



PAN AMERICAN

THE INTERNATIONAL SCHOOL OF PORTO ALEGRE

Secondary School Handbook

(Versão em português click [aqui](#))

Our Mission

PAS inspires global, life-long learners to build their future.

Our Vision

To be an exemplary international learning community, nurturing confidence to embrace change.



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Must-Read Information (click on the title in green to go to the detailed information section)

Our Mission - Pan American inspires global, life-long learners to build their future.

Our Vision - To be an exemplary international learning community, nurturing confidence to embrace change.

Lines of Communication - Should a concern arise, please contact first your child's teacher. In the event that a concern requires further attention, after contacting the teacher, please contact the Principal/Counselor or appropriate administrator for further follow-up. If you cannot satisfy your concern, after using these two avenues you may then choose to contact the Superintendent.

Arrival Time & Late Arrivals - The targeted arrival time in Secondary School is 7:55 am. Classes begin promptly at 8:00. Students who arrive after 8:03 will not be permitted to enter first period class. This period will be counted as an unexcused absence. Also, students who leave campus to have lunch, with parent permission by email sent no later than 8:30 am., must return to campus by 1:50pm. If students arrive later, they will miss the subsequent period.

Early Dismissal - When students need to leave before 3:25 p.m., either during class time or during lunchtime, they and their parents should arrange this absence with teachers and school receptionist (school@panamerican.com.br), respectively. Students should notify teachers in advance and parents must give permission through the school receptionist by email, ideally by 8:30 a.m., when possible. In case you cannot work around that, please come collect and drop-off your child(ren) by personally coming into the lobby area. Phone calls are not accepted for any student's release. These measures are aimed at protecting the students and no exception will be allowed.

Secondary School Overview - The Middle School (Grades 6 – 8) and High School (Grades 9 – 12) offer programs, subjects and opportunities that are designed to meet the academic, social and developmental needs of our students within a safe, supportive and encouraging environment, utilizing the resources available to PAS. The Middle Years Programme (MYP) of the International Baccalaureate is implemented from 6th to 10th grade. Students from 9th to 12th may take AP courses and pursue the AP Capstone Diploma.

The IB Learner Profile - The aim of all IB programmes is to develop internationally minded people who, recognizing their common humanity and shared guardianship of the planet, help to create a better and more peaceful world. The learner profile is the IB's mission in action. It requires IB learners to strive to become inquirers, knowledgeable, thinkers, communicators, principled, open-minded, caring, risk-takers, balanced and reflective.

Service Learning - Service learning is a graduation requirement for HS students and an expectation for MS students. High school students are expected to complete 10 hours of service per school year. At the end of high school (G12) students are required to have completed 40 hours of service learning throughout high school. Middle school students are expected to complete two service learning activities per school year.

Bring Your Own Laptop (BYOL) - PAS faculty incorporates technology embedding it in the learning activities with the "Bring Your Own Laptop" (BYOL) policy. This means that students in the Secondary School bring their own laptops to school and are responsible for bringing the laptop (fully charged), power cord, adapter, headphones and updated software (especially Antivirus).

Student-Parent-Teacher Conferences - PAS promotes Student-Teacher-Parent conferences twice a year and with two distinct formats: Three-Way and Student-Led Conferences. Conferences are a celebration of student learning and an opportunity for teachers, parents and students to discuss the student's goals and progress. The Teacher-Parent-Student Conferences also promote a connection between family and school



which positively impacts on the students. This event is so relevant that we cancel classes and reserve the whole Friday in addition to Saturday morning for conferences. The Teacher-Parent-Student Conference is a mandatory event and a requirement for students to successfully complete the grade level.

Clubs and Extracurricular Activities - We provide additional club and extra-curricular opportunities, in support of student leadership, service and academics through a wide variety of activities such as Student Council (STUCO), student clubs, sports teams and competitions, visual and theater arts and service learning programs. PAS encourages students to participate beyond the core programs to expand their own interests and abilities.

Academic Honesty - We are committed to strive for excellence, inspiring global and caring learners to build their future. Academic honesty is a cornerstone upon which this endeavor is built, as it creates the necessary conditions for mutual trust and respect, open communication, and intellectual inquiry to flourish. Academic honesty must be seen as a set of values and skills that promote personal integrity and good practice in teaching, learning and assessment. Examples of academic dishonesty include cheating, collusion, and plagiarism

Code of Conduct and Disciplinary Sanctions - Student violations of the discipline code generally fall into four categories: minor infractions without referral to the section administrator, minor infractions with referral to the section administrator, serious infractions, and grave infractions. PAS believes all consequences should be logical and fair. They should focus on the student reflecting on their behavior and discovering ways to improve.

PAS Anti-Bullying Policy - We aim to provide a safe, secure, and respectful learning environment for all students. Bullying has a harmful social, physical, psychological, and academic impact on the bullies, the victims, and the bystanders. Bullying is prohibited throughout all school facilities, including but not limited to every activity under school supervision. The school members will consistently and vigorously address bullying so that there is no disruption to the learning environment or general well-being of the school's community.

Assessment - We believe that continuous assessment is an integral part of the educational process, providing students, parents, and teachers a comprehensive picture of educational achievement. We encourage students to demonstrate their learning in a variety of ways, guiding them through essential elements of learning by making connections between concepts and knowledge and their reality, developing higher-order thinking skills and taking ownership of their learning. But most importantly, we aim to inspire our students to participate in their own educational process responsibly, successfully and with integrity.

Determining Achievement Levels and Final Grades

The PAS assessment system is based on a criterion related model. All criteria must be assessed a minimum of twice per semester. All students will be provided multiple opportunities to demonstrate achievement on each criterion. A single low score should not have the ability to drastically affect the final grade. Except for extenuating circumstances, no students will be permitted to retake assessments.

Assignments not submitted by the due date will receive an initial score of 0. If a student misses an assessment and the absence is excused, it may be taken for full credit. Students who miss an assessment due to an unexcused absence receive an initial zero. They must take the summative assessment, and their performance will be taken into account at the end of the semester when the best-fit level is determined. After an absence from school, the student has five school days to turn in projects due or take a scheduled summative assessment. The final grade for a class will be the result of the student's achievement in all criteria for that class over the course of the semester.

Passing the Course



PAS considers a grade of 3 or above to be a passing grade (IB 7-point scale). Should a student fail to gain a final grade of 3 for the semester, he/she will be required to undergo a period of recuperation in that subject area and will have a second opportunity to attain a passing grade through the completion of an additional period of study and an additional assessment. If a semester MYP grade is below 3, the student must attend school during the recuperation period immediately following the semester final assessment period. If a student does not have a passing average for the year, even after recuperation, the student may need to repeat a class or recover credits through online classes.

Absences -All absences, excused or unexcused, count toward a student's required educational hours. Before planning travel, please remember that the absence policy clearly states that unexcused absences will result in students not being allowed to make up the missed work (including quizzes/tests). In the case of unavoidable trips during the school semester: students must fill out the Planned Absence Form at least 7 days prior to the trip and send it to ds@panamerican.com.br and the Principal's email (rbowling@panamerican.com.br). The Planned Absence Form can be found in the student's website.

For unplanned absences (such as illness), please notify the Secondary School Office (ds@panamerican.com.br) and teachers before 8:00 a.m. on the day of the absence. Fevers, vomiting, or diarrhea require 24 hours at home before returning. Any communicable illness, such as chicken pox (catapora), mono, mumps (caxumba), lice (piolho), etc need to be reported to the school nurse and administrator immediately. After two consecutive days of illness, we require a doctor's note (atestado) from your child's doctor to confirm their illness. This should be provided to the school nurse and Secondary School Secretary upon your child's return to school. Absences with a doctor's note are counted as excused. It is the responsibility of the student to email teachers regarding missed work and the parent to notify the proper staff members.

Extra-curricular Activity Travel Eligibility Criteria - In order to be eligible to participate in extracurricular activities that involve traveling, students must be eligible by demonstrating satisfactory academic performance, behavior, and attendance throughout each semester. Please click on the link to access the most current version of the eligibility criteria.

Children's Health and Welfare - To provide health care that reflects the quality and safety of our actions, we request that these items be delivered to the nurse in the Nurse Office: Student Health Clinic Form, medical prescription, and updated immunization schedule.

Medication and treatment needs at school: No student is allowed to carry medicine in his/her backpack. The parents are responsible for giving it to the nurse, and they will return it at the end of the school day. Students requiring medication that may affect learning or behavior must have this reported to the nurse and counsel. The Secondary school confidentially uses this information to provide needed/requested accommodations and will require documentation.

Infectious Diseases Protocol - The nurse should notify the parent/guardian when a child develops new signs or symptoms of illness at school. Parent/guardian notification should be immediately made by call for emergency or urgent issues. Other situations will be notified by email on the daily report.

The Nurse Office should determine if the illness:

- Prevents the child from participating comfortably in activities;
- Results in a need for care that is greater than the staff can provide without compromising the health and safety of other children;
- Poses a risk of spread of harmful diseases to others.

If any of the above criteria are met, the child should be sent home, regardless of the type of illness.



The School

Main Campus: Av. João Obino, 110
Petrópolis - Porto Alegre
90470-150
Fone: +55 51 3334-5866

Preschool Site: Av. João Paetzel, 440
Chácara das Pedras - Porto Alegre
91330-280

www.panamerican.com.br



PAN AMERICAN
THE INTERNATIONAL SCHOOL OF PORTO ALEGRE

Our Mission

PAS inspires global, life-long learners to build their future.

Our Vision

To be an exemplary international learning community, nurturing confidence to embrace change.

Our Core Values

Collaboration, Determination, Integrity, Leadership, Respect.

Our Philosophy

PAS is relationship-driven and based on explicit values and behaviors expressed in the school's vision. This philosophy acts as a moral compass for all school members to develop as responsible and respectful partners. The concept of family is highly valued and successful learning is seen as requiring a three-way union between students, teachers, and parents. Together, we strive for quality and excellence in all we do.

At the Pan American School of Porto Alegre, we believe that all children have a natural desire to learn and that our role is to help them discover and explore their world by providing a well-equipped environment full of enriching experiences. We use developmentally appropriate practices that respect individual differences and choices while capitalizing on children's unique learning styles. We provide meaningful activities in language, art, technology, science, math, music, and physical education. Parents are strongly encouraged to be involved in the education of their children as positive results occur when parents assist, encourage, and reinforce what is learned at school.

