



# Student/Parent Handbook 2020 - 2021 School Year

Middle School Grades 6 - 8  
High School Grades 9 - 12



Uruguayan  
American  
School

Dear UAS Secondary School Students, Parents and Guardians,

Whether you are returning to the Uruguayan American School (UAS) or are a new member of our school community, we extend a warm welcome and best wishes for a successful school year.

This handbook will orient you to UAS' school mission and provides information about the school's programs. It is important to familiarize yourself with basic rules, regulations, and student expectations as we begin the school year. Parents should review this information with their child(ren), print, and sign the *Acknowledgement Page*. Please have your child return it to the school.

Several years ago the UAS community crafted three important statements that serve as the school's guiding light: the Mission, Vision, and Beliefs. We hope that everyone will familiarize themselves with and refer to these statements, which are found on the pages that follow.

UAS is a superb school because of our outstanding students, supportive parents, and dedicated faculty and staff. We look forward to everyone working together to continue to improve and to make UAS the best possible educational environment.

Sincerely,



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Mr. Matthew C. Beata  
Director



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Mr. Ron Sisson  
Secondary Principal

## TABLE OF CONTENTS

<i>UAS VISION STATEMENT</i>	6
<i>UAS MISSION STATEMENT</i>	6
<i>UAS BELIEFS</i>	6
<i>UAS: AN EQUAL OPPORTUNITY EDUCATOR AND EMPLOYER</i>	6
<b>SECTION I: ATTENDANCE</b>	6
ATTENDANCE PROCEDURES	7
DEPARTURE FROM SCHOOL DURING THE SCHOOL DAY	7
ANTICIPATED ABSENCE	8
SENIOR “SKIP DAY”	8
TARDIES	8
<b>SECTION II: GRADUATION REQUIREMENTS</b>	9
REQUIREMENTS FOR GRADUATION FOR A U.S. DIPLOMA FROM UAS:	9
COURSE CREDIT REQUIREMENT	9
SENIOR ACADEMIC AWARDS	10
<b>SECTION III: UAS SECONDARY SCHOOL HOMEWORK POLICY</b>	10
Students’ responsibilities:	11
Teachers’ Responsibilities:	11
Parents’ Responsibilities:	11
Administrators’ responsibilities:	12
<b>SECTION IV: GRADING POLICY</b>	12
INDICATORS FOR REPORT CARDS	12
ACADEMIC PROBATION	13
FINAL EXAMINATIONS	13
REPORT CARDS AND ONGOING STUDENT PERFORMANCE	13
<b>SECTION V: PHYSICAL EDUCATION AND ATHLETICS</b>	14
P.E. MEDICAL EXCUSE POLICY	14
INTERSCHOLASTIC ATHLETICS	14
<b>SECTION VI: CO-CURRICULAR ACTIVITIES</b>	14
AFTER-SCHOOL ACTIVITIES AND FUNCTIONS	14
STUDENT COUNCIL	15
NATIONAL HONOR SOCIETY	15
<b>SECTION VII: ACADEMIC GUIDANCE AND TESTING PROGRAM</b>	16
STUDENT PLACEMENT	16
UNIVERSITY INFORMATION	16
EXTERNAL ACADEMIC TESTS	16
MAP (Measures Of Academic Progress): (Grades 2-8)	16
PSAT (Preliminary Scholastic Aptitude Test): (Grades 10 and 11)	16
SAT (Scholastic Aptitude Test): (Grades 11 and 12)	16
ACT (American College Test): (Grades 11 and 12)	17
SAT II: (Grade 11 or 12)	17
TOEFL (Test of English as a Foreign Language):	17
IB Diploma Program:	17
<b>SECTION VIII: STUDENT SCHEDULES</b>	17
<b>SECTION IX: GENERAL CONDUCT</b>	17
UAS CODE OF CONDUCT	17
The following list of unacceptable actions is provided as a guide and is not intended to be a complete list:	18
ACADEMIC INTEGRITY	19
A student who is guilty of academic dishonesty:	19

LANGUAGE POLICY	19
Language Support	20
Language of Instruction	20
BULLYING / HARASSMENT	<b>Error! Bookmark not defined.</b>
Reporting and Responding to Bullying:	<b>Error! Bookmark not defined.</b>
Appeal Procedure:	<b>Error! Bookmark not defined.</b>
SEXUAL HARASSMENT	22
Definition:	22
Guidelines for students:	22
Administrative procedures and discipline regarding sexual harassment:	22
SMOKING BY STUDENTS	22
ALCOHOL AND DRUG USE/ABUSE BY STUDENTS	22
ELECTRONIC DEVICES/CELLULAR PHONES	23
STUDENT INTERVENTION PLAN	23
<b>SECTION X: DRESS CODE</b>	26
<b>SECTION XI: SCHOOL AND PERSONAL PROPERTY</b>	27
TEXTBOOKS	27
LOCKERS	27
LOST AND FOUND	27
<b>SECTION XII: LIBRARY</b>	27
Lost books:	28
The library is also maintained as a study area and students are expected to conduct themselves accordingly:	28
<b>SECTION XIII: SCHOOL SPECIALISTS</b>	28
SCHOOL NURSE	28
NUTRITIONIST	29
STUDENT SUPPORT TEAM (SST)	29
COUNSELOR	29
LEARNING SPECIALIST	29
<b>SECTION XIV: NUTRITION &amp; FOOD SERVICES</b>	30
FOOD SERVICE PROVIDER	30
<b>SECTION XV: COMMUNICATION</b>	30
COMMUNICATION WITH PARENTS	30
NEWS AND INFORMATION	30
COMMUNICATION TO/FROM THE SCHOOL	30
LINES OF COMMUNICATION	31
<b>SECTION XVI: PARENT-STUDENT-TEACHER CONFERENCES</b>	31
OPEN HOUSE/ BACK TO SCHOOL NIGHT	31
<b>SECTION XVII: SECURITY</b>	31
VISITORS TO UAS	31
EVACUATION DRILLS	32
<b>SECTION XVIII: MISCELLANEOUS</b>	32
ANNOUNCEMENTS AND BULLETINS	32
BUSES	32
PSG (PARENT SUPPORT GROUP)	33
SELLING OF PRODUCTS ON SCHOOL PROPERTY	33
TELEPHONES	33
<b>SECTION XIX: HIGH SCHOOL ONE-TO-ONE LAPTOP PROGRAM</b>	33
GENERAL INFORMATION ON LAPTOPS	34
GUIDELINES FOR LAPTOP USE	34
CONSEQUENCES FOR MISUSE/DISRUPTION	35

SCHOOL LIABILITY STATEMENT	35
<b>UAS ACCEPTABLE TECHNOLOGY USE POLICY</b>	36
<b>STUDENT - PARENT ACKNOWLEDGEMENT PAGE</b>	37

## **UAS VISION STATEMENT**

UAS is a multicultural community committed to global citizenship and providing a premier education.

## **UAS MISSION STATEMENT**

The Uruguayan American School is a multicultural, academically challenging learning community that prepares students to be responsible global citizens and lifelong learners through U.S., international and Uruguayan curricula.

## **UAS BELIEFS**

Respect and acceptance are vital to a thriving community.

Everyone has the responsibility to make decisions that reflect positive global citizenship.

Pursuing one's dreams, hard work, persistence, and willingness to learn from experiences promotes success.

Integrity and a strong moral character promote trust within a community.

Taking responsibility for one's own decisions is essential for a positive learning environment.

## **UAS: AN EQUAL OPPORTUNITY EDUCATOR AND EMPLOYER**

The Uruguayan American School is an equal opportunity employer and educational institution. The school will accept children and employ staff and faculty without discrimination on the basis of gender, sexual orientation, gender identity or expression, religion, race, marital status, physical disability, or nationality.

The Uruguayan American School admits applicants based on its evaluation of the potential of the applicant to benefit from our educational services, and the school's capacity to meet the educational needs of the applicant. No staff or faculty member or student in the Uruguayan American School shall be subject to discrimination in any educational program or activity. This shall include employment, retention, and promotion.

## **SECTION I: ATTENDANCE**

Regular attendance is essential to progress and achievement. UAS believes that participation in classroom activities is critical to both the academic and social learning processes. UAS students are required to maintain regular school attendance and minimal absenteeism.

UAS provides students and parents with a school calendar at the beginning of the school year. The calendar allows ample vacation time throughout the school year. Family vacations should be scheduled during the school holidays. Vacations taken at other times are disruptive to the learning process. Absences due to family vacations will be unexcused and will entail serious academic consequences.

UAS expects both parents and students to respect the following attendance regulations:

1. The parents of students who miss an unusual number of school days will be asked to meet with the UAS administration to explain their child's prolonged or repeated absences. Any extended absence will be considered unexcused by definition. In all cases, students must fill out the required forms, asking each of their teachers what can be done before and during the expected absence. In all cases, it will be up to the individual teacher(s) to determine what can and cannot be made up.
2. In the case of excused absences, missed coursework and tests normally create a temporary zero. Responsibility for any missed assignments lies with the student. With the Internet and, particularly, PowerSchool, it is expected that a student keeps track of required assignments. Arrangement to complete these assignments should be made with each teacher on the day the student returns to school--even if a class

does not meet on the day the student returns. The student has up to three days following the absence to make up the work. If a test or quiz was announced before a planned absence, the student should be prepared to take the test or quiz on the day of returning to school. If an assignment due date falls on a day the student is absent, it is the responsibility of the student to send the assignment to the teacher on the due date whenever possible.

3. Staff will be expected to provide help to students making up work missed due to excused absences.
4. A student who misses 25% of classes in one semester -- in any combination of excused or unexcused absences -- will not receive credit for work done that semester.
5. Lack of proper compliance with make-up work during any portion of a quarter or semester in a specific course could result in failure for that course.
6. Special circumstances involving expected or unexpected travel or prolonged illness require a conference between the parent and the Principal to agree on the logistics of the make-up work. Since such events cannot be predicted, it is critical to avoid planned days away from UAS whenever possible.
7. Parents who desire to withdraw their child prior to the conclusion of the first or second semester must present their request in writing to the Principal at least two months prior to the proposed absence. Permission can only be granted for reasons that are considered highly exceptional.
8. At the discretion of the Principal, students who accumulate an excessive amount of absences (5 or more in a semester) may be placed on the Student Intervention Plan. In certain situations, a case will be brought to the attention of the Director for further potential action. Students who are absent while participating in sports at the national/international level, or who are representing Uruguay in a competition, will be considered excused if they follow the required procedures and procure required documentation.

