



**UPPER
DUBLIN**
SCHOOL DISTRICT

SANDY RUN HANDBOOK

SCHOOL YEAR 2025 / 2026



SANDY RUN MIDDLE SCHOOL

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UDSD COMPREHENSIVE PLAN

The Upper Dublin School District's Comprehensive Plan outlines our District's mission, vision, and long-term goals, along with strategic action steps to support continuous improvement in leadership, teaching, and learning. Designed to foster innovation and drive meaningful school improvement, the plan was developed by a committee of diverse stakeholders from across our school community. It serves as a clear and cohesive roadmap to guide our efforts in the years ahead. Learn more at udsd.org/comp-plan.

Mission

Upper Dublin School District cultivates a safe, inclusive and inquisitive community of learners that celebrates individuality and fosters an equitable educational environment where every learner is empowered to contribute and thrive.

Vision

Inspiring passionate lifelong learners through innovative experiences.



Our Values

Inclusivity

- Cultivating a welcoming environment where every learner is valued and respected.
- Creating collaborative and meaningful relationships among all stakeholders.
- Fostering a culture of teaching and learning that prioritizes equity, safety, and belonging for all.

Academic Rigor

- Engaging learners in critical thinking, problem solving, and collaboration through relevant and memorable experiences.
- Creating challenging learning environments that encourages learners to take risks, adapt, and persist in the face of adversity.
- Monitoring learner progress and providing opportunities for growth.

Educational Equity

- Honoring individuality and embracing diversity.
- Providing equitable access that fosters positive outcomes for all learners.
- Developing ethical and culturally competent contributors to our global society.

Inquisitiveness

- Creating safe, respectful, and dynamic learning communities where curiosity and innovation are fostered.
- Developing student agency and facilitating the use of technologies to enhance creativity and student success.
- Empowering all learners to continuously seek new ways to enhance their educational environment.

Innovative Experiences

- Developing lifelong, expert collaborators who are resilient, solutions oriented problem solvers.
- Forming partnerships that enhance opportunities for learners to interact in innovative spaces.
- Motivating individuals to explore their passions and find their purpose.

TABLE OF CONTENTS

This Student Handbook includes policies, rules, regulations, procedures and expectations which govern students at Sandy Run Middle School. All Board Policies can be found on the district website www.udsd.org, under Board of Directors. A digital copy of this student handbook can be located at the [SRMS website](#).

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Sandy Run Mission Statement

The mission of Sandy Run Middle School is to provide a safe, healthy learning environment that meets the developmental needs of all students and promotes independent lifelong learning. Sandy Run supports a comprehensive academic program which allows students to explore their interests while helping them to make the transition to high school. Commitment to the team concept and an emphasis on good citizenship provides students with a sense of belonging in a productive community of learners.

“Watch Us Soar” Sandy Run PBIS

Positive Behavior Interventions and Supports (PBIS) is a school-wide framework that helps support students’ behavior, academics, and social and emotional well-being. It uses a tiered system to provide the right level of support for every student. When used consistently, PBIS helps improve school climate, promotes student success, and supports the well-being of both students and staff. At its core, PBIS helps create a safe, welcoming, and positive learning environment where everyone can thrive.

The graphic is titled "School-Wide PBIS System" and features the Sandy Run Middle School logo (a cardinal bird) in the top left corner. It is divided into several sections:

- SRMS Values:** A vertical list of values: Citizenship, Responsibility, Effort, Respect, Growth, Kindness, Perseverance, and Leadership.
- Clyde's Cash:** A section explaining the reward system. It states that any staff member can give a student a Clyde's Cash for displaying any of the values listed. The values listed are: Citizenship, Respect, Effort, Perseverance, Growth, Leadership, Kindness, and Responsibility. It also states that students are responsible for keeping their Clyde's Cash in a safe place, and that at the end of each month, students will be able to turn in their Clyde's Cash for a reward. Students may save their Clyde's Cash to use for a bigger prize the following month.
- Clyde's Cash Incentives:** A list of rewards for earning Clyde's Cash: 3 CC = Positive Phone Call Home, 5 CC = Free Soft Pretzel, 10 CC = Homework Pass*, 15 CC = BINGO, and 20 CC = Pizza & Outside/Gym time during ARP.
- WATCH US SOAR:** A large graphic on the right side featuring a cardinal bird and the text "WATCH US SOAR" and "PROUD TO BE A SANDY RUN CARDINAL!"

Acceptable Use Policy (AUP)

To support student learning and responsible digital citizenship, our District provides technology tools and resources that must be used safely, respectfully, and within established guidelines.

Authorized Use Only: Students must use technology and accounts provided by the District responsibly and only after agreeing to the Acceptable Use Policy. Using someone else’s account or accessing unauthorized areas is strictly prohibited.

Monitoring & Privacy: The District actively monitors all activity on its technology systems to ensure safe and appropriate use. This includes emails, internet browsing, and files stored or shared using District tools.

Internet Safety & Filtering: Web content is filtered to block access to harmful or inappropriate material. If an educational website is mistakenly blocked, students and staff may request it be reviewed.

Digital Citizenship: Middle school students receive instruction on safe, respectful, and responsible online behavior, including how to avoid cyberbullying, use social media wisely, and protect personal information.

District-Owned Devices & Accounts: Laptops, accounts, and other technology assigned to students are District property. These may be collected, inspected, or disabled at any time. Families are encouraged to support their children's responsible use of technology at home. If you have questions or need assistance, please reach out to your child's school.