[PAS Organizational Chart](#)

Lines of Communication

Should a concern arise, please feel free to follow the guidelines on [THIS CHART](#). A pre-arranged appointment time ensures that the teacher will be available to discuss your concern without interruption. Please do not try to address concerns with your child's teacher in the morning when all teachers are busy getting their classes and students ready for the learning that will begin at 8:00 a.m. Instead, send them an email. In the event that concern requires further attention, after contacting the teacher, please contact the Principal/Counselor or appropriate administrator for further follow-up. The School staff works hard to ensure that your family's experience with Pan American School of Porto Alegre is positive and rewarding. We welcome your ideas and suggestions and we look forward to getting to know you and your child. Please find below a list of the communication channels available:

- **WhatsApp groups and email:** WhatsApp groups are used to make announcements about school-wide or division events as well as share grade-level projects and accomplishments. All parents are invited to join the WhatsApp groups by email. Information about individual students will continue to be done in person or through email.
- **Open House:** At the beginning of each school year, this is a moment for parents to meet their child's teachers and learn important information about their child's grade level.
- **Three-Way Conferences:** This happens in the first semester, on a Friday afternoon and Saturday morning, and involves the student, parents, and teachers. Students have time to discuss their learning and understanding with their parents and teachers, who are responsible for supporting the student through this process.



- **Student-Led Conferences:** Student-led conferences involve the student and the parent. The students are responsible for leading the conference, and also take responsibility for their learning by sharing the process with their parents.
- **Individual meetings:** These meetings may be requested by the students, parents, or faculty to discuss topics pertinent to the student's experience at PAS. Please contact Ms. Kati (ds@panamerican.com.br), the Secondary School Secretary, or the faculty member directly to schedule an appointment.
- **Coffee Chats and PAS Talks:** These meetings are set by the school to provide parents with information about programs, activities, curriculum as well as to address developmentally relevant topics such as social-emotional aspects, mental health, bullying prevention, substance use/abuse awareness, etc.
- **Power School:** The digital platform featuring grading and attendance records. This platform is updated by teachers regularly and parents have access to summative grades as well as attendance per subject area.
- **Report Cards:** A summative record for students, parents, and the school itself of a student's progress. Report cards are sent once a semester and progress reports are sent in the middle of each semester.
- School Website, emails, calls from teachers and nurses.

Library

The school library is an essential element in the school's instruction. Students are encouraged to visit the library regularly and borrow library books and other materials throughout the year. They are responsible for the proper care and return of all library materials. Any badly damaged or lost books will be paid for according to the library's overdue and lost/damaged material policies.

Please find below a list of resources available for all students and teachers:

- Follett Destiny Catalog- Library catalog for all school
- EBSCO Database- Resource for all levels, Elementary, MS/HS and Teachers
- WorldBook Encyclopedia- Resource for Elementary and Middle School
- National geographic Plus - Database

We continue to build our library collection for English and Portuguese, and the Foreign Language Titles to support students in their native tongue (IB requirement). Local and international families are encouraged to visit the library and share book titles in their native language. We accept donations!

Lost and Found

Please ensure that all personal property, especially laptops, phones, and chargers are labeled with the student's name in permanent ink. Unidentified clothing articles will be placed in the lost and found located at the supplies office on the school's lowest floor. At the end of each semester, unclaimed articles will be donated to charity. We ask that expensive articles not be brought to school as once lost they can be difficult to recover. The school takes no responsibility for items brought to school, which are misplaced or lost.

Snack and Lunch



Snack time is a routine part of every day and it is a daily opportunity to encourage healthy eating habits. The school cafeteria provides a nutritious snack; therefore, it is not necessary to send a snack to school. Healthy snacks may be brought to school as an alternative or in addition to the school snack.

The school provides parents with a lunch menu. All children are expected to eat the snack and lunch provided by the school cafeteria. Children who require alternative food for lunch must have permission from the principal and a medical note from a doctor.

Lunchtime at school is a very important part of your child's routine. Our school has procedures in place to help all students make balanced choices and eat their meals in an organized and respectful atmosphere.

Below are important guidelines:

- Students and parents may NOT order food to be delivered to PAS for security reasons.
- All lunch visitors must check-in at the reception and get a visitor's badge.
- Please do not bring in lunches from outside restaurants.
- It is not recommended that parents take students off-campus frequently for lunch.
- It is not recommended that parents eat lunch at school on a regular basis.



Student's Experience



Secondary School Overview

The Middle School (Grades 6 – 8) and High School (Grades 9 – 12) offer programs, subjects and opportunities that are designed to meet the academic, social and developmental needs of our students within a safe, supportive and encouraging environment, utilizing the resources available to PAS.

The IB Learner Profile

The aim of all IB programmes is to develop internationally minded people who, recognizing their common humanity and shared guardianship of the planet, help to create a better and more peaceful world. The learner profile is the IB's mission in action. It requires IB learners to strive to become inquirers, knowledgeable, thinkers, communicators, principled, open-minded, caring, risk-takers, balanced and reflective. These attributes of internationally minded people represent a broad range of human capacities and responsibilities that go beyond a concern for intellectual development and academic content. They imply a commitment to implement standards and practices that help all members of the school community learn to respect themselves, others and the world around them.

The Middle Years Programme (MYP) of the International Baccalaureate is implemented from 6th to 10th grade at PAS. The MYP seeks to enable our students to:

- Understand that all are global citizens and work to develop the skills necessary to live and achieve in this digital world
- Be engaged and excited about learning inside and outside of the classroom
- Achieve and support learning that reflects a multitude of abilities
- Develop the ability to meet deadlines in an organized manner
- Exhibit appropriate behavior and respect towards all others
- Foster independence and critical thinking
- Acquire and extend Approach to Learning (ATL skills) and IB Learner profile behaviors

High School Program

[PAS High School Requirements and Course Descriptions - SY 2024-2025](#)

Students who meet PAS's graduation requirements earn two diplomas: the US High School Diploma and the Brazilian *Ensino Médio* diploma. Additionally to the dual diploma program, students may opt to work toward a third diploma: the AP Capstone Diploma, described in a [specific section below](#).

In order to meet the graduation requirements and receive their US high school and Brazilian *Ensino Médio* diplomas students are:

- 40 hours of service learning
- 90% attendance in each course
- Pass all required courses

Additionally to the aforementioned MYP aims, PAS's High School program seeks to enable our students and/or parents to:

- Develop and support increasing responsibility for personal learning goals and achievements
- Participate actively and successfully in an expansive academic curriculum and a wide variety of courses to meet student academic and personal goals
- Become part of/support the development of collaborative communities within the classroom, developing problem solving abilities and academic inquiry while demonstrating mutual trust and respect



- Have/Foster a unique vision for a student's place in the world and sacrificing and striving towards making it a reality, regardless of whether a financial profit is involved
- Work towards common goals, and act as an ethical leader in any role assumed, regardless of whether it meets the classical definition of a leader.
- Acknowledge that together with communication, emotional intelligence is essential in building and maintaining relationships in both the school environment and the workplace.
- Acquire/support information literacy skills for the community, namely the students, to intellectually understand purpose, aim and audience within messages/texts/visuals whether they are: positive, negative, factual, fictitious, deceiving, articles, tweets, likes, photos, and videos or other types of communications.

Graduation Credit Requirements

Subject	Credits (Years)
English Language and Literature + Seminar	4
Portuguese or PAL	4
Mathematics	4
Science (Biology, Chemistry, Physics)	4
Social Studies + Research	4
Brazilian Social Studies	4
Focus Courses & Electives	7
Physical and Health Education	4
Spanish Language and Culture	1
Arts, Music and Design	2
Personal Project	1

Learning Tracks

Students in high school choose to focus on one or two areas of learning, through the use of Learning Tracks. PAS offers 4 Learning Tracks: Mathematics, Language, Science, and Social Studies. In order for high school students to successfully complete a learning track one of the two requirements must be met.

Two Learning Tracks

Complete 3 focus courses for each chosen Learning Track plus 2 electives (Total 8 courses)

One Learning Track

Complete 4 focus courses in the chosen Learning Track plus 4 electives (Total 8 courses)



Focus Courses: These courses are designed to delve deeper into a specific subject, most times students will be learning college level content in these courses and will be challenged to produce work of higher quality. Students choose these courses based on their chosen Learning Track

Elective Classes: These courses are meant to broaden the students experience and are not required for graduation. Students usually take elective courses which peaks their interest, but are not within their chosen Learning Track

Online Classes: PAS partners with several accredited online high schools, such as [University of Nebraska High School](#) or [The Virtual High School](#). Only students who need to recuperate high school credits or would like to take a course not offered at PAS take advantage of these online courses. Since these courses are offered by other institutions they incur a cost which is to be paid directly to the online high school provider.

Advanced Placement Classes (AP)

- Advanced Placement classes are college level classes that can be done in high school.
- Students do not have to take AP classes in order to graduate high school.
- Students taking AP classes are required to take the AP Exam, offered by the College Board, in May.
- AP classes require extra dedication and time from students: each AP class adds 3-5 hours of weekly homework.
- Students taking AP classes are required to complete an assignment during vacation (July & January) and be present for the mock exam on Saturday (April).
- Students passing an AP Exam (score of 3 or above) can get college credit if their college accepts AP scores for credit.

The Advanced Placement Capstone™ Program

AP Capstone™ is an innovative diploma program from the College Board that equips students with the independent research, collaborative teamwork, and communication skills that are increasingly valued by colleges. AP Capstone is built on the foundation of two AP courses – AP Seminar and AP Research – and is designed to complement and enhance the in-depth, discipline-specific study experienced in other AP courses.

In AP Seminar, students investigate real-world issues from multiple perspectives, gathering and analyzing information from various sources in order to develop credible and valid evidence based arguments. In AP Research, students cultivate the skills and discipline necessary to conduct independent research in order to produce and defend a scholarly academic thesis.

Students who earn scores of 3 or higher in AP Seminar and AP Research and on four additional AP Exams of their choosing will receive the AP Capstone Diploma. Students who earn scores of 3 or higher in AP Seminar and AP Research but not on four additional AP Exams will receive the AP Seminar and Research Certificate.

Source: www.collegeboard.org

Brazilian Program at PAS



The Brazilian Program at our school has as its teaching philosophy the belief that it is through the development of verbal expression skills that students are able to express themselves and have a critical attitude towards life. Therefore, teachers perceive language as a social institution, a means of interaction and dialogue that, when transmitted between peers, provides the knowledge of the world necessary to make sense of experiences and embody reality.

Our Brazilian Program prioritizes encouraging students to speak up and, consequently, have a critical attitude towards life, thus having freedom of opinion as a value and the development of the capacity for evaluation and investigation as necessary bases for building their growth. intellectual. For us, these are crucial elements of excellent education: the constructivist approach and character formation.