### **ATTENDANCE PROCEDURES**

If a student is absent, a member of the educational team at UAS will call home to verify the reason for the absence. If a parent is not home, a written excuse or email from the student's parents or guardian (including a date, reason for absence, and signed by parents or guardian) is required within three days of the student's return to class or the absence will be considered unexcused.

This written excuse must be presented to the secretary or to the receptionist, who will notify teachers via PowerSchool. A doctor's certificate is required for absences of three days or longer due to illness; similarly, a doctor's certificate is necessary for any absences during an exam period. As previously detailed, the individual student has the responsibility to arrange with the class teacher(s) to make up all classroom work missed due to an excused absence.

### **DEPARTURE FROM SCHOOL DURING THE SCHOOL DAY**

If a student needs to leave school early during class time, a written note or email from the student's parents or guardian is required in advance. (Students should complete the *Anticipated Student Absence Form* available at the front desk). A student must sign out from school at the front desk and must consult with the nurse before leaving UAS for health reasons (even if a parent is present to take him or her home). The Principal will verify the request and determine if an absence is excused or unexcused. Excused absences carry no penalties unless such absences form a trend. Leaving the school without signing out and/or checking with the nurse will lead to disciplinary consequences. Parents picking up their children during the day should come to the Reception Desk to sign them out. Calling students on their cell phones during class time is inappropriate and should be avoided.

For safety reasons, Middle School students are not permitted to leave the campus under any circumstances. For high school students, leaving campus during or after school hours (while participating in after-school activities or projects) without proper written permission is not acceptable and will lead to disciplinary action.

UAS is a closed campus. Students are not permitted to leave the campus on their own during lunchtime (e.g., on early dismissal days), or at any time without prior written parental permission. This policy prioritizes our students' safety.

### **ANTICIPATED ABSENCE**

Occasionally, parents and students know ahead of time that their child will miss school (e.g., for medical consultation or for a SAAC tournament). Parents should send a written request or email detailing the reasons for the absence. Students will then take an Anticipated Absence Form to their teachers to make arrangements for their missed assignments. Absences that are not clarified and cleared in advance will be considered unexcused.

Extended family vacations will be considered unexcused. In these cases, make-up work and make-up assessments are offered at teachers' discretion.

### **SENIOR "SKIP DAY"**

The school does not recognize a "skip day" and such a day will be considered an unexcused absence and consequences will result. The administration and Senior class leadership may, at the administration's discretion and only in certain circumstances, work together to designate a special day or event away from campus for Seniors.

### **TARDIES**

UAS teachers plan instruction for the entire class period to effectively and efficiently benefit the entire class. Late arrival to class—and particularly late arrival to school—is disruptive to teachers and fellow students. Students who do not arrive to the classroom on time for class or homeroom with all necessary materials will be marked tardy. Students who arrive more than 20 minutes late to class are marked absent.

A student is tardy to first period if s/he is not in the room with his/her belongings when the bell rings at 8:00 am. Tardies to first period and all classes will be handled on a quarterly basis. Any student who is tardy to class without documentation (e.g., a late pass from another teacher) will be subject to the tardy policy. An excuse from a parent will not serve to override a documented tardy.

- \* First tardy: Warning (documented in grade book)
- \* Second tardy: Warning and teacher discussion (documented in grade book)
- \* Third tardy: The teacher refers the student to the receptionist; the Principal is advised.
- \* Fourth tardy: Lunch detention, note home (documented in grade book).
- \* Fifth tardy in one quarter: Student placed on Student Intervention Plan and after school detention. Further tardies will lead to being kept from participation in after-school activities and more serious disciplinary action.

Please note that these consequences exist for students who are tardy to classes after the break, after lunch, etc.



## SECTION II: GRADUATION REQUIREMENTS

UAS offers a college preparatory U.S. Diploma and the International Baccalaureate Diploma Programme. A unit is equal to one credit and represents a year's work of five class periods per week or the equivalent. Therefore, a half-credit (.5 credit) is given for one semester's work.

### Requirements for Graduation for a U.S. diploma from UAS:

<b>Class of 2021 and after – 28 Credits</b>	
English	4 Credits
Social Studies	3 Credits
Mathematics	4 Credits
Sciences	3 Credits
Foreign Lang./Spanish UP	4 Credits
Technology/Computer Science	0.5 Credit each
Fine/Performing Arts	1 Credit
Physical Education	1.5 Credits
Health	0.5 Credits
Electives	6 Credits

\*Students who take a second language in 9<sup>th</sup> & 10<sup>th</sup> grades can waive up to 1 credit of PE, 0.5 credit of technology, and 0.5 credit of Fine/Performing Arts.

*International Baccalaureate (IB) Diploma program requirements are found in a separate booklet available to IB candidates and their parents.*

College-bound students quite often complete more than the minimum number of credits. It is recommended that students seeking enrollment in North American colleges and universities complete the most rigorous curriculum possible in each of the five major academic areas: English, Social Sciences, Science, Mathematics, and World Languages.

### COURSE CREDIT REQUIREMENT

Credit is based on time enrolled in the class. A half-credit (.5) is awarded for each subject per semester when a student obtains a minimum grade of 60 percent out of 100. In some cases, a student who earned a failing grade in semester one can earn a full credit through demonstration of proficiency to the satisfaction of the instructor at the conclusion of the full-year course.

Graduation credits are tabulated from grade 9 onward. A student absent from more than 25% of the classes per semester for any particular course will not receive credit for the course. Students (such as transfer or late enrollees) who arrive within the third full week of a given semester may receive full credit for courses that semester if coursework is successfully completed.

No credits for work completed in 8th grade (or its host country equivalent as determined by UAS) will be accepted and such courses will not be a part of the UAS high school transcript.

## SENIOR ACADEMIC AWARDS

The Senior Class Valedictorian and Salutatorian Awards will be based on the cumulative grade point average. Generally, the student with the highest GPA will receive the Valedictorian Award, and the student earning the second highest will receive the Salutatorian Award. It is important to note, however, that a student must attend UAS for three or more semesters and have completed the IB diploma to be eligible for the Valedictorian and Salutatorian Awards.

## SECTION III: UAS SECONDARY SCHOOL HOMEWORK POLICY

The Uruguayan American School Secondary School Homework Policy is built on the following premises:

1. Reasonable and relevant homework provides reinforcement, application, and enrichment of what is taught in class, and contributes positively to student learning.
2. An excessive amount of homework diminishes its effectiveness and is counterproductive to learning.
3. Effective homework practices allow students and their families to establish a healthy balance between commitments in school, after school, and at home.
4. Ensuring that time spent on homework is productive is a responsibility shared by students, teachers, administrators, and parents.

“Homework” refers to a variety of activities but generally means work to be completed outside of class. Examples of homework include:

- \* Completing sets of math exercises
- \* Working on physics or chemistry problems
- \* Reviewing notes after class or preparing for a test, quiz or presentation
- \* Completing unfinished classwork
- \* Writing (e.g., an essay on a topic similar to one studied in class, a laboratory report, a drama or PE journal, projects)
- \* Reading (e.g., class novels, textbooks, newspapers or magazines)
- \* Research (e.g., collecting materials or specimens, conducting online searches for sources, contacting a source of information)
- \* Observing (e.g., T.V. news, newspapers, online video, sporting events)

The length and complexity of homework assignments should be appropriate to the age and developmental needs of the student as well as to the subject being studied. As students advance through school, the amount of homework expected of them usually increases. The UAS homework guidelines loosely follow the "10-minute rule", which states that the combination of all daily homework assignments should take about as long to complete as 10 minutes multiplied by the student's grade level. Therefore, teachers should use the following parameters regarding homework assignments:

	Minutes per day	Minutes per day/class	Total per week*	Minutes per week/class**
<b>Grade 6</b>	60	12	6 hrs.	60
<b>Grade 7</b>	70	14	7 hrs.	70
<b>Grade 8</b>	80	16	8 hrs.	80
<b>Grade 9</b>	90	18	9 hrs.	90

<b>Grade 10</b>	120	24	12 hrs.	120
<b>IB SL &amp; HL</b>	Based on a full set of IB courses, students in grades 11 and 12 should expect to spend an average of approximately three hours per night, or 15-20 hours weekly, on IB coursework at home.			

\* The school week is 5 days. The weekend (with homework due on Monday) counts as 1 day. A full homework week is therefore 6 days.

\*\*Assumes that students in grades 6-10 have 5 academic classes per week.

Note: During certain times (e.g., for IB internal assessments or individual projects, students may need to exceed the recommended homework time. This should be the exception rather than the norm.

### **Students' Responsibilities:**

- \* Record all assignments for all classes.
- \* Ask for help if the assignment is not clear.
- \* Set a time each day to do homework.
- \* Select a quiet place, free of distractions.
- \* Create a daily homework schedule that includes time for both long-range and short-range assignments.
- \* Check work and, if possible, explain it to an adult.
- \* Maintain the highest quality work on homework assignments.
- \* Do your own homework.
- \* Take home all necessary resources, such as textbooks, notes, and study guides.
- \* Submit completed homework to your teacher when it is due and according to his/her instructions.
- \* Complete assignments missed when absent from school.
- \* Make necessary corrections on the returned homework and share the teacher's evaluation of homework assignments with parents.
- \* Understand that time spent on social media sites (e.g., Facebook), or time spent texting, chatting, surfing the web, etc. does not count toward time spent on homework.
- \* Understand that assessment activities that have been announced well in advance, a test, for example, may require additional preparation time in addition to regular homework time.

### **Teachers' Responsibilities:**

- \* Ensure that homework assignments are high-quality tasks that can be completed independently by the student.
- \* Follow the guidelines for the amount of time designated for homework, including special projects (see chart above).
- \* Communicate homework assignments to students before they leave class. Allow time for students to record the assignment.
- \* Post homework assignments on your teacher website no later than 4:00 PM on the day the homework is assigned.
- \* Periodically monitor student progress on long-range projects and assignments.
- \* Differentiate homework assignments to fit individual needs. Homework may be differentiated by length, by difficulty, or by the specific concepts students need help understanding. Homework may need to be differentiated for students with specific learning needs or a significant ELL background.
- \* Provide feedback on homework in a timely manner.
- \* Notify parents as soon as possible about homework problems and about repeated missing assignments.
- \* Recognize the need for balance among the many learning activities besides homework in students' lives.

