

SECONDARY SCHOOL

Student-Parent

Handbook

2022 - 2023

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.

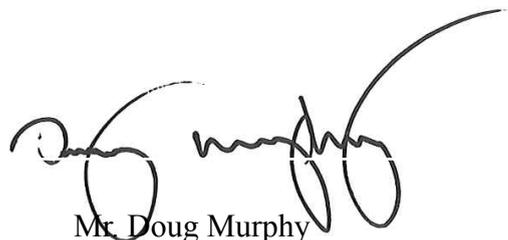
Several years ago, the UAS community crafted three important statements that serve as the school's guiding light: the Mission, Vision, and Beliefs. We hope everyone will familiarize themselves with and refer to these statements, which are found on the pages that follow.

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 make UAS the best possible educational environment.

Sincerely,



Mr. Matthew C. Beata
Director



Mr. Doug Murphy
Secondary 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 the responsibility to make decisions that reflect positive global citizenship.

Pursuing one's dreams, hard work, persistence, and willingness to learn from experiences promote 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 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 disrupt the learning process. The principal must approve absences because of family vacations in advance. This process involves the completion of a pre-approved absence form available in the office and signed by teachers. Students who do not complete this process in advance will have their absence marked as unexcused.

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

1. We will ask the parents of students who miss an unusual number of school days to meet with the UAS administration to explain their child's prolonged or repeated absences. Any extended absence will be 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. With 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. Arrangements 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 we announced a test or quiz 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. We will expect staff to help 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 cause 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. We can only grant permission 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.

They must present this written excuse 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 because of 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 because of 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 the student 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 may not 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 may not leave the campus on their own during lunchtime (e.g., on early dismissal days), or 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 plan for their missed assignments. Absences that are not clarified and cleared in advance will be unexcused.

Extended family vacations will be 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 we will consider such a day 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—disrupts teachers and fellow students. We will mark students who do not arrive in the classroom on time for class or homeroom with all necessary materials tardy. Students who arrive over 20 minutes late to class are marked absent.

A student is tardy to the first period if the student is not in the room with all belongings when the bell rings at 8:00 am. Tardies to the first period and all classes will be handled quarterly. 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 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:

28 Credits	
English	4 Credits
Social Studies	3 Credits
Mathematics	4 Credits
Sciences	3 Credits
Foreign Lang./Spanish UP	4 Credits
Technology/Computer Science	1 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 9th & 10th 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 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 the time enrolled in the class. A half-credit (.5) is awarded for each subject per semester when a student gets a minimum grade of 60 percent out of 100. Sometimes, 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 over 25% of the classes per semester for any course will not receive credit for the course. Students (such as transfer or late enrollees) **must be enrolled for 20 school days in a semester to receive credit.**

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

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

1. Reasonable and relevant homework provides reinforcement, application, and enrichment of what we teach 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 and 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**
Grade 6	60	12	6 hrs.	60
Grade 7	70	14	7 hrs.	70
Grade 8	80	16	8 hrs.	80

Grade 9	90	18	9 hrs.	90
Grade 10	120	24	12 hrs.	120
IB SL & HL	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 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., Instagram), 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 besides regular homework time.

Teachers' Responsibilities:

- * Ensure that homework assignments are high-quality tasks that the student can complete independently.
- * Follow the guidelines for the 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's 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. Length, and difficulty, may differentiate homework or the specific concepts students need help to understand. 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 are homework concerns.

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 implementing 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.

In the event a concern over homework guidelines arises, we suggest the following steps:

- Analysis with the student around engagement and actual time spent working (ie, was the student engaged or perhaps distracted, was this an occasional occurrence or common?.)
- Encourage the student to discuss the issue with the teacher where the concern has occurred. If the student is uncomfortable approaching the teacher, parents, counselors and the principal are all able to help with the conversation.
- If the teacher has been made aware, but the concern persists, please notify the Middle School or High School counselor, who will help work with the student to solve the issue.

Communication is key in homework concerns. We encourage students to advocate for their needs should any concern at school arise.

SECTION IV: GRADING POLICY

Grading in secondary school features letter grades, each corresponding to a 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

We use the following letters 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, sometimes, the course. Here, a failing grade will be assigned.

We normally assess attitude and effort grading 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 Fs in any quarter—will be placed on Academic Probation. We will place students on Academic Probation for the first time on the Student Intervention Plan. The student will have a parent conference with the principal before being permitted to take part 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. We recommend students 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 cause 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 for exams. Teachers 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 use 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). We may monitor student academic performance 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 in question. 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 showed 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 take part 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). We will accept a monthly certificate signed by an instructor that the student has covered the fitness training requirement in a particular area as an alternative to the attendance of P.E. classes.

