



**Uruguayan  
American  
School**

**ELEMENTARY SCHOOL  
Student/Parent Handbook  
2021-2022 School Year**

Dear UAS Elementary 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's school mission and provide information about the school's programs. It is important to familiarize yourself with the 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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Ms. María Victoria Placeres  
Elementary Principal

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## **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 a 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 based on 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**

Kindergarten through Grade 5 students are expected to be in their classroom ready to start school promptly at 8:00 am. Classes finish at 3:30 pm. Nursery and Pre-K start at 9:30 am and there is a day care program for early arrivals. Regular attendance and punctuality are important for the student to obtain maximum benefit from the educational program. Attendance will be taken daily.

When your child is sick or is going to be absent from school for any reason, please contact the school to inform us. Otherwise, the school will call the home of the student to verify an absence. All absences will be considered unexcused until verified with the student's parents or legal guardian. Absences and tardies are recorded on report cards.

A student who misses 25% of classes in one semester —be they any combination of excused or unexcused absences— will not receive credit for work done that semester.

### **TARDIES / LATE ARRIVALS**

If and when a student arrives to school late— after either the scheduled 8:00 am or 9:30 am start time—, the student or the student with their parent will stop at the front desk in order for the receptionist to contact the Teacher Assistant in your child's classroom. The Teacher Assistant will pick up the student at the front desk. Parents are not to travel down the hallway to leave the child in the classroom.

UAS teachers plan instruction for the entire class period to effectively and efficiently benefit the entire class. Late arrival to class is disruptive to teachers and fellow students and should occur only when unavoidable. This applies to the beginning of the school day as well as throughout the school day.

A student is tardy to class if he/she is not in the room when the tardy bell rings. Tardies to class will be handled on a quarterly basis. Any student who is tardy to class without documentation (e.g., a doctor's excuse), will be subject to the tardy policy. An excuse from a parent will not serve to override a tardy being documented.

- \* Fourth tardy: warning- Email from Teacher
- \* Sixth tardy: warning- Communication from Principal

## **SECTION II: ACADEMIC PROGRAMS**

The Elementary School offers both accredited United States (U.S.) and Uruguayan programs. The U.S. Program is obligatory while the Uruguayan Program is offered as an option for families. A description of all academic programs is presented to parents during Back-to-School Night.

The U.S. Program (Nursery through Grade 5) is accredited by the New England Association of Schools and Colleges (NEASC) and runs on the Northern Hemisphere calendar (August-June). Children must be three years of age by October 1 to start Nursery.

Our Early Childhood Program hours are 9:30 am - 3:30 pm. An adaptation period is considered based on the need of the individual student, and parents often participate in class activities. The Early Childhood Program includes preparation for higher academic learning, the arts, computer, physical education (PE), library periods, and psychomotricity. Activities are run in English.

Our U.S. Program Grades K-5 includes Math, Science, Social Studies, English Language Arts, special classes (e.g., music, drama, art, computer, library, PE), ELL (English Language Learners), and SSL (Spanish as a Second Language).

## URUGUAYAN PROGRAM

### Nursery to 6th Grade – Elementary School

The Elementary Uruguayan Program (UP) has been accredited by the CEIP (Early Childhood and Primary Education Council); therefore, students who are enrolled in the Uruguayan Program will be awarded two diplomas: A U.S. elementary school completion diploma and a Uruguayan elementary school completion diploma.

### General Comments

The Uruguayan Program is an optional program and goes from Nursery to 6<sup>th</sup> Grade. The curriculum includes Spanish and Social Studies taught in Spanish, as well as Math and Science which are taught within the U.S. Program. The Academic Calendar starts in August and finishes in June when students are promoted to the next grade.

When students complete the Elementary School in 6<sup>th</sup> Grade, they receive an official diploma from the CEIP that allows them to continue studying at UAS or any other local or regional school (Uruguay, Argentina, Chile, etc.) South American families, or families planning to move to another South American country, are encouraged to enroll their children into the program. The Mercosur educational agreements make school transcripts legalizations and attestations more efficient within member countries.

Students are assessed with the SEA (Uruguayan National Online Assessment Program) to evaluate their learning.

### IMPORTANT

Those Uruguayan students who would like to be enrolled in the Integrated Secondary Uruguayan Program have to enroll in the Elementary Uruguayan Program.

The Uruguayan American School can only issue the Uruguayan official transcript, “*Pase Oficial*”, to be presented to other Uruguayan or international education centers if the student was enrolled in the Uruguayan Program.

