competent organs as it is needed;
 - VII - approve schedules for classes, tests and exams, annual planning and school calendar, according to legal requirements;
 - VIII – commence and terminate matriculation procedures for the school year;
 - IX - sign all documents issued and dispatched by the School;
 - X - sign, together with the school's official secretary, certificates of course completion, transcripts and other documents issued by the School and required by Brazilian legislation;
 - XI - convene and preside over School administration meetings;
 - XII - apply disciplinary penalties on students, teachers and school employees according to the laws in effect and the provisions set forth in these School Statutes;
 - XIII – veto any type of activity planned by students, teachers or employees that may place at risk the School's moral integrity, its installations or that are contrary to the provisions set forth in these School Statutes; and
 - XIV – perform the duties set forth in these School Statutes and others that result from the actual position.
- §1** Financial procedures such as: open, transact or close bank accounts, issue debtittance documents, define salaries, etc., as well as administrative decisions such as: hire and dismiss employees, contract outsourced services, etc., are the responsibility of the Superintendent together with the Administrative/Financial Director and debated by the Board of Directors, according to the Association's Statutes.
- §2** Pedagogical/administrative decisions such as hiring and dismissal of teachers and other administrative employees related to the academic area and determination of the School's action plan are the responsibility of the Superintendent's.

CHAPTER II ACADEMIC BOARD

Article 44 The Academic Board shall be comprised of at least one Director or Coordinator of the Brazilian Curriculum and Program and one International Director, according to SACS norms.

Article 45 The Academic Board shall have the following duties:

- I - substitute the School Superintendent when absent or legally impeded;
- II - represent the PASB before federal, state and municipal public authorities within the extent of its competence;
- III – directly or indirectly assist the Superintendent in planning, executing and assessing all school administrative and pedagogical activities;
- IV – implement effective functioning and oversee compliance with all Brazilian legislation that defines the School as part of the Brazilian educational system;
- V - comply with and also cause others to comply with the current bylaws and any other existing laws and norms governing education, as well as, in the Superintendent's absence and by delegation, sign together with the School's official secretary, report cards, certificates of course conclusion, transcripts and other documents issued by the School and required by Brazilian legislation;
- VI - assess teachers' performance in the teaching/learning process, in maintaining discipline, in following the School's philosophy and make recommendations to the Superintendent;
- VII - indicate technicians, teachers and employees to the Superintendent to be admitted or dismissed, as the case may be;
- VIII – control the teaching staff's and student body's attendance, being in constant contact with the family in the event of unjustified absences from classes or needs to leave the school before closing time or school-related activities;
- IX - control discipline and compliance with School norms, applying appropriate penalties in cases in which it is necessary and in conformity with legal formalities;
- X - prepare an annual specific action plan integrated to the School's overall plan, submitting it to the Superintendence;
- XI - ensure the unity and continuity of the work, accompanying and accessing the activities through personal relationships with students and teachers;
- XII - plan and prepare, together with the teachers, a course plan for each subject at the beginning of the school year;
- XIII – assist the Superintendent in the elaboration of the school calendar, submitting it to the Board of Directions for appreciation and subsequent approval;
- XIV – collect, at the end of each teaching unit, teacher reports demonstrating the students' performance, by grade and subject area, for analysis and prevention of causes for success and failure;
- XV - work, together with the Educational Advisor and other specialists, whenever needed, with students who demonstrate serious discipline problems or as a last resort, with the Superintendent himself;
- XVI – organize and coordinate the Class Council presenting at the end, together with the Educational Advisor, an emergency action plan to be implemented during the following unit; and

XVII –program and follow-up recuperation courses.

CHAPTER III PLAN FOR SCHOOL ADMINISTRATORS' TRAINING AND UPDATING

Article 46 The plan for school administrators' special training in services at the Escola Pan Americana da Bahia aims at:

- I - the permanent efforts in training and updating of its school administrators to ensure the quality of supply demanded by the new nine-year long fundamental educational system;
- II - the efforts in training of its school administrators in promoting the students' self-esteem during the initial years of their education;
- III – the fact that its administrators must have always in mind rules of common sense and reasonableness as well as a differentiated treatment towards a student's learning process whenever necessary;
- IV – enable its school administrators regarding the promotion of the differences and diversities in the context of the national educational system that exist in such a diverse and complex country as Brasil;
- V - improve training of the Elementary School principal;
- VI – contribute to the school administrators' qualification in perspective to a democratic conduct and effectiveness of the right to the basic instruction with social quality;
- VII – stimulate the development of democratic practices and management and the organization of the pedagogical work that contribute to effective learning of students in order to focus increasingly on school performance;
- VIII – encourage managers to reflect upon the democratic management practices and develop collegial management in the school environment, promoting the citizenship of the student;
- IX - provide opportunities for managers to deal with technological tools that foster collective work and transparency of school management;
- X - provide opportunities for managers to exercise innovative practices in planning and evaluation of school management;
- XI – enable administrators to opportunities to expand the capabilities to analyze and solve problems, and to elaborate and develop projects and activities in the area of management, with the support of the new information and communication technologies;
- XII – develop a pedagogical understanding of educational administration located in the micro and macro context of the school, overcoming the fragmented views of the educational process and considering the dimensions of the development and training as the object of the pedagogical work;
- XIII –encourage the development of practices of democratic management and organization of educational work, which contribute to effective learning of students in order to focus progressively on the improvement of the school performance;
- XIV – develop the strategic management of the school: to plan, establish strategies, define actions, use information, evaluate, correct performance;
- XV – oversee the development of the school staff, with the objective of acting as a team;
- XVI – maintain an open-stance, pro-active posture with the objective of enhancing their knowledge and personal and professional growth;
- XVII –develop interpersonal skills in order to, among others, solve problems and conflicts;
- XVIII–improve the relationship between teachers, parents and students and establish partnership with the community;
- IX - act with ethical principles: justice, integrity, fairness.

CHAPTER IV COLLEGIATE BOARDS

Article 47 So-denominated Collegiate Organs are those intended to provide advice and/or technical-pedagogical and administrative assistance to school activities.

Article 48 The following are Collegiate Boards:

- I - Parents' General Assembly;
- II - Parents' Board of Directors;
- III – Class Council;
- IV – Student Council (STUCO);
- V - Advisory Council; and
- VI – PTA – Parent-Teacher Association

Article 49 The Parents' General Assembly and the Board of Directors are described in Title III, Chapter I, Article 19, in these school statutes and in the Articles of the Association that are an integral part herein.

Article 50 The Class Council shall be convened ordinarily by the Superintendent or by the Academic Board and shall meet after each unit in the programmed school calendar prior to publishing the results, to assess the teaching /learning process. After assessing each student's case, it shall determine the limits of the subject content to be immediately or simultaneously recovered, the needs for changes in the teaching or methodological procedures, and even the implementation of special procedures – all that aiming at reaching an improvement on the students' learning process, the correction of failures and the permanent betterment of the educational quality offered by the School.

§ 1 Classroom teachers, the Educational Advisor, the Supervisor and/or Coordinator, Academic Directors and the Superintendent shall participate in the Class Council.

§ 2 The School Superintendent may be substituted by the Brazilian Program Coordinator and/or an Academic Director in the Class Council.

§ 3 Class Council decisions may be approved by the Academic Directors.

§ 4 The Class Council may be presided over by one of the Academic Directors to be chosen by its components.

§ 5 The Class Council shall undertake to:

I - assess the teaching/learning process, students' achievement by the assessment process used by the School, students' comportment, by class and individually, in order to furnish information to the Directors and adapt the educational process to the reality of each class, improve students' individual and collective learning;

II - express opinions about learning/pedagogical matters proposed by the administration;

III – collaborate in the assessment of all School extracurricular activities;

IV – give opinions about program integration;

V - examine and decide on the outcome in each unit and at the end of the school year, the school performance of each student, using primarily qualitative criteria, to determine the boundaries of content that should be subject to recovery studies, specific to each student, sending qualitative assessment that will outweigh the quantity for the purpose of promotion;

VI – approve or not the student's final results after recovery classes;

VII– discuss and deliberate on specific problems whose approach to prevention and solutions will be suggested to the administration, especially when dealing with poor overall school performance, or in percentages above the acceptable ones for the class, based on criteria of educational quality, inappropriate behavior of students, teachers and staff, taking into consideration the information and proposals from student representatives, parents and teachers directly related to the issues; and

VIII – recommend to the Administration any measures necessary to integrate and adapt students, whether with regard to school achievement or with discipline, including psychological support for the student and outside activities that have been determined as necessary for his/her good development, together with the parents/guardian responsible for the student;

§ 6 Class Council meetings should be duly documented in the appropriate Minutes record book, according to the legislation in force. This shall be the responsibility of the President of the Class Council.

§ 7 The Class Council shall convene special meetings upon a request from the School Superintendent, the Brazilian Program Coordinator or the Academic Directors and the majority of the teachers in a particular grade/stage, in order to debate relevant matters of interest that cannot be postponed, and such discussions shall be recorded in the appropriate minutes book.

§ 8 Class Council decisions may be appealed by the School Superintendent through a written request within a maximum deadline of two days. The Superintendent shall inform the subject.

Article 51 The Student Council is comprised of students from the third grade and up, elected from the diverse classes, at three levels: the first with students from the third through fifth grades, the second with students from the sixth through the eighth grades of the Elementary School and the third with students from the first through the fourth grades of the Secondary School.

§ 1 The Student Council shall meet regularly and plan and discuss its activities, and shall be comprised of an executive and legislative body directed toward student interests, according to its own Bylaws and subject to the norms of this Statute.

§ 2 Each class representative must report the Student Council's activities his/her respective class.

Article 52 The Advisory Committee is comprised of representatives of parents, students, teachers, school administrators and the School Superintendent and/or the Brazilian Program Coordinator. Its purpose is to create a forum for obtaining the maximum number of viewpoints with respect to subjects pertaining to the school, and thus creating another channel of communication between the school community and the Board of Directors through the School Superintendent.

Article 53 Sole § Any School parent or student may submit matters to be reviewed and discussed by the Advisory Committee.