References:

[School Board Policy 815](#)
[Instructional Technology Student Responsibilities](#)

Student Activities

Philosophy: In keeping with the exploratory nature and function of a middle school, many SRMS activities are provided to help students explore and develop their interests and as an additional means of extending their talents. Announcements will be made regarding the various activities available and when they will start. Our school webpage has a complete list (to be updated at the end of September when activities begin).

Clubs: Students can participate in numerous clubs and activities that meet weekly or throughout the year. Options include: Black Student Union, Chess Club, Club Ophelia, GSA, Latin Club, NJHS, Odyssey of the Mind, Planetarium Club, Study Buddies, Yearbook, Math Counts, Quiz Bowl, Science Fair, Student Council, Table Top Gaming, Robotics, Watercolor Wellness, and Reading Olympics. A comprehensive list is available on the SRMS website (to be updated at the end of September when activities begin).

Drama: Each year Middle School students present theatrical productions. Cast and crew members are expected to attend all rehearsals for which they are needed. Prior to auditions, interested students are given details regarding schedules and responsibilities.

- 7th & 8th Grade Theatre: January-March
- 6th Grade: April & May

Extracurricular Athletic Program

- **Intramurals:** Throughout the year, intramural activities will be offered after school to all students. These activities are in the form of both athletic and non-athletic events. Some programs are regularly scheduled each year. However, other activities may be offered if sufficient interest exists among the students.
- **Interscholastic:** As a member of the Montgomery County Athletic Association (M.C.A.A.), Sandy Run Middle School fields teams each season for girls (G) and boys (B) in grades 7 and 8.
- **Programs offered:** Baseball (B); Soccer (B&G); Basketball (B&G); Softball (G); Field Hockey (G); Tennis (B&G); Football (B); Track (B&G); Lacrosse (B&G); Wrestling (B); Volleyball (G)

Music: There are a number of extracurricular music opportunities available to students in grades 6-8. Opportunities include Jazz Band, SRFV Vocal Group, and Symphonic Strings. Students must be enrolled in our school-based band, orchestra, or chorus in order to participate in extracurricular music opportunities.

Student Council: Student Council provides students with a voice in their school community. Representatives meet regularly to discuss ideas for improving school life, promoting school spirit, and creating a positive and inclusive environment. Council members bring student suggestions to the administration and help plan special events such as spirit days, dances, and other school-wide activities. All students are encouraged to share their ideas and concerns with their Student Council representatives.

Attendance

See [School Board Policy 204](#) for more information.

Daily Attendance

Students are **expected to be in school and in their Core 1 class by 8:20 AM daily**. Attendance is taken at the start of the day and during each class period. Consistent attendance is essential for keeping up with academic expectations and staying connected to the school community.

Reporting an Absence

All attendance requests must be submitted by a **parent or guardian** via:

- [Infinite Campus Parent Portal](#)
- **Email:** srmsattendance@udsd.org

If no excuse is submitted within (3) days, the absence or lateness is **unexcused**.

Educational Travel Requests

If a family is planning a trip that leads to an absence for an educational reason, the [Educational Travel Request Form](#) **must be submitted at least two weeks in advance** for administrative review and approval. These days count toward the total number of absences. Students and families are responsible for reaching out to teachers for missed assignments and are responsible for completing all missed assignments.

Excused vs. Unexcused Absences

Excused absences include illness, medical or dental appointments, religious holidays, court appearances, and approved educational travel. All other reasons, including vacations without prior approval, are unexcused. If a student is absent and no excuse is received within three days, the absence will remain unexcused.

Student Absence and Truancy Procedures

1-10 Total Absences	All student absences are considered unexcused until the District receives a written note or email documenting a valid reason for the absence. Parents/guardians and students shall submit the required excuse note within three (3) school days of the absence. Failure of the parent/guardian to provide
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	written excuse within three (3) school days of this notice will cause the absence to be permanently categorized as “unexcused.”
11+ Absences	A doctor’s note is required for each additional absence to be excused. Without it, the student’s absence is marked unexcused, even if a parent note is submitted.
3 Unexcused Absences	When a student reaches 3 unexcused absences, in addition to their 10 previously excused absences, the student is officially considered truant. The school will issue an Official Notice of Truancy within 10 school days. The notice explains legal risks and may offer a School Attendance Improvement Conference (SAIC). The message can also be sent to biological/adoptive parent if legally allowed
4+ Unexcused Absences	When a child under the age of 15 is habitually truant, the school may: Refer the child to either (1) a school-based or community-based attendance improvement program or (2) the Montgomery County Office of Children and Youth for services or possible disposition as a dependent child. File a citation in the office of the magisterial district judge having jurisdiction in the region against the person in parental relation who resides in the same household as the child. The venue for the filing of such a citation shall be based on the location of the school in which the child is enrolled or shall be enrolled, unless the child is enrolled in a cyber charter school, in which case the proper venue shall be based on the residence of the child.

Consecutive Absence for 10+ Days

Students who miss (10) consecutive school days shall be dropped from the active membership roll unless the school is provided with evidence that the excuse is legal or the school is pursuing compulsory attendance prosecution. Should the student subsequently return to the school, placement in the same classroom or the same schedule as the one left before the withdrawal from attendance is not guaranteed.

Tardiness

Students who arrive **after 8:20 AM** are marked tardy and must sign in at the main office. Excessive tardiness may result in disciplinary consequences and a loss of participation in school activities. Students must be present by 11:30 AM in order to participate in after-school activities.

Early Dismissals

Pre-Scheduled Appointments: Dismissal requests must be submitted through Infinite Campus or sent to srmssattendance@udsd.org prior to the time of departure. Students must check out through the main office.