Following the vision and mission of PAS, as well as the constructivist teaching philosophy of the International Baccalaureate, we are committed to collaborating decisively in the formation of integral and collaborative students, helping them to develop their capacity for critical thinking and reflection, and perception of a concrete reality so that, in this way, the student can be active in their social environment, responsible for their choices, aware of their actions and capable of building their future. To this end, our program uses the problematization of Brazilian reality as a motto for Portuguese Language, Brazilian Literature and Brazilian Social Studies classes, so that the student, with an inquiry approach, can interpret historical events, critically read the facts conveyed by the media and produce texts that express your thoughts and opinions in a balanced way. Leaders of tomorrow, our students are prepared to become citizens with complete analytical and critical skills, capable of bringing about change in their own lives and others.

The Brazilian Program is made up of the subjects of Portuguese Language, Literature and Brazilian Social Studies, with literature and social sciences as its main axis. Our curriculum, in accordance with the National Law of Education Guidelines, established by the Ministry of Education (MEC), is based on the National Curricular Parameters and the Common National Curricular Base (BNCC), from pre-school to high school. Furthermore, it is aligned with the requirements of the Primary Years Program (PYP) and the Middle Years Program (MYP), covering the development of the IB student profile.

Our foreign students also have the opportunity to learn Portuguese as an additional language (PAL). During PAL classes, students learn the basics of the Portuguese language and develop oral and writing skills, in addition to establishing connections with local culture through Brazilian social studies. This allows them to delve deeply into Brazilian culture and integrate into the school community, strengthening their sense of belonging.

Advisory Program



The overarching goal of the Advisory Program is to support students' academic and personal development by offering mentorship and advocacy by a PAS' faculty member through structured time. PAS believes that these sessions are integral to each student's success and will have stringent guidelines to provide a thoughtful and dedicated program. Advisory time is divided in three main areas: Study, Community and Life Skills.

Study skills time is devoted to working on academic tasks individually, in groups or with the support of subject area teachers. Students may use this time to study, read, meet with teachers for support or extension, complete assignments or homework, and develop digital portfolios through the Google Sites platform.

Community skills sessions are used to host guest speakers, PAS Talks, Town halls, student-led meetings, House Cup meetings and activities.

Life skills lessons focus on active engagement in the socio-emotional counselor-developed sessions, time management, careey activities, development of college/vocational portfolios through Maia Learning and use Class Charts to understand their growth and track progress.

School and College Counseling

The goal of the Counseling Department is to provide a comprehensive preventive program for all children at PAS. Counselors work and consult with teachers, parents and staff to enhance their effectiveness in helping students and providing support to other PAS educational programs. They provide individual and classroom planning sessions to students in the areas of social and emotional development, academic planning, and career awareness appropriate to the grade level. Please see below some of the activities developed by the counselors:

- Conduct structured, goal-oriented counseling sessions in response to identified needs of groups of children. Themes include academic skill building, social skill development, conflict resolution, family issues, making healthy choices, and career awareness.
- Assist in the transition to the next grade level.
- Interpret tests, student data, and other assessments appropriately.
- Work closely with the Student Support Services Coordinator and Principal to address the needs of all students.
- Provide individual counseling in response to student needs and requests.
- Prepare and guide secondary school students on career and college alternatives.

Do not hesitate to contact the Secondary Counselors or more information on counseling services available.

Service Learning

As an authorized IB school, the PAS community strives to fit the IB learner profile, as we encourage our members to become open-minded, risk-taking and caring citizens. Starting with our own small community and expanding out to the global, international community, we aim to develop empathy and create awareness through the give and take interaction with ourselves and the other members of our community.

As we struggle to develop open-minded citizens that are not only knowledgeable of issues concerning their communities, but also actively involved in its improvement, the PAS service learning program aims to provide students with ample opportunities to experience a truly multicultural atmosphere and interact with their peers more directly, thus adding humanitarian traits to the numerous, high-quality experiences PAS's students have in their academic programs.



Students are to become aware of and engage in service learning as they start Elementary School. As they reach Middle School (MS) and High School (HS), expanded activities will help develop community service opportunities.

PURPOSES:

- For students to experience working for a cause involving people from different backgrounds than his or her own.
- To familiarize students with people of different age groups.
- To encourage students to become self-motivated.
- To encourage student creativity in organizing activities.
- To allow students to grow in the ability to work jointly with other people.
- To reach out to parts of the community in need of volunteers.
- To offer the students valuable work experience.
- To fulfill an ever-increasing prerequisite for admission into universities abroad.
- To promote the school in the greater Porto Alegre community.

GUIDELINES:

1. Service learning is a graduation requirement for HS students and an expectation for MS students.
2. High school students are expected to complete 10 hours of service per year. At the end of high school (G12) students are required to have completed 40 hours of service learning throughout high school.
3. Middle school students are expected to complete two service activities per school year.
4. Students will complete the online service learning form to record service hours. Only logged hours will be considered as service learning. Each student has his/her own digital service learning log which details their service activities throughout the secondary school.
5. All projects must be approved by the service learning coordinator for credit to be recognized.
6. Transportation to and from the project sites will be the responsibility of the student and her/his parents;
7. Students may not be paid for their service;
8. Students are encouraged to vary their projects from year to year, but it is not obligatory.

Information Technology

PAS faculty incorporates technology embedding it in the learning activities with the “Bring Your Own Laptop” (BYOL) policy. This means that students in the Secondary School bring their own laptops to school. For this policy to be effective, students must have a laptop that runs Windows or IOS in English or Portuguese. Tablets or Chromebooks do not have the full capacity needed for many of the software programs we will be using. The laptop must have current anti-virus software.

Students will be regularly required to use their computer. For them to be able to access instruction, they need to be responsible for their own computers by:

- Bringing the laptop to class every day with a full charge
- Bringing the power cord to recharge the laptop during the day if needed
- Bringing an adaptor which matches the new Brazilian regulation plugs to recharge the computer during the day
- Making sure all software (especially Antivirus) is updated
- Bringing headphones



Click [here](#) to access the full BYOL Requirements

Note: Users are responsible for taking care of their own equipment and are cautioned about leaving devices unsupervised. PAS is not liable for theft or damage of the device. All devices and charges must be labeled with the owner's name.

The Panamerican School believes in the educational value of digital devices and its potential for supporting the development of the IB Learner Profile. This Agreement guides students in the acceptable use of technology that students bring from home. These guidelines assist students to establish an internal sense of balance and to model appropriate levels of technology.

Caution/Disclaimer

- Users are responsible for taking care of their own equipment and are cautioned about leaving devices unsupervised.
- PAS staff members have the right to monitor student use of all technology equipment including laptops, tablets, and phones.
- PAS will take reasonable precautions to ensure the security of the computer networks.
- PAS assumes no liability or financial responsibility for theft, loss, costs, and expenses for damage to any personal electronic device.

All students and parents are required to sign the school's **AUP – Acceptable Use Policy for Instructional Technological Resources**. This document outlines the expectations for use of the IT equipment as well as rules for working in the lab and using the internet. This form will be sent home at the beginning of the school year and must be returned with the student's and parent's signatures. Any student or family who does not have this signed document on file at the school will not be allowed to use any of the I.T. equipment.

Student-Parent-Teacher Conferences

PAS promotes Student-Teacher-Parent conferences twice a year and with two distinct formats: Three-Way and Student-Led Conferences (SLC). Three-Way Conferences are meetings led by the teacher which take place amid the first semester. They are an opportunity for teachers, parents and students to discuss the student's goals and progress. Student-Led Conferences, on the other hand, are meetings where the student leads the discussion and explanation about their learning with their parents. In both formats, the subject area teachers and the advisor help to prepare the student before the conference.

The Teacher-Parent-Student Conference is a very important moment in the students' learning process. They allow students to take an active role in their learning, set goals, analyze progress, take ownership and responsibility for their work, become more aware of their own learning processes and reflect on the Learner Profile traits that they are developing as IB students. They also promote a connection between family and school which positively impacts on the students.

This event is so relevant that PAS cancels regular classes and reserves the whole Friday in addition to Saturday morning for conferences. Thus, the Teacher-Parent-Student Conference is a mandatory event and a requirement for students to successfully complete the grade level. Students with pending Teacher-Parent-Student Conference are not eligible for participation in any club and extra-curricular opportunities, including Honors Awards, NHS, NJHS, MUN events, Friendship Festival, ISSL, the School Musical.

For more information, please see the [Student-Led Conferences Parent Booklet 2024/2025](#).



Student Support Services

Student Support Services works to coordinate support for students in a variety of areas, including language development, academic needs, and social-emotional progress in conjunction with the EAL/PAL and Counseling departments. When needed, the team works closely with administration, staff, students, and families to gather pertinent data in order to create support plans in order for students to reach their full potential. They also collaborate with outside professionals to ensure potential needs are effectively identified and supported, both in and out of the school setting.

Please contact the Student Support Services Teacher Leader, Ms. Fernanda Lemos (flemos@panamerican.com.br), for more information.

Student Placement

The change for Secondary School causes a little bit of anxiety in everyone. We believe that students in such a small environment as their grade-level groups benefit from being able to collaborate with all of their peers. With that in mind, we use the Dynamic Grouping protocol.

There are schools who separate the grade levels by gender, boys in one group, and girls in the other group. There are schools who allocate students by “Honor students”, “Average students” and “Special Needs students”. There are even schools that do not separate the groups each year and the students remain in the same group from admissions to graduation. At PAS, our mission is to nurture confidence to embrace change and the change of grade level, teachers, classrooms and the opportunity to interact with different friends is vital in this process.

With the Dynamic Grouping protocol, we aim to have heterogeneous but balanced groups in each subject, varying from subject to subject, which means that every student will have at least one class per day with every other student in their grade level. When Secondary school classes begin, school counselors are present and helping the students during the adaptation period and throughout the first weeks. The Dynamic Grouping protocol helps students navigate changes, make new friends, and instills in them that being open minded and interacting with different people will make them better learners, thinkers and citizens.

Clubs and Extracurricular Activities

With the goal of presenting students with challenges and concepts to broaden global perspectives as well as support the development of skills and dispositions required for them to achieve their fullest potential and pursue their interests, we provide additional extra-curricular activities opportunities. We support student leadership, service and academics through a wide variety of activities such as Student Council (STUCO), student clubs, sports teams and competitions, visual and theater arts and service learning programs. PAS encourages students to participate beyond the core programs to expand their own interests and abilities. Please find below a list of the most common school clubs.