Article 54 The Parent-Teacher Association is comprised of parents of enrolled students and teachers, and seeks to assist with school-related activities, in agreement with its own statute, subject to the regulations of these bylaws.

§ 1 Parents who are members of the Parent-Teacher Association are elected annually by the community of parents, for positions of President, Vice-President, Treasurer and Secretary.

§ 2 The four teachers who are members of the Parent-Teacher Association are also elected annually, by the school faculty body, without having specific duties.

§ 3 The eight members elected to the Parent-Teacher Association make up its Executive Committee, which establishes its annual objectives of assisting in the various school-related activities and events, as well as its budget.

CHAPTER V SCHOOL SECRETARY

Article 55 The Secretary, named by the School Superintendent, must be legally licensed for the position and authorized by the State Secretary of Education or be registered definitively with MEC.

Article 56 The Secretary will answer to the Superintendent, working together with the Director or Coordinator of the Brazilian Curriculum and Program, and will be in charge of bookkeeping and individual documentation of the students.

Article 57 It shall be the duty of the School Secretary to:

I - maintain updated all office services such as: manual and electronic filing, filing cabinet, computerized grade spreadsheets, school financial records and correspondence;

II - receive, from the Director or Coordinator of the Brazilian Curriculum and Program, the collection of laws, regulations, directives, circulars, resolutions and other documents, organizing them and keeping them updated, while keeping the Superintendent informed;

III - observe and comply with current laws, dispatches and decisions of the administration;

IV - prepare, together with the Director and/or Coordinator of the Brazilian Curriculum and Program, reports and processes required by the State and Municipal Secretaries of Education and other organs of the Public Ministry and issue official correspondences;

V - verify and arrange students' correct documentation;

VI - transcribe and undersign minutes for determining the school results;

VII - return, properly completed, the questionnaires sent by the public sectors, keeping the administration informed prior to their forwarding;

VIII - sign, together with the administration, the School's official documents related to students' scholastic life, such as: certificates, diplomas, affidavits and transcripts;

IX - carry out and enforce the School's enrollment procedure;

X - analyze the scholastic life of the transferred students, verifying the validity of the documents submitted and taking to the administration or coordination of the Brazilian Curriculum and Program cases in need of adaptation;

XI - issue computerized listings of the students' grades, and send them to the parents, for every term. At the end of the academic year, prepare Minutes of Final Results. Provide, at the end of the academic year, transcripts and certificates for legal purposes, being responsible for the information contained therein.

XII - designate a qualified person for handling, reproducing, filing and registering, under his/her responsibility, documents regarding the students' scholastic performance;

XIII - assist students by providing proper documentation in order to enroll in schools abroad, as per the norms established by the SACS.

CHAPTER VI THE SCHOOL RECORDS

Article 58 The Recordkeeping department is a responsibility of the School secretary and is organized in a manner which permits the verification of all the technical-pedagogical activities of the School. The recordkeeping must ensure the verification and identity of each student, as well as the authenticity of their academic career.

Article 59 The School Recordkeeping is comprised of the following documents:

I - Individual student folder in which the following documents will be filed: enrollment application, computerized information registration, affidavits and exemptions, photocopies of civil registry, transcripts and transfer from other schools;

II - Class list recording student attendance;

III - Minutes of Class Council meetings to be filed in students' individual folder;

IV - Record of concepts or grades concerning the student's performance, parallel recuperation, qualitative evaluation, observations, etc;

V - Printed School forms containing School logo for the purpose to: issue transfers, certificates and diplomas for course completion, transcripts, certificates, correspondence, affidavits and other related matters;

§ 1 Summary of parent/administration meetings, signed by the Director, for the purpose of recording matters related to the verification of student's academic performance and promotion, must be handed to the School secretary at the end of each school year.

§ 2 The recordkeeping, filing, registration and reproduction of copies shall be conducted in a computerized form or in another proper manner for the good fulfillment of the tasks, enabling the substitution of

registration models and bookkeeping by others, as well as altering the process utilized by simplifying and rationalizing them.

Article 60 Except for cases anticipated by law, no document in the School files will be given to students or parents. Parents will be able to have access to these documents or copies of them, whenever necessary, upon request to the school secretary at a previously scheduled appointment.

Sole § Parents/ legal guardians may question any information contained therein or request data ratification, through an appropriately reasoned petition, which will also be filed along with the conclusion of its assessment done by the School's academic administration.

Article 61 In cases of a third party's solicitation of documents and information from the School Records, the School must request a previously written authorization from the student's parents/ legal guardians or the student him/herself, provided he/she is of legal age, with exception for cases set forth in law or when required by the State Department of Education or Judicial Order.

Article 62 Documents contained in School Archives will be computerized and transcripts, certificates and diplomas of grade and course conclusions must have appropriate notifications with no erasures or flaws, and be signed, for legal purposes, by the School Director and the Secretary, who will be accountable for their validity and authenticity.

CHAPTER VII SCHOOL FILES

Article 63 The School files, under the responsibility of the School Secretary, shall be available to students, parents and legal guardians for the next ten years following his/her departure from the school, be it for course conclusion or transfer. Access to School files shall be at sole discretion of the Secretary or Superintendent and the Supporting Entity.

Article 64 Inactive files are comprised of all documentation belonging to students who are no longer in school and must be organized in the same manner as the active files.

Sole § At the end of the ten-year period following their departure, the School will only keep in its Inactive files the students' transcript containing the Certificate of Course Conclusion for students in the 8th grade, the 9th grade of the Fundamental School and 4th grade of the High School.

CHAPTER VIII AUXILIARY SERVICES

Article 65 Auxiliary Services are connected to the Administrative/Financial Directors, who will be responsible for the execution of tasks of bureaucratic nature and the maintenance and conservation of the patrimony, safety and operation of the school.

Article 66 The following are Auxiliary Services:

- I Treasury;
- II Accounting;
- III Personnel Sector;
- IV Reception and Protocol;
- V Infirmary;
- VI Cafeteria;
- VII Janitor, Gate Entrance, Surveillance;
- VIII Driver;
- IX Warehouse;
- X Transportation;
- XI Legal Department;
- XII Administrative Advice

Sole § The auxiliary service described in XII of this Article shall be tied to the School Superintendent.

Article 67 The Supporting Entity shall designate and hire a duly qualified Administrative/Financial Director, who will be responsible for all the Auxiliary Services. The Administrative/Financial Director shall answer directly to the Superintendent.

Article 68 The following are duties of the Administrative/Financial Director:

- I execute and supervise the services of the Treasury;
- II update financial bookkeeping and the books required by the Ministry of Labor;
- III present to the Director and to the Board of Directors the monthly balances, the annual balances and hire and present the results of the annual auditing;
- IV organize and accompany the acceptance of the monthly apportionments and the bills to be received;
- V organize and accompany the payroll and the list of bills to be paid;
- VI file all receipts and other documents related to Accounting;
- VII safeguard all service valuables and documents;

- VIII update all obligations related to labor and tax laws;
- IX update the employment registry book and professional permits, according to the laws in force;
- X move monies between bank accounts along with other Directors and with the Parent's Board of Directors;
- XI furnish the material needs of the School;
- XII safeguard all fixed assets;
- XIII maintain records of all insurance coverage in force and advise the school Superintendent on insurance matters;

Article 69 The School Treasury shall be overseen by the Administrative/Financial Director and is responsible for the finances and accounting of the School, in its aspects of organization and accompaniment of Bills Payable and Receivable and the respective safekeeping of financial, accounting and administrative documents.

Article 70 The Personnel Sector answers to the Administrative/Financial Director and is responsible for compliance with the labor legislation in relation to all necessary documentation, the collection of taxes, the annotation and registration of advantages, as well as absences during the work period, medical leaves of absence, travel authorizations, participation in meetings, conferences, etc.; to organize and update the compilation of laws, regulations, guidelines, service orders, circulars, resolutions and other documents, keeping the Superintendent informed. The administrative personnel, teachers, technicians and workers in general will have an individual folder in this sector, containing all the professional and personal information, as well as annotations of job performances during their work at the School.

Article 71 Reception and Protocol, under the Administrative/Financial Director, shall be responsible for receiving people, accepting school documentation and other secretarial functions.

Article 72 The Infirmary, under the Superintendent together with the Administrative/Financial Director, shall be responsible for the safekeeping and updating of the students' medical files, organization of preventive campaigns on health and hygiene, follow-up of students' medical cases, upkeep of an inventory of adequate medical supplies, summoning emergency medical services, conducting biometric exams and others, in accordance with the requirements of the laws pertaining to Physical Education, attending to preliminary emergency cases of students and staff and all other services that involve health and hygiene at the School, keeping the administration always informed.

Article 73 The Cafeteria service is the responsibility of the Administrative/Financial Director and usually outsourced, but may eventually be carried out by the School itself. The cafeteria will operate according to its own norms and regulations, which will be revised and approved annually by the School.

Article 74 The Custodian, Front Entrance and Surveillance, under the auspices of the Administrative/Financial Director, will promote the preservation and maintenance of the physical environment of the school. The following are duties of the Custodian, Front Entrance and Surveillance: assist in the realization of ceremonies and school parties; control access to the school premises by receiving, informing and directing; exercise continuous vigilance and supervision to all students at the school, communicating the occurrence of any abnormal events; prohibit the utilization of the school installations by people or groups that are not authorized by School Directors.

Article 75 The duty of the Driver, using the school car, is to transport baggage, correspondence, furniture, tools and/or on-duty employees rightfully authorized by the administration. This position provides support to the general services area.

Article 76 The Warehouse, under the Administrative/Financial Director, will be responsible for the entire movement of materials, being in charge of their acquisition, storage, control, replacement, storage and maintenance.

Article 77 Transportation services are a responsibility of the Administrative/Financial Director, usually outsourced and managed by the School, but may eventually be carried out by the school itself. It handles the service of transportation of employees, round-trip or only to or from school.

Article 78 The School's Legal Area is the responsibility of the Administrative/Financial Director, being usually performed by a hired qualified lawyer and may be eventually performed by the School itself. It has the responsibility of maintaining the administrative procedures of the School in all lawsuits filed against and by the School in the civil, commercial, labor, criminal and other areas, suggesting other professionals, whenever necessary; executing the processes of issuing work permits and others, doing the necessary follow-up of all of relevant processes in order to ensure their completion; and other legal-judicial activities that will give security to the School.