Early Dismissal Due to Illness: If a student feels ill during the day, they must first report to the nurse, who will determine if an early dismissal is appropriate. Repeated dismissals for illness may require medical documentation to be considered excused.

Approved School Activities: Students who will miss part of the academic day due to approved activities or athletic events do not need to request early dismissal notes as these will automatically be entered in the system for approval.

Make-Up Work Expectations: Following brief absences of three days or fewer, **students will be allowed up to (3) school days to complete any missed homework, tests, or other assignments.** If additional time is needed, extensions may be granted at the discretion of the teacher. In the case of a prolonged absence, parents and students should notify the Attendance Office and Counseling Office.. Requests for work to be sent home during prolonged absences should be directed to the Counseling Office.

Cafeteria & Recess Guidelines

Cafeteria Guidelines: Our cafeteria is a shared space where students can enjoy their meals, socialize responsibly, and take a break during the school day. To keep this space safe, clean, and welcoming for everyone, students are expected to follow these guidelines:

- **Be respectful** to staff, cafeteria workers, and classmates at all times.
 - **Use indoor voices** and appropriate language.
 - **Stay seated** unless you have permission to get up (e.g., throwing out trash, using the restroom, buying food).
 - **Keep your area clean**—throw away your trash, return trays, and clean up any spills.
 - **Wait your turn** in line and keep your hands to yourself.
 - **Food and drinks stay in the cafeteria** unless otherwise approved.
- Follow all directions** from staff and monitors the first time they are given.

Failure to follow cafeteria expectations may result in loss of privileges or additional consequences including but not limited to a change in seat, lunch detention, or after-school detention assigned by an administrator.

Recess Guidelines: Recess is a privilege, not a right. It is an opportunity for students to take a break, get some fresh air, and enjoy free time with friends. However, this privilege may be revoked at any time due to inappropriate behavior, failure to follow directions, or not meeting school expectations.

Transition to Recess:

- After students finish eating, they must ensure their table and floor area are clean.
- An administrator or School Safety Officer will dismiss tables to the cafeteria field once cleanup is complete.
- Students must follow all school rules while outside and demonstrate safe, respectful, and responsible behavior. This includes:
 - Stay in the designated cafeteria field area unless given permission to go elsewhere.
 - Follow adult directions the first time they are given.
 - Use kind and respectful language with peers and staff.
 - Keep hands and feet to yourself at all times.
 - No roughhousing, tackling, or aggressive behavior.
 - Use all equipment safely and appropriately.
 - No food or drinks outside during recess.
 - Line up immediately and quietly when directed to re-enter the building.
- Equipment Use:
 - Footballs, volleyballs, and other equipment may be available for student use.
 - Equipment is school property and should be shared by everyone.
 - Students are expected to treat equipment with care and return it when recess ends.
 - Misuse or damage of equipment may result in loss of equipment privileges for individuals or groups.

Recess is a time to recharge and have fun—but only when it's done safely and respectfully for all. Repeated failure to follow recess expectations may lead to consequences, including loss of recess time.

Counseling Department

Assignment of students to respective counselors is by grade level. Generally, students will have the same counselor for their 3 years at SRMS. Students are encouraged to schedule appointments with their counselor for discussion of academic, personal, or emotional concerns. Temporary, individualized counseling with the student is at the heart of the counseling department. Counselors will meet with groups of students to support student relationships through restorative practices. Other services rendered by the counselors include the collection and distribution of occupational and vocational material as well as recommendations to the administration that would adequately provide for the needs of all students.

It is the philosophy of the counseling department that the counselor's task is to aid students in obtaining information, which would be helpful in making decisions about their academic path. The counselors will also assist students in evaluating information and guide them in assessing their strengths and limitations. The final decision regarding a student's academic path, however, is the responsibility of the parent/guardian.

Counselor Assignments 2025-2026

Grade 6: Ms. Margie Scherzer

Grade 7: Mrs. Kathi Babin

Grade 8: Mr. Josh Meyer

Counseling Secretary: Ms. Tona Morrow

Counseling office phone #: (215) 576-3280 ext. 7020

SAP (Student Assistance Program) Team

The SAP team is composed of faculty and staff members who offer assistance to students who are having difficulties for any number of academic, attendance and/or behavioral reasons. A student may be referred to the team by faculty, administrators, staff, parents/guardians and/or peers. Once a student is referred, information is gathered concerning academics, behavior, appearance, attendance, discipline, health, athletics and activities. If the need for intervention is validated, guardians are notified and, once parental permission is obtained, intervention ensues with the student being referred for a (free of charge) professional assessment to determine the specific type of help the student needs. SAP team members receive training from the PA Department of Education and are state-mandated in secondary schools. For further information, inquire at the Counseling Office (215) 576-3280 ext. 7020

Discipline Code of Conduct

The Sandy Run Middle School Discipline Code is designed to ensure the rights of all students to a productive educational environment in which students learn the skills necessary to develop into mature, responsible young adults. Respect is an important ingredient of discipline. Our hope is that an atmosphere of respect will be clearly evident in all of our programs and activities. The Sandy Run Middle School Discipline Code may be summarized as follows:

- Respect for the health, safety and welfare of oneself and for others
- Respect for all property
- Respect for the learning environment
- Respect for regular attendance and conscientious effort in all instructional activities

Review [School Board Policy 218](#) for more information.

LEVEL I BEHAVIORS

DESCRIPTION - Level I behavior impedes classroom procedures or interferes with the daily operation of the school. This level of misconduct is addressed by the individual staff member and generally does not require the administration's intervention.