- **Student Council (STUCO) - G6-G12**
- **Model United Nations (MUN) - G6-G12**
- **Math Club - G6-G12**
- **National Honor Society (NHS) - G10-G12**
- **National Junior Honor Society (NJHS) - G7-G9**
- **Sustainability Club - G6-G12**
- **Yearbook Club - G6-G12**
- **Robotics Club - G6-G12**



School Teams

Huskies, raised by wolves!

The Huskies represent PAS in local, national and international sports events. All students are welcome to participate in the school teams' practices and activities, regardless of their sports performance.

ISSL - International Schools Sports League

All HS students who meet the eligibility criteria may participate in the International Schools Sports League (ISSL). The ISSL is a league that congregates international schools aiming to gather them in sports competitions. Such competitions provide a favorable environment for human development as well as youth interaction and the ISSL educational ideals reach the highest standards. All students enrolled in international schools are eligible for participation as long as they have adequate school performance and behavior. We highlight the fact that the school, with the initiative of participating in such an event, has the goal to enrich the educational process of all students.

The ISSL tournament takes place twice a year: Semester 1 - Boys and Girls Soccer and Basketball; Semester 2 - Boys and Girls Volleyball, Boys Futsal and Girls Soccer.

Friendship Festival

All MS and HS who are 13 years old or younger who meet the eligibility criteria may participate in the Friendship Festival, regardless of their sportive performance. The Festival features Basketball, Volleyball, Soccer and Beach Tennis games as main events as well as other parallel contests such as: tennis, table-soccer and table-tennis. Additionally students may participate in the talent show and in the cultural treasure hunt.

Traditionally, both ISSL tournaments and the Friendship Festival take place at "Nosso Recanto" (NR) in Sapucaí Mirim – São Paulo. This is a suitable place for such events which features soccer fields, courts, pools, dorms, cafeteria, among other venues. You can find more information on the website (www.nr.com.br).

After School Program

Our school offers a diversity of extracurricular activities every semester. At the beginning of each semester the information about the After School Program (ASP) will be made available to all parents with the different options we are offering for you and your child to choose from.

Field Trips and Classroom Without Walls

Field trips are school-planned activities that enrich the curriculum and are designed to enhance, motivate and support learning by providing first hand experiences that can make learning more meaningful. We strongly encourage all students to attend field trips planned by the teachers.

Standardized Testing

In order to externally evaluate the school and students PAS takes advantage of multiple standardized tests which take place throughout middle and high school years. Please see the list below of standardized tests that are used and their brief descriptions.

Measures of Academic Progress - MAP



The MAP tests are designed for students whose first language is English. They provide comparative information of how the PAS student's knowledge and skills in Reading, Language Usage, Math, and Science compare with those of American and international students in the same grade level. Students in G1-G19 take MAP tests every semester in September and April.

VUNESP

These tests assess students ability in the Portuguese language both writing and reading. The results of these tests can be compared to similar tests taken by both private and public schools in Brazil. Students in G5, G7, G9, and G11 take the VUNESP in April.

PSAT

A preparatory test for the SAT, which is widely use for college acceptance in the US and Europe. Students are assessed in writing, reading, and math. The scores are easily comparable to other thousands of students in the world who take the same test. Students in G10 and G11 take the PSAT every semester.

TILP

A test that was designed internally by PAS to measure students' reading and writing skills in Portuguese. G1-G8 students take the TILP every semester.

ENEM Simulado

The ENEM is the Brazilian national college entrance exam used by the vast majority of universities in Brazil and Portugal as a gateway to college admissions. Starting in G10 PAS students take a mock ENEM every year in May. The ENEM tests students in four areas: Math, Language, Social Studies, and Science.



School Policies



Academic Honesty

Rationale

The Pan American School community is committed to striving for excellence, inspiring global and caring learners to build their future. Academic honesty is a cornerstone upon which this endeavor is built, as it creates the necessary conditions for mutual trust and respect, open communication, and intellectual inquiry to flourish. Guided by the attributes of the IB Learner Profile, all members of the school community at PAS are expected to exemplify honesty and personal integrity in their daily lives. We believe that educating all students regarding the characteristics of academic honesty is a critical component in successfully preparing them for their future education and beyond.

Academic Honesty

The International Baccalaureate states, "Academic honesty must be seen as a set of values and skills that promote personal integrity and good practice in teaching, learning and assessment. It is influenced and shaped by a variety of factors including peer pressure, culture, parental expectations, role modeling and taught skills (MYP Principles to Practice 76)."

Definitions

- **Academic Dishonesty:** Attempting to provide or obtain assistance on an academic activity through cheating.
- **Cheating:** Using or attempting to use unauthorized aids, assistance, materials, or methods in any academic activity.
- **Collaboration:** Working together on a common aim with shared information, which is an open and cooperative behavior that does not result in allowing one's work to be copied or submitted for assessment by another.
- **Collusion:** Supporting cheating by another student, as in allowing work to be copied and submitted for assessment by another, or inappropriately providing answers to another on academic assignments.
- **Intellectual Property:** Refers to anything covered by copyright, property rights or patents such as inventions, literary and artistic works, symbols, names and images used in commerce, and moral rights.
- **Plagiarism:** The representation of the ideas or work of **another person** or **artificial intelligence** as the student's own work, including the paraphrasing of another's words without citation of the source.

Academic Dishonesty in Specific Situations:

1. Direct copying of significant amounts of material without proper citation, including cutting and pasting information directly from a website and/or copying information directly from a paper source.
2. Inclusion of copied wording mixed with the student's own words in a written document.
3. Over-dependence on the source's phrasing such as rewriting in a student's own words but clearly only using the ideas and structure of the source.
4. Using artificial intelligence software to produce any type of work meant to be done by the student.



Common examples of plagiarism:

- Copying answers to math homework from a friend during advisory period
- Cutting and pasting material off the internet and using it in a speech or essay
- Having a tutor/parent rewrite parts of your work
- Having an outside source (i.e. parent, nanny, tutor, company) build a model or paint something for a project
- Repeating the exact words used by your teacher given in class (verbally or in writing)
- Copying dance sequences from a music video in PE class when asked to create
- Pasting pictures in your research work without citing the original source for art
- Submitting in music class a composition that you copied from the internet

Test situations

Sharing of information during a test is not acceptable. Students may not use verbal, written or electronic information not specifically permitted by the teacher. Classroom rules on communication during tests are subject to teacher consent and judgment.

Homework and Projects

Copying the work of a fellow student or having a fellow student, tutor, sibling, parents or artificial intelligence complete an assignment in any way without the knowledge of the teacher is considered academic dishonesty. Any help given should be communicated to the teacher.

Collusion

Supporting the academically dishonest behavior of another student is considered collusion. This includes allowing one's homework or assignment to be copied or submitted for assessment by another student as well as sharing answers to a test. Collusion also includes submitting work completed in previous years such as the sharing of work by a sibling or information about what is going to appear on a test or assessment. Sharing a password with others, taking screenshots and/or sharing submitted work are all examples of collusion.

Secondary School Guidelines

All teachers are responsible for guiding students in developing the ATL skills required for working in an academically honest manner. The ethical student in the Secondary School:

- Understands and abides by the academic honesty policy.
- Maintains integrity and honesty in all academic work submitted for classes.
- References and cites sources in the prescribed manner to avoid academic dishonesty.
- Understands and honors the intellectual property rights for all sources.
- Asks beforehand, what kind of external help is permitted.
- Follows all exam rules and procedures.



Consequences for academic dishonesty in secondary school

In grades 6 and 7, we recognize that students are still developing the ATL skills required for completing assignments in an academically honest manner. Therefore, the teacher must first decide if evidence of academic dishonesty is (1) due to a lack of language skills and/or academic honesty skills or (2) a deliberate act of academic dishonesty.

Since grade 11 and 12 students are expected to have already developed a sense of ethics and academic honesty in all of their work, those students in violation of this policy will be considered to have committed a major violation and will be moved to Level 3 of the consequences outlined below.

The consequences will be based on the levels outlined below.

Note: Any reference below to using information from other sources also refers to students who share their information with other students by allowing them to copy information on tests, homework, or any other assignment intended to be completed individually by students.

Minor Incidents: Consequences for minor incidents for Grades 6-10

Level 1: Student uses phrases or a few lines of text or a paragraph without proper citation, or student copies a small portion of another's work and submits it as his/her own. Most of the work is still the student's own. If copied from another student, the same consequences will be applied to that student as well.

Teacher conferences with the student to review types of plagiarism and ways to avoid plagiarism. Reteaching and additional practice is provided for the student.

The work receives an initial achievement level of zero for the relevant assessment criterion/criteria, and must be redone within two days. The redone work will receive the appropriate achievement level score(s).

Student writes a reflection to submit to the teacher.

Parents will be notified via email by the teacher with a copy to the section principal and the guidance counselor.

Should a Level I incident be repeated, it becomes a Level 2 incident.

Level 2: Student uses multiple lines of text or includes paragraphs without proper citation, student copies a large portion of another's work or creates most of the text using artificial intelligence. If copied from another student, the same consequences will be applied to that student as well.

Teacher conferences with the student to review ways to avoid academic dishonesty.

The work receives an initial achievement level of zero for the relevant assessment criterion/criteria, and must be redone within two days. The redone work will receive the appropriate achievement level score(s).

A disciplinary referral is written and submitted to the section principal. Student writes a reflection to submit to the principal with a copy sent to the teacher and the guidance counselor.

Parents will be notified via email by the teacher with a copy to the section principal and the guidance counselor. A conference may be requested.

Should a Level II incident be repeated, it becomes a Level 3 incident.



Major Incidents: Consequences for major incidents or grade 11 and 12 level students:

Level 3: Most, if not all the work has been copied from another source or repetition of a level 2 incident. If copied from another student, the same consequences will be applied to that student as well.

Referral to administration. Teacher conferences with the student to review ways to avoid academic dishonesty. Teacher submits plagiarized work with notes on sections copied.

Meeting is required with the parents, guidance counselor and section principal.

An achievement level of zero will be given to that assignment.

Student may not be allowed to attend extra-curricular activities or field trips, such as Bramun or ISSL tournaments depending on severity of infraction.

Student may be assigned an in-school suspension or other learning consequence.

Should a Level 3 incident be repeated, it becomes a Level 4 incident.

Level 4: Second time offenses from Level 3.

Teacher conferences with the student to review ways to avoid academic dishonesty. An achievement level of zero will be given to that assignment.

Teacher submits plagiarized work with notes on sections copied to administration.