Article 79 The Administrative Advisor shall answer to the School Superintendent and is responsible for advising all foreign teachers concerning the acquisition of appropriate documentation necessary to fulfill their duties; account for teaching supplies; exercise administrative functions in order to give support to the administration; serve as secretary to the Board of Directors; safeguard the minutes of Board meetings; distribute external communications to the parent community.

CHAPTER IX THE MULTIMEDIA SECTOR

Article 80 The Multimedia sector has the objective of collaborating with the teaching and technical-administrative staffs with the intent to promote supporting resources to the teaching-learning process.

Article 81 The Multimedia sector is composed of the following sections:

- I Library;

- II Science Labs;
- III Technology Labs;
- IV Audiovisual Resources.

SECTION I THE LIBRARY

Article 82 The Library, maintained by the School, has the purpose of stimulating research and reading habits, operates during school hours, being available for use by students, teachers, parents and staff in general.

Article 83 The Library shall also safeguard the school's audiovisual resources which will be for internal use only, according to the current legislation for non-profit entities, which forbids disposal or lending of equipment outside its installations. The audiovisual resources will be a responsibility of the librarian and shall have as their purpose to enrich and illustrate the curricular activities.

Article 84 The Supporting Entity shall provide resources for the maintenance and updating of the Library, according to SACS norms.

Article 85 The Library's collection shall be comprised of books, maps, charts, various publications and audiovisual resources distributed in three categories:

- I Circulation: being object of loan to users of the library who register according to appropriate norms;
- II Restricted use: may be consulted only in the reading room of the library, with the reader being able to request a copy of any matter of interest and paying for it according to the value set by the library for reproduction;
- III Reserved: may be consulted or loaned by authorization of the administration.

Article 86 Librarian will be a qualified person, designated and hired by the School Superintendent.

Article 87 The Librarian shall have the following duties:

- I register, safeguard, classify, catalog and organize the books and their card indexes, overseeing their conservation;
- II safeguard all materials and resources in existence in the library;
- III assist and guide the users in their search for references of study and research of subject matters;
- IV teach research techniques to students;
- V prepare an annual circulation report, making recommendations for changes and improvements in the services and collection;
- VI assist teachers in the integration of disciplinary contents with research techniques;
- VII control services of consultation, loans, returns, late fees, bulletins, notices to users, as well as receive suggestions on texts, books and materials that ought to be recommended to the School Administration.

Article 88 The user responsible for the material taken out of the library as a loan, shall return it in equal conditions as received, being of his/her own responsibility the replacement of the same in case of loss, damage for mistreat or negligence.

Sole § The failure to comply with the provisions set forth in the present article shall suspend the right of the faulty user to use the Library until such borrowed material has been replaced.

SECTION II SCIENCE LABORATORIES

Article 89 The science labs constitute in educational resources that are intended for experimentation in the instruction of physics, chemistry and biology. They have the purpose to develop students' curiosity, reasoning, observation and research, besides increasing the knowledge of contents learned in the classroom.

Sole § The Laboratories are administered by their own rules, which are approved by the Academic Director and School Superintendent.

SECTION III TECHNOLOGY LABORATORIES

Article 90 Technology at PASB is a resource that helps promote the school's educational objectives and its mission. Technology labs offer students access to computers, CD's or DVD's and pen drives through the web infrastructure and equipment of other technologies related to peripherals such as scanners, printers, mouse, LCD projectors and cameras that support the acquisition and exchange of electronic information in both positions, inside and outside the school.

APPROPRIATE USE OF COMPUTERS

Article 91 The opportunity to use school technology resources implies an obligation on the part of students to use these resources, including computers, in an adequate fashion. These labs are under the supervision of teachers who have been appointed and are responsible for instruction and assistance related to the topic/resource. Teachers, upon receiving technological resources, will apply them appropriately to the students.

Article 92 Abuse or misuse of school technology will result in loss of privileges as to their use and/or disciplinary action. Specific guidelines for appropriate use of computers are available with the technology teachers and will be shared with students at the beginning of each school year.

Article 93 In compliance with SACS standards, the School is obliged to maintain such laboratories and equipment in operation and also with hardware and software application.

SECTION IV AUDIOVISUAL RESOURCES

Article 94 The Audiovisual Resource Center has the purpose of producing, protecting, distributing, taking care of and cataloging audiovisual materials (movies, videos, tapes, recorders, screens, slide and overhead projectors, sound systems, among others) for educational support.

Sole § The Audiovisual Resource Center is self-regulated, with the approval from the Academic Director and School Superintendent.

CHAPTER X INSTITUTIONAL COMMUNICATION

Article 95 'Open Houses'- At the start of every school year parents are invited to the 'Open House', a special occasion when they are presented the curriculum and instructional methodology utilized by teachers of various subjects.

Article 96 The assessment and student progress are also discussed in conferences scheduled for the end of the first and third units. The conferences for the month of October between Parents and Teachers facilitate communication between parents or guardians about the progress of their children. The Parent and Student conferences are scheduled for the third unit in April and are led by the student, allowing him to demonstrate his strengths and those areas that still need to be developed, as well as the application of his knowledge through various activities. On this occasion, teachers act as facilitators. Teachers also are available for individual meetings with the parents, observing that these meetings can only be conducted outside the normal schedule of classes.

Article 97 With the aim of communicating to parents the improvements obtained in the quality of instruction and in the diversity of programs and projects, the Superintendent invites parents once every month, in a pleasant and optimistic atmosphere in order to communicate the progress as a result of the pedagogical management of institutional success. These occasions create a climate of co-responsibility and mutual commitment between family and school, resulting in an efficient and friendly communication.

Article 98 Whenever necessary, the School Superintendent, Brazilian Program Coordinator or Principal sends a preventive warning to parents of students who demonstrate poor academic performance or frequent disciplinary issues, inviting them to a meeting. At the occasion they take a mutual commitment to help the student and outline a specific plan. For this purpose, the School has experts in guiding the students, giving him the necessary support to continue their learning process, thus avoiding failure at the end of the school year.

Article 99 Parents may also follow their children's academic progress by checking their grades through the school's web site, as well as contacting the school by phone, e-mail or personally, scheduling a meeting with a specific teacher, principal, Brazilian Program Coordinator or Superintendent.

Article 100 Responsibilities and obligations in common must be read and shared by parents and students of our community. It is the responsibility of the parents to familiarize themselves with the Parent Manual. Students are expected to arrive on time to school every day. Students who arrive late for school will suffer the consequences. Classes start at 7:45 promptly every day and end at 2:30 p.m. Parents must provide transportation to pick up their children at the end of classes or the student's after-school activity. Students enrolled in after-school activities will wait for their transportation inside the main gate but without any supervision as of 3:30 p.m., when all teachers leave.

Article 101 To facilitate the inclusion of students, the school has some specialized services for those who have some physical or cognitive difficulties that interfere with the learning process. Professionals are available to teach students to organize themselves for their studies and value their intellectual potential and their efforts, to study with discipline and better manage their learning difficulties as well as accept and request the mediation of the teachers. Moreover, classroom teachers may inform parents that their child will stay after school with a certain teacher in order to receive support in a subject in which they are presenting difficulties.

Article 102 Parents receive on a weekly basis a Bulletin with all relevant news and events that not only took place throughout that week but also will take place in the near future. The Weekly Bulletin can be accessed on the school's website: www.escolapanamericana.com. This vehicle of information keeps the families aware of the dynamics of what takes place in their children's school. This procedure also aims to involve parents in the formation of their child as an ethical citizen, equipped with personal and collective values besides being able to contribute with suggestions or any other form of collaboration.

TITLE IV
ACADEMIC ORGANIZATION
CHAPTER I
CURRICULUM BASIS

Article 103 The educational project and structure of the Early Childhood Education, the Primary Education and the Secondary Education courses, in general conformation, meet the standards of SACS since it is essentially a teaching institution with the American philosophy, obeying jointly the provisions of Law 9.394/96, and being subject to assessment by the State and Municipal Boards of Education and attached to this Regiment as its integral part.

Sole § The School's educational philosophy of this school shall have the purpose of fully educating the student, preparing him/her to exercise good citizenship for life and the professional world.

Article 104 Are considered school work all the tasks proposed and organized by teachers in accordance with the school's educational supervision and guidance and the Directors, as well as all other school-sponsored activities aiming at the education of the student as a citizen.

Article 105 In order to achieve its educational objectives, the School shall be able to keep agreements with other public or private educational and research institutions, to enrich the curriculum and the students' learning process.

Article 106 The Curricular Proposal for each course, from the Early Childhood Education to the Primary and on to the Secondary education, and for the students' formation as a whole, is in compliance with Law 9.394/96 together with the SACS regulations, having its Common National Basis in accordance with CNE norms. This includes the instruction of the Portuguese Language, Mathematics, Physical and Natural Science, Socio-Political Structure, Art and Physical Education, Brazilian History and Geography, Philosophy and Sociology, which will take into account the contribution of the diverse ethnicities that make up the Brazilian people, especially the Indians, Africans and Europeans, according to local needs and the School's realistic possibilities. As an integral part of the School's diversity, the instruction of the English language starts in the Early Childhood Program.

§ 1 Curriculum contents will observe as guidelines the diffusion of core values in social interest, rights and duties of citizens, respect to common good and democratic order, considering the School's Educational Project as an integral part of the Regiment, and thus being attached to it.

§ 2 The alterations to the Curriculum Matrix and course load, previously submitted for review by the State and Municipal Boards of Education, whenever occur, will be attached to the present Statute as an integral part of it.

Article 107 The subjects of Portuguese Language and Brazilian Literature shall be taught in weekly classes at the Primary and Secondary Education levels for general education, including activities in which the student can comprehend, analyze and digest literary and non-literary texts, express him/herself through writing, adapting the form and content, by dominating basic structures of the language and also the basic understandings of Brazilian literature. The language dominance applies not only to the Brazilian students, but also to those belonging to the international community. Linguistic skills should be developed in a way which enables the student to exercise the translation of the Portuguese language to English and vice-versa, both in oral and written form.