INTERSCHOLASTIC ATHLETICS

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

SECTION VI: CO-CURRICULAR ACTIVITIES

We encourage UAS students 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

The Athletic/Activity Director and school organizations develops a master activities calendar for the school each semester. 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 take part 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 comprises 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 take part 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 comprises elected representatives from grades six, seven, and eight. Middle school students elect an eighth-grade President and other officers.

We encourage students 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 comprises those students from grade 10 through grade 12 who have been recommended by the faculty and administration based on 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. We select new members from eligible candidates near the conclusion of the second semester, under 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 take part in NHS at UAS.

UAS is a small school where participation of many is often required for events to meet with success. A pleasant 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 can 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 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. Sometimes, 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 get 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 in the College Counseling Office.

EXTERNAL ACADEMIC TESTS

MAP (Measures Of Academic Progress): (Grade 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 should 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. We administer it 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. We consider although secondary records 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 like 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 to 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):

We do not administer the Test of English as a Foreign Language 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 before 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 cause:

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. We remind students of their primary role as learners in this community. It is in the school's interest to have rules that ensure honorable conduct, self-discipline, and responsible behavior. Each student has the responsibility for their behavior. 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 cause 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 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:

1. Parental Communication

2. **Detention.** Both teachers and administrators may assign detention to the students. They may serve detention during lunch, after school, or on Saturdays/shortened student days. Detention assigned for disciplinary infractions takes precedence over the club and athletic or artistic activities and practice/rehearsals. It is the student's responsibility to notify the sponsor or coach that detention caused their absence. 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. We will place students assigned internal suspension in an administrative office where they will work on assignments throughout the day with no peer contact. The school administration will notify parents 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 take part in extracurricular activities.
4. **External Suspension.** The school administration can assign external suspension 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. We will notify parents 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 the 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 the ability to practice and play for sports teams, take part 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. We define academic integrity as ethical behavior expressing respect for the value and ownership of work completed by oneself and others. Using another person's work without giving the owner credit is plagiarism and is considered a serious infraction and counter to the school's goals and objectives.

Academic dishonesty exists in many forms. Acts of academic dishonesty may include plagiarism, cheating, stealing, lying, or unauthorized sharing of work with other students to aid completion. Copying assignments, homework, or test answers from other students, or using unauthorized aids on examinations are serious offenses.

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;
- Will be subject to the lowering of the grade on the assignment;
- Receive a phone call home a phone call home from the teacher and/or administrator;
- May receive a disciplinary consequence as described in the section above;
- May be 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

We teach a vast majority of classes in English. In these settings, we ask teachers 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). Most 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 makes up 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 the student's 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 online. Sending or posting gossip or rumors about a person to damage the person's 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 intending to be 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 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.

We encouraged students 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 result from the circumstances of any 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 cause 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 five (5) school days from written notification to parents of the disposition of the matter, to the Director.

Step Two: Review by the Director, who, within five (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 take part 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 you are the subject of sexual harassment or the focus of related inappropriate behavior, 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, 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, the 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 and 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 that 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, identify the doctor in charge and submit 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, they may request that the student remain at home while under treatment. In the absence of said notification and a copy of the 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, we would recommend the student 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, we will submit a recommendation 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 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 rest 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. Sometimes, it is used 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. Using 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 (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 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, the Principal 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, develop strategies for intervention, monitor progress, and determine movement from one level to the next or exit from the plan. Sometimes, 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 students function to the best of their ability and to achieve the required levels of academic and behavior success expected for continued enrollment. For that reason, we may place an incoming student new to UAS on the Student Intervention Plan as a condition for admission if past school history and/or on-site assessment warrant that action.

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

We will inform students and parents in writing when placed on a “level”. This communication will also include a projected time when the student will be removed from that “level” if no further incidents were to take place.

SECTION X: DRESS CODE

The purpose of the dress code is to provide an environment conducive to learning. We expect all students 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, we will not admit the student to classes until the violation is corrected. Specifically, dress code requirements include:

- Pants and shirts must be worn in such a way as not to reveal undergarments. Shirts do not need to cover the midriff but must reflect modesty and be appropriate for a school setting. The discretion of the building administrator or designee may also determine if a garment is inappropriate for school.
- The length and fit of shorts, skirts, dresses, pants, and similar outer garments must be appropriate and modest. Generally, an item of clothing is considered being too short if, when the arms are at your side, with shoulders relaxed, the hem or cuff does not exceed a closed fist. The discretion of the building administrator or designee may also determine if a garment is inappropriate for school.
- Shirts or other clothing that displays messages or profane illustrations, sexual connotations 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.
- Pajamas (except on Spirit Day), fishnet shirts or tops, and transparent clothing are not permitted.
- Appropriate footwear must be worn at all times in the school. No bedroom footwear or rubber “flip-flops” should be worn in school. Shoes, including sandals, should fit well and be safe for school.
- Hats, stocking caps, hoods, and sunglasses are not permitted within the school building (unless a teacher permits them as part of classroom activities or during lunch/recess). Exceptions to the policy may be made for religious or health reasons.