Examples of Behaviors	Possible Responses to Behavior
Disrespectful speech and/or actions Insubordination and/or defiance, disrespect Disruption of learning Tardiness to class Abusive language Unauthorized possession of any electronic device Inappropriate use of technology including, but not	Parent/guardian contact Meeting with school counselor Restorative intervention ("righting the wrong") Student conference Temporary removal from class/ activity Temporary loss of computer and/or other

limited to Chromebooks and cell phones Non-defiant failure to complete assignments Dress code violations (Policy 221) Other behaviors fitting of the Level I misconduct	privileges Detention
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LEVEL II BEHAVIORS

DESCRIPTION - Level II behaviors frequently or seriously interfere with the learning climate of the school. This level of misconduct, which usually results from the continuation of LEVEL I or more serious behaviors, will likely require administrative intervention.

Examples of Behaviors	Possible Responses to Behavior
Continuation of LEVEL I misconduct Bullying/cyber-bullying Truancy Forging notes or excuses Cheating and/or plagiarism , breaches of academic integrity* (may affect students' grades and participation in programs) Cutting class Failure to serve detention Unauthorized leaving of school property Profane or obscene language Offensive ethnic and/or racial comments Use or possession of tobacco, vaping products or paraphernalia Unauthorized installation of game, program, or file on computers or networks Using data networks for non-school related activities Possession of pornographic material Other offenses fitting the definition of LEVEL II misconduct	Parent/guardian contact Student conference Detention In school suspension (one to three days) and meetings with school counselors Out of school suspension (one to three days) and meetings with school counselors Restorative intervention ("righting" the wrong) Loss of privileges

Note: For offenses involving cheating and/or plagiarism, and breaches of academic integrity, consequences may be at the instructors' discretion.

LEVEL III BEHAVIORS

DESCRIPTION - Misconduct directed against self, others, or property, but whose consequences moderately affect the health, safety, and welfare of others in the school or which may require referral to law enforcement officials. This level of misconduct might be considered criminal, but most frequently can be addressed by the disciplinary mechanism in the school. The corrective and restorative measures that the school should undertake depend on the extent of the school's resources for remediating the situation.

Examples of Behaviors	Possible Responses to Behavior
Continuation and more egregious examples of LEVEL II misconduct Intimidation/threats	Parent/guardian contact Student conference In school suspension (three to five days) and

Assault Fighting Vandalism of school property Hazing Theft/possession/sale of stolen property Inappropriately using, furnishing, selling or possessing over the counter medication Leaving a building without authorization Irresponsible use of motor vehicles Sexual harassment Direct threatening calls, letters, emails, so social media Ethnic, racial, and/or sexual/gender intimidation Modifying files or other data not belonging to student on computer or data network Changing passwords belonging to other users or misrepresenting other users on any computer or data network Using the data network to disrupt the work of others Modifying computer hardware or software without authorization Theft of computer hardware or software Defacing school property Other offenses violating the Pennsylvania Crimes Code Other offenses fitting the definition of LEVEL III misconduct	meetings with school counselors Restorative intervention ("righting" the wrong) Loss of privileges Out of School Suspension (four to ten days) and meetings with school counselors Referral to law enforcement
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LEVEL IV BEHAVIORS

DESCRIPTION - Level IV behaviors are directed against self, persons, or property, but whose consequences significantly affect the health, safety, and welfare of others in the school or which require referral to law enforcement officials. This level of misconduct is clearly criminal and so serious that it requires administrative actions that will result in the immediate removal of the student from school, the intervention of law enforcement authorities, and possible action by the Board of School Directors.

Examples of Behaviors	Possible Responses to Behavior
Continuation of Level III misconduct Involvement of any nature with an unauthorized substance (see Policy 227) Bringing a weapon to school or on school property Bringing a weapon to any school-sponsored activity or upon any public or private conveyance providing transportation to or from a school-sponsored activity Selling an unauthorized substance to others Possession of an unauthorized substance with the intent to distribute. Furnishing an unauthorized substance to others Violation of the State Vehicle Code Other offenses fitting the definition of Level IV misconduct	Parent/guardian contact Student conference Restorative intervention ("righting" the wrong) Counseling Out-of-school (five to ten-day) suspension. Referral to SAP or similar process Referral to law enforcement One year or longer mandatory expulsion, unless the Superintendent determines on a case-by-case basis, that there are extenuating circumstances in a particular case, and recommends that a lesser discipline should be given

Discrimination/Title IX Sexual Harassment Affecting Students

The Board declares it to be the Policy of this District to provide equitable opportunities for all students to achieve their maximum potential through the programs and activities offered in the schools without discrimination on the actual or perceived basis of race, color, age, religious creed, religion, sex, sexual orientation, gender identity, ancestry, national origin, marital status, pregnancy or pregnancy-related conditions, or handicap/disability.

The District is committed to the maintenance of a safe, positive learning environment for all students that is free from discrimination by providing all students admission, course offerings, counseling, assistance, services, athletics, and extracurricular activities without any form of discrimination, including Title IX sex-based discrimination or harassment. Discrimination is inconsistent with the rights of students and the educational and programmatic goals of the District and is prohibited at or, in the course of, District-sponsored programs or activities, including transportation to or from school or school-sponsored activities.

Review [School Board Policy 103](#) for more information.

Dress Code

See the [Sandy Run Middle School Dress Code](#) for all students to follow at all school events.