Article 108 The subject of English Language and Literature shall be taught in weekly classes at the Primary and Secondary Education levels, in a diversified manner, so that the students are able to acquire the ability to read and understand, literally or deductively, texts in the English language concerning subjects of general interest, recognizing the simple and complex phrasal structures that are involved in the curriculum content, identifying the adequate grammatical pattern of the idiom. Students must also recognize the vocabulary, its meaning in context, its function in the phrase and its formation, becoming aware of its structure. The English language is taught so that students, Brazilian and international, can effectively think and build their reasoning in it, and not just being able to communicate. Their linguistic skills should be developed in a way which enables students to exercise the translation of the English language to Portuguese and vice-versa, both in oral and written form.

Article 109 The subject of History shall be taught in weekly classes at the Primary and Secondary Education levels, as the Common National Basis, in a manner in which students can acquire the capability of understanding the evolutionary process of the human societies from the economic, social, political and cultural viewpoints; analyze and locate the historical evolution of Brazil in the context of world history and stand themselves before current problems.

Article 110 The subject of Geography shall be taught in weekly classes at the Primary and Secondary Education levels, as the Common National Basis, in a manner in which students can characterize the geographic factors and phenomena, recognizing their importance; establish the relationship between man and the space he occupies, evaluating his role in the socio-economic-historical developmental process, giving emphasis, at the Secondary level, to current events.

Article 111 The subject of Mathematics shall be taught in weekly classes at the Primary and Secondary Education levels, as the Common National Basis, in a manner in which students will be able to make numerical calculations, comprehend and apply the symbolic language of mathematics, interpret and solve problems, utilize deductive logical thinking, and also apply rationale to practical examples of daily life, deepening, at the Secondary level, their knowledge of mathematics to allow for the solution of problems of other disciplines and its application in computer programming and the understanding of "hardware".

Article 112 The Physical and Natural Sciences course shall be ministered in weekly classes at the Primary level, in such a manner that the students will be able to recognize the scale and structure in living organisms and matter,

identify how energy is used and transferred in different systems understanding the interaction between them, recognize the organization and stability of systems, recognize cause and effect, organize information in different formats, demonstrate critical thinking and ability to apply and interpret scientific methods, develop the ability to use instruments of measure recognizing their limitations, apply data in making estimates and previsions and develop writing skills in order to express scientific concepts.

Article 113 The subject of Physics shall be taught in weekly classes in the Secondary level, as the Common National Basis, in such a way that the students will be able to demonstrate knowledge on its evolution, when it comes to the formation process of mechanics, optics, acoustics, thermodynamics, electricity and electromagnetism, making a correlation with the socio-historical stages of the Industrial Revolution. In addition, students must also comprehend the process of evolution of the Physics in the twentieth century: Relativity, Quantum Mechanics, Particle Physics, and Condensed Matter Physics, always correlating them with modern technology.

Article 114 The subject of Chemistry shall be taught in weekly classes in the Secondary level, as the Common National Basis, in a manner in which students will be able to distinguish relevant phenomena and testify alterations of chemical properties, applying the initial basic techniques to the experimental side of the chemistry; apply volumetric laws to stoichiometry and utilize the basic evidence that allows the interpretation of chemical reactions; establish differentiation between organic and non-organic compounds; comprehend the basic reactions of organic compounds, their properties and applications in daily life; acquire the notions of contamination and pollution of water and ecosystems.

Article 115 The subject of Biology shall be taught in weekly classes in the Secondary level, as the Common National Basis, in a manner in which students will be able to recognize the characteristics of living beings and the biological processes that maintain the individual and the species, interpreting them as expressions of life at a cellular level; analyze the biological diversity at the light of evolution, recognizing the basic organisms that explain the development of variations and establishment of new species; understand the balance of ecosystems as a result of a dynamics of interactions and interpret the fundamental interrelations of living beings with the environment; recognize Man as the only conscious element on the ecosystems who, through Science, is able to protect and maintain them, assuring humanity's survival.

Article 116 The Health Program course will be developed through weekly classes in the Primary and Secondary levels, as the Common National Basis, teaching students to develop personal hygiene and healthy nutritional habits; understand methods of prevention and treatment of diseases; identify and be acquainted with the human body and its systems; be aware of problems caused by smoking and alcohol and drug consumption; understand and appreciate the benefits acquired by the practice of good mental and physical habits; understand, develop and appreciate good safety habits; master skills for dealing with anxiety, stress and conflict in personal matters.

Article 117 The subject of Artistic Education shall be taught in weekly classes in the Primary and Secondary levels, as the Common National Basis, while the History of Art course is offered in the Secondary level as well. Students will be able to apply creativity and critical thinking through self expression and knowledge; develop sensory abilities through the use of visual, temporal and spatial concepts; comprehend and appreciate the similarities, differences and the aesthetic contributions of all peoples to society, analyzing the influence of the arts in a social, historical and cultural context; recognize and apply the different materials, techniques and processes, being capable of reflecting on the efficiency of their choice; learn about the various components of the visual arts, such as line, texture, color, form, value and space; improve the aesthetic discernment, by the study of the differences between visual characteristics; recognize and apply specific artistic vocabulary; apply different forms of non-verbal expression; and know the artistic careers in order to be able to explore vocational opportunities.

Article 118 Musical Language, included in the subject of Arts, shall be offered in weekly classes to students of the Early Childhood and Primary School as the Common National Basis. In the Secondary School, the subject will be taught in a multidisciplinary manner. Its objective is to provide musical education to children and teenagers through study and research of various rhythms, melodies, harmony, audible and visual perception and symmetry, so that they are able to build parameters for the formation of accurate musical preferences.

Article 119 The Physical Education subject shall be offered in weekly classes in the Early Childhood, Elementary and Secondary levels, in the students' general formation in order to improve their physical growth and development; to develop knowledge and activities that will promote an excellent physical condition for life; to create satisfactory individual and collective sports and recreational activities; to expand social relations; to promote activities that will increase the offerings of vocational opportunities; to improve self-esteem and to help build self-discipline.

Article 120 Information Technology courses shall be offered in weekly classes in the Primary, Fundamental and Secondary Schools to teach the use of computers to edit texts and electronic spreadsheets; utilization and development of multimedia; organization of data base, as well as recognize its fundamentals, the evolutionary history of the computer and its use, the essential components of a computer (hardware), initial knowledge of the main computer terms (software) and communication of computers through Networking and the Internet.

Article 121 The Spanish as a Foreign Language course, an integral part of the Brazilian Program offered by PASB, taught in the Secondary School, has the objective to train students who, as a result of the established learning process, are capable of understanding what is expressed in Spanish both orally and in writing, recognizing analytically the phonetic, spelling, grammatical, lexical, semantic and expression elements that constitute the structure of the language, in order to incorporate it as a tool for interpretation and research, both within academic and everyday life; to communicate in Spanish with fluency, security and reliability, through speech and criticism,

with different interlocutors, serving different purposes; to produce texts and oral and written presentations in Spanish with proper linguistics and methodology; to learn from the study of Spanish various cultural, social, historical and current aspects from different civilizations and world regions; to acquire habits and behaviors related to academic and social life (study, exercise, research, awareness of social issues, tolerate, respect and accept differences, etc.).

Article 122 The subject of Philosophy, an integral part of the Brazilian Program offered by PASB, is taught in weekly classes in the Secondary School, as the Common National Basis, in the form of two hours per week. It is the discretion of the School the subject's inclusion to at least one year of high school, so that students can demonstrate the ability to understand the process by systematizing the thought produced, discussing and building concepts and the essential foundations of human life, the logical, theories of knowledge, epistemologies, and values among others, and developing interpretative autonomy in order to have a position on the diversity of views and theories that constitute the history of human thought as well as consolidate social interaction.

Article 123 The subject of Sociology, an integral part of the Brazilian Program offered by PASB, is taught in weekly classes in the Secondary School, as the Common National Basis, in the form of two hours per week. It is the discretion of the School the subject's inclusion to at least one year of high school, so that students can demonstrate the ability to understand the process through the social relations with which the individual simultaneously constitutes himself and the society, developing the capacity for autonomous construction of identities and allowing them to freely choose the values that guide their actions, committed to the citizen's coexistence, so that they are responsible for conducting their individual and collective destiny.

Sole § Inclusion of mandatory studies on the Indigenous and Afro-Brazilian History and Culture in its interdisciplinary curriculum component in the Elementary and High Schools.

Article 124 The Pan American School of Bahia's Early Childhood Education program is in compliance with the National Curriculum Reference for Early Childhood Education and is organized according to research related with the following ranges of experience: a) Personal Training (including supportive work that prioritizes the children's developmental processes of identity and autonomy) and b) World Knowledge (children's construction of different languages and their relationship with objects familiar to them: Movement, Music, Visual Arts, Oral and Written Communication, Math, Environment and Society).

CHAPTER II EXTENSION OF THE FUNDAMENTAL SCHOOL FROM 8 TO 9 YEARS

Article 125 The Pan American School of Bahia, in accordance with national norms determined by the National Council of Education (CNE) will preferentially follow the following guidelines:

- I Alteration on school documentation (transcripts, statements, assessment recording instruments, etc.);
- II Elaboration of new school documentation for a 9-year long Elementary School (transcripts, statements, assessment recording instruments, etc.);
- III Accountability of the school of origin in indicating, through documentation, the equivalent grade to which student must be enrolled (LDB 9.394/06, Art.24, §VII);
- IV Recalculation of staff (attending to issues of legal entry into the system);
- V Assurance of a minimum of an yearly school day workload (Art.24, §I, law #9.394/06) and a school period of at least four hours a day (Art.34, law#9.394/06)
 - a) infrastructure conditions;
 - b) adequacy and acquisition of furniture;
 - c) acquisition of equipment.