### **Parents' Responsibilities:**

- \* Provide structure, a site free of distractions, and tools needed to help the child organize and complete homework.

- \* Help your child create a daily homework schedule that includes time for both long-range and short-range assignments.
- \* Provide support and encourage good study habits.
- \* Be available to provide supervision and support, but do not engage in the assignment.
- \* Review and discuss completed assignments.
- \* Monitor the completion of all homework and review corrected homework returned by the teacher.
- \* Check teacher websites for homework assignments and check PowerSchool for grades.
- \* Communicate often with the student and his or her teacher, giving feedback to the teacher if there is homework concern.

**Administrators' Responsibilities:**

- \* Ensure that homework is consistent with the UAS educational goals.
- \* Facilitate the communication process between the school and home.
- \* Monitor and support the teachers in the implementation of homework guidelines.
- \* Encourage teachers to use homework as a tool to reinforce learning.
- \* Be aware of the assignment of major projects and their impact on students' overall educational program.
- \* Support the need for balance among the many learning activities besides homework in students' lives.

## SECTION IV: GRADING POLICY

Grading in the secondary school features letter grades, each corresponding to percentage range. A "4.0 scale" is used to compute grade point averages for college admissions. The grades and corresponding grade points are as follows:

A/A+	93-100%	=	4.00
A-	90-92%	=	3.67
B+	87-89%	=	3.33
B	83-86%	=	3.00
B-	80-82%	=	2.67
C+	77-79%	=	2.33
C	73-76%	=	2.00
C-	70-72%	=	1.67
D+	67-69%	=	1.33
D	63-66%	=	1.00
D-	60-62%	=	0.67
F	below 59%	=	0.00

### INDICATORS FOR REPORT CARDS

The following letters are used for the following cases:

**WDP** Withdraw Passing. This indicator is placed on the report card when a student has parental and administrative permission and is receiving a passing grade when the class is dropped.

**WDF** Withdraw Failing. This indicator is placed on the report card when a student has a failing grade at the time of dropping a class, or if one drops a class without permission.

**IC** Incomplete. This indicator requires approval from the Principal. It is placed on the report card when work may be made up by the student within stipulated guidelines and a timeframe established by the teacher. Should the Incomplete not be finished within the stipulated guidelines, no credit will be awarded for the pending work or, in some cases, the course.

Attitude and effort grading is normally assessed through a report card comment.

### **ACADEMIC PROBATION**

Secondary students with a GPA of 1.8 or lower in their academic core classes of English, social studies, mathematics, science, and Spanish--or who have two or more F's in any quarter--will be placed on Academic Probation. Students on Academic Probation for the first time will be placed on the Student Intervention Plan. He/She must have a parent conference with the Principal before being permitted to participate in any activities which take place outside of regular school hours, including but not limited to competitive athletics, performances, dances, Senior events or weekend field trips. Students are recommended to meet with the teacher or teachers of the courses in which they are struggling for help at least once a week. Students need to earn above a 1.8 GPA for the following quarter to be considered for removal from the Student Intervention Plan.

### **FINAL EXAMINATIONS**

Exams normally run-up to a maximum of two (2) hours and may count up to 20% of the semester grade. There are two exam periods each day during a scheduled four-day exam session. Leaving early for vacations is not an acceptable reason to reschedule or miss exams. Requests to leave school for a vacation before final examinations are completed must be made in writing to the Principal by the parent. Missing a final exam because of an early vacation may result in a zero grade for the exam; the student's grade will be seriously affected because of this.

During the final exam period in June, a rigorous assessment is required in each course. In the early secondary years, ample time will be devoted to learning how to study and organize oneself for exams. Teachers generally offer a study guide to students before or at the beginning of "review week."

Teachers may opt to offer a traditional exam or another type of assessment. If a teacher requires students to sit an exam, there can be no tests, quizzes, student essays, or projects that will take place or be due during the four school days leading up to the first day of the exams. If a teacher is not offering an exam, new material and testing can occur during the "review week" and they can utilize all regular periods and the course's exam slot for educational activities.

Extra time for exams is only permitted in cases documented through and with permission granted by the Learning Specialist and the SST (Student Support Team).

Middle school students must attend all of their exam periods. Based on teacher discretion, high school students may not be required to attend an exam period if an exam is not being offered during the assigned period.

### **REPORT CARDS AND ONGOING STUDENT PERFORMANCE**

Report cards are released four times a year at the end of each academic quarter (roughly every 9 weeks). Student academic performance may be monitored throughout the school year through PowerSchool. The parent of a student whose academic performance dips below the C level or significantly below the previous achievement should receive a mid-quarter communication from the teacher of the course at issue. A parent/teacher conference may be required for any grade of D or F.

An F in a course is not erasable from the transcript under any circumstances, even if the course is retaken and passed successfully.

Most academic courses are full-year courses. Teachers have at their discretion different ways to ensure that a student has demonstrated a suitable passing level of proficiency (in order to pass a course for the year).

## **SECTION V: PHYSICAL EDUCATION AND ATHLETICS**

### **P.E. MEDICAL EXCUSE POLICY**

For serious illness or temporary disability that does not allow P.E. participation for an extended period:

1. A doctor's certificate is required;
2. Medical recommendation for an alternate activity must be submitted and followed;
3. An alternate assignment (e.g. a research paper) may be assigned.

For chronic illness or permanent disability that does not allow the student to participate in P.E., a P.E. credit may still be earned via alternative means.

Some disabilities may allow for specific physical activities not possible at UAS (e.g., swimming). A monthly certificate signed by an instructor that the student has covered his/her fitness training requirement in a particular area will be accepted as an alternative to attendance of P.E. classes.

### **INTERSCHOLASTIC ATHLETICS**

Rules for eligibility are available from the UAS Athletics/Activity Director.

## **SECTION VI: CO-CURRICULAR ACTIVITIES**

UAS students are encouraged to become involved in the school community through athletics, the arts, and school clubs or organizations.

Every club or school organization must have a faculty sponsor and be approved by the administration.

### **AFTER-SCHOOL ACTIVITIES AND FUNCTIONS**

A master activities calendar for the school is developed each semester by the Athletic/Activity Director and school organizations. All after-school activities and functions must be cleared through this calendar.

General rules for after-school activities and functions:

1. The faculty sponsor who is directly responsible for the supervision of the event must review all after-school activities and functions planned by a student group.

2. Clearance for dates and approval for the activity must be received from the administration at least ten (10) school days in advance.
3. Only currently enrolled students and former students who attend schools outside of Montevideo and who are approved in advance by the administration may attend school functions.
4. Students absent from school for more than one block period of the day that an after-school event is planned may not participate in an after school event.
5. Students who leave a school event (e.g. a school dance or party) before it ends will not be allowed to re-enter.
6. School rules and behavioral expectations will apply to all after school functions, on or off-campus.

**IMPORTANT NOTE:** Secondary classes are dismissed at 3:30 pm. Students who are not involved in co-curricular activities or working with their teachers are not allowed to stay at school after 4:00 pm. Only those students who are enrolled in a co-curricular activity or are being supervised by a UAS faculty member are allowed to remain on campus. Students who miss the early bus or are waiting for a late-arriving ride should be in the Library or, if closed, in the cafeteria or main hall area. Students who do not adhere to these rules are subject to disciplinary action.

## **STUDENT COUNCIL**

The Student Council is made up of students elected by the student body. It represents the students to the administration and acts as a communication line between the administration and students. The Student Council provides the students the opportunity to participate in self-government and to practice the democratic process. It encourages student involvement in the school community through various Student Council sponsored activities. It also promotes school spirit, helps shape school rules, and raises money for student activities.

The student body elects Student Council officers (President, Vice-President, Secretary, and Treasurer) by secret ballot. Any high school student with a 3.0 GPA is eligible to run for a student council office if they meet the qualifications set out in the Student Council Constitution. The Student Council is also made up of the student representatives elected by each class.

The Middle School Student Council is made up of elected representatives from grades six, seven, and eight. Middle school students elect an eighth grade President and other officers.

Students are encouraged to offer suggestions or ideas to their Student Council representatives for ways in which the organization may function effectively and fulfill the needs of the student body.

## **NATIONAL HONOR SOCIETY**

The purpose of the National Honor Society is to create an interest in greater Scholarship, to stimulate a desire to render Service, to promote positive Leadership, and to encourage the development of worthy Character. Membership in the NHS represents both an honor and a responsibility.

The membership is comprised of those students from grade 10 through grade 12 who have been recommended by the faculty and administration on the basis of their scholarship and related qualities. A student must have been enrolled at UAS for at least two (2) consecutive quarters and have attained a cumulative GPA of 3.30 in their academic core classes of English, social studies, math, science, and Spanish, for the preliminary screening. New members are selected from eligible candidates near the conclusion of the second semester, in accordance to the NHS chapter guidelines. NHS members maintain their membership and status in any school that has a local chapter. Thus, if a

student transfers into UAS and was a member of NHS at their previous school, they will be invited to participate in NHS at UAS.

UAS is a small school where participation of many is often required for events to meet with success. A nice feature of our NHS activities is the participation of non-NHS students in service activities. Thus, while NHS students plan and execute the activities, they often include motivated and capable fellow students.

Students who have earned NHS status must work hard to maintain it. If a student is not an active member, the advisor has the ability to remove a student from our chapter of NHS.

## **SECTION VII: ACADEMIC GUIDANCE AND TESTING PROGRAM**

### **STUDENT PLACEMENT**

UAS is a college preparatory school for students wishing to study in colleges or universities in the United States, Uruguay, or in other countries. A student applying for admission to UAS is required to provide official transcripts for work completed at a previous school and a set of recommendations. In some cases, grade placement may be changed. Transfer credits are assessed—and either accepted or rejected by the administration—as necessary. Transfer students must meet UAS graduation requirements to obtain a UAS diploma.