## SECTION III: HOMEWORK POLICY

The Uruguayan American School Elementary 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. Students, teachers, administrators and parents share the responsibility to ensure that time spent on homework is productive.
5. “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
- \* Reviewing notes after class or preparing for a test, quiz or presentation
- \* Completing unfinished class work

- \* Writing (e.g., an essay on a topic similar to one studied in class, a drama or PE journal, projects)
- \* Reading (e.g., class novels, textbooks, newspapers or magazines)
- \* Researching (e.g., collecting materials or specimens, conducting online searches for sources, contacting a source of information)
- \* Observing (e.g., TV. 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

## **SECTION IV: STANDARDIZED TESTING**

### **MAP (MEASURES OF ACADEMIC PROGRESS) GRADES 2-5**

The Measures of Academic Progress is a standardized assessment delivered over the internet 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.

### **SEA (SISTEMA DE EVALUACIÓN DE APRENDIZAJES)**

The SEA test is an online academic test administered to Uruguayan Program students in grades 3-5. It assesses Math, Science and Spanish. The test monitors students' progress allowing teachers to adjust their instruction based on their students' needs.

## **SECTION V: REPORT CARDS**

U.S. Uruguayan Program and English Language Learner report cards for Grades 1--5 are sent home at the end of each quarter. The report cards include evaluations for academic achievement, social development/behavior, and work habits. Additional parent- teacher meetings are scheduled by teachers in case a student is not progressing as expected.

Early Childhood Program report cards are sent home three times a year in November, April and June.

## **SECTION VI: AFTER SCHOOL ACTIVITIES**

The school offers co-curricular activities to elementary students in Grades K-5. The purpose of the After School Activities Program is to enrich the school program through a variety of fun and exciting activities, and to forge potential lifelong interests and hobbies.



During the first weeks of school, the Athletic/Activity Director sends a list of times and days for each co-curricular activity. Parents are asked to mark the activity or activities that they would like their child to attend and return the document by the required date. The after-school activities generally will start the third Monday of each school semester. Any change in activity should be requested to the Athletic Director in written form. A student is not permitted to join an activity that s/he is not signed up for.

## **SECTION VII: 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. The school has rules to 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 behaviors is provided as a guide and is not intended to be a complete list:

#### **Minor offenses**

- \* Behaving inappropriately and/or in a distracting way inside or outside the classroom
- \* Refusing to follow directions or do assigned tasks
- \* Arguing, talking back, or otherwise disrespectfully addressing teachers and school personnel
- \* Not complying with student uniform requirements
- \* Using or disrupting class with a cellular phone or other electronic devices during instructional time
- \* Causing minor damage to the property or belongings of the school or of others

#### **Major offenses.**

- \* Carrying out or instigating aggressive behaviors (i.e., pushing, grabbing, tripping, pinching)
- \* Using, possessing and/or transmitting electronically any abusive, obscene, or inappropriate language, gestures, or images
- \* Failing to comply with the disciplinary measure assigned by a staff member
- \* Being absent from or leaving the classroom without permission
- \* Lying, purposefully omitting information, or formulating unfounded complaints or accusations
- \* Cheating, plagiarizing, or any other act of academic dishonesty, including forgery on school documents
- \* Stealing or knowingly possessing stolen property
- \* Causing major damage to the property or belongings of the school or of others, including vandalizing and destruction.

- \* Fighting or instigating a physical act in which another person could be injured (i.e., punching, kicking, choking, scratching)
- \* Continuing to repeat “minor” offenses

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. **Student Conference** with Administration and parental notification by teacher or administrator (with further disciplinary action if deemed appropriate by Administration).
2. **Recess/Lunch Detention** to be spent in the classroom, office, or other assigned area.
3. **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. Students will be provided with books and learning materials during internal suspension and will eat their snack and lunch at appropriate times. 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** for a time and length determined by the Administration to be appropriate for the infraction(s). Parents will be required to pick up the student or arrange for the student to be taken home.
5. **Behavioral and/or Academic 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. Behavioral agreements may also be used as interventions by individual teachers to promote classroom positive interactions. These agreements are not made within the context of the Student Intervention Plan.