Article 126 The Pan American School of Bahia implemented its strategic plan for the educational reorganization of a 9-year long Elementary School with the following guidelines and enforcement:

- I Study of the demand for enrollment in the primary school;
- II Stipulation of number of classes in the primary school;
- III Research and measures necessary for the resizing in the primary education level, so as not to affect the quality and demand and maintain its educational identity;
- IV Resizing of physical spaces;
- V Reorganization of the teaching staff, when needed;
- VI On-going professional development process (article 67, item II, law #9.394/06);
- VII Initial and continuing training of teachers and education-related professionals;
- VIII Adequacy and acquisition of instructional-pedagogical materials;
- IX Necessary administrative reorganization;
- X Evaluation processes, especially for children in Pre-School;

Article 127 The 9-year mandatory Fundamental School, starting at age 6, will develop an integral curriculum observing the principles of scope and sequence consisting of five initial years and four final years, with the objective of assuring the pupil his development of various expressions and access to knowledge in different areas, with adequate didactic-pedagogical planning.

§1 Enrollment to Fundamental School at the age of 6 (six) will have the early years as reference, aiming at the pupil's development and integral formation of the physical, cognitive, affective and physical-social aspects as

well as the child's own experiences, assuring the continuity and his participation in the educational process in subsequent years.

§2 In order to enroll, the child must be 6 (six) years of age or complete it in the beginning of the school year, regardless of having attended Pre-School or not.

§3 A 9-year long Fundamental School will be assured to students who have not had access to it at the proper age.

Article 128 Functioning of the 9-year long Fundamental School at the Escola Pan Americana da Bahia will be disciplined by the School By-Laws in accordance with the provisions established by the school's pedagogical project and approved by the competent organ in the education system.

Article 129 PASB's curricular components will be reviewed on an annual basis, in accordance with adequate didactic-pedagogical planning and under careful institutional follow-up, supervision and evaluation provided by the School's and the State Department of Education's technical-pedagogical organs, in order to guarantee the on-going objectives of our educational project.

§1 Review process will respect the following basic procedures:

- I - clear definition of objectives and methodology of content and activities;
- II - specification of adequate resources and teaching supplies necessary to the gradual and progressive development of the learning process;
- III – definition of criteria, dates and instruments of evaluation of the learning process with the objective to assure the students full development of their potentials and the teachers the re-evaluation of the pedagogical action.

§2 Formation of classes will be conducted in accordance with age level and keeping in mind adequate pedagogical/didactic planning as determined by the State Department of Education and the School By-Laws.

Article 130 PASB's pedagogical concept of teaching and learning in nine grades points to the direction of:

- I - implementing strategies throughout all grades for children as of six years of age;
- II - assuring time and space for the practice of movement, dance, music, art and sports;
- III - guaranteeing students' full development in their physical, mental, intellectual, social and cognitive aspects in order to fulfill the objectives of the fundamental school without limiting instruction of six-year olds in first grade to exclusively reading and writing but otherwise widening learning possibilities;
- IV - warranting flexibility of time and space in the context of diversity, plurality, autonomy, creativity for the betterment of the learning process in all dimensions of the proposed curriculum;
- V - ensuring respect to all principles:
 - a) ethical principles of autonomy, solidarity and respect;
 - b) political principles of rights and duties of citizenship, the exercise of creativity and democratic order;
 - c) aesthetic principles of sensitivity, creativity and diversity of artistic and cultural demonstrations;
 - d) respect to children as subject of learning;
 - e) ludic activities as part of the learning practices:
 - i. playing as a form of being in the world;
 - ii. playing as childhood's legitimate and unique expression.

Article 131 Implantation and operation of PASB's nine-year Fundamental School consists of the adoption of the following operational mechanisms:

- I - school community's involvement in the discussion and definition of the pedagogical project and its alterations through the representation of parents/guardians and other segments of the local community;
- II - commitment to teachers' continuous training and in-service, especially those involved in the teaching of initial years, with the objective of the development of teaching practices and use of suitable didactic and pedagogic instruments;
- III – permanent training and updating of the school administration with the purpose of improving the quality of offerings provided by this resolution.

CHAPTER IV SCHOOL YEAR

Article 166 PASB's school calendar will distribute the academic days set forth by law in two fixed periods, regardless of the calendar year, determining recess (mid-December through end of January) and vacation periods (mid-June through end of July) for teachers and students.

1 The school will function in a semi-boarding school regimen, with 6 (six) class hours a day.

2 The school year extends from August to June of the following year in compliance with SACS norms (Southern Association of Colleges and Schools). The justification is to facilitate hiring of teachers abroad and the admission of students from foreign countries, which follow the calendar above, different from the Brazilian academic calendar.

Article 167 School year will have a minimum duration of 200 (two-hundred) actual working school days and 800 (eight hundred) hours.

Article 168 Time destined for exams is not included in the school days, and time for recovery, associated with the process of cumulative and continuous evaluation, is an integral part of the school days and the annual hourly class load, never less than 800 (eight-hundred) annual hours.

Article 169 The School Calendar will be determined before the beginning of classes, by the School Superintendent with the approval of the Board of Directors, establishing the following:

- I – Beginning and conclusion of the school year;
- II – Recess and vacation periods;
- III – National, local, religious and school specific holidays;
- IV – Dates of learning evaluations for each continual and cumulative unit such as: exams and tests; reunions of the Class Council; conferences with students' parents; reunions for election of the representatives of the school boards and councils; date of delivery of the results;
- V – Activities for school/family and neighborhood school-community integration.

Article 170 The School Calendar may be altered to adapt to exceptions set forth in law, to natural disasters or even due to major force.

**CHAPTER V
TECHNICAL EDUCATIONAL SERVICES
SECTION I
GUIDANCE COUNSELING SERVICE (SOE)**

Article 171 The Guidance Counseling Service (SOE) will be comprised of Guidance Counselors licensed by law, and will have the duties validated in these Statutes according to SACS norms (Southern Association of Colleges and Schools) and under norms set forth in Law#9.394/96.

Article 172 The main purpose of the Guidance Counseling Service (SOE) shall be to accompany and assist the student, individually or in group, advising him/her in relation to his/her development in the educational and vocational process. It shall also aid their affective development for good relationships with groups and integration in the school community.

Article 173 The Guidance Counselor answers directly to the Academic Directors.

Article 174 The SOE shall have the following duties:

- I - prepare an annual specific plan of action, integrating it into the School's overall plan and submit it to the Directors for approval;
- II - advise teachers, together with the Academic Directors, applying necessary techniques to obtain the student's profile and present it to the Class Council;
- III - permanently assist and orientate the students, especially those with low achievement or unruly, together with their family, searching for causes and mechanisms that will enable improvements for the student and the school community;
- IV - send students that need special care to specialized professionals;
- V - analyze student's achievement by grade and class, in conjunction with the Academic Directors, to evaluate the causes of success and failure, presenting a report to the School Superintendent;
- VI - organize activities in and outside the classroom that contribute to the student's adjustment to his/her group and the school environment, encouraging study and cooperation habits;
- VII - encourage students to elect class leaders;
- VIII- organize community service activities, orientating students' participation in the activities;
- IX - advise on professional selection by presenting information about professionals, analyzing their interest, capacity and ability, searching for the students' vocation;
- X - organize and administer admissions exams for undergraduate courses at universities in the United States as an official representative and sole location in the city of Salvador and neighboring areas that apply these exams;
- XI - participate in Class Councils.

**SECTION II
INSTITUTIONAL PSYCHOLOGICAL AND SUPPORT SERVICE**

Article 175 The Psychological and Support Service is applied whenever necessary by the hiring of professionals specialized in institutional psychology, operating as an element that indicates solutions to questions and situations that involve the relationship between the Institution and family, students and teachers.

- § 1** The School Administration may hire a Psychologist when there is a financial possibility of including him / her to the staff.
- § 2** Support service is not characterized as therapy to be underway at the school, be it for students, teachers or the school community in general. It is in essential a service with an institutional scope to provide support to the academic staff and consequently to the student body.

SECTION III
MOTOR FUNCTION, PSYCHO-PEDAGOGICAL SUPPORT AND SPECIAL NEEDS SERVICES

Article 176 The Motor Function or Psycho-Pedagogy and Special Needs Service is to be handled by a professional with a degree in the area of psycho-pedagogy under the coordination of the Director or Coordinator of the Brazilian Curriculum and Program, with the following fundamental attributes for this service: knowledge of both the Portuguese and English languages and knowledge of both curricula – Brazilian and American.

Article 177 The Motor Function or Psycho-Pedagogical and Special Needs Services shall have the following duties:

- I - Research together with teachers, counselors and the psychologist, the cause of failure or learning problems, taking as basic grounds the complaints from parents and the observations made by the teachers or observations made directly by the Motor Function or Psycho-pedagogical and Special Needs Services;
- II - Record, organize, update and safeguard the data gathered about the students;
- III - Give specialized support to the students that have different methods of learning, individually or in groups, during working hours at the School;
- IV - Organize courses for improvement and recycling in the Special Needs area, as well as observe teachers in the classroom and hold meetings to exchange information on a regular basis;
- V - Hold meetings with parents and/or guardians responsible for the students;
- VI- Prepare annual reports on the activities held by the Motor Function/Psycho-Pedagogical/Special Needs department with conclusions about observations made during the school year.

CHAPTER VI
SELECTION AND ADMISSION PROCESS OF NEW STUDENTS

Article 178 The Board of Directors of the Escola Pan Americana da Bahia establishes criteria for the selection of new students for the diverse grade levels offered by the school utilizing as premises for its conception:

- I - Transparency throughout the signing-up, selection and admissions processes;
- II - The search for excellence and high quality patterns, respecting the capacity of the school's facilities and pedagogical resources, not allowing to exceed the determined number of students per class, and maintaining with that an ideal student x teacher ratio;
- III - Priority attention to the needs of in-transit foreign executives by providing means for their children to adjust to life in Brazil and other countries where they might live in the future;
- IV - Availability to the opportunity of Brazilian and third-nationality families to enroll their children in an International school.

Article 179 The regulation of the selection and admission process of new students is revised and approved by the Board of Directors of the Escola Pan Americana da Bahia.

Article 180 The School Superintendent is responsible for the coordination of the admissions process. An Admissions Committee, consisting of the Brazilian Program Coordinator, Middle/High School and Elementary School Principals and Learning Activities Specialists has been designated by the Superintendent in order to assist him throughout the entire selection procedure. They will also count upon the School Secretary's support to overview the operational process in accordance with the "Regulation for the Selection and Admission Process of New Students".