Students may not be allowed to attend extra-curricular activities or field trips, such as Bramun or ISSL tournaments.

Meeting required with the parents, guidance counselor and secondary principal.

The student will be referred to the Discipline Committee (See [Code of Conduct](#)).

Rights of the student

Students have the right to be present at the teacher, parent, principal conferences. Procedures regarding student rights for major disciplinary infractions are outlined in the Code of Conduct (below).

[Code of Conduct and Discipline \(Complete Policy\)](#)

Philosophy of Pan American School's Code of Conduct

We believe in the importance of establishing and maintaining a positive learning environment for all members of our community, especially for our students. We count on the partnership with our parents/guardians to guarantee the well-being and safety of all students and community members.

As an educational institution, our primary focus is to ensure we educate members of our community in how their behavior affects others as well as make clear the choices that are available for individuals to ensure a productive learning environment for all students and for the community as a whole. We base our Code of Conduct on Pan American School's PAS Mission, Vision, Core Values, School Principles, as well as the qualities in the IB Learner Profile, which we work on with students from P3-G12.



Psychological Safety for all members of our community is of utmost importance. We strive to create and foster a secure, healthy, and safe environment. Along with psychological safety, we understand the critical importance of how this partners with Accountability. We do this by providing clear and consistent expectations for all members of our community as well as establishing boundaries and discipline procedures that are appropriate to student developmental needs.

When there is high psychological safety along with high levels of accountability, our community will be in a Learning Zone, which allows for learning in academics as well as in the areas of SEL - social emotional learning.

Pan American School - A Place Where International-Mindedness and Inclusion Thrive!

Code of Conduct Expectations and Consequences

This Code of Conduct seeks to ensure standard procedures that allow us to work effectively, efficiently, safely, and fairly for the benefit of all students. Conduct that hurts another member of the community, reflects badly on our school, and/or violates the law will have a response. We have divided our Code of Conduct into three categories: Minor, Serious, and Grave.

Inappropriate conduct typically results in an investigation which will have an outcome determined by the section administrator. Outcomes typically have opportunities for learning and students are provided these opportunities along with the staff who can help them - teachers, counselors, parents. Parents are a critical part of the disciplinary process and it is important that learnings that are outcomes of the disciplinary process be discussed and continued at home. At times, the school may recommend an external professional to assist the student and/or family in dealing with situations that are beyond our scope as a school. Student, family, and employee well-being is a critical concern for us. Our goal is to educate our students academically, socially, and emotionally so that they can become successful throughout their lives.

When a thorough process has been invoked and there is not sufficient growth and change on the part of a student and/or family, it may be determined that a student will not be offered re-enrollment. Some violations of the Code of Conduct are grave enough that they are grounds for expulsion and non-renewal.

The Superintendent will become involved only after all processes have been followed, unless behavior is of a serious or grave nature, and/or threatens the School and its members. In this case the Superintendent will be involved immediately.

Minor Infractions

Minor Infractions (without formal referral)

These include inappropriate behavior that interfere with the orderly operation of the classroom, a school function, extracurricular/co-curricular program, a meeting, and/or approved transportation. These include:

1. Non-adherence to the student dress code.
2. Interruption of class activities and/or arriving late.
3. Using class materials inappropriately and/or failing to care for school cleanliness.
4. Running, playing, or loitering in the restrooms or hallways.
5. Failing to follow class rules or procedures such as eating or drinking without teacher permission and/or using toys, electronics, or other distracting devices. According to Brazilian law 15.100/25, cell phone use during classes, recess, snack time, and lunchtime is prohibited in all sections of the school (Primary and Secondary). Students must keep their cell phones stored in their backpacks while on campus. In the classroom, electronic devices are permitted for strictly pedagogical or



teaching purposes when instructed by teachers. Students can use their cell phones at dismissal time to align with their pick up.

6. Being unkind, using inappropriate language, and/or roughhousing.

Procedures for Minor Infractions (without formal referral)

The teacher involved will follow the steps outlined below:

1. Verbal reminder given to ensure the student understands the infraction.
2. Disciplinary measures are determined. These may include separation of student(s), removal of materials (including technology), class meeting, reflection time, etc.
3. If these are not sufficient in changing the behavior, one of the following may occur:
 - a. Student-Teacher Conference - with email follow up to parents or section administrator (if needed)
 - b. Email or phone call to student's parent/guardian - with an email to section administrator and/or counselor (if needed)
 - c. Parent/Guardian-Teacher-Student Conference - with an email to section administrator and/or counselor (If needed)

Minor Infractions with Referral

These include inappropriate behavior that is repeated from above, as well as of a nature where the section administrator needs to be aware.

1. Failing to complete the academic contract and/or failing to attend academic meetings for recuperation or remediation activities.
2. Failing to adequately follow the instructions of any adult in school including leaving class without permission, missing class without being excused, and/or repeatedly failing to follow class rules or procedures.
3. Failing to act with integrity such as:
 - a. finding another person's property and not returning it to the owner or placing it in the "Lost and Found,"
 - b. remaining on school grounds after hours without authorization,
 - c. entering a classroom without permission during recess, lunch, and/or after school as well as when another class is occurring,
 - d. making or promoting sales of personal interest without due authorization by section administrator, and/or
 - e. retaining or manipulating information sent to parents/guardians.
4. Displaying expressions of affection with a romantic partner in school.
5. Failing to abide by the established timeframe for returning school materials.
6. Missing appointments scheduled by administrators, teachers, and/or counselors.
7. Anything else that is minor in nature and not included on this list.

Procedures for Minor Infractions with Referral

The teacher involved will email the section administrator and include the section counselor (if needed) so that they may take the appropriate steps:



- **Student & Administrator Conference** - this may include the teacher, counselor, other (as determined by the section administrator) and may also include documented communication to student's parents/guardians by the administrator.
- **Student Reflection** - a session may be carried out by an advisor or other assigned staff member during advisory period, lunch time following eating, or after school (as determined by section administrator). The written reflection will be given to the section administrator and may be shared with the counselor and/or parents/guardians. The reflection will be recorded in the student file by the administrator.
- **Parent/Guardian & Administrator Conference** - this may include the student, teacher, counselor, other (as determined by the section administrator). This will involve a written meeting summary and be recorded in the student file by the administrator.

Serious Infractions

Serious Infractions are major episodes of misconduct. They may include repeated minor infractions with or without referral, serious disruptions of school order, and threats to the health, safety and property of others. Any student will be immediately referred to the Principal for any of these offenses.

1. Repetitive violation of minor infractions with or without referral.
2. Failing to successfully complete academic duties including meeting requirements of probation or other discipline agreements.
3. Failing to act with integrity such as: committing dishonest acts including lying to school personnel, unauthorized use or access of other students' belongings, and/or committing or trying any type of copying, fraud, trickery, or coercion.
4. Promoting rebellious behavior or sabotage against teachers and/or administrators.
5. Inappropriate physical display of the body or graphic material.
6. Serious displays of affection.
7. Touching another person without consent.
8. Being physically aggressive or violent including, but not limited to: slapping, hitting, kicking, pinching, pushing, and/or shoving.
9. Being verbally aggressive or violent including, but not limited to: shouting, unwarranted or invalid criticism, nit picking, teasing, mocking, fault finding, and/or name-calling.
10. Inappropriate comments or remarks about gender identity/expression, sexual orientation, physical attributes, physical or mental ability or disability, culture, religion, nationality, and/or social, and/or family status.
11. Use of virtual tools from school sanctioned platforms that include, but are not limited to school-issued email, google messages, digital images/images/memes, etc. that are inappropriate in their posting and/or include bullying-type messages that seek to isolate, embarrass, and/or exclude.
12. Spreading gossip and/or rumors and/or posting on social media to embarrass, alienate, and isolate students or stakeholders.
13. Anything else that is serious in nature and not included on this list, especially any offenses punishable under applicable Brazilian laws.

Grave Infractions

Grave Infractions are unacceptable episodes of misconduct. They may include repeated serious infractions, grave disruptions of school order, and potentially illegal acts. Any student will be immediately referred to the Principal for any of these offenses.



1. Physically or verbally disrespecting any of our stakeholders. This includes anybody visiting PAS in-person or virtually.
2. Possessing and/or sharing obscene and/or pornographic audiovisual material in the school campus.
3. Being physically aggressive or violent on campus including, but not limited to: assault, biting, spitting on, and/or throwing objects. This includes harassment of others through stalking and/or repeated contact when asked to stop.
4. Being verbally intimidating or threatening on campus including, but not limited to: threatening or intimidating language, verbal humiliation, threats, coercion, extortion, and/or racist, sexist, or homophobic taunts.
5. Bullying-type remarks about gender identity/expression, sexual orientation, physical attributes, physical or mental ability or disability, culture, religion, nationality, and/or social and/or family status.
6. Use of school-sanctioned virtual tools that include, but are not limited to email, instant messages, text messages, digital images/images/memes, etc. to post bullying-type messages that seek to threaten, harass, humiliate, expose, or intimidate the victim.
7. Spreading gossip and/or rumors (including posting on social media) to exclude others from the group, setting others up to take the blame, picking on others, and/or targeting others.
8. Entering or exiting the school without previous authorization and/or admitting others to the institution without previous authorization.
9. Grave displays of affection.
10. Inappropriate touching of any other person on campus.
11. Theft and/or inflicting damage upon materials or property of the school and/or others.
12. Possessing, carrying, and/or using any weapon which includes guns, knives, pocket knives, brass knuckles, explosives, flammable materials, firearms, ammunition, and/or other dangerous objects. This includes possession of anything that can be considered a weapon or looks like a weapon and also includes the threat of a possible weapon, such as a "toy" or other.
13. Vaping, smoking, or drinking alcoholic beverages on campus; being under the influence of alcohol or other drugs while on campus or at a school-sponsored event off campus.
14. Consuming, carrying, and/or promoting the use or sale of drugs, stimulants, or hallucinogens, including prescription drugs on campus.
15. Violating the national constitution and/or any city, state, or federal law of the Federative Republic of Brazil.
16. Anything else that is grave in nature and not included on this list, especially any offenses punishable under applicable Brazilian laws.

Procedures for Serious and/or Grave Infractions

The Principal will follow up on each referral made by a teacher or PAS employee:

- **Removal from Class** - in the case of physical or verbal aggression, the student will be removed immediately from the class, being sent to the Principal's office for debrief and followed by a parent/guardian meeting/communication. The Principal will call parents for immediate pick up and a meeting will be scheduled before the student returns to school.
- **Student & Administrator Conference** - this may include the teacher, counselor, other (as determined by the section administrator) and will include documented communication to student's parents/guardians by the administrator.
- **Student Reflection** - a session may be carried out by an advisor or other assigned staff member during advisory period, lunch time following eating, or after school (as determined by section administrator). The written reflection will be given to the section administrator and may be shared



with the counselor and/or parents/guardians. The reflection will be recorded in the student file by the administrator.