## 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. The ad-hoc team (or, at times, the UAS Student Support Team) may be convened, if deemed appropriate by the principal, 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, movement will be determined purely 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>Level One: Warning</b>	<b>Level Two: Academic Probation</b>	<b>Level Three: Extended Academic Probation</b>	<b>Level Four</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 students will not be able to succeed in the regular classroom.</li> </ol> <p><b>Action:</b> <i>Parent conference and notification in writing that the student is placed on Level One Status.</i></p>	<p><b>Indicator*:</b></p> <ol style="list-style-type: none"> <li>Student remains at intensive or transitional level for the start of 5th quarter (after 4 quarters at either level)</li> </ol> <p style="text-align: center;">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 the student is placed on Level Two Status.</i></p>	<p><b>Indicator*:</b></p> <ol style="list-style-type: none"> <li>Students remain 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 style="text-align: center;">OR</p> <ol style="list-style-type: none"> <li>Enters a 10<sup>th</sup> quarter after 9 quarters in an ESL program.</li> </ol> <p style="text-align: center;">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 the 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>Student on Academic Probation</li> </ol> <p style="text-align: center;">AND / OR</p> <ol style="list-style-type: none"> <li>Unsatisfactory grades in one or more subjects.</li> </ol> <p><b>Action:</b> <i>Parent conference and notification in writing that the 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 the 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</li> </ol> <p style="text-align: center;">AND / OR</p> <ol style="list-style-type: none"> <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 style="text-align: center;">AND/OR</p> <ol style="list-style-type: none"> <li>Disruptive behavior</li> </ol> <p style="text-align: center;">OR</p> <ol style="list-style-type: none"> <li>Academic dishonesty</li> </ol> <p style="text-align: center;">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 the 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 style="text-align: center;">AND/OR</p> <ol style="list-style-type: none"> <li>Continued disruptive behavior</li> </ol> <p style="text-align: center;">OR</p> <ol style="list-style-type: none"> <li>Continued academic dishonesty</li> </ol> <p style="text-align: center;">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 the 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> </ol> <p style="text-align: center;">OR</p> <ol style="list-style-type: none"> <li>Continued academic dishonesty</li> </ol> <p style="text-align: center;">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 the 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 which 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 the 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 the 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 style="text-align: center;">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 the student is placed on Level Three Status.</i></p>	<b>EXIT UAS</b>

## **ANTI-BULLYING AND ANTI-HARASSMENT 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.

## **SECTION VIII: DRESS CODE**

**School Attire**

Students in grades Nursery through 5th grade are required to wear the UAS school uniform that must be purchased at the official UAS uniform store. The uniform consists of a red polo shirt, short or long sleeves, with UAS logo, blue formal shorts / skirt, or sweatpants with UAS logo, and blue fleece jacket with UAS logo. Students may also wear their PE uniforms on the days which they have that class.

**PE Uniform**

All students are required to wear indicated sportswear to the PE class. The uniform consists of a white T-shirt and navy blue sweatpants or shorts. Sneakers should be worn on days scheduled for PE. All PE clothing and indeed all clothing items should be labeled with the student's name to avoid loss.

**Caps and Hats**

The school emphasizes the importance of the use of caps during outdoor activities including recess and physical education. During the warm summer months, students must wear a cap in order to participate in outdoor recess and PE activities.

## **SECTION IX: LIBRARY**

The Elementary library is open Monday through Friday from 7:45 am to 4:30 pm.

Students should follow the library rules and read or work quietly without disrupting others. No eating or drinking is allowed in the library.

Students check out different numbers of books depending on their grade level:

- \* Preschool and Kindergarten: 2 books per week
- \* Grades 1-5: 6 items per week.

Books and magazines are checked out for 14 days and current issue magazines and reference materials may be checked overnight only. 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.

**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. Students registered for the following semester may check out 10 books and 5 magazines over the summer and winter vacations.

## **SECTION X: 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. The School Nurse must be notified of any life threatening allergies, or any physical condition that might affect 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.

The Head lice policy states that anyone found to have evidence of head lice will be sent home. In order to return to school, the student must not show any evidence of eggs or lice. The School Nurse will conduct regular check-ups in the elementary classes and follow up with parents.

UAS strongly recommends that the student stay 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 potential 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.



Students must always request permission from the teacher to visit the School Nurse.

## **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 XI: 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 are supervised during lunch time and good manners and cooperative behavior are always expected. Students are requested to brush their teeth after lunch as recommended by our health curriculum; therefore, the school will request that all students bring a toothbrush and toothpaste at the beginning of each semester.

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 and class celebrations.

### **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 XII: 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.

### **NEWS AND INFORMATION**

School information is sent to parents via the weekly communication, via email and in the Friday Folder. Parents can also check the school website, Facebook page, Instagram and Twitter 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.

## **LETTER FROM THE TEACHER**

At the beginning of each semester, the teacher sends home a letter giving specific information as to classroom rules, procedures, schedules, and materials needed.

## **FRIDAY FOLDERS**

Elementary students take home the Friday Folder that may include individual work, information regarding class programs, and administrative notices. Letters from the administration go home with the youngest child of the family.

## **PARENT/TEACHER CONFERENCES**

At the end of the first and third quarters, the school hosts parent-teacher conferences. The dates for these conferences are placed on the school calendar. These conferences are designed to advise parents of student progress and/or concerns.

# **SECTION XIII: SECURITY**

## **SUPERVISION**

Elementary students are supervised at all times. At the end of the school day, students are either taken to the school bus or they stay with the teachers until parents come to school. Parents are expected to pick up their children at 3:30 pm.