Prohibited Harassment by and of Students

In order to maintain a learning environment which promotes self-worth and respect for the dignity and worth of others, it is the policy of the Upper Dublin School District to prohibit sexual and other forms of harassment based on membership in designated classifications identified below (referred to as “Prohibited Harassment” and more specifically defined below), to provide education about the problem of Prohibited Harassment and to provide guidelines for a prompt and appropriate response to allegations of Prohibited Harassment as well as guidelines for a prompt and appropriate remedy of any instance of Prohibited Harassment.

This policy applies to all students, to all District employees, to all school directors, and to all District contractors and consultants, and to all school volunteers. This policy only applies to behavior defined specifically as Prohibited Harassment; other policies may apply to other forms of behavior such as any listed at the end of this Policy.

Review [School Board Policy 248](#) for more information.

Bullying and Cyberbullying

It is the policy of the School District of Upper Dublin to provide a safe and positive learning climate that is free from harassment and or bullying. Therefore, it shall be the policy of the District to maintain an educational environment in which harassment and bullying in any form will not be tolerated. It is the purpose of this policy to prohibit and prevent acts of bullying and violence. All forms of bullying by District students are hereby prohibited.

Bullying, including cyberbullying, as defined in this Policy, may include acts outside of a school setting that are reasonably understood as threats of violence or harassment targeted at specific students. It can include sharing personal or private information about someone else causing embarrassment or humiliation. Bullying means an intentional electronic, written, verbal, or

physical act or series of acts directed at another student or students, which occurs in a school setting that is severe, persistent, or pervasive and has the effect of doing any of the following:[\[1\]](#)

2.1.1. Substantially interfering with a student's education;

2.1.2. Creating a threatening environment; or

2.1.3. Substantially disrupting the orderly operation of the school.

2.2. Cyberbullying is bullying that takes place over digital devices including but not necessarily limited to cell phones, computers, and tablets. Cyberbullying can occur through various means including, but not necessarily limited to: SMS, Text, and apps, or online in social media, forums, or gaming where people can view, participate in, or share content. Cyberbullying includes but is not necessarily limited to sending, posting, or sharing negative, harmful, false, or mean content about someone else.

2.3. School setting means in the school, on school grounds, in school vehicles, at a designated bus stop or at any activity sponsored, supervised or sanctioned by the school, on or through a District owned, operated, or supervised digital device.

Reporting Acts of Bullying:

1.2. The District encourages students who believe they or others have been bullied to promptly report such incidents to their teacher, counselor, and/or administration.

1.3. Students can report an incident of bullying in the following ways:

- Verbally to a staff member
- Written incident report or email submitted to a staff member
- [Anonymous Safe2Say Portal](#)

1.4. The Board directs that verbal and written complaints of bullying shall be investigated promptly, and appropriate corrective or preventative action be taken when allegations are substantiated. The Board directs that any complaint of bullying brought pursuant to this Policy shall also be reviewed for conduct which may not be proven to be bullying under this Policy but merits review and possible action under other Board policies.

Review [School Board Policy 249](#) for more information.

Detention

Administrative lunch and after-school detention is a disciplinary measure used exclusively by the administrative staff. While in detention, students will be expected to bring and complete assignments or study quietly. Any student who is uncooperative in detention will risk additional detentions/suspension from school. Detentions will be held during lunch or after school from 3:05 p.m. – 5:00 p.m. as assigned by an Administrator.

Bus Expectations

All school rules still apply on the bus. Additionally, for the safety of all students must remain seated at all times, keeping arms and legs facing towards the front, and quiet voices. Students are expected to share their seat with another student. Students should refrain from eating/drinking on the bus, and be sure to follow all directions from the driver. Any bags/equipment that cannot fit on a student's lap should be brought in by a guardian. Students may only ride the bus they are assigned in Infinite Campus.

Any violation of bus rules will result in progressive discipline and restorative practices by the driver and/or building administrator.

Review [School Board Policy 810](#) for more information.

Suspensions – In school (ISS) and Out of School (OSS)

Suspension Procedures

1. House Principal or Principal will issue Suspensions.
2. Parents will be notified by telephone that their child has been suspended and the reason and length for the suspension. A reinstatement parent conference at the conclusion of the student's OSS will be scheduled.
3. Credit will be given for all work missed once completed upon the student's return. It is the responsibility of the student to make up the work, including tests and quizzes. The regular classroom teacher is responsible for evaluation of the work.
4. Students may not attend or participate in extracurricular activities or practices, or be on school grounds, while suspended.

Understanding Student Suspension & Expulsion

1. **“Temporary Suspension”** shall mean exclusion from school for an offense for a period of up to three school days, by the Principal, without a hearing.
2. **“Full Suspension”** shall mean exclusion from school for an offense for a period of up to ten school days [except as provided in Paragraph F], after an informal hearing is offered to the student and to the student's parents /guardians. The purpose of an informal hearing is to enable the student and their parents/guardians to meet with the appropriate school official to explain the circumstances surrounding the event for which the student is being suspended or to show why the student should not be suspended. Counsel is not permitted at an informal hearing.
3. **“Expulsion”** shall mean exclusion from school for an offense for a period exceeding ten school days and may mean permanent expulsion from school, when decided by the Board of School Directors after a proper formal hearing. This formal hearing may be held before the Board of Directors, an authorized committee of the Board, or a qualified hearing examiner appointed by the Board. When a committee of the Board or a hearing examiner conducts the hearing, a majority vote of the entire Board is required to expel the student.

Review [School Board Policy 233](#) for more information.

Emergency School Closing

In the event that the schools must be closed because of an emergency such as bad weather, an announcement of the closing of the school will be made over local media, the District website, and the automated phone system. In order to keep telephone lines clear, please do not call the school office or local police authorities. Students may be asked to use Schoology for updates on any academic needs during the school closure.