Article 181 The candidate and his/her parent or legal guardian will receive, upon sign-up, a copy of the regulation confirming that it was read and agreeing to it. He/she understands his/her responsibility throughout all phases of the process.

Sole § The Pan American School of Bahia is open to students of all nationalities who meet the necessary requirements to the grade level they apply for, provided there is availability of space.

CHAPTER VII
ENROLLMENT

Article 182 Enrollment shall be conducted prior to the beginning of the school year or during the year in the event of a transfer.

Article 183 Enrollment shall be conducted during the first ten working days in the month of May for students who are already enrolled at the school; throughout the school year for new students or reenrollment of former students as determined by these Statutes.

Article 184 The process of enrollment of candidates will be based on the following criteria:

- I - maximum number of students per class: student enrollment will take into consideration the maximum capacity per class, as follows:

G2	15 students
G3 & G4	22 students
G5	24 students
1 st -5 th Fundamental School	24 students
6 th gr Fundamental School – 3 rd gr Secondary	25 students

- II - Once reached its maximum capacity, up to one additional space can be filled by foreign students in transit, whose presence in Brazil is dictated by the parent's employment by an international corporation.
- III - In the event a student leaves the school during the school year, the established maximum capacity will go back to being in effect, with such space being filled in favor of yet another foreign in-transit student only.

Article 185 Enrollment of a student or candidate for student shall be requested by the parents or guardian or by the actual student when of adult age. The following are conditions for enrolling:

§ 1 - The minimum age for enrolling in the Pan American School of Bahia is 2 years (complete) or to be completed on August 30th in the year of enrollment. The School Superintendent and Academic Administration shall be responsible for reviewing and making a final decision regarding this matter.

§ 2 – In the event of an excess of student candidates for vacancies at the School, a waiting list shall be created with the following enrollment priorities, in this order:

- I - First Priority – Foreign Transitory Students whose presence is dictated by employment by an international corporation: Enrollment priority will be given to all foreign and/or double citizenship students, whose parents' presence in Brazil is transitory in nature and dictated by employment by an international corporation, international agency or government agency. These students must be able to meet the school's admission standards and present a satisfactory academic and conduct report from their previous school.
When the number of available spaces is limited, students will be considered in the following order:
 - a. Students who have U.S. citizenship or citizenship of another English-speaking country (i.e.: Canada, Great Britain, Australia, New Zealand, etc.)
 - b. Date of application
- II - Second Priority – Members of the Association: Enrollment priority will be given to children of current members of the Pan American School of Bahia Association. These students must also be able to meet the school's admissions standards and present a satisfactory academic and conduct report from their previous schools.
When the number of spaces is limited, the date of candidate's application will be considered. After two years on the waiting list, the children of current association members will have first priority on the waiting list.
- III - Third Priority – Transitory English-Proficient Students: Enrollment priority will be given to all students with English language proficiency transferring from an accredited American or international school where they have been in successful previous enrollment. These students must be able to meet the school's admissions standards and present a satisfactory academic and conduct report from their previous schools.
When the number of spaces is limited, the date of candidate's application will be considered.
- IV - Fourth Priority – Children of PASB Alumni Members: Enrollment priority will be given to all children of PASB Alumni Association members. These students must also be able to meet the school's admission standards and present a satisfactory academic and conduct report from their previous schools.
When the number of spaces is limited, the date of candidate's application will be considered.
- V - Fifth Priority – English-Proficient Host Brazilian Students: Enrollment priority will be given to all Brazilian students with demonstrated English language proficiency. These students must also be able to meet the school's admission standards and present a satisfactory academic and conduct report from their previous schools.
When the number of spaces is limited, the date of candidate's application will be considered.
- VI - Sixth Priority – Other Foreign Non-Transitory Students: Enrollment priority will be given to other foreign and/or dual citizenship students whose parents' presence in Brazil is not transitory in nature and who are not employed by an international corporation, international agency, government agency, American school or missionary group. The students must also be able to meet the school's admission standards and present a satisfactory academic and conduct report from their previous schools.
When the number of spaces is limited, the date of candidate's application will be considered.
- VII – Seventh Priority – Non-English Proficient Host Brazilian Students: Enrollment priority will be given to Brazilian students with no English language proficiency. The students must also be able to meet the school's admission standards and present a satisfactory academic and conduct report from their previous schools.
When the number of spaces is limited, the date of candidate's application will be considered.

Article 186 Matriculation of new students will be done after the candidate has passed the 'New Student's Selection and Admissions Process' as described in Chapter VI and annexed to this Regime.

Article 187 At the time of enrollment, Brazilian students must be aware of the need to comply with both Brazilian and American curricula, to be able to receive a certificate of conclusion of Fundamental or Secondary School.

Article 188 Foreign students shall have enrollment priority according to PASB's 'Priorities for Enrollment' criteria.

- I - Enrollment of foreign students that do not need a Brazilian diploma or grade transcripts since they will return to their countries of origin in order to continue their studies, shall be subject to the SACS norms.
- II - During the Fundamental education period, in any grade, semester or stage, adaptation will be developed in order for students to learn the Portuguese language as well as Brazilian Culture, Geography and History while they remain as students at the Escola Pan Americana da Bahia, respecting the Common National Base and the studies of regional character, maintaining grade transcripts according to SACS standards.

Article 189 At the time of enrollment, students must present all documentation required by the School Administration in accordance with the laws in force.

§ 1 – The minimum documentation necessary shall include:

- I - Transferring form;
- II - Certificate of debt discharge from previous school;
- III - Official academic transcripts from the 1st grade of Elementary School and up;
- IV - School documentation stamped by Brazilian Consulate from the country where student attended school (for Brazilian students coming from abroad);
- V - Letter of Recommendation from student's previous school;
- VI - Standardized Tests results;
- VII - Student Visa (for foreign students, when necessary);
- VIII - Proof of discharge from military duties, to Brazilians over 18 years of age;
- IX - Voter registration card in good standing, for Brazilians over 18 years of age;
- X - Copy of Birth Certificate (certified copy);
- XI - Identity Card (RG) when applied (copy);
- XII - 2 photos 3x4 cm;
- XII I- Vaccination Record;
- XIV - Medical Form stating that the child is able to attend PE classes;
- XV - Parents/guardian's Identity Card (RG) and CPF (copy);
- XVI - Copy of parents' passports with a Resident Visa (for foreign students)
- XVII- Copy of Identity Card (RG);

§ 2 – Certificates and documents presented on a provisional basis by the student's former school must be substituted by the required legal ones within a maximum of 60 (sixty) days.

§ 3 – Upon enrolling at PASB, parents or guardians must complete and sign the following documents:

- I - Official Registration Form;
- II - Agreement and Waiver Instrument;
- III - Association and Commitment Agreement;
- IV – Student's Medical Data Form.

§ 4 – During the admissions process, students should be interviewed by the School Superintendent and/or Academic Director.

§ 5 – In special cases the School Director may accept students' admission regardless of presenting school documents, by an evaluation conducted by the School to determine their level of development.

Article 190 When enrolling at the School, students and their parents shall agree to fully comply with the School's philosophy, rules, Article of Association, these School Statutes, SACS ("Southern Association of Colleges and Schools) norms and the present by-laws;

§ 1 – At the time of enrolling, the family or guardian shall receive a "Students' and Parents' Manual" that contains an attachment of the School's "Disciplinary Measures and Procedures". Students and parents are expected to revise this manual and be consistent, throughout their enrollment at the school, with all policies that relate to all divisions in the school.

§ 2 – The School Administration shall establish school dress code policies;

Article 191 The contract for Service Provision and Association and Commitment Agreement, integral part of these Statutes, shall contain the parties' reciprocal rights and duties, as well as the conditions for rendering the educational services.

§ 1 – New students must pay, upon registration, the Development Fund fee, which is non-refundable, along with the Application Fee, in order to begin the subsequent school year.

§ 2 – New students that enroll during the school year must pay the aforementioned fees as well as the corresponding to the division of the monthly expenses for the previous month.

Article 192 The School's students must annually renew their enrollment through their parents or legal guardians during the period determined by the Board of Directors.

§ 1 – Non-renewal of the enrollment during the established deadline shall result in losing the right to the intended vacancy and therefore the School Administration is authorized to assign such vacancy to another candidate.

§ 2 – Students readmitted during the school year should pay the first installment for the monthly expense division and the corresponding monthly expense division for the previous month and as the case may be, once again make the pending payment to the Development Fund.

§ 3 – Previously enrolled students who need to be temporarily out of the country for a period of up to 1 year, for participation in an exchange program or for other reasons, will be guaranteed grade level placement upon their return, provided the parents/legal guardians have paid a fee to reserve their place. This reservation fee is to be paid monthly and be equivalent to 10% of the monthly school tuition.

§ 4 – Student re-enrollment can only occur if parents or legal guardian, as members, are in good standing with the apportionment of the monthly expenses and after approval and signing of the Association and Commitment Agreement.

§ 5 – The Supporting Entity reserves the right not to renew the enrollment of members that have any pending payments with regard to the School.

Article 193 Due to the School's specific character and considering its peculiarities concerning instruction, school calendar and the distinct differences between PASB and various other educational institutions and/or systems,

enrollment of students transferring from schools in Brazil and abroad shall be conducted in the grade that is appropriate for the student's level of schooling, after verifying the candidates grades, reviewing the school transcripts, candidate's age, tests and interviews, based on general curriculum norms.

§ 1 – The process set forth in this Article is conducted by the admissions staff comprised of the School Superintendent and Academic Director.

§ 2 – Determination of grade or year in which the student should be enrolled shall be based on the basic pedagogical principle of attending to individual differences.

Article 194 Grade Assessment – Students admitted to PASB will be referred to the appropriate grade or year after a review of their academic reports and transcripts. Foreign students being transferred from another American or International institution that follows the American school calendar will be placed in a grade or year corresponding to the one they have recently been promoted to. In case the transfer occurs in the middle of the school year or before its conclusion, they will automatically be placed in the same grade at PASB.