We understand that there might be times when parents may need to ask someone else to pick up their children. If so, parents need to provide their child's teacher with a written note signed by a parent or an email from the parents' personal account. WhatsApp messages or other means of communication will not be accepted.

A student is not allowed to remain after school unless there is an adult who has officially assumed supervisory responsibilities for that child. If a student is on the school campus unsupervised after 3:30 pm, the student will be taken to the reception. Our receptionist will contact the student's parents to arrange prompt pick up. The student will remain at the reception area until pick up time.

It is important to note that teachers and instructors have other responsibilities after school, and we strongly emphasize the need for parents to be punctual.

## **VISITORS TO UAS**

The security of our campus is a top priority. Our security personnel have 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 from 8:00 am – 3:30 pm. 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 XIV: MISCELLANEOUS**

### **BIRTHDAY PARTIES**

UAS believes that the recognition of a student's birthday is appropriate if acknowledged within school guidelines. If a student is going to invite ALL members of the class to his/her party, they are welcome to hand out invitations at school. In order to avoid feeling of being excluded or left out, if all students are not going to be invited, we ask parents to make phone calls or use some other method for the invitations.

We encourage parties to be on Friday or on weekends. Elementary children work best with adequate rest and time to complete homework on school nights.

#### **To do list before the day of the birthday party:**

- \* Ask the teacher for a class contact list to make the invitations.
- \* Party invitations are to be given to ALL children in the class. If not all the children are invited, do not send invitations to the school, contact parents outside of school instead.
- \* Provide your name and phone number on the invitation.
- \* Send invitations to the classroom at least 4 days prior to the party date.

- \* Provide the guest list to teachers of students invited and to the receptionist.
- \* Arrange for transportation that complies with safety regulations. Please note that we do not permit students to be transported on buses or hired vehicles from the school grounds for birthdays or similar events.

**Information for Teachers:**

- \* Provide the parent with the list of the students prior to the party.
- \* Count the invitations to make sure all children are invited and send them home at the end of the day.
- \* Inform the After School Activities Director so he can check the attendance to extracurricular activities.
- \* Inform the receptionist.

**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 is 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 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.

**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 3:30 pm and the phone will be returned.
- \* After more than one warning, that 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.

## **FIELD TRIPS**

Our school recognizes the educational value of field trips. Class trips are by definition required activities. All parents will be informed about the field trip and a permission slip must be signed and returned before a child is allowed to accompany his/her class. A phone call is not an acceptable form of authorization.

## **LANGUAGE POLICY**

The Uruguayan American School is a multicultural community where the two main languages are English and Spanish.

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.

### **Language Support**

The Elementary ELL department prepares non-native English speakers from Grades K-5 for the quickest entry into the full mainstream program using an individualized, flexible and content-based curriculum. This program addresses students' individual needs and proficiency levels through a PULL OUT & PUSH IN/Sheltered Immersion Model. Classes take place in small groups. Working in small group settings allows for individual growth, recognizing each student's developmental level and unique learning style.

### **Language of Instruction**

English is the official language of instruction at UAS, and all students are strongly encouraged to use it at all times except during foreign language classes. Students are required to use only English during classes where English is the language of instruction. UAS is an English-speaking campus, and students are encouraged to use English in the hallways, eating areas, and during after-school activities

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.)

## **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.

## **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.
4. Room Parents Organization: Coordination of a classroom parent for each elementary class to assist teachers in ways that allow for more efficient and productive use of classroom time. Examples include providing support for holiday events or parties and coordination of other classroom parents for particular purposes.

## **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 PSG's Flea Market event(s).

## **STUDENT FAREWELL PROCEDURE**

If you are leaving the school, please let us know so we can coordinate the transition and prepare the paperwork. Also, the classroom teachers will organize farewell activities.

## **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.

## **TUTORING ON CAMPUS**

If tutoring assistance is deemed necessary or desired, teachers and teacher aides are permitted to tutor UAS students for whom they are currently not serving as a teacher or teacher aide. Parents may contact the school counselor for a list of potential tutors. Tutoring arrangements are contracted directly between parents and the tutor, not through the school. Tutoring may take place on campus from 3:45 pm onward.

## 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. The 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, email 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

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**Parents:**

As the parent or guardian of this student, I certify that I have read and discussed with my child the Acceptable Use Policy. I hereby give permission for my child to use the school's technology and 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. I agree to follow the rules and I understand the consequences if the rules are broken.

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



## STUDENT - PARENT ACKNOWLEDGEMENT PAGE

We have received a copy of the UAS Elementary 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)

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

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

Date \_\_\_\_\_

*Students must return this form to the Elementary Secretary*