Flexible Instruction Days

A Flexible Instruction Day (FID) occurs when school buildings close due to inclement weather, facilities concerns, transportation issues, or a local emergency and student learning continues in an asynchronous learning environment. As per the Pennsylvania Department of Education, a district can utilize up to five (5) FID days in a school year. When a FID is announced, all teachers

and students follow an alternative teaching and learning schedule. Our Infinite Campus communication system will be used to notify parents/guardians in the event that the district implements a FID. The FID will also be posted on the District website and on the District's social media platforms. Student attendance must be reported on a FID. Parents/Guardians should use the existing attendance procedures if they wish to report their student absent on a FID. Any students who will not be participating in asynchronous instruction on this day should be reported as absent by their parent/guardian.

All student assignments are due at the beginning of class the following day in order for participation in the FID to count. In grades K-3 participation will be noted based on work completion. In grades 4-12 submitted work will be graded. If work cannot be completed due to an extenuating circumstance, such as internet access not being available, a parent/guardian should contact the teacher to inform them so that an alternative plan can be put into place for the work to be completed, most likely once the student has returned to school.

Food Services

UDSD Food Services offers breakfast, lunch and a la carte items daily- all served from our school cafeterias. Breakfast is free for all students in the district and lunches are priced at \$3.35 for a complete meal. Information such as menus, program information, applications for the free or reduced meals program and more are available at the [department website](#).

The department uses the Point of Service, [SchoolCafe](#) to connect students and families to the student meal account. There, parents and guardians can monitor activity, deposit money into their child's account and apply for the free and reduced meals program. Students will use their district issued barcoded student ID card or student ID number to connect to their cafeteria account for all transactions.

General Information and Rules

- Daily announcements: Announcements will be made on the intercom at the beginning of the school day and at other times throughout the day. Please listen carefully and be aware.
- Personal property should not be brought to school. The school will not assume responsibility for stolen articles.
- All items should be labeled with your full name including, Chromebooks, lunch bags, binders, backpacks, etc.
- Damage to school property: Students who damage school property must assume the cost of repair or replacement and face consequences as specified in the school discipline code.
- Money: Students should never bring money to school other than for lunch or to purchase a ticket for a school event.
- Your locker combinations are your responsibility - do not tell anyone. Be sure to close and lock your locker. Turn the dial after closing the lock.
- Forgotten items: Any projects, lunches, homework, sneakers, etc. will be in the Main Office on the counter and students must check at these locations without waiting to be called.
- Sportsmanship is the key to all athletic events: Support your team. Never boo a player or an official. Make visitors feel welcome to our school.

Gifted Education

Upper Dublin School District recognizes that gifted students require specially designed instruction beyond the regular education program in order to reach their full potential. The district shall provide gifted education services in accordance with applicable state laws and regulations, including 22 Pa. Code Chapter 16.

Determination of gifted ability shall not be based on IQ score alone and shall consider additional factors, including but not limited to achievement and rate of acquisition/retention of new knowledge, demonstrated achievement, performance, or expertise, evidence of creativity, problem-solving ability, or leadership, and/or exceptional academic achievement relative to peers.

Upper Dublin School District utilizes a system-wide screening process to identify potentially gifted students and shall accept referrals for gifted evaluation from parent/guardians and/or teachers/staff.

Review [School Board Policy 113](#) for more information.

Students Experiencing Homelessness

Children and youth who meet the criteria of being homeless, even if unaccompanied by a guardian, must be given full and equal access to an appropriate public education and success in the educational program. The permanency and adequacy of the housing conditions will be considered when determining if a student qualifies.

The Upper Dublin School District considers students who lack a fixed, regular, and adequate nighttime residence, as experiencing homelessness. This includes children and youth who are: sharing the housing of other persons due to loss of housing, economic hardship or a similar reason; living in motels, hotels, trailer parks or campgrounds due to lack of alternative adequate accommodations; living in a public or private place not designed for or ordinarily used as a sleeping accommodation by human beings; living in cars, abandoned buildings, substandard housing or similar situations; living as refugee or migratory children due to circumstances like those described above; or abandoned or forced out of homes by parents, guardians or caretakers.

Unaccompanied youth also fall under this category and can be described as a youth not in the physical custody of a legal parent or guardian and youth living on their own in any of the homeless situations described above.

These children and youth may enroll in:

- Their school of origin, defined as the school where the student attended when permanently housed or in which the student was last enrolled.
- Any school that non-homeless students who live in the attendance area in which the child or youth experiencing homelessness is actually living are eligible to attend (new neighborhood school).

An unaccompanied homeless youth with a disability may also need to have a surrogate parent appointed by the District if the youth has no one to serve in this role.

Please review the full [School District Policy 251](#) for further information. For additional information regarding McKinney-Vento, please contact Upper Dublin School District's point of contact for students experiencing homelessness or other types of educational instability:

Alexis Toburen
School Social Worker

Library/Media Center

The Library is available for your convenience and benefit. Please adhere to the following expectations:

- The Library hours are 8:15 a.m. – 3:00 p.m.
- Students sent to the Library during class must have a pass or be accompanied by a teacher.
- Students must have a pass signed by the Librarian or Library Secretary before leaving the library for any reason.
- Students may access the Library during their lunch period by obtaining a pass from a cafeteria supervisor.