### **UNIVERSITY INFORMATION**

UAS provides many resource materials to aid students in selecting and applying to colleges and universities all over the world. These materials are located in the College Counseling Office.

### **EXTERNAL ACADEMIC TESTS**

#### **MAP (Measures Of Academic Progress): (Grades 2-8)**

The Measures of Academic Progress is a standardized assessment administered online twice yearly. The MAP assesses reading, language, and mathematics in an individualized manner. The MAP is intended to allow us to develop individualized student learning goals and to inform teachers of trends in students' abilities to better inform instruction.

#### **PSAT (Preliminary Scholastic Aptitude Test): (Grades 10 and 11)**

This test measures verbal and mathematical abilities and serves as a preview of the SAT. It is administered on a specific school day in October of a student's Sophomore and/or Junior year.

#### **SAT (Scholastic Aptitude Test): (Grades 11 and 12)**

The SAT is a test that measures verbal, written, and mathematical reasoning abilities, which are important for academic performance in college. Many colleges require scores from a standardized test such as the SAT as part of their admissions process. These colleges use the scores as one measure of academic capabilities. Although secondary records are considered the most accurate single predictor of readiness for college work, the best indicator of academic success in the first year of college is a combination of test scores and secondary grades. The SAT is normally taken



during the second semester of the junior year and/or the first semester of the senior year and may be taken multiple times.

**ACT (American College Test): (Grades 11 and 12)**

The American College Test is similar to the SAT but tests the following areas: English Usage, Mathematics Usage, Social Studies Reading, and Natural Sciences Reading. Each test varies in length from 35-50 minutes and all are taken during one session. Some colleges require the ACT for admissions--please consult the College Handbook or individual college catalogs. UAS is designated a special test center. Check with the Guidance Office to coordinate the test dates with the admission deadlines of individual colleges/universities.

**SAT II: (Grade 11 or 12)**

One-hour standardized tests are offered in 16 different subject areas, measuring a student's knowledge of the chosen area(s). Some U.S. colleges and universities require these tests in the admissions process and placement of students. A student may take up to three tests on a given test date. These are usually taken in the senior year, but it is advisable to take them immediately following the completion of the subject course.

**TOEFL (Test of English as a Foreign Language):**

The Test of English as a Foreign Language is not administered at UAS but the Guidance Office provides registration materials and guidance. In recent years, but not every year, the TOEFL has been administered here in Montevideo at the *Alianza Cultural Uruguay - Estados Unidos* and requires registration well in advance of the testing dates. The TOEFL is required for entrance to U.S. colleges/universities for those students whose native language is not English.

**IB Diploma Program:**

The International Baccalaureate Diploma Program is a rigorous, multifaceted program with multiple requirements. Students and parents should see the IB Handbook for detailed information.

## **SECTION VIII: STUDENT SCHEDULES**

The teacher(s) and the Principal must approve any changes in student class schedules. Any changes to a student's schedule can be requested during the first full week of the semester and must have the approval of the Principal. Additionally, an Add / Drop Form must be signed by the Principal and teachers involved in the change. Schedule changes made after the first full week may result in:

1. Loss of credit for the course;
2. Either a WDP (Withdrawn Passing) or a WDF (Withdrawn Failing).

## **SECTION IX: GENERAL CONDUCT**

### **UAS CODE OF CONDUCT**

Standards of acceptable behavior at UAS exist for the common good of everyone in our school. Students are reminded of their primary role as learners in this community. It is in the interest of the school to have rules that ensure good conduct, self-discipline, and responsible behavior. The responsibility for student behavior rests within each individual

student. The school faculty will monitor student behavior and deal with minor infractions. The school Principal will deal with major infractions and multiple minor infractions. UAS protects the rights of each individual student to pursue an education free from disruption.

**The following list of unacceptable actions is provided as a guide and is not intended to be a complete list:**

- \* Possession, sale, or consumption of alcohol, tobacco (to include vaping), or unauthorized drugs. Any student's possession, use, sale, or being under the influence of an illegal substance while at school or while participating in or attending any school activity, whether held at UAS or elsewhere, shall be subject to severe disciplinary measures including suspension and/or expulsion from school. The school reserves the right to inspect a student's locker or personal effects, with or without the student present, if there is reasonable suspicion that the student has violated any provision of the school's policies regarding drugs or alcohol. Drug trafficking of any kind shall result in an immediate removal/suspension from school until a recommendation from the Director for formal expulsion from the school is reviewed by the Board
- \* Abusive use of any substance (all medication must be submitted to the nurse's office)
- \* Smoking and/or vaping on or near school grounds or while participating in a school-sponsored event
- \* Cheating on school assignments or examinations and/or plagiarizing
- \* Assault
- \* Possession of weapons
- \* Physical, emotional, or sexual harassment. All students shall be afforded equal rights and opportunities. They shall enjoy freedom from discrimination, bullying, and harassment in the school's educational programs and the environment. Such behavior is contrary to the philosophy of UAS and is considered unacceptable conduct whether physical, verbal, or visual in nature. Violations will be subject to serious disciplinary action, including suspension and/or expulsion from school.
- \* Disruptive behavior in class or on school buses
- \* Fighting
- \* Tampering with or playing with a fire extinguisher or using fire exits inappropriately or at inappropriate times, or purposely setting off a school alarm.
- \* Absence/ Lateness from class without a valid excuse/permission
- \* Use of obscene language and/or gestures
- \* Leaving campus without administrative/ parental permission
- \* Failure to follow or respect directions or requests of a member of the faculty or administration
- \* Theft of or damage to personal or school property
- \* Destruction or defacement of school or personal property. The student and parent shall be responsible to reimburse the school or property owner for the cost of repair or replacement of any lost, damaged or defaced equipment or property. This includes textbooks and library books or materials, musical instruments, technology tools, or any other items. A student who willfully damages, defaces or destroys school property will be subject to disciplinary action including suspension and/or withdrawal from school.
- \* Public displays of affection
- \* Any actions that threaten the safety of fellow students or seriously disrupt the learning process.
- \* Remaining on campus after regular school hours unless involved in or watching a supervised activity.

Repeated or purposeful acts will lead to a student being placed upon or moved to further steps on the Student Intervention Plan. Consequences for engaging in any of the above-listed items from the Code of Conduct may include the following:

**1. Parental Communication**

2. **Detention.** Both teachers and administrators may assign detention to the students. Detention may be served during lunch, after school, or on Saturdays/shortened student days. Detention assigned for disciplinary infractions takes precedence over club and athletic or artistic activities and practice/rehearsals. It is the student's responsibility to notify the appropriate sponsor or coach that their absence was caused by detention. This does not excuse the absence—it only explains it. Students who miss detention sessions, upon the

discretion of the teacher, will be sent to the Principal for further disciplinary action and/or a parent conference. Bus service may not be available for students serving detention. When the administration feels it is appropriate, it can assign students to work after school on tasks to help keep our school and its facilities clean.

3. **Internal Suspension.** Internal suspension can be assigned to a student by the school administration when the student repeatedly breaks a school rule or commits a more serious infraction. Students assigned internal suspension will be placed in an administrative office where they will work on assignments throughout the day with no peer contact. Parents will be notified by the school administration when their child has been assigned internal suspension. Students who have been assigned internal suspension, even for a portion of the school day, must leave the school at the end of the day and cannot participate in extracurricular activities.
4. **External Suspension.** External suspension can be assigned by the school administration to a student as a penalty for a serious infraction of the code of conduct or repeated misconduct. Students who engage in physical fighting automatically receive an external suspension. Parents will be notified of any external suspension.
5. **Behavioral Contract.** At a certain point in the Student Intervention Plan process, the administration may place a student on a behavioral contract. A contract will be drawn up and brought to a meeting with parent(s)/guardian(s) and student to discuss and to sign. The time frame and parameters of the probation will be based on the severity of the incident or incidents. During probation and/or within the context of a behavioral contract, a student may lose a variety of privileges including his or her ability to practice and play for sports teams, participate in artistic or service activities or represent UAS on field trips. Checkpoints may be built into the contract and a meeting at the conclusion of the probationary period will be called to determine if the probation can be lifted or requires continuation.

## **ACADEMIC INTEGRITY**

The Uruguayan American School is committed to academic integrity. Academic integrity is defined as ethical behavior expressing respect for the value and ownership of work completed by oneself and others. Academic dishonesty exists in many forms. Students should understand that academic dishonesty is counter to the school's goals and objectives.

Using someone else's work without giving the owner the credit due is plagiarism and is considered a serious infraction.

### **A student who is guilty of academic dishonesty:**

- \* Undermines the trust relationship between the teacher and the student;
- \* Jeopardizes a high school student's chances of obtaining admission to a university;
- \* Earns a zero grade for the assignment, project and/or test/exam;
- \* Is placed on the Student Intervention Plan.

## **LANGUAGE POLICY**

The Uruguayan American School is a multicultural community where the two main languages are English and Spanish. The language of instruction is English in all classes that are not language classes. We believe that the study of a second or even a third language is an important facet of the holistic education we offer at UAS where we are committed to the goals of developing global citizens who have an appreciation, perspective, and mastery of multiple languages. Over one- half of our students will achieve mastery in both English and Spanish language, and many

students will also study Portuguese. UAS prepares all students to graduate with the United States diploma, IB diploma and approximately half of our graduates will also receive the Uruguayan Program diploma.

### **Language Support**

For students who enter UAS needing language acquisition support in English, there is an English Language Learner (ELL) program in place to provide non-English speaking students with the instruction necessary to raise their language ability to a classroom-functional level. Students entering 11th and 12th grade are deemed able to succeed in our target language of English in their courses.

### **Language of Instruction**

A vast majority of classes are taught in English. In these settings, teachers are asked to monitor the use of languages other than English and redirect students to communicate with both the teacher--and with one another--in English. (Redirection to Spanish is also viewed as critical to success in Spanish classes as well.)

All students are required to study English for four years and a second language for a minimum of three years in order to be awarded the American Diploma. The Uruguayan Program classes are taught in Spanish and those students are required to study Spanish for four years to complete that diploma, including IB Language A Spanish Literature HL (Higher Level). The majority of our 11th and 12th-grade students have studied both Spanish and English for many years and have achieved a high level of fluency in both languages.