- **Student, Parent/Guardian & Administrator Conference** - this may include the teacher, counselor, other (as determined by the section administrator). This will involve a written meeting summary and be recorded in the student file by the administrator.
- **In-School Suspension** - this is typically followed up with a student contract and daily reporting.
- **Out-of-School Suspension** - this is typically followed up with a Student-Parent-Administrator Conference as well as a student contract and daily reporting.
- **Meeting with Superintendent** - this may happen as needed with Parent/Guardian, Student, and Principal

Suspension does not include depriving a student from learning activities, in fact, suspended students are expected to complete all assignments. Please note that sometimes students in suspension may have virtual access to coursework or may meet with the teachers one-on-one.

Students who have been suspended may be recommended for non-renewal of enrollment for the following school year. Students whose behavior is extremely serious, may be recommended for expulsion during the school year, following the Due Process steps outlined below. Cases of Serious Infractions will be shared with the Superintendent.

Due Process to Be Followed in Serious and Grave Disciplinary Cases can be found in the [complete code of conduct policy](#).

[PAS Bullying Prevention Procedures](#)

The Pan American School (PAS) aims to provide a safe and respectful learning environment for all students in school facilities, school buses, and at school sponsored activities. PAS builds an environment where children understand from the moment they start school that **bullying, aggression, and violence are not acceptable**. Bullying has a harmful social, physical, psychological, and academic impact on the bullies, the victims, and the bystanders.

Bullying is prohibited throughout all school facilities, including but not limited to, every activity under school supervision, and online environments on school-sanctioned platforms. School members will consistently and vigorously address bullying to prevent it from happening, minimizing disruption to the learning environment or general well-being of the school community.

Definition

Bullying is the general term applied to a pattern of behavior (hurtful acts or words) whereby one person (bully) or group of people choose(s) to knowingly hurt another person (victim). Victims are often chosen for their vulnerability with respect to the bully, using tactics of repeated aggression (verbal, physical, social, emotional or virtual).

- **Intentional:** Bullying does not happen by accident. These negative acts have the intention to hurt the victim. "Intentional act" refers to the bully's choice to engage in the act rather than the ultimate impact of the actions. The victim may even have made it clear that the behavior is unwelcome, yet the bullying persists.
- **Unprovoked:** the bully's actions are not a response to a previous aggression by the victim.
- **Repetitive:** bullying is repeatedly carried out over time.
- **Imbalance of power:** An individual without power cannot bully. The bully's power can come from physical strength, social status, intimidating behavior, etc.



- **Bystanders:** there may be bystanders involved watching and participating in bullying behavior. PAS works to ensure that bystanders learn about ways they can help extinguish mean, hurtful, and bullying-type behavior by taking thoughtful action.

Bullying-type behavior will be investigated by the division principal who will determine if the behavior is, indeed, bullying.

Bullying behavior includes...

- **Physical:** assault, hitting, kicking, pinching, biting, pushing, shoving, beating up, spitting on, throwing objects, property damage, theft, etc..
- **Verbal:** threatening or intimidating language, harassment, name calling, discriminatory remarks, teasing, mocking, verbal humiliation, threats, coercion, extortion, and/or racist, sexist or homophobic taunts, excessive or unfair criticism, nit-picking, fault-finding, shouting, etc. Bullying remarks include, but are not limited to remarks about gender identity/expression, sexual orientation, physical attributes, physical or mental ability or disability, culture, religion, nationality, social or family status, etc..
- **Social:** gossip, rumor spreading, causing another embarrassment, alienation, isolation or exclusion from the group, setting the other up to take the blame, excessive criticism or monitoring, etc.
- **Virtual:** use of school-sanctioned virtual tools that include, but are not limited to email, instant messages, text messages, digital images/images/memes, etc. to post bullying-type messages that seek to threaten, harass, humiliate, expose, intimidate the victim, or to generate any of the outcomes described in the previous points.

Helping the Victim and Educating the Bully

- All staff members will confront bullying-type behavior immediately with the objective to stop the aggressive acts. Once the situation is controlled, they will report in writing any bullying-type incidents to their direct supervisor.
- All community members are encouraged to report any bullying-type behavior incidents to the division principal or counselor.
- Once investigated by the administrator, the school advises parents of both the aggressor and the target of any bullying-type incidents along with steps to help both the aggressor and target.
 - Counselors, administrators, and teachers communicate with and support targeted students to help them develop strategies such as advocating for themselves, avoiding being alone, and seeking help from a friend, a mediator or a staff member.
 - Aggressors are also given clear direction regarding appropriate behaviors. Aggressors will be monitored closely by staff and receive appropriate care from counselors and principals, as well as referrals to external professionals, when deemed necessary.

Ongoing school-wide interventions at all levels are provided to educate students about the roles they may play as bystanders, along with the roles played by aggressors and targets with a focus on the development and strengthening of social and emotional skills and positive relationships.

Helping Bystanders Learn Their Role

Bullying can be a group activity. It frequently happens when other students are around. The way these bystanders act can make a significant difference. If you are watching unkind or bullying-type behavior, you can try one of the following to not participate:

- Walk away and report the situation to an adult.
- Stand between the aggressor and the victim.
- Walk away with the victim and head to a safe space.



- Tell the aggressor to STOP!
- Tell the aggressor that you find their language offensive or their behavior inappropriate.

Parent Role

At PAS we believe that parents have an important role in helping the school community to create a positive environment. Please support your child at home by listening attentively and non-judgmentally. As a school, we also need your help by communicating any situations that you believe would fall under our definition of bullying.

Please contact the section counselor or administrator. Bullying often happens in ways to prevent adults from noticing it. If the school has no knowledge that a child is being bullied, we will not be able to take action, educate, and support the students involved. If your child is being bullied, please see us as partners to help solve the situation. We all want the best for our students. Please give us time to investigate and act to address the matter.

Absences

Note: All absences, excused or unexcused count toward a student's required educational hours. Please carefully read the section on Student Health and absences at the end of this document.

- *Brazilian law states that if a student is not present in class for at least 75% of the time for any subject, the student cannot receive credit for that subject.*
- *Additionally, to be eligible to receive the U.S. diploma, students may not miss more than 10% of any class. Therefore, in order to obtain credit for any class a student must be present for 90% of the classes offered per year.*
- *NEASC, our U.S. Accrediting Agency requires 120 hours of contact per year / per class.*
- *Recuperation will be mandatory during specified non-school hours as needed.*
- *Excessive absences can/will be reflected in academic progress as well as recorded in socio-emotional development tracking*

Family/Personal Trips

For stated reasons, all school absences due to family travel are considered unexcused absences. Before planning travel, please remember the absence policy clearly states that unexcused absences will result in students not being allowed to make up grading for the missed work (including quizzes/tests). In the case of an unavoidable trip during the school semester, parents must contact the section administrator, school secretary, and teachers on a collaborative email and student should complete the Planned Absence Form at least 7 days before the trip. The student should also politely inform teachers via email requesting a time to speak about work expectations and to share absence dates. The parent email should include a breakdown of the dates of travel, the specific dates of any event that may be special circumstances (college visit, wedding of immediate family member) as well as actual travel days. A transparent itinerary will help PAS to correctly track the type of absence and make the proper adjustments.

Excused absences

For unplanned absences (such as illness), please notify the school office and teachers before 8:00 a.m. on the day of the absence. Fevers, vomiting or diarrhea require 24 hours at home before returning.. Any communicable illness, such as chicken pox (catapora), mono, mumps (cachumba), lice (piolho), etc need to be reported to the school nurse and administrator immediately. This allows the school to take measures in protecting the rest of the community.



On two consecutive days of illness or more than 3 in a semester, we require an atestado from your child's doctor to confirm their illness. This should be provided to the school nurse and secretary upon your child's return to school. Please provide a note (atestado) from the doctor confirming their illness so that it will be counted as an excused absence in their school attendance records. With all excused absences due to illness, it is the responsibility of the student to email teachers regarding missed work and the parent to notify the proper staff members. **Absences and the way they are approached can affect grades and overall IB Learner profile impressions.**

Unexcused Absences

To make the most of education, tuition and equitably balance two calendars, PAS staff does not condone students being pulled from school during regularly scheduled school days in order to travel. In cooperation with us, parents should not extend school holidays either the week before or after a scheduled break. Regularly scheduled school days are valuable instructional time; consciously planning activities can cause your child to miss this valuable instructional time and we cannot provide extra "work" for any trips to replace our curriculum. Ill-planned trips can potentially be a disservice which could very well affect success in school- emotionally and academically.

Note: Special circumstances, such as college visits or immediate family weddings/graduations/funerals have special expectations and should be planned in advance with the administration.

Assessment

Philosophy

The Pan American School (PAS) believes that continuous assessment is an integral part of the educational process, providing students, parents, and teachers a comprehensive picture of educational achievement. PAS believes that assessment is the shared responsibility of teachers, students and parents, providing all with a clear picture of what students know and are able to do. Assessments are used for evaluating, recording, and reporting student progress so that students are able to analyze their work, reflect on their learning, and plan for improvement. The purpose of the assessment policy is to set out the responsibilities of the students, teachers and parents, together with the school's expectations with regard to assessment tasks, in order to meet the individual needs of students.

As an IB (International Baccalaureate) world school, we encourage students to demonstrate their learning in a variety of ways, guiding them through essential elements of learning by making connections between concepts and knowledge and their reality, developing higher-order thinking skills and taking ownership of their learning. But most importantly, we aim to inspire our students to participate in their own educational process responsibly, successfully and with integrity.

Why do we assess?

As evidenced in *MYP: From principles to practice* (2020) assessment in the MYP aims to:

- Support and encourage student learning by providing feedback on the learning process
- Inform, enhance and improve the teaching process
- Provide opportunity for students to exhibit transfer of skills across disciplines, such as in the personal project and interdisciplinary unit assessments
- Promote positive student attitudes towards learning
- Promote a deep understanding of subject content by supporting students in their inquiries set in real-world contexts
- Promote the development of critical and creative thinking skills
- Reflect the international-mindedness of the program by allowing assessments to be set in a variety of cultural and linguistic contexts



- Support the holistic nature of the program by including in its model principles that take account of the development of the whole student

What do we assess?