Article 195 In the case of a Brazilian or foreign student transferring from either a Brazilian school or another institution in which the school calendar year concludes in December as opposed to the American school calendar's closure in June, these students, if admitted in PASB in mid-year, will be required to repeat the corresponding semester of the same grade level at PASB as opposed to be advanced a grade.

§ 1 – The only exception to this policy for either foreign or Brazilian students is in the case of an exceptional student who has demonstrated superior or gifted academic performance at their previous school, has a strong base in English, and who also has earned a superior mark on the PASB's admissions entrance examinations. In such instances, the Admissions Committee will convene to review the student's case and determine whether placement in the advanced grade is felt educationally sound.

§ 2 – Consideration of exceptional advanced grade placement will not be permitted for students in the 1st and last grades of the Fundamental School as well as the last grade/year of the Secondary Education, as per Brazilian Law #9.394, Chapter II, Article 24.1.

Article 196 Students from other schools that are proficient in the English language shall be admitted according to the following criteria:

I - For students transferring from other schools, enrollment shall depend on vacancies available and approval of the Administration, by a democratic manner, in chronological order of enrollment applications, with priority given to the academic assessment that shall be recorded in the Students' Admission Procedures Application.

Article 197 Students shall be denied enrollment due to the following:

I - By a decision of the Class Council, in the event of considering that the student has not adapted to the School's rules after confirming serious flaws or reiterated disciplinary flaws after an interview with the parents or legal guardian;

II - Having parents or legal guardian incompatible with the School's regimen and philosophy or divergences or conflicts with the Supporting Entity; at the discretion of the Board of Directors;

III - At the discretion of the Board of Directors; or

IV - By lack of available vacancies.

CHAPTER VIII ENROLLMENT CANCELATION

Article 198 Student's enrollment cancellation or transfer may be requested at any time of the year by their parents or legal guardian by notifying the School. Installment payment for the annual expense apportionment must be done up to and including the month in which such request is made.

Article 199 Upon a decision of the Administration, a student's enrollment and/or transfer may be cancelled if the same commits a serious disciplinary act that is set forth in law, violation of the rules in these Statutes, or non-compliance with the contractual clauses in the Service Provision Agreement and the Association and Commitment Agreement.

Sole § In any of the events contemplated by this Article the right to defense shall be provided to the student, assisted by the parents/legal guardians, through a petition to the Board of Directors within the maximum period of 48 (forty- eight) hours after receipt of the notice of the enrollment cancellation by the School Administration.

Article 200 The student that is granted a transfer to another school in Brazil or abroad releases the School from any commitment regarding his/her return to the student body.

CHAPTER IX – TRANSFER

Article 201 Student transfers to other schools shall be processed in the following manner:

I - In accordance with Brazilian legislation, transfers are not allowed after the initiation of the third quarter evaluation process in any given school year;

II - Student transfer requests shall be forwarded to the School Secretary by parents / legal guardian;

III - At the time of a transfer request:

- a) the parents or guardian shall sign the appropriate form at the Registrar's Office;
 - b) the School Secretary shall furnish a Transfer Form informing the student's grade level;
 - c) The School Secretary shall inform the date on which the transcripts shall be ready.
- IV - The school transcript mentioned in Item III shall be printed in official format, with detailed information regarding the student's achievement and course load;

Sole § - When transferring, the parents or guardian must make the installment payment for the monthly contributions up to the date of such request.

Article 202 Transfer to the Escola Pan Americana da Bahia will require the following documentation, in compliance with the current legislation:

- a) photocopy of Birth Certificate;
- b) photocopy of Identity Card (RG);
- c) transcript from previous school demonstrating attendance and coursework load;
- d) grades/concepts by unity and/or subject, in case transfer occurs during the school year.

Sole § - Documentation necessary for transfer is specified under Article 147, §1, I-XVI, §2 & 3, I-IV.

Article 203

CHAPTER X CLASSIFICATION AND RECLASSIFICATION

CHAPTER XI ATTENDANCE

Article 211 Regular attendance to all classes is essential for the student's academic success. The Escola Pan Americana da Bahia puts great emphasis to this requirement. With regard to absences, the School considers the following aspects of this chapter and its articles.

Article 212 Students must have attendance equal to or greater than 75% of the total classes given during the school year as set forth in Law 9.394/96 and CNE Norm 05/97.

Article 213 Students' attendance shall be controlled in an Attendance Record Book (Class List) by the teacher annually appointed as being responsible for each grade. This control shall be conducted at the beginning of each school day.

§ 1 – School norms regarding Attendance are recorded in the 'Parent and Student Manual' and in the 'Disciplinary Measures and Procedures Manual' attached hereto.

§ 2 – The 2nd roll call shall be paid at the Administration's discretion, according to the table of values of educational services in effect at the time.

§ 3 – There will be absence endorsement in cases provided by law in the National Code of Health and at the Principal's discretion, after consideration of petition substantiated and signed by the student and parent/legal guardian.

§4 – Unexcused absences involve loss of all academic rights except for participation in evaluation processes such as quizzes and tests in 2nd roll call conditions and at the cost of

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CHAPTER VIII – ASSESSMENT CRITERIA

Article 121 In Primary and Middle School, school grade shall be divided in to four units using the student's daily performance in the classroom, tests, quizzes, individual or group work, research and outside activities such as: public presentations, information fairs, etc.

Article 122 Learning assessments, including parallel recovery classes, shall be continuous and cumulative, taking into account qualitative and quantitative aspects. Grades will provide the student's global assessment based

on assimilation of knowledge, acquisition of good habits and attitudes, as well as an attendance assessment, expressed according to the following criteria:

§ 1 - Early Childhood Education shall be assessed by following and recording development, without the objective of passing to the next grade, even to access to Primary School.

§ 2 - From 1st – 4th grades in Primary School, students shall be assessed by receiving the following grades: E+ = 100; E = 95; E- = 90; G+ = 89; G = 85; G- = 80; S+ = 79; S = 75; S- = 70; N+ = 69; N = 65; N- = 60; U+ = 59; U = 55; U- = 50; NA = Not Applicable.

§ 3 - From 5th grade in Primary School to 4th grade in Middle School students will be assessed by the following quantitative grades in relation to their school grade percentages: **A**= 90 – 100% ; **B** = 80 – 89% ; **C** = 70 – 79% ; **D** = 60 – 69% ; **F** = 0 – 59% .

§ 4 – From the 6th, 7th and 8th grades in Primary School and in the four grades in Middle School, when taking the subjects “Health Program” and “Technology” in the Diversified Part, as well as “Elective” subjects, students shall receive grades according to the following: P/Pass (95) and F/Fail (55).

Article 123 At the Primary School level (1st – 8th grades), if the student does not satisfactorily complete the academic work for the grade that he/she is studying and does not show readiness to pass to the next grade, the parents shall be notified of holding back the student in the current grade for the following year. In these circumstances the student may only remain at the School in the recommended grade.

Article 124 With regard to attendance, students shall pass that have attendance equal to or greater than 75% of the total classes or activities conducted during the school year.

Article 125 Grade equivalency, for the purposes of transferring to other schools abroad, shall be based on the total credits obtained by the student. (See credit table in Article 133). The subject Physical Education is not included in the GPA (“Grade Point Average”).

Article 126 When the student complete Middle School, he/she shall receive a Brazilian diploma, provided the same has satisfied the requirements in effect in Brazilian legislation and an American diploma, provided the same has satisfied the requirements in effects with SACS “Southern Association of Colleges and Schools”, the school’s accreditation association in the United States of America.

§ 1 – The following are the requirements for obtaining a diploma:

American Diploma		Brazilian and American Diplomas	
SUBJECT	CREDITS	SUBJECT	CREDITS
Portuguese		Portuguese	4
English	4	English	4
Mathematics	4	Mathematics	4
Science	4	Science	4
Social Studies	4	Social Studies	3
Informatics	1	Informatics	1
Health	1	Health	1
Elective Subjects	3	Elective Subjects	3
Physical Education	2	Physical Education	2
		Brazi. Hist/Geog.	1 ½
		Sociology/Philos.	½
		Art History	¼
Total Credits	27	Total Credits	28 ¼

§ 2 – In addition to the aforementioned credit criteria, the student should achieve the GPA (Article 132). Thus, students at our school are prepared to compete and obtain passing grades in selection tests at American and foreign universities.

§ 3 – During the school year the credit system is the following: the student receives 1 (one) credit if the subject has classes four to five days a week, ½ (half) credit if the subject has class two or three times a week, and ¼ (one-fourth) is the subject has class once a week.

Article 127 The grade for each unit shall be the average of all assessments (exercises, projects, class participation, debates, tests, quizzes, etc.) developed during the same, at the teacher’s discretion, including parallel recuperation classes, when necessary.

Article 128 The Final Average for Primary School shall be calculated from the unit grades, which have the same weight.

$$FA = \frac{U1 + U2 + U3 + U4}{4}$$

where FA is the final average and U1, U2, U3 and U4 are the respective grades for the units 1, 2, 3 and 4.

Sole § - It is established that the grade for each unit is equal to the weight of 25 (twenty-five) percent.

Article 129 The Final Average for Middle School shall be calculated from the grade for the units and grades from final semester exams, according to the following formula:

$$E = \frac{NE + NEF}{2}$$

Where E is the average of the first and final semesters; NE represents the grade for the first semester and NEF is equal to the final exam grade; and

$$FA = \frac{E + U1 + U2 + U3 + U4}{5}$$

where FA is the final average, E is the average for the final semester exams and U1, U2, U3 and U4 are the respective grades for units 1, 2, 3 and 4.

Sole § - The final average for Middle School is calculated by taking into account the following weights:

Grade from 1 st unit:	20%
Grade from 1 st unit:	20%
Grade from 2 nd unit:	20%
Exam from 1 st semester:	20%
Grade from 3 rd unit:	20%
Grade from 4 th unit:	20%
Final Exam:	10%

Article 130 After convening the Class Council and disclosing the Final Average, revision of tests and grades shall only be allowed with proven grounds presented and at the discretion of the Academic Directors, through a request made to the Secretary’s Office within a maximum of 48 (forty-eight) hours and approval from the School Director.