## **ANTI-BULLYING POLICY AND PROCEDURES**

### **Definition of Terms**

Bullying is anti-social behavior defined as “every action or omission which constitutes repeated aggression or harassment, which is carried out within or outside the school grounds, by a) students, who individually or collectively threaten another student, by making use of a situation of superiority or defenselessness of the affected student, which provokes in the latter mistreatment, humiliation or instills fear of being exposed to grave wrongdoing, either by technological or any other means, taking into consideration his/her age and condition; b) whoever holds a position of authority, which could be the Principal, teacher, teacher’s aide, coach or another person; or c) by an adult of the educational community against a student.” Bullying comes in many forms including:

- **Physical:** Pushing, kicking, hitting, including threats to harm another, and taking or damaging others’ property
- **Verbal:** Name-calling, sarcasm, gossiping, spreading rumors and persistent teasing
- **Emotional:** Tormenting, humiliating, ridiculing, ignoring or excluding
- **Sexual:** Unwanted physical contact, comments of an unwelcome sexual nature
- **Racist:** Gestures, taunts, graffiti, physical violence, or mocking based on a student's race or ethnicity.
- **Cyber:** Harassment, alarm, distress, or humiliation that uses internet-related and/or telephone technology. Cyberbullying may occur via personal websites, blogs, email, social media, discussion groups, message boards, chat, voice, text, or images on or sent through cell phones.

### **Common forms of cyberbullying:**

- Flaming - online fights using electronic messages with angry or vulgar language
- Harassment - repeatedly sending nasty, mean, and insulting messages
- Denigration - discrediting someone on-line. Sending or posting gossip or rumors about a person to damage his or her reputation or friendships
- Impersonation - pretending to be someone else and sending or posting material to get that person in trouble or to damage that person’s reputation or friendships
- Outing - Sharing someone’s secrets or embarrassing information or images online

- Trickery - tricking someone into revealing secrets or embarrassing information, then sharing it online
- Exclusion - intentionally and cruelly excluding someone from an on-line group with the intent of being mean and hurting their feelings
- Cyberstalking - repeated, intense harassment and denigration that includes threats or creates intimidation and fear.

Bullying in any form is unacceptable behavior. Students who engage in bullying that occurs on school grounds in the context of a school-related action or that takes place using school equipment and/or accounts will be subject to disciplinary consequences, which may include suspension, withdrawal, or formal expulsion from school.

### **Reporting and Responding to Bullying:**

It is incumbent upon parents, guardians, professionals, teachers, teachers' aides, and administrators to report incidents of physical or psychological violence, aggression, or harassment, as defined above, immediately or within the next school day, to a school administrator or school Counselor.

Students are encouraged to report incidents of bullying for which themselves or others may be the victim. Reporting by students may be verbal or in writing and shared with any school employee, who, in turn, shall communicate this information to a school administrator or counselor. The administrator or counselor shall investigate and provide written documentation including the date, person or persons involved, and any additional relevant information.

Following a thorough investigation, the Principal shall take disciplinary measures deemed appropriate to address the matter and document all aspects of the investigation and resulting actions. Such actions include, but are not limited to, disciplinary measures noted in the Student/Parent Handbook, and one or more of the following:

- Conference with students involved
- Parent notification
- Parent conference
- Detention
- Community/ school service work
- Psychological assessment
- Mandatory counseling sessions
- Placement on the school's Student Intervention Plan
- Internal suspension (from 1 to 3 days)
- External suspension (for 1 or more days or until receipt and review of psychological evaluation, if deemed appropriate)
- Withdrawal, non-re enrollment or expulsion from school
- Legal action and/or prosecution by Uruguayan authorities

The consequences will be determined by the school administration. They may be the result of the circumstances of any particular violation or repeated instances of lesser infractions. Failure of a school employee or community member to report incidents of bullying or harassment, as defined in this procedure, shall result in administrative action as deemed appropriate by the Director.

### **Appeal Procedure:**

Step One: An appeal on behalf of either the victim(s) or alleged perpetrator(s) of actions taken by the Principal shall be submitted, in writing, within 5 school days from the date of written notification to parents of the disposition of the matter, to the Director.

Step Two: Review by the Director, who, within 5 days shall render a decision. Such a decision, on behalf of the school, shall be final.

## **ANTI-SEXUAL HARASSMENT POLICY AND PROCEDURES**

UAS does not condone or tolerate any form of sexual harassment involving employees or students. The school is committed to the creation and maintenance of a learning and work environment in which all persons who participate in school programs and activities can do so in an atmosphere free from all forms of sexual harassment.

### **Definition:**

Sexual harassment is any form of unwanted sexual attention including touching or grabbing, sexually-oriented comments, gestures, jokes, letters, or graffiti, or pressure placed on an individual for sexual favors.

### **Guidelines for students:**

If you believe that you are the subject of sexual harassment or the focus of related inappropriate behavior, you should report such an incident or incidents to your parents and school authorities. You can report such information verbally or in writing to the Director, Principal, guidance counselor, a teacher, or another member of the school staff. When reporting an incident, it is helpful to provide as much information as possible, including:

1. A detailed description of the event or events.
2. The number of times the events occurred including dates and places.
3. The names of any witnesses.
4. Any documents, papers, or exhibits that could help document your concern.

Students may receive guidance, advice, support, and/or advocacy from school staff, including administrators, counselors, teachers, or other staff.

### **Administrative procedures and discipline regarding sexual harassment:**

A report of sexual harassment to a teacher, guidance counselor, or administrator will be immediately communicated to the Director and investigated as a disciplinary matter. The staff member or student who is making the report should continue to follow guidelines established to aid them in coping with the effects of the harassment. After investigation, if it is determined that an individual accused of sexual harassment has, beyond a reasonable doubt, done so with intent, his or her parents will be brought in for a conference and appropriate disciplinary action will be taken.

## **SMOKING BY STUDENTS**

Smoking and/or vaping is recognized as being harmful to health. In assuming responsibility for the good health of students in the absence of their parents, smoking/vaping is not permitted by students either at school or during school-sponsored functions. Cigarettes, e-cigarettes, matches, and lighters are not permitted on school grounds. Students are also not allowed to smoke/vape immediately outside the campus. Students in violation of this policy are subject to loss of privileges and/or suspension.

## **ALCOHOL AND DRUG USE/ABUSE BY STUDENTS**

Alcoholic beverages may not be served, sold, or consumed at any school-sponsored activity at which students are present. Students in violation of this policy will be subject to loss of privileges along with suspension or expulsion. This includes any off-campus school events as well as events at UAS.

The possession of drugs and/or other stimulants, or the state of being under the influence of drugs and/or stimulants on the school grounds, is prohibited. If a student is on medication which contains any type of drug for medicinal

purposes and is under the supervision and care of a doctor, the nurse and/or Principal must be notified in writing by the parents, identifying the doctor in charge and submitting a copy of the prescription to be placed on file in the student's folder. After the nurse and administrator have reviewed the prescription and consulted with the doctor, he/she may request that the student remains at home while under treatment. In the absence of said notification and copy of prescription placed on file, the following action will be taken:

1. At the first sign of suspicion that a student is in possession of, under the influence of, or selling any illegal substance, the parents will immediately be notified, both verbally and in writing, of both the incident and their legal responsibility in the matter. The student may be suspended and/or placed on probation. If suspicions are confirmed beyond a reasonable doubt, the student would be recommended for expulsion.
2. If at any time the parents do not cooperate with the school's investigative processes, the student will be immediately recommended for expulsion or required to withdraw from the school.
3. Any substance under suspicion of containing drugs and/or other stimulants will be confiscated and analyzed. If the result is positive, a recommendation will be submitted for expulsion. The Director will receive the complaints and rebuttals from all parties involved.

### **ELECTRONIC DEVICES/CELLULAR PHONES**

Students are not permitted to have their cellular phones visible during class and should keep them turned off unless using them for academic purposes (as determined by the teacher). Those who violate this policy will have the device confiscated and will face disciplinary action:

- \* After one warning, the student will meet with the Principal after and the phone will be returned.
- \* After more than one warning, the student's parent or guardian will be contacted and required to retrieve the phone from the office.
- \* Any further incidents in any class will lead to the student not being allowed to bring that device (or a similar device) to school for the remainder of the semester.

The school will not be responsible for any loss of electronic items brought to school. We recommend students carefully secure their electronic devices before, during, and after school.

### **STUDENT INTERVENTION PLAN**

The UAS Student Intervention Plan provides guidelines for identifying those students who most need help to function successfully in school. In some cases, it is used in conjunction with the Student Support Team (SST) processes to develop a plan designed to provide student support and growth.

There are different categories of functioning addressed by the Student Intervention Plan: Language Development, General Academic Progress, Behavior (Discipline), and Social / Emotional Development. It is possible that a student can have difficulties in more than one category. The use of the designated levels signals all involved in supporting a student as to the seriousness of the student's difficulties. The chart below reflects that a period of time (as determined on a case by case basis via the Principal or the SST process) on the highest level, with no significant improvement in a student's functioning or performance, will ultimately lead to that student leaving UAS. Depending on the seriousness of any given situation, a student could immediately be placed at level two, level three, or be withdrawn from UAS.

A team may vary at different grade levels and may include any combination of teachers, counselors, psychologists, the Principal or others deemed to offer additional insight or expertise. If deemed appropriate by the Principal, he/she may convene an ad-hoc team (or, at times, the UAS Student Support Team) to determine the level of placement on the Student Intervention Plan, to develop strategies for intervention, to monitor progress, and to determine movement

from one level to the next or exit from the plan. In some cases, the movement will be determined solely by the administration.

The purpose of the Student Intervention Plan or any other measures deemed appropriate by the Principal is to help the student function to the best of his/her ability and to achieve the required levels of academic and behavior success expected for continued enrollment. For that reason, an incoming student new to UAS may be placed on the Student Intervention Plan as a condition for admission if past school history and / or on-site assessment warrant that action.