Students who choose to violate the dress code 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:

Staff

will initiate students given a verbal correction and asked to address the violation.

FIRST OFFENSE: Change clothing into loose-fitting, unisex clothing provided by the school or other clothing the student may already possess. 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 in dress code-appropriate attire. Event documented.

THIRD OFFENSE: The same consequences will transpire as the Second Offense, except that we will assign the student detention and parents will receive a letter documenting the violation. We may place the student on the Student Intervention Plan. 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. We will charge a fine for loss or damage which exceeds normal wear and tear. Fines are assessed according to the replacement value of the book (including shipping), the number of years the book has been in use, and the extent of damage to the book.

LOCKERS

We assign students 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 belongings and a neat school environment, students must ensure their lockers are 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 by 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 cause 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 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 may carry inhalers.

UAS has SEMM (Emergency Medical Service) coverage. A SEMM doctor shall assess any accident, major injury, or illness that occurs on the UAS campus. The School Nurse will perform the first aid and contact the above mentioned service and parents will be notified. If 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 notify the school 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 because of 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 comprises the Counselor, Nurse, Principal, and Learning Specialist. Referrals of concern about a student should be made on the Student Support Referral Form available on the intranet. If we have already referred a student to the SST and a teacher has an additional concern, he/she should email the Counselor to report the additional 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:

- * Provide personal and 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 student-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 experience 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 interventions, and provide tailored support to meet the specific needs of the student. The Learning Specialist recognizes 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 may 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 we ask students 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. We publish the school menu 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. We encourage parents 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 try 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

We send school information to parents via the UAS App and/or 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 send 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, they may bring the issue 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 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. We include the dates for these conferences 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 leads 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. We ask parents not to use these events as a time to conference with their child's teachers.

SECTION XVII: SECURITY

VISITORS TO UAS

The security of our campus is a top priority. We have instructed our security personnel to verify that all visitors, including parents, have a scheduled appointment. The security personnel will contact the receptionist to verify this appointment. We will ask visitors to wait in the reception area until the person they are scheduled to meet arrives to receive them. We will also ask parents who serve as volunteers to check in. During pickup and drop-off times, we ask parents 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 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 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 the parent or guardian must agree in writing to serve as a 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 got 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 pickup and afternoon departure. We expect all students using the bus service 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 cause a student not being permitted to continue using the transportation service. 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 take part. The primary 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 the support of teachers in educational and social events.

Parent Support Group's primary 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 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 got permission from the school's administrator or through signing up for the PTO's Flea Market event(s).

TELEPHONES

We maintain the office telephones 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: GRADE 8–12 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 laptops and iPad carts. Students can also access desktop computers in classrooms, the Library, and the Secondary School flexible learning space.

Students in Grade 8 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.
- * Using laptops during individual classes is at the discretion of teachers and staff. Students must use devices as directed by their teacher.
- * We expect students 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. They should ensure that the laptop's battery charge will last the entire school day. Students may 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 because of 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 its 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 them charged, installing updates or upgrades, fixing any software or hardware issues).

Ethical Behavior

We expect students to use laptops ethically 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. We may ask students to provide their laptops for inspection if there is cause to believe that they have used the device in an inappropriate or illegal manner. If they have used the device in an inappropriate or illegal manner, the student may be subject to disciplinary action.

Using 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 acceptable or unacceptable use.

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

- * 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 videos 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 is taken 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 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 personal effects, including the laptop computer. It is their duty to be responsible for the maintenance and protection of their devices.

UAS is not 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 because 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 backups of their data.
- *

Tips to avoid damage/loss/theft

- * When not in use, keep the device in a padded bag.
- * We encourage cases and covers for devices 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.
- * They should configure devices 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 use a networked computer system with Internet access and an email account under its domain. Using this equipment and e-mail account is intended to enhance educational goals. It is a privilege and thus requires responsible behavior under the school’s established regulations. I will use the school’s equipment, e-mail account, and network responsibly and ethically, and I agree to:

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 allowed 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. We remind students 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 show the problem to others.
16. I will not use another person’s password or share my 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 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
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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 broken.

Name of Student (please print)	Signature	Date
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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.