- conceptual understanding
- development, analysis and application of disciplinary and interdisciplinary understanding
- development and application of Approaches to Learning (ATL) skills
- development and application of IB learner profile attributes
- service and action

When and how do we assess?

Internal assessment

- **Summative**
Summative assessment is a part of every MYP unit of inquiry. Using the required subject group-specific assessment criteria, teachers design internal, school-based summative assessment tasks in order to provide evidence of student understanding.
- **Formative**
Formative assessment is utilized daily in some fashion. Teachers check for understanding in order to guide planning and instruction in order to improve student learning. Peer assessment and self-assessment are also part of formative assessment.

Assessment strategies:

- observation
- selected response
- open-ended tasks
- performance assessment and projects
- process journals
- portfolio assessment

Assessment tools:

- MYP subject rubrics
- task specific clarifications
- exemplars

Determining Achievement Levels and Final Grades

The MYP assessment system is based on a criterion related model. All criteria must be assessed a minimum of twice per semester. All students will be provided multiple opportunities to demonstrate achievement on each criterion. Strands will be included on subsequent assessments that will be considered when evaluating final MYP achievement levels. With multiple measures of the four criteria, a single low score should not have the ability to drastically affect the final grade. Except for extenuating circumstances, no students will be permitted to retake assessments.

If a student misses an assessment and the absence is excused, it may be taken for full credit on another date. The teacher and student need to meet and agree on a new submission date or retake date whenever there is an excused absence.

Students who miss an assessment due to an unexcused absence or miss the deadline to submit an assignment receive an initial grade of zero. The student can still take the summative assessment or submit the assignment late and their performance will be taken into account at the end of the semester when the



best-fit level is determined, as long as it is completed by the student within the stipulated time window set by the teacher. Points cannot be deducted from an assessment based on absences or lateness.

The final MYP grade for a class will be the result of the student’s achievement in all four criteria for that class over the course of the semester.

Passing the Course

PAS considers an MYP grade of 3 or above to be a passing grade. Should a student fail to gain a final MYP grade of 3 for the semester, he/she will be required to undergo a period of recuperation in that subject area and will have a second opportunity to attain a passing grade through the completion of an additional period of study and a second assessment. If a semester MYP grade is below 3, the student must attend school during the recuperation period immediately following the semester exam period. If a student does not have a passing average for the year, or if a student has excessive absences in a specific class, the student must complete Winter School Recuperation scheduled during June/July.

Here is an example of how a final grade is determined in an MYP course, in this case MYP Science.

A student's criterion levels of achievement are added together to determine his/her final achievement level in all criteria. This total is then compared to the IB’s established boundary guidelines to give a grade out of 7 for each subject. This student’s Criterion Levels Total is 23. As a result, an MYP Grade of 5 is awarded.

Sample Student – Science

Criteria	Semester Level of Achievement
Criterion A: Knowing and Understanding	5
Criterion B: Inquiring and Designing	6
Criterion C: Processing and evaluating	6
Criterion D: Reflecting on the impacts of science	6
Criterion Levels Total / 32	23

IB Published Grade Boundaries

MYP Grade	1	2	3	4	5	6	7
Boundary guidelines	1-7	8-11	12-15	16-19	20-23	24-27	28-32



MYP Grade Descriptors

Grade	Boundary Guidelines	Descriptor
1	1-7	Produces work of very limited quality. Conveys many significant misunderstandings or lacks understanding of most concepts and contexts. Very rarely demonstrates critical or creative thinking. Very inflexible, rarely using knowledge or skills.
2	8-11	Produces work of limited quality. Expresses misunderstandings or significant gaps in understanding for many concepts and contexts. Infrequently demonstrates critical or creative thinking. Generally inflexible in the use of knowledge and skills, infrequently applying knowledge and skills.
3	12-15	Produces work of an acceptable quality. Communicates basic understanding of many concepts and contexts, with occasionally significant misunderstandings or gaps. Begins to demonstrate some basic critical and creative thinking. Is often inflexible in the use of knowledge and skills, requiring support even in familiar classroom situations.
4	16-19	Produces good quality work. Communicates basic understanding of most concepts and contexts with few misunderstandings and minor gaps. Often demonstrates basic critical and creative thinking. Uses knowledge and skills with some flexibility in familiar classroom situations, but requires support in unfamiliar situations.
5	20-23	Produces generally high quality work. Communicates secure understanding of concepts and contexts. Demonstrates critical and creative thinking, sometimes with sophistication. Uses knowledge and skills in familiar classroom and real-world situations and, with support, some unfamiliar real-world situations.
6	24-27	Produces high-quality, occasionally innovative work. Communicates extensive understanding of concepts and contexts. Demonstrates critical and creative thinking, frequently with sophistication. Uses knowledge and skills in familiar and unfamiliar classroom and real-world situations, often with independence.
7	28-32	Produces high-quality, frequently innovative work. Communicates comprehensive, nuanced understanding of concepts and contexts. Consistently demonstrates sophisticated critical and creative thinking. Frequently transfers knowledge and skills with independence and expertise in a variety of complex classroom and real-world situations.

External assessment in the MYP

The aim of external moderation in the MYP is to create a reliable international standard of achievement.

- Moderation of the personal project:



All students in grade 10 will complete a personal project. The project requires a process of external moderation of our teachers' internal assessment in order to officially validate student grades.

Recording and Reporting Student Achievement

Recording student achievement data:

In *PowerSchool*: Teachers record summative student achievement data for each criterion within their subject area. Formative assessments are not required to be logged in the gradebook. At any time, students and parents may access *PowerSchool* in order to monitor achievement. It is important to note that the scores that appear in *PowerSchool* will not be averaged and will reflect only progress toward the criteria. Only the final grade will be reported using the 1-7 grading scale.

Reporting:

- **Progress reports:** Progress reports are given out at the end of the middle of first and second semester. They contain the levels of achievement a student has attained in the four criteria for each subject area. These levels of achievement, which are based on a 0-8 scale, measure how completely a student has mastered each of the assessment objectives during the reporting period, and correlate directly to the established MYP subject rubrics. They do not reflect a final grade, but serve to provide information on a student's progress.
- **Semester report cards:** Students are awarded MYP grades twice per year at the end of each semester. MYP grades are based on a 1-7 scale. Report cards contain the summative MYP grades which represent the student's achievements during the entire semester.

Conferences:

- Three Way Conferences
Three-way conferences take place each October. They provide an opportunity for students, parents and teachers to discuss the progress report, and for students to share their goals and accomplishments during the first quarter. Students are an important part of the discussions during this conference as they share their learning goals, selected pieces of work that show what they have learned, and reflections on how they think they are performing so far. Teachers share information on a student's current academic performance and ATL skills development. Conferences are 10 minutes in duration per subject area.
- Student-led Conferences
During student-led conferences in April, students lead their parents through conferences in which they share work from their portfolios, reflect on the progress they have made throughout the school year, and outline goals for future learning. The aim is to help students become confident and reflective learners. While teachers are actively involved in the preparation of these conferences, they do not participate in the conference with parents, but they are available to meet parents in a separate meeting.

High School Assessment

The determination of a Grade Point Average (GPA) for High School students is calculated based on the table below. These values are based on common practice from other schools who use the IB 7-point scale.



Grade	Grade Points
7	4.0
6	3.75
5	3.25
4	2.75
3	2
2 and 1	0

Homework

Homework is given regularly by the secondary school teachers, and is built for practice to apply to summative assessment. Homework provides an opportunity for students to develop independent study skills, practice and maintain skills relevant to the current program, and reinforce the new learning that has taken place in class that day. It is graduated in length by grade level in order to methodically prepare students for university homework expectations.

Guidelines for daily average homework times
Note: This does not include online or AP courses.

Grade	Homework
6	60 minutes
7	70 minutes
8	80 minutes
9	90 minutes
10	100+ minutes
11	100+ minutes
12	100+ minutes

Child Protection

Research indicates that international communities are as prone to child abuse as communities in their home country. Child abuse is a multi-faceted issue that involves dynamics of the child, the family, and the community. The PAS Child Protection Policy works to respond at all three levels.

The PAS Child Protection Policy is based on national and international laws and on the United Nations Convention on the Rights of the Child of which Brazil is a signatory. As part of our overall educational programs and specific to our shared responsibility to educate children, to protect them, and to learn and grow in a safe environment, the Pan American School of Porto Alegre will:

- Provide age appropriate lessons to help students understand personal safety, needs and rights.
- Provide parent materials and information sessions to help you better understand our programs and policy.
- Annually train faculty to recognize and report issues of abuse and neglect.

We will work together with parents to ensure that our children are safe and are knowledgeable about their rights and responsibilities to themselves and to each other so that they can grow and learn free of fear in a safe and supportive environment. Please contact the school counselor or principal regarding any specific questions you may have in this regard.



CHILD ABUSE REPORTING

PAS aims to ensure that all students are given a safe learning environment by maintaining appropriate practices and supervision in school. The school will establish appropriate procedures to ensure proper reporting of suspected child abuse which may have occurred in or out of school. Such reporting is the responsibility of any employee who suspects that a child may have been abused and must also include provisions for self-reporting of abuse by students. The school will investigate all reports and will take appropriate action to ensure the safety of the child in accordance with Brazilian law.

In the case of a staff member reported as an alleged offender, PAS will conduct a full investigation following a carefully designed course of due process. This Policy is endorsed by the PAS Board of Trustees.

Extra-curricular Activity Travel Eligibility Criteria

We strongly believe that representing the school is an honor and a privilege. As a part of upholding this belief, appropriate academic, conduct and behavior expectations need to be followed at all times. Any student who chooses to participate in an extra- or co-curricular activity travel of any type will be required to meet the Eligibility Criteria in order to participate in that activity.

In order to be eligible to participate, students must meet the following requirements:

Preparation requirements

Students must commit to meetings, practices and preparation activities (included but not limited to friendly games and mock events) with 80% or higher attendance, including activities at night and on weekends, and be invited to represent PAS in the event.

Meet academic requirements

- For all first semester events, students must have passing grades (3 or higher) **in all criteria in all courses** at the eligibility week and maintain this record until the travel date.

NOTE: a student who has one grade 2 in one strand may be eligible, pending their completion of all formative and summative assessments.

- For all second semester events, students must have passing final grades (3 or higher) **in all courses in the first semester** and must have passing grades (3 or higher) **in all criteria in all courses** in the second semester at the eligibility week and maintain this record until the travel date.

NOTE: a student who has one grade 2 in one strand in the second semester may be eligible, pending their completion of all formative and summative assessments.