	<b><u>Level One: Warning</u></b>	<b><u>Level Two: Academic Probation</u></b>	<b><u>Level Three: Extended Academic Probation</u></b>	<b><u>Level Four</u></b>
<b>ESL (English as a Second Language)</b>	<p><b>Indicator*:</b></p> <ol style="list-style-type: none"> <li>Rate of progress in acquiring English (listening, speaking, reading, writing) raises serious concerns that student will not be able to succeed in the regular classroom.</li> </ol> <p><b>Action:</b> <i>Parent conference and notification in writing that student is placed on Level One Status.</i></p>	<p><b>Indicator*:</b></p> <ol style="list-style-type: none"> <li>Student remains at an intensive or transitional level for the start of 5th quarter (after 4 quarters at either level)</li> </ol> <p>OR</p> <ol style="list-style-type: none"> <li>Enters the 9th quarter after 8 quarters in an ESL program.</li> </ol> <p><b>Action:</b> <i>Parent Conference and notification in writing that student is placed on Level Two Status.</i></p>	<p><b>Indicator*:</b></p> <ol style="list-style-type: none"> <li>Student remains at the intensive or transitional level for the start of the 6<sup>th</sup> quarter (after 5 quarters at either level noted previously).</li> </ol> <p>OR</p> <ol style="list-style-type: none"> <li>Enters the 10<sup>th</sup> quarter after 9 quarters in an ESL program.</li> </ol> <p>OR</p> <ol style="list-style-type: none"> <li>It becomes apparent the student's progress is unsatisfactory.</li> </ol> <p><b>Action:</b> <i>Parent Conference and notification in writing that student is placed on Level Three Status.</i></p>	<b>EXIT UAS</b>
<b>Academic</b>	<p><b>Indicator*:</b></p> <ol style="list-style-type: none"> <li>Students on Academic Probation AND / OR</li> <li>Unsatisfactory grades in one or more subjects.</li> </ol> <p><b>Action:</b> <i>Parent conference and notification in writing that student is placed on Level One Status.</i></p>	<p><b>Indicator*:</b></p> <ol style="list-style-type: none"> <li>Mid-term progress report or quarterly report card indicating unsatisfactory grades in one or more subjects continued and/or</li> <li>An additional 9-week grading period where the student is on Academic Probation.</li> </ol> <p><b>Action:</b> <i>Parent Conference and notification in writing that student is placed on Level Two Status.</i></p>	<p><b>Indicator*:</b></p> <ol style="list-style-type: none"> <li>Insufficient progress is evident AND / OR</li> <li>An additional 9 week grading period where the student is on Academic Probation.</li> </ol> <p><b>Action:</b> <i>Parent Conference and notification in writing that student is placed on Level Three Status.</i></p>	<b>EXIT UAS</b>
<b>Discipline</b>	<p><b>Indicator*:</b></p> <ol style="list-style-type: none"> <li>An internal or external suspension</li> </ol> <p>AND/OR</p> <ol style="list-style-type: none"> <li>Disruptive behavior</li> </ol> <p>OR</p> <ol style="list-style-type: none"> <li>Academic dishonesty</li> </ol> <p>OR</p> <ol style="list-style-type: none"> <li>Excessive unexcused absences or tardies</li> </ol> <p><b>Action:</b> <i>Parent conference and notification in writing that student is placed on Level One Status.</i></p>	<p><b>Indicator*:</b></p> <ol style="list-style-type: none"> <li>Another internal or external suspension.</li> </ol> <p>AND/OR</p> <ol style="list-style-type: none"> <li>Continued disruptive behavior</li> </ol> <p>OR</p> <ol style="list-style-type: none"> <li>Continued academic dishonesty</li> </ol> <p>OR</p> <ol style="list-style-type: none"> <li>Continued absences or tardies</li> </ol> <p><b>Action:</b> <i>Parent Conference and notification in writing that student is placed on Level Two Status.</i></p>	<p><b>Indicator*:</b></p> <ol style="list-style-type: none"> <li>Another internal or out of school suspension. Additional referral for disciplinary action OR</li> <li>No improvement noted in behavior</li> <li>Continued academic dishonesty</li> <li>Continued absences or tardies</li> </ol> <p><b>Action:</b> <i>Parent Conference and notification in writing that student is placed on Level Three Status.</i></p>	<b>EXIT UAS</b>
<b>Social-Emotional</b>	<p><b>Indicator*:</b></p> <ol style="list-style-type: none"> <li>Situations that cannot be successfully addressed except through outside professional assistance and/or significant parent/family cooperation with the school. (e.g., disruption, harming oneself and/or others, excessive absences)</li> </ol> <p><b>Action:</b> <i>Parent conference and notification in writing that student is placed on Level One Status.</i></p>	<p><b>Indicator*:</b></p> <ol style="list-style-type: none"> <li>The student shows no improvement in relation to such situations even with outside professional assistance and/or significant parent/family cooperation.</li> </ol> <p><b>Action:</b> <i>Parent Conference and notification in writing that student is placed on Level Two Status.</i></p>	<p><b>Indicator*:</b></p> <ol style="list-style-type: none"> <li>Unable to function successfully in school.</li> <li>Further instances or examples that are harmful or potentially harmful to himself and others.</li> <li>Ongoing disruptive actions</li> </ol> <p>AND / OR</p> <ol style="list-style-type: none"> <li>Excessive absences from school.</li> </ol> <p><b>Action:</b> <i>Parent Conference and notification in writing that student is placed on Level Three Status.</i></p>	<b>EXIT UAS</b>

Students and parents will be informed in writing when placed on a “level”. This communication will also include a projected time when s/he will be removed from that “level” if no further incidents were to take place.

SECOND OFFENSE: The student's parent/guardian will be contacted to bring a change of clothing to school or the student will wear clothing provided by the school. Students will not be permitted to return to class until s/he is in dress- code appropriate attire.

THIRD OFFENSE: The same consequences will transpire as *Second Offense*, except that the student will be assigned detention and parents will receive a letter documenting the violation. The student may be placed on the Student Intervention Plan. At this point, the dress code violation will be seen as a repeated and purposeful act that does not show respect for school rules.

## SECTION X: DRESS CODE

The purpose of the dress code is to provide an environment conducive to learning. All students are expected to maintain good grooming habits and appropriate dress. Students in violation of the dress code will be given one warning per semester; after this warning, the student will not be admitted to classes until the violation is corrected. Specifically, dress code requirements include:

- \* Shirts or tops and all dresses should not expose a student’s midriff or cleavage.
- \* Pants and shirts must be worn in such a way as not to reveal undergarments or expose one’s stomach or back normally covered by undergarments with normal movements.
- \* The length of shorts or skirts must be no less than mid-thigh level when standing.
- \* Shirts or other clothing that displays messages or illustrations of a profane nature, sexual connotations, advertisements, or suggestive statements relating to tobacco, drugs, alcohol, or any illegal substances are unacceptable and cannot be worn at school. Shirts or other clothing-- or jewelry-- that display violent themes, designs, or pictures, are not permitted.
- \* Boys should wear appropriately-fitting pants and a belt to keep pants at waist level and underwear out of view.
- \* Pajamas (except on a Spirit Day), fishnet shirts or tops, and transparent clothing are not permitted.
- \* Piercings and tattoos must be appropriate and discrete.
- \* Appropriate footwear must be worn at all times in the school. No bedroom footwear or rubber “flip-flops” should be worn in the school. Shoes, including sandals, should be able to be tied from the back.
- \* Hats, stocking caps, hoods, and sunglasses are not to be used or worn in the school building (except when a teacher permits as a part of classroom activities or during lunch/recess time).
- \* PE clothes are for PE only. There is an adequate changing time. Sleeveless t-shirts can be worn with a coach’s consent in PE.

Students who choose to violate the dress policy will not be permitted to attend classes until the violation has been corrected. In these cases, a student will either change into something they have, something the school nurse might provide, or wait for a parent to deliver appropriate clothing. Administratively, violations will be handled as follows:

FIRST OFFENSE: Request to change clothing into loose-fitting, unisex clothing provided by the school. Event documented.

SECOND OFFENSE: The student's parent/guardian will be contacted to bring a change of clothing to school or the student will wear clothing provided by the school. Students will not be permitted to return to class until s/he is in dress- code appropriate attire.

THIRD OFFENSE: The same consequences will transpire as *Second Offense*, except that the student will be assigned detention and parents will receive a letter documenting the violation. The student may be placed on the Student

Intervention Plan. At this point, the dress code violation will be seen as a repeated and purposeful act that does not show respect for school rules.

## **SECTION XI: SCHOOL AND PERSONAL PROPERTY**

School equipment should not be taken off-campus without special permission from the administration. Fines for damage to instructional materials (e.g. computer hardware, AV equipment, laboratory glassware) are assessed at the local replacement cost of the items involved.

### **TEXTBOOKS**

UAS provides textbooks for all courses on a loan basis. Students are responsible for the proper care of the textbooks issued to them. A fine will be charged for loss or damage which exceeds normal wear and tear. Fines are assessed according to the replacement value of the book (including shipping), number of years the book has been in use, and extent of damage to the book.

### **LOCKERS**

Students are assigned individual lockers at the beginning of the school year. Each student is responsible for the security of personal belongings left in the lockers. Repair costs for excessive damage to the locker will be assessed to the student. In order to ensure the safety of personal belongings and a neat, orderly school environment, students must ensure their lockers are closed and locked when not in use

### **LOST AND FOUND**

The school maintains a Lost and Found to receive any items found in or around the school buildings. Students may inquire about lost items at the reception desk. Items identified or marked with the owner's name will be returned to the owner. All unmarked and unclaimed items will be given to charity periodically throughout the semester. The school is not responsible for articles that are lost or stolen. We urge students to please avoid bringing money or valuable items to school whenever possible. Money and articles that have been lost or believed to have been stolen should be reported immediately to the office.

## **SECTION XII: LIBRARY**

The library is open Monday to Friday from 7:45 am to 4:30 pm. Students may check out a maximum of five (5) books and five (5) magazines from the library at one time. Books and magazines are checked out for fourteen (14) days and current issue magazines, encyclopedias, and other reference materials may be checked overnight only. Books that have been reserved are held for one day. Library materials must be returned on or before the due date. Students are responsible for all materials checked out. Undue damage or loss will be fined and the amount attached to the parents' invoice in the business office.

**Lost books:**

- \* For books that can be purchased locally, the student must purchase and bring a copy of the lost book to the library.
- \* For books that cannot be purchased locally, the student has to pay the price of the book plus shipping (10%) so the library can replace it.
- \* If a book is out of print, a similar title will be accepted.