Lockers

At the beginning of each school year or entry, each student shall be assigned a locker in which to keep books, backpacks, lunch and outdoor clothing. Lockers will be assigned from the office of the grade level House Principal. The administration and teachers are not responsible for the loss of money or property. It is the responsibility of students to keep lockers locked. Students may not use personal locks unless approved by the administration.

Students are required to keep lockers clean and neat at all times. Decals, stickers, or other markings on the lockers are prohibited. They will be removed in a timely manner by our custodial staff. Students kicking and breaking lockers will be required to pay for damages.

Lost and Found

Lost and found articles are to be turned in to the Main Office. Lost items will be placed on a clothing rack by the cafeteria. The owner, with proper identification, may claim these items. After a reasonable period of time, unclaimed items will be disposed of in December and June.

Make-up Privileges

Students are permitted and are expected to make-up work missed during an excused absence from school. Reasonable time limits are to be enforced by all members of the faculty and respected by the students.

- Work missed because of a short period of absence (1-3 days) shall be made up within 5 days following the return to school. The school counselor and/or grade-level administrator may assist in the creation of a timeline for unique circumstances.
- Work missed because of a prolonged absence (4 days or more) shall be made up within a period of time not to exceed twice the number of days absent. It is the responsibility of the student to make arrangements with their teachers regarding final due dates. This time must be flexible in nature, but it is to the student's advantage to make up all work missed with all possible speed. The school counselor and/or grade-level administrator may assist in the creation of a timeline for unique circumstances.
- It is the responsibility of individual students to obtain all make-up assignments.
- Homework assignments can be accessed through the Learning Management System (Schoology) and by communicating with the teacher.

Marking Periods

Sandy Run's school year is divided into 4 marking periods. Student grades will be available for viewing on the Student Information System (Infinite Campus). Every 10 weeks, marking period grades will be available on IC. Periodic reminder notifications to view student grades will be made via the principal's email notification. Report cards are not mailed home, except upon request to the counseling office.

Non-Discrimination

The Upper Dublin School District is committed to provide equitable opportunities for all students to achieve their maximum potential through the programs and activities offered in the schools without discrimination on the actual or perceived basis of race, color, age, religious creed, religion, sex, sexual orientation, gender identity, ancestry, national origin, marital status, pregnancy or pregnancy-related conditions, or handicap/disability.

Title IX Coordinator is Ashley Kitten, Director of Human Resources, 215-643-8807, and Section 504 Coordinator is Jennifer Summers, Director of Student Services, 215-643-8976.

Review [School Board Policy 103](#) for more information.

Nurse

The school nurse plays an important role in supporting the health and well-being of all students. The nurse is available during the school day to assist with illnesses, injuries, and ongoing medical needs. In addition to providing first aid, the nurse manages student medications, monitors chronic health conditions, and helps create a safe and healthy school environment. Students must have a pass to visit the nurse unless it is an emergency. If you're not feeling well or have a health concern, let a teacher or staff member know so they can help you get the support you need.

To better understand health-related requirements, refer to the following policies:

- [School Board Policy 203](#): Immunizations and Communicable Diseases
- [School Board Policy 209](#): Health Examinations/Screenings
- [School Board Policy 210](#): Use of Medications

Safety & Security

Emergency Procedures and Drills

Emergency Procedures: Upper Dublin School District follows the five(5) Standard Emergency Responses Protocols as defined by the [ILOVEUGUYS](#) Foundation. These protocols guide us in developing emergency plans that include all five key steps; Prevention, Mitigation, Preparedness, Response, and Recovery.

Drills: Emergency and/or fire drills are practiced on a monthly basis throughout the entire school year at all schools. Each emergency drill is prefaced with an age appropriate instructional block about the drill. All drills are conducted within a trauma informed approach.

Security

School Safety Officer (SSO): Upper Dublin School District employs their own school safety officers to assist administration in maintaining a safe learning environment. The SSOs regularly conduct safety education, active patrols, enforce the district's rules and regulations, and assist students and staff during emergencies. Upper Dublin School District's Safety Department is committed to equitable restorative justice and the utilization of Student Services for counseling, examination and other rehabilitative measures.

SSO Student Engagement: Upper Dublin School District's Safety Department recognizes that the first step in creating a supportive and safe learning environment is to get to know the student population as well as staff. To build this communication bridge between the Safety Department and students, all SSO's are tasked to interact with students on a regular basis. It is the foundation of these professional relationships that will allow the SSOs to recognize and guide students in need to the appropriate available resource.

Security Cameras: Security cameras are utilized throughout the District's buildings to assist Administrators and the Safety department in maintaining a safe learning environment. These security cameras are intermittently monitored live and upon administration's request can be reviewed and/or saved as evidence. Without prior notice the location of the cameras can be changed throughout the school year to better facilitate comprehensive coverage or other areas of concern.

Visitors to our Schools: All visitors are required to check in at the main office before entering any area of the building. No exceptions to this rule will be made. Photo identification is required in order to grant access to school buildings.

[Safe2Say Something](#) is a youth violence prevention program run by the Pennsylvania Office of Attorney General. The program teaches youth and adults how to recognize warning signs and signals, especially within social media, from individuals who may be a threat to themselves or others and to "say something" BEFORE it is too late.



Schedule

Students may enter the building starting at 8:05 AM. All students must be in class by 8:20 AM. Students dismiss at 3:00 PM. Buses depart at 3:10 PM. Students have 3 minutes to transition between classes.