CHAPTER IX – RECUPERATION

Article 131 Students shall take parallel recuperation classes for subjects in which he/she does not achieve the minimum percentage of 60% or a grade lower than D (Average), after a qualitative evaluation by the Class Council. The Academic Director shall send to the parents in the middle of each unit a Progress Report – an informative document about the progress assessment of the student’s learning process.

Article 132 Below is the calculation for the Parallel Recuperation:

$$MF = \frac{MI + NRP}{2}$$

Where MI is the Average below 60% in one of the units + NRP, which is the parallel recuperation grade: 2 = Final Average in unit. It is understood that the aforementioned average in the calculation refers to the student's grade in a certain subject during the period of one unit.

Sole § - Parallel recovery classes, at the Directors' discretion, shall be paid according to the educational services table in force at the time.

Article 134 In Parallel Recoveries, students achieving a least a 60% or a grade of D in the Recuperation Average in each subject and the attendance required by law, shall be approved.

Article 135 In cases in which grades are below 60% or D, the Class Council will analyze, by using preestablished criteria, whether the student will or will not participate in the Final Recuperation or will be released.

Sole § - Parallel recovery classes, at the Directors' discretion, shall be paid according to the educational services table in force at the time.

Article 136 Final Recuperation calculations shall be according to the following:

$$MF = \frac{MAI + NRF}{2}$$

where MAI is the Annual Average below 60% + NRF that is the final recuperation grade: 2 = Final Average. It is understood that the aforementioned average in the calculation refers to the student's grade in a certain subject during the school year.

Article 137 It is not permitted to dispense with classes, tests, quizzes or any other activity in the recuperation studies, except those exceptions set forth in the terms of the law and in Article 119, Chapter VII, in these Statutes.

Article 138 In special cases and after an analysis and decision of the Class Council, Partial Progression may be applied to the student that has received a failing grade after the recuperation exams in up to 2 (two) curriculum components. This regimen should only apply as of the 5th grade in Primary School, and shall not apply to 8th grade due to legal impediments.

CHAPTER X – HOLDING BACK

Article 139 Students that do does achieve academic progress shall be held back in the same grade.

Sole § - After completing the recuperation activities, the Class Council together with the Academic Directors, shall reach a decision whether the student will pass or not.

CHAPTER XI – COMPLETING THE COURSE

Article 140 - Brazilian students that reach the final stage of basic education, that is, Middle School, will have consolidated the depth of knowledge acquired in Primary School. A condition for obtaining an American diploma and a Brazilian diploma for completing Middle School is that the student has satisfied all of the necessary requirements established by the School.

CHAPTER XII – SCHOOL RECORDS

Article 141 All school acts shall be recorded in standardized school record books or documents according to applicable legal regulations and provisions,

and may be entered into a computer system as per the legislation in effect.

Article 142 Record books shall be opened and closed and initialed by the School Director or his/her legal representative and Secretary, and may be entered into a computer system as per the legislation in effect.

Article 143 School record books and documents shall be the following:

Final Grade Records;
Inspection Books and Incident Record Book;
Class Log Book;
School Records;
Individual Registry;
Course Completion Certificate;
Report Card; and
Attendance Records.

TITLE V – SCHOOL ORGANIZATION

CHAPTER I – SCHOOL FACULTY

Article 144 The School Faculty is composed of qualified teachers and assistants hired to perform their duties.

Sole § - Hiring teachers and assistants shall be conducted according to Brazilian labor laws and union norms in effect, and by the rendering of educational services by individuals or companies specialized in consulting and assistance.

Article 145 In addition to the rights set forth in Brazilian laws in effect and those established by the labor union, the School Faculty shall also be entitled to the following:

To have a monthly-based labor agreement or a full-time employment contract with 44 hours or part-time agreement with 22 hours, as well as additional benefits according to the School's conditions;
To receive the materials necessary for the good performance of their teaching activities, taking into account the School's real possibilities;
To fully and effectively participate in the broad pedagogical process that the Establishment proposes to develop, through their specific actions and tasks; and
To receive the treatment deserved with regard to their mission as Educators.

Article 146 The School Faculty shall have the following duties:

Have the main objective of fully educating the Student;
Perfect their education with constant interest in updating, participating in conferences, seminars, specialization courses, refresher courses and graduate courses;
Collaborate with colleagues and the School in a community spirit;
Participate in meetings, commemorations and other activities promoted by the School;
Prepare course and classroom lesson plans, create, apply and correct all performance assessments in accordance with the policies set forth by the Academic Directors e Secretary, in also in strict compliance with the School Director's decisions;
Furnish information and comply with requests from the technical/pedagogical staff;
Submit to the Personnel Department, upon being hired, all documents necessary to perform their duties;
Be assiduous and punctual at pedagogical activities, whether classes, meetings or any other activity scheduled by the School, and submitting in a timely manner a justification for their absence, if this should occur;
Record in the class records book the programmed content, teaching activities, students' attendance and performance and updating the same;
Require from students treatment that is appropriate for their function as educators and for good relationships as civilized people;
Remain at the School's disposal during recuperation periods, during the determination of results, whether partial or final, and during the school's vacation days, in accordance with the union ratifications in effect;
Obligatorily and actively participate in Class Council meetings and/or other advisory or decision-making forums at the School when invited;
Be familiar with and obey the rules contained in these School Statues.

CHAPTER II – STUDENT BODY

Article 147 The Student Body shall be composed of all students normally enrolled in the Pan American School of Bahia.

Article 148 The Student Body shall have the following rights, in addition to those set forth in law and those contained in the Students' and Parents' Disciplinary Procedures, attached hereto:

Receive a full education according to the School's philosophical principles;
Elect its representatives to the Student Council in order to the existing services or to the Advisory Committee, any claims related to its interests as described in Article 31 of Chapter II in these Statutes; and
Use of all teaching material and physical space allowed, however, in accordance with the rule for functioning and preservation.

Article 149 The Student Body shall have the following duties, in addition to those contained in the Students' and Parents' Manual and in the Disciplinary Policies and Procedures attached to these Statutes:

Fully participate in the pedagogical activities promoted by the School, assiduously and punctually;
Respect the authority of the Administrative Body, as well as the School's teachers and employees, collaborating to a healthful and fraternal relationship;
Possess the required teaching material, keeping it in good order, as well as to use zeal in conserving the school buildings and furniture, and shall indemnify any losses caused by the same; and
Contribute to the preservation of the name of the Pan American School of Bahia in any place in the world.

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CHAPTER III – ADMINISTRATIVE PERSONNEL

Article 150 Administrative Personnel shall be composed of all support, infrastructure, Academic Directors, Auxiliary Services and Superintendency personnel, all of which are not part of the School Faculty.

Sole § - Hiring employees shall be conducted in accordance with Brazilian labor laws in force, union rules and contractual terms, as well as by outsourcing services from specialized consulting or assistance personnel or companies.

Article 151 Administrative Personnel shall have the following rights, in addition to those set forth in law and union rules in force:

Receive the materials necessary to fully perform their activities, taking into account the School's real possibilities;
Fully and effectively participate in the broad administrative process that the Establishment proposes to develop, by their specific actions and tasks;
Receive the treatment deserved with regard to their profession.

Article 152 Administrative Personnel shall have the following duties:

Perform their tasks in the best manner possible and complying with their objectives with interest, assiduity and punctuality;
Improve their education with constant interest in updating their knowledge;
Collaborate with colleagues and the School in a community spirit;

Participate in meetings, commemorations and other activities promoted by the School;
When hired, submit to the Personnel Department all documents necessary to perform the profession.
Record with timekeeping the times of entering and leaving work, as the case may be;
Remain at the School's disposal during recuperation periods, during the determination of results, whether partial or final, and during the school's vacation days, in accordance with the union ratifications in effect;
Be familiar with and obey the rules contained in these School Statutes.

CHAPTER IV – PENALTIES

Article 153 In the event of non-observance of the provisions set forth in these Statutes, the members of the School Faculty, Administrative and Technical Staff shall receive the sanctions applied by the Directors, which shall have the purpose of ensuring integrated work and to guarantee the rights and duties set forth in Brazilian labor laws in force and according to these School Statutes.

Article 154 The accused party's shall always be entitled to defense in the event of a grave act or omission, and school inquiry procedures shall be adopted.

Sole § - The School Director is the competent authority to determine whether an inquiry shall be initiated.

Article 155 The School Faculty, Administrative and Technical Personnel shall be subject to warnings, suspension and dismissal according to the seriousness of the error, pursuant to Labor laws applied by the Academic, Administrative Directors and School Director.

TITLE V – GENERAL AND TRANSITORY PROVISIONS

Article 267 Students' enrollment, signature of the Service Provision Agreement and Parents' Commitment Agreement, as well as signature of the labor agreement by School personnel, imply that these School Statutes have been accepted.

Article 268 Instructions and norms handed down by School authorities in each department shall be incorporated into these Statutes.

Article 269 Raising the Brazilian National Flag shall obey Law 5.443/68 where it applies to Educational Institutions, and raising the United States of America National Flag shall obey the norms imposed by the government of that country.

Article 270 The School shall be responsible for integrating the school by preparing and executing a civic calendar of events that respect civic and national dates in Brazil and in the United States of America.

Article 271 Any cases omitted herein shall be reviewed and resolved by the Superintendent of the Escola Pan Americana da Bahia, with agreement by the Board of Directors, according to relevant legislation.

Article 272 Amendments to these School Statutes shall be made by the Superintendent of the Escola Pan Americana da Bahia with agreement from the Board of Directors by a committee comprised of the same, whenever deemed necessary, and whose ratification of these amendments shall be its responsibility.

Article 273 These School Statutes should be known by Students, Teachers, Employees and the entire School Community, and be placed in a location with easy access and handling.

Article 274 These School Statutes shall be in full force and effect after being filed with the Bahia State Secretary of Education and shall be temporarily valid until its approval and publication.

Escola Pan Americana da Bahia
Dennis M. Klumpp, Ed.D.
Superintendente

Escola Pan Americana da Bahia
Bianca Begrow
Coordenadora do Programa e Currículo Brasileiro