All library materials must be returned at the end of each semester.

**The library is also maintained as a study area and students are expected to conduct themselves accordingly:**

- \* Misconduct in the library may result in the suspension of library privileges for the student or detention.
- \* Eating and/or drinking are not permitted in the library.

Students registered for the following semester may check out a maximum of ten (10) books and five (5) magazines over the summer and winter vacation. Proper care of library materials by all students is expected and appreciated.

## **SECTION XIII: SCHOOL SPECIALISTS**

### **SCHOOL NURSE**

UAS employs a full time qualified Nurse with a Bachelor of Science in Nursing (BSN) who works together with the entire school community in the promotion of healthy life habits, disease prevention, individual care, and aid.

The Uruguayan law requires that each student must update his/her Medical Form annually in order to participate in sports and field trips. Students must submit a copy of their Immunization Health Record as well. It is vital that the school has accurate medical information and family telephone numbers for each student. Please refer to FORMS E and F available on the school webpage. The School Nurse must be notified of any life-threatening allergies or any physical condition that might impact the student's health, such as surgeries, medical treatments, etc.

Uruguayan Medication Policy must be followed in order to administer medications to a student during school hours. Students cannot carry medication or self-medicate on campus. Only those students who have asthma and have informed the school of this condition are allowed to carry inhalers.

UAS has SEMM (Emergency Medical Service) coverage. Any accident, major injury, or illness that occurs on the UAS campus shall be assessed by a SEMM doctor. The School Nurse will perform the first aid and contact the above-mentioned service and parents will be notified. In the event that the student has to be taken to the hospital, SEMM will transport the student to the medical center specified in the student's FORM E. Note that in this case, the student will travel with UAS personnel to the hospital.

UAS strongly recommends that the student stays at home in the following situations: Fever of 100.0 F or 37.5 C, infectious rash, vomiting, diarrhea, severe sore throat/cough, or any other potentially infectious health condition. We kindly request parents to notify the school of any of these conditions so that the School Nurse can monitor and share information with the community accordingly.

Physical Education: Students must bring a medical certificate or a note from parents in order to request PE excused classes.

We encourage all our students to visit the School Nurse at the Health Unit in case they feel sick, had an accident, or need to contact their parents due to a health issue. If the student is in class, the teacher must be notified. If the student is in recess, the student is allowed to visit the School Nurse without permission.

### **NUTRITIONIST**

The School Nutritionist plans, directs, assesses, implements, and evaluates the Food Service Program in order to meet the nutritional and educational needs of children. The school nutritionist shall partner with the food service provider to ensure a nutritionally sound food program that supports healthy food habits while maintaining customer satisfaction.

### **STUDENT SUPPORT TEAM (SST)**

UAS is a school that believes in meeting a broad range of learning needs. UAS uses a team approach to study cases where students are experiencing difficulties. The Student Support Team consists of the Counselor, Nurse, Principal, and the Learning Specialist. Referrals of concern about a student should be made on the Student Support Referral Form available on the intranet. If a student has already been referred to the SST and a teacher has a new concern, he/she should email the Counselor to report the new concern.

The SST will take the following steps:

1. Gather and evaluate anecdotal and quantitative data on the student.
2. Develop an action plan or learning plan for the student.
3. Assist classroom teachers in implementing the action plan.
4. Monitor and evaluate the student's progress.

The SST will maintain teachers and parents informed throughout the process.

### **COUNSELOR**

The main services offered by the Counselor are the following:

- \* Provide personal as well as group guidance and counseling to students.
- \* Refer students to other specialists and agencies according to their needs.
- \* Consult with parents/guardians, teachers, and administrators on students related matters.
- \* Deliver classroom lessons on social-emotional topics.
- \* Orient students new to UAS
- \* Assist students departing UAS.

### **LEARNING SPECIALIST**

The primary role of the Learning Specialist is to provide extra support to students in need. For those students who may be experiencing an academic, behavioral or emotional struggle, the Learning Specialist will work closely with classroom teachers, parents, and SST members in order to identify the nature of the challenge, generate appropriate interventions, and provide tailored support to meet the specific needs of the student. The Learning Specialist recognizes that every child has a different learning profile and will develop and implement plans that will allow students to successfully perform to their potential in the classroom.

## **SECTION XIV: NUTRITION & FOOD SERVICES**

In order to maintain a clean and healthy environment, students are allowed to eat in the cafeteria or in the patio area outside the cafeteria (when weather permits).

Students may bring their own lunches. It is important that they include their own cutlery and cups since the cafeteria does not provide it for students who bring their own lunch. Food that is purchased from outside restaurants must have administrative permission to be brought into school and this can take place only on special occasions or in rare situations. Following our health curriculum recommendation, soft drinks are not sold and students are asked not to bring soft drinks to school. We recommend water, natural fruit juice, and milk products for lunchtime.

### **FOOD SERVICE PROVIDER**

The Uruguayan American School contracts a food service provider for its cafeteria that offers a variety of healthy lunch and snack options each day. The school menu is published every month in both Spanish and English. All billing is arranged directly with the service provider, and it is necessary to contact them to create a student's account.

## **SECTION XV: COMMUNICATION**

### **COMMUNICATION WITH PARENTS**

Good communication is essential in fostering positive working relationships between the school and the home. Parents are encouraged to work productively with teachers and administrators to stay informed about their children and important events at the school. It is the goal of the administration to listen to and respond to questions and suggestions, and to make every effort to provide parents with timely and quality information regarding events and decisions.

PowerSchool is an online program that allows you and your child to track student assignments and student grades. We will be happy to familiarize you with this tool and provide you with a password.

### **NEWS AND INFORMATION**

School information is sent to parents via weekly email communication. Parents can also check the school website, Facebook, Instagram, Twitter, and LinkedIn accounts.

### **COMMUNICATION TO/FROM THE SCHOOL**

Parents who wish to contact teachers or the Principal or other administrative personnel may do so by sending an email and/or phoning the school office. Please understand that phone calls to teachers are not transferred to them during school hours. The office will set up an appointment or leave a message and teachers will attempt to respond to calls within twenty-four hours. All UAS teachers are also available via school email.

## **LINES OF COMMUNICATION**

It is very important for everyone to understand to whom they need to address their concerns. For example, if there is a concern about their child's progress or a classroom procedure, a parent should first contact the teacher to better understand and resolve the issue. If the issue is not resolved, the parent may bring it to the Principal. If still not resolved, the issue may be brought to the Director.

## **SECTION XVI: PARENT-STUDENT-TEACHER CONFERENCES**

Parent–Student-Teacher conferences may be arranged at any time at the request of parents, teachers, administrators, or students. Conferences will be scheduled at mutually convenient times either before or after school or during the daily planning periods of teachers. Parents are asked to call the school at least 24 hours in advance to ask for a conference time. Conferences are designed to advise parents of problems or potential problems or to advise parents of noteworthy achievements by their children or positive advances.

At the end of the first and third quarters, the school holds school-wide Parent–Student-Teacher Conferences. The dates for these conferences are included in the school calendar. We encourage students to attend these conferences to allow them to take greater responsibility for and control of their own learning. Participation in these conferences tends to lead to more direct communication among parents, students, and teachers and, thus, a greater chance for improved academic achievement.

### **OPEN HOUSE/ BACK TO SCHOOL NIGHT**

Each year Back to School Night is scheduled for the American and Uruguayan Programs on the same evening in August. This event provides an opportunity for your child's teachers to speak about their courses and assessment practices and for parents to learn about your child's class day. Parents are asked not to use these events as a time to conference with your child's teachers.

## **SECTION XVII: SECURITY**

### **VISITORS TO UAS**

The security of our campus is a top priority. Our security personnel has been instructed to verify that all visitors, including parents, have a scheduled appointment. The security personnel will contact the receptionist to verify this appointment. Visitors will be asked to wait in the reception area until the person they are scheduled to meet arrives to receive them. Parents who serve as volunteers will also be asked to check-in. During pick-up and drop-off times, parents are asked to use the main entrance to the school exclusively. Our security system is predicated on keeping all doors beside the main doors closed and locked; thus, the use of any of the side entrances compromises the security of your child and others.

We welcome visits from ex-students who left UAS in good standing after 3:30 PM on regular school days, as teachers and students are busy with instruction. Students attending a school in another country who are in Uruguay for a limited time are permitted, in certain circumstances, to visit the school during school hours. The student and/or his or her

parent must contact a school administrator at least 24 hours in advance to request permission and arrange for the visit, and a current UAS student and his/her parent or guardian must agree in writing to serve as his or her sponsor. Typically, guest visits are limited to a one-day visit, and visits are discouraged during the first and last two weeks of the semester.

### **EVACUATION DRILLS**

The school will conduct regular emergency evacuation drills. A special signal for an evacuation drill has been established. When this signal is heard all persons should walk rapidly and silently in a line to the designated exit. Students should leave their books and belongings in the classroom. Teachers will accompany their classes to their emergency drill exit position outside of the school and immediately verify each person's attendance according to the class register. An administrator will signal when to return to the building quickly and quietly.

## **SECTION XVIII: MISCELLANEOUS**

### **ANNOUNCEMENTS AND BULLETINS**

All posters and signs displayed throughout the school as well as notices going home must be approved by the administration. Students placing unapproved signs in the halls by students will face disciplinary action.

### **BUSES**

Parents may contract bus service through an outside bus company. Information about this service may be obtained from the Receptionist. All billing and scheduling of the service are arranged directly with the bus company. Buses leave the school in the afternoon promptly at 3:45 pm daily. Students should be punctual for both morning pick-up and afternoon departure. All students using the bus service are expected to behave in a manner conducive to the safe and efficient journey of all the passengers. There is also an extracurricular afternoon bus leaving at 4:50 pm.

If a parent must change their child's normal busing schedule on a given day, the parent must contact the school as early as possible but no later than 2:55 pm.

#### **Basic Expectations for Bus Passengers:**

- \* strictly obey the bus driver's requests
- \* show respect for fellow students and the driver
- \* keep all objects and themselves inside the bus
- \* refrain from throwing objects
- \* refrain from pushing, shoving, or fighting
- \* remain seated until the bus comes to a full stop
- \* refrain from using inappropriate language

Any damage done to a school bus will be paid for by the person(s) involved. Failure to abide by these regulations may result in a student not being permitted to continue using the transportation service. Furthermore, students engaging in inappropriate bus behavior will earn UAS behavioral consequences in line with those outlined in this Handbook.