- Students who had any **Level 3 or 4 plagiarism** cases will be automatically **ineligible** for one semester. Further disciplinary action will be required.

- Students must have had their last **Three-Way and Student-Led Conference** (including current semester when applicable).

Meet behavioral requirements

- Students must have had **no serious or grave behavioral infractions**.

- Students must have a **4/1 ratio*** between desired (green) and undesired (red) behaviors recorded on Class Charts.

**A minimum of 20 awarded behaviors is needed in order to guarantee data reliability.*

Meet attendance requirements

- Students must have attended at least **90% of the classes taught until the event date in each course**.



NOTE: a student who has not met this requirement, but has attended a minimum of 80% of the classes taught until the event date, notified the school with two weeks notice, planned their absences with teachers, and started to recuperate the hours of instruction may be eligible to participate. The student will have their case reviewed by the Eligibility Committee formed by grade level teachers, section counselor, and principals.

Former Students Visiting School

We understand that visiting old school friends is fun. In order to protect the learning environment, not to disrupt classroom instruction and/or overload teachers with extra work, all former students not regularly enrolled at PAS who wish to visit the school are welcome to stay during lunchtime.

Former students must send an email to section principal with full name and CPF to be validated by security upon arrival.

Only regular enrolled students are allowed to participate in activities such as Field Trips, Exhibition, Musical, Holiday Concerts, Graduations, Invention Convention, School Tournaments and other school events.

Uniform/Dress Code

It is compulsory for Grades 6-12 to follow the guidelines below:

Guidelines for Appropriate Dress

- Students in middle school (G6-G8) must wear a uniform or school t-shirt everyday.
- No garments or accessories are to advertise or promote illegal activities or products such as drugs, gambling, alcohol, tobacco, gang activity, or violence.
- No garments or accessories are to contain sexually suggestive, lewd, or profane comments.
- Excessively short and/or tight clothing, in general, are not acceptable.
- Undergarments and parts of undergarments must be covered at all times.
- Any garments that are considered a hazard to safety or may damage school property are not to be worn in the school.
- All students must wear the approved PE uniform and will not be permitted to participate in activities if their clothing is inappropriate or presents a potential safety issue to the student or teacher. All jewelry must be removed before participating in sporting activities and long hair must be tied back.
- Suitable footwear is to be worn at all times. Sandals or Flip flops are not allowed for PE or any athletic activities, playing sports during recess, or during Science classes.

Uniforms

Currently, the school uniforms are available to purchase at Top Sul.

Address: R. Vicente da Fontoura, 2214
Bairro Santa Cecília - CEP 90640-000
Porto Alegre - RS - Brasil

Children's Health and Welfare

The Pan American School of Porto Alegre provides students and staff with health assistance during their stay in school. The nurse professionals assigned to provide care are composed of one nurse and one nurse technician. Both are registered in the local regulatory organ (COREN-RS) and work together in João Obino and João Paetzel nursing office, in order to provide a safe environment regarding health issues.

Student Health Care

To provide health care that reflects the quality and safety of our actions, we request that these items be delivered to the nurse in the Nurse Office:



1. Student Health Clinic Form: The clinical record must be updated every year and whenever there is a change in the student's health records.
2. Medical prescription: With list of medications that can be administered to students written by a doctor with the name, date and medical register number.
3. Updated immunization schedule: To be completed before the beginning of the school year and each time there are changes and / or vaccination campaigns.

MEDICATION AND TREATMENT NEEDS AT SCHOOL

Note: No student is allowed to carry medicine in his/her backpack. The parents are responsible for giving it to the nurse, and they will return it at the end of the school day. Students requiring medication that may affect learning or behavior must have this reported to the nurse and counsel. The Secondary school confidentially uses this information to provide needed/requested accommodations and will require documentation.

Whenever possible, parents should administer the medication at home. If the child needs to take medication or requires medical treatment during school hours, parents are responsible for bringing the medication, medical prescription and orientations.

The school staff will ensure that the child is released from class to go to the nurse's office where the school nurse will administer the medication or treatment. If the nurse is not at the assigned school, the school will ensure that other trained school staff are available to administer the student medication.

The medical prescription must be delivered to the Nurse Office. A copy will be accepted if readable. The same is valid for photos, .jpg, .pdf, .doc that can be sent by email to nurse@panamerican.com.br.

The medical prescription must have:

- Name of the Doctor and Medical Register Number (CRM - BR);
- Date;
- Name according to the medicine;
- Administration dose.

Emergency Available Medication

Below is the list of medication available at the school:

<p>Oral medication:</p> <ul style="list-style-type: none"><input type="checkbox"/> Paracetamol 200mg/ml<input type="checkbox"/> Paracetamol 500mg<input type="checkbox"/> Ibuprofeno 100mg/ml<input type="checkbox"/> Valda pastilha <p>Topic Medication:</p> <ul style="list-style-type: none"><input type="checkbox"/> Nebacetin cream<input type="checkbox"/> Gelol spray
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AMBULANCE SERVICE

Minor accidents at school are attended to by the school nurse. Major accidents could result in your child being sent to an emergency facility by ambulance. Parents may need to be contacted by phone; therefore, it is very important to keep an up-to-date phone number at which a parent can be reached.

There are two possibilities of requesting this type of service, which will be:



- TRANSUL the service covers high complexity attendances 24 hours per seven days a week in both schools.

- SAMU: for cases of trauma, heart attack, serious allergic reaction, will be requested ambulance service of the SAMU, in function of believing that they have a more adequate and qualified preparation in these situations.

In these situations the parents will be informed immediately about the health intercurrentence.

Infectious Diseases Protocol

The nurse should notify the parent/guardian when a child develops new signs or symptoms of illness at school. Parent/guardian notification should be immediately made by call for emergency or urgent issues. Other situations will be notified by email on the daily report.

The Nurse Office should determine if the illness:

- Prevents the child from participating comfortably in activities;
- Results in a need for care that is greater than the staff can provide without compromising the health and safety of other children;
- Poses a risk of spread of harmful diseases to others.

If any of the above criteria are met, the child should be sent home, regardless of the type of illness. Also, the Nurse Office recommends to, please, keep your child at home when the following symptoms are observed:

SYMPTOMS
Fever (temperature above 37.8 °C) with or without behavior change in the last 24 hours
Common colds, cough associated or not with fever, rapid or difficult breathing, wheezing or cyanosis (blueness of skin or mucous membranes)
Watery, yellow or white discharge or crusting eye discharge with eye pain, or eyelid redness associated with pink or red conjunctiva (the whites of the eyes)
A severely ill appearance - this could include lethargy/lack of responsiveness, irritability, persistent crying, or difficult breathing
More than two episodes of diarrhea in the previous 24 hours. Diarrhea is defined by stools that are more frequent or less formed than usual for that child and not associated with changes in diet
Vomiting more than two times in the previous 24 hours
Sore throat and swallowing difficulty associated or not with fever
Abdominal pain that continues for more than two hours or intermittent pain associated with fever or other signs or symptoms of illness
Earache or headache complained by the child more than three times in the last 24 hours

“Parents are the child’s first teacher and are vital to the success of his or her education for life.”



Common Language & Acronyms utilized at the Pan American School

Acronyms	Definition	What is this?
AMISA	Association of American Schools in South America	A non-profit association for promoting and improving education in the Americas
AGM	Annual General Meeting	The annual meeting held in May where the Superintendent addresses the community about the progress of PAS during that school year.
AP	Advanced Placement	Coursework for students who are ready for college level work in high school. Students take courses either on-campus or online and are required to sit the exams in May.
ATL	Approaches to Learning	Central to the Middle Years Programme, this component provides for the students to develop skills (tools for learning) that have relevance across the curriculum and help them “learn how to learn”.
BYOL	Bring your own laptop	Students in the Secondary School bring their own laptops to school.
CIS	Council of International Schools	The Council of International Schools is a global nonprofit membership organization that provides services to schools, higher education institutions and individuals focused on international education
EAL	English as Additional Language	A program to help new students at PAS to improve their English Language skills until they are ready to mainstream the English Language and Literature class
IB or IBO	International Baccalaureate Organization	The International Organization which oversees the PYP and MYP
ISSL	International Schools Sports League	The sports league which sponsors two competitions each school year in Brazil for international schools. PAS students from grades 6-12 are eligible to compete, although most students are from grades 8-12.
IT	Information Technology	The department which provides for all the technology support you receive
MAP	Measures of Academic Progress	An external standardized test in reading, language usage, math and science given to students in grades 1 - 10, 2 times per year. The data is analyzed and is used to inform our instruction.
MYP	Middle Years Programme	The inquiry based curriculum framework used in the Middle/High School grades 6 - 10



NEASC	A U.S. Accreditation Agency	An accreditation agency which accredits both international and national schools
NHS	National Honor Society	The National Honor Society (NHS) is the US premier honors organization established to recognize outstanding high school students in grades 10-12 who have demonstrated excellence in the areas of scholarship, leadership, service, and character.
NJHS	National Junior Honor Society	NHS version for Middle School Students in grades 6-9.
NWEA	Northwest Evaluation Association	NWEA is a non-profit organization that offers a range of Common Core aligned educational assessments like MAP Standardized Testing.
PAC	Parent Action Council	Run by parent volunteers, the PAC is a network of parents who dedicate part of their time to care for and support our community, students and passionate educators.
PAL	Portuguese as Additional Language	A program to help new students at PASPOA to improve their Portuguese Language skills until they are ready to mainstream the Portuguese Language and Literature class.
PAS	Pan American School	Our school acronym is pronounced either as P.A.S. or "pass"
PE or PHE	Physical Education or Physical and Health Education	Physical Education is now Physical and Health Education encompassing health content and practices.
PL	Professional Learning	Workshop sessions done to provide for additional professional learning
PYP	Primary Years Program	The inquiry based curriculum framework used in the Preschool and Elementary School
SAT & PSAT	Scholastic Aptitude Test	A standardized test widely used for college admissions in the United States. The PSAT is the preparatory SAT
SSS	Student Support Services	This department includes EAL (English as an Additional Language), PAL (Portuguese as an additional language), and counseling. Procedures are set through this department to discuss student progress. Teachers are asked to document student information on Class Charts. Student files are managed by the counselors and have all testing and accommodations required for differentiation.
STUCO	Student Council	Both elementary and secondary level student councils provide for student representation and voice in school issues.



TA	Teaching Assistant	Certified professionals who assist teachers and students in the classroom from P3 to G5.
TPES	Teacher Performance Evaluation System	The Teacher Performance Evaluation System, for which you will complete goals and collect evidence about the different standards throughout the year