## **PSG (PARENT SUPPORT GROUP)**

The Parent Support Group (PSG) is an enthusiastic and involved group of parents that work together to support the school through its programs and activities. It is an opportunity to help strengthen the school community, where all parents are welcome and encouraged to participate. The main goal of the PSG is to assist the school in creating the best possible learning environment for children, focusing on community communication, social activities, and support of teachers in educational and social events.

Parent Support Group's main goals:

1. Educational and Social Events: Organizing educational and social events for UAS students, parents, and/or the school community in order to enhance the sense of community among students, parents, and teachers.
2. Forum for communication between school and parents: the PSG involves parents voluntarily in different activities, celebrations, and other events for students. In addition, PSG gives parents the opportunity to share opinions, preferences, and points of view regarding different school activities.
3. Community service: The PSG supports social and community service already existing at school by encouraging student involvement and understanding of the local community, host country, and the international realm.

## **SELLING OF PRODUCTS ON SCHOOL PROPERTY**

The selling of any item on campus for a profit is prohibited. The only time this can take place is when an individual, groups of individuals, or school organizations have obtained permission from the school's administrator or through signing up for the PTO's Flea Market event(s).

## **TELEPHONES**

The office telephones are maintained for school business and are not for students' personal calls. However, students may use them for emergencies or in extenuating circumstances with the permission of the office staff.

## **SECTION XIX: HIGH SCHOOL ONE-TO-ONE LAPTOP PROGRAM**

As part of its mission to prepare students to be responsible global citizens and lifelong learners and to be successful in the world into which they will graduate, UAS embraces responsible, learning-centered use of technology at school and meaningfully integrates technology into classroom instruction.

Instructional technology can create deeper learning experiences, promote student engagement and participation in the learning process, facilitate collaboration, and provide greater access to information and resources. In addition, students that productively and responsibly integrate technology into their academic pursuits will be better prepared for their university careers and beyond.

## GENERAL INFORMATION ON LAPTOPS

UAS provides broad student access to technology through computer labs and mobile laptop and iPad carts. Students can also access desktop computers in classrooms, the Library, and the Secondary School flexible learning space.

Students in Grades 9 to 12 are required to bring their own laptop computers to school each day.

## GUIDELINES FOR LAPTOP USE

### General

- \* Students are required to bring a laptop to school each day.
- \* Students must bring their laptops to all classes unless specifically instructed not to do so by their teacher.
- \* The use of laptops during individual classes is at the discretion of teachers and staff. Students must use devices as directed by their teacher.
- \* Students are expected to use the laptops to enhance their learning. Its primary purpose at UAS is educational rather than social. Thus, students should not use the laptops in a manner that is distracting to themselves or others nor in a manner that disrupts classroom instruction.

### Device Management

- \* Students should bring their laptops to school each day fully charged. Students should ensure that the laptop's battery charge will last the entire school day. Students may be able to connect their computers to the power outlets available in the Flex Space's charging station using their own charger.
- \* Sound must be muted at all times unless permission is obtained from the teacher for instructional purposes.
- \* Students should back up all of their work using cloud storage, removable file storage, or any option they consider adequate. It is the student's responsibility to ensure that work is not lost due to device failure or accidental deletion. Computer malfunctions are not an acceptable excuse for not submitting work.
- \* Up-to-date anti-virus protection software is recommended.
- \* UAS makes no guarantee that their network will be up and running 100% of the time. In the rare case that the network is down, UAS will not be responsible for lost or missing data.
- \* Students are responsible for the maintenance and upkeep of their laptops (keeping it charged, installing updates or upgrades, fixing any software or hardware issues).

### Ethical Behavior

Students are expected to use laptops in an ethical manner at all times. The usage of the devices must comply with the terms of the UAS Acceptable Use Policy, Uruguayan law, and common social norms. Students may be asked to provide their laptops for inspection if there is cause to believe that the device has been used in an inappropriate or illegal manner. If the device has been used in an inappropriate or illegal manner, the student may be subject to disciplinary action.

The use of the Internet computer network for illegal, inappropriate, unacceptable, or unethical purposes is prohibited. The School administration reserves the right to determine if any activity constitutes an acceptable or unacceptable use.

Inappropriate or illegal use of the laptop may consist of, but is not limited to, the following:

- \* Attempts to circumvent the school's network security and/or filtering policies. This includes setting up proxies and downloading programs to bypass security.
- \* Destruction, modification, abuse, or unauthorized access to network hardware, software, and files.

- \* Distribution through email, texts, online posting, or other means of pictures or video of students or staff without their permission.
- \* Use of inappropriate screensavers, such as images of guns, weapons, drugs, alcohol and/or gang-related symbols; pornographic materials; and/or vulgar or offensive language.
- \* Distribution of pornography, cyberbullying, hate mail, harassment, discriminatory remarks, and threatening statements to students, teachers, or other staff.

### **CONSEQUENCES FOR MISUSE/DISRUPTION**

(One or more may apply)

- \* The device took away for the period.
- \* The device is taken away and kept in the front office until a parent picks it up.
- \* The student is not allowed to use personal devices at school.
- \* Disciplinary referral (see Section IX, UAS Code of Conduct for a description of the possible consequences).

### **SCHOOL LIABILITY STATEMENT**

Students are required to keep their laptops in a secure, locked location when it is not in use. The school provides each student with a locker to secure his/her personal effects, including the laptop computer. It is their duty to be responsible for the maintenance and protection of their devices.

**UAS is in no way responsible for:**

- \* Personal devices that are broken while at school or during school-sponsored activities.
- \* Personal devices that are lost or stolen at school or during school-sponsored activities.
- \* Maintenance or upkeep of any device (keeping it charged, installing updates or upgrades, fixing any software or hardware issues).
- \* Any damage that may occur as a result of connecting to the network or any power outlet.
- \* Any software or operating system corruption which includes, but is not limited to, the result of spyware, adware, worms, viruses, Trojan horses, or malicious activity by another on the network. We strongly recommend that students keep appropriate backups of their data.

**Tips to avoid damage/loss/theft**

- \* When not in use, keep the device in a padded bag.
- \* Cases and covers for devices are encouraged to personalize devices and protect devices from damage.
- \* Do not leave the device unattended.
- \* Do not share devices.
- \* Write your name on your device's case/cover before bringing the device to school.
- \* Devices should be configured with a passcode.
- \* Confidential/Sensitive data should not be stored on a personal device.



## UAS ACCEPTABLE TECHNOLOGY USE POLICY

The Uruguayan American School provides students and staff the opportunity to utilize a networked computer system with Internet access as well as an email account under its domain. Use of this equipment and e-mail account is intended to enhance educational goals. It is a privilege and thus requires responsible behavior in accordance with the school's established regulations. I will use the school's equipment, e-mail account and network responsibly and ethically, and I agree to the following:

1. I will make sure that my hands are clean before using any school computer equipment.
2. I will keep food and drinks away from any school computer.
3. I will not intentionally access any groups, links, chat rooms, games, files or Internet sites that would be offensive to students, teachers, or parents because of their content.
4. I will not stream audio and/or video at school unless it is part of instruction.
5. I will not download games, music, pictures, videos, or text materials without a teacher's permission.
6. I will use only licensed software programs authorized by the Uruguayan American School.
7. I will not intentionally damage, remove, or change any hardware or software on any Uruguayan American School computer.
8. I will not attempt to use proxy sites to circumvent the school's Internet filtering systems.
9. Plagiarism is unacceptable. I will not post, distribute, or use without permission material that was created by someone else. Students are reminded that plagiarism is a reason for disciplinary action at the Uruguayan American School.
10. I will not intentionally delete, rename, remove, copy or change any file that was not created by me.
11. I will use appropriate language when posting comments and/or information online.
12. I will not engage in cyberbullying in any form.
13. If I am a victim of or a witness to cyberbullying, I will report the abuse immediately to a teacher, an administrator or a counselor.
14. I will not reveal personal information including the addresses and telephone numbers of others or myself.
15. I will immediately notify a teacher or an administrator when a technical problem occurs. I will not share the problem with, nor demonstrate the problem to others.
16. I will not use another person's password, or share my own password, for any reason.

Any user who violates any part of this agreement may be denied access to the Internet and computers at the Uruguayan American School. The Uruguayan American School may monitor the use of the equipment and e-mail account along with the email traffic data and the content of emails and attachments under its domain for the purpose of security and to ensure compliance with the policy.

Consequences of violations may include but are not limited to:

- Placement on the Student Intervention Plan
- Temporary suspension or permanent revocation of all network privileges
- Temporary suspension or permanent revocation of all computer access
- Suspension or expulsion from school
- Legal action and prosecution by outside legal authorities

\*\*\*\*\*

**Parents:**

As the parent or guardian of this student, I certify that I have read and discussed with my child the Acceptable Use Policy and for High School students, the One-to-One Laptop Policy. I hereby give permission for my child to use the school's technology and/or to access the Internet from school.

\_\_\_\_\_  
Name of Parent (please print)

\_\_\_\_\_  
Signature

\_\_\_\_\_  
Date

**Students:**

As a student of the Uruguayan American School, I certify that I have read and I understand the Acceptable Use Policy and for High School students, the One-to-One Laptop Policy. I agree to follow the rules and I understand the consequences if the rules are

\_\_\_\_\_  
Name of Student (please print)

\_\_\_\_\_  
Signature

\_\_\_\_\_  
Date

## STUDENT - PARENT ACKNOWLEDGEMENT PAGE

We have received a copy of the UAS Secondary Student-Parent Handbook. We understand it is our duty to study the Handbook and become familiar with its contents, follow the procedures described within, and ask questions of the teachers, counselor, or administrator if we are unsure or have any concerns.

Student Name: \_\_\_\_\_ Grade: \_\_\_\_\_  
(Please Print)

Student Signature: \_\_\_\_\_

Parent Name: \_\_\_\_\_  
(Please Print)

Parent Signature: \_\_\_\_\_

Date \_\_\_\_\_

*Students must return this form to the Secondary Secretary.*