6th Grade		7th Grade		8th Grade		Unified Arts	
8:20-9:15	Core 1 (55)	8:20-9:15	Core 1 (55)	8:20-9:15	Core 1 (55)	9:18-10:01	6EN1 (43)
9:18-10:01	EN #1 (43)	9:18-10:13	Core 2 (55)	9:18-10:13	Core 2 (55)	10:16-10:59	7EN1 (43)
10:04-10:59	Core 2 (55)	10:16-10:59	EN #1 (43)	10:16-11:11	Core 3 (55)	11:02-11:45	6EN2 (43)*
11:02-11:45	EN #2 (43)	11:02-11:57	Core 3 (55)	11:14-11:44	Lunch (30)	11:47-12:30	8EN1 (43)*
11:48-12:43	Core 3 (55)	12:00-12:30	Lunch (30)	11:47-12:30	EN #1 (43)	12:33-1:16	8EN2 (43)*
12:46-1:16	Lunch (30)	12:33-1:28	Core 4 (55)	12:33-1:16	EN #2 (43)	1:31-2:14	7EN2 (43)
1:19-2:14	Core 4 (55)	1:31-2:14	EN #2 (43)	1:19-2:14	Core 4 (55)	2:17-3:00	6/7/8EN3 (43)
2:17-3:00	EN #3 (43)	2:17-3:00	EN #3 (43)	2:17-3:00	EN #3 (43)	* One of the periods will be teacher lunch	

Screening & Evaluation

Accommodations: Students with disabilities are entitled to accommodations in school to aid in their access to schooling under Section 504 and the Individuals with Disabilities Education Act (IDEA). Should you believe that your child is entitled to accommodations, please contact your school principal.

Screening and Evaluation: If you believe that your child may be eligible for special education and related services or gifted education, screening and evaluation services designed to assess the needs of your child and their eligibility are available through the district. Parents/guardians have a right to request an evaluation at any time. Requests for screening and evaluation may be made in writing and sent to your child's school counselor. Contact the school principal for additional information regarding the screening/evaluation process.

Special Education Services: Students having special needs may be eligible for Special Education services. The Multi- Disciplinary Team makes the determination for eligibility. Special Education services include Autistic Support, Emotional Support, Hearing Support, Learning Support, Life Skills Support, Multiple Disabilities Support, Physical Support, Speech and Language Support, and Vision Support. Each student who is identified as eligible for Special Education services will have an Individualized Education Plan (IEP) developed before the student enters the program. Parents/guardians are members of the IEP team. Special Education services are provided under the Office of Pupil Services. For further information, please contact the Director of Student Services at 215-643-8981.

Review [School Board Policy 113](#) for more information.

Student Records

IMPORTANT NOTIFICATION OF RIGHTS PERTAINING TO STUDENT RECORDS INCLUDING CONSENT FOR COLLECTION OF STUDENT INFORMATION

The Family Educational Rights and Privacy Act (FERPA) affords parents and students over 18 years of age ("eligible students") certain rights with respect to the student's education records.

Please refer to [Board Policy 216](#) and its accompanying Administrative Regulations for specifics of the District's procedures including but not limited to the classification, maintenance, destruction, and disclosure of student records. A summary of these rights follows:

1. The right to inspect and review the student's education records within 45 days of the day the District receives a request for access.
2. The right to request the amendment of the student's education records that the parent or eligible student believes are inaccurate, misleading, or in violation of the student's right to privacy.
3. The right to consent to disclosures of personally identifiable information contained in the student's education records, except to the extent that FERPA authorizes disclosure without consent. One exception which permits disclosure without consent is disclosure to school officials with legitimate educational interests.
4. The right to file a complaint with the U.S. Department of Education concerning alleged failures by the District to comply with the requirements of FERPA.
5. **Directory Information** - FERPA requires the District, with certain exceptions, to obtain your written consent prior to the disclosure of personally identifiable information from your child's education records. However, the District may disclose appropriately designated information (known as "directory information") without your written consent,

unless you notify the District in writing within 20 days of the date you receive this notice that you do not want any or all of those types of information about the student designated as directory information. Directory information includes the following information relating to a student: the student/family members' name, address, telephone number, electronic mail address, photograph, date and place of birth, years of attendance, grade level, participation in officially recognized activities and sports, weight and height of members of athletic teams, degrees, honors and awards received, the most recent previous educational agency or institution attended by the student, and other similar information. Written notification can be sent to the District's Registrar at registration@udsd.org.

Please refer to Board Policy 216 [Administrative Regulations](#) for the specific procedures related to the above rights.

Telephones and Other Electronic Devices

Students must refrain from using their cell phone or smart watches during the day. All cell phones are to be locked in the student's locker to avoid distractions and aid in the educational process. Telephones are available in school offices for student use, when necessary. Any student who fails to comply with these expectations may face disciplinary consequences. Review [School Board Policy 237](#) for more information.

Transportation

Students are not permitted to ride any bus other than their official, designated school bus. Students are not permitted to ride any other bus home. Review [School Board Policy 810](#) for more information.

Here Comes the Bus is a mobile app that shows the real-time location of your child's school bus and sends push notifications when it is approaching the stop. To get started, [download the app](#) and follow the instructions below:

- Click **Sign Up**
- Enter School Code **29728**
- Click **Next > Confirm**
- Complete the **User Profile**
- Under **My Students > Add**
- Enter **Child's Last Name** and **Student ID #** (accessible via Infinite Campus)

Volunteers

We recognize the role parents play in supporting their child's education and the additional opportunities that may be afforded a student's education through volunteers. To that end, and to ensure the safety of all our students at all times, volunteers must complete their clearances. A "volunteer" is defined as an adult (individual who is 18 years or older) applying for or holding an unpaid position in the service of the District.. Click [here](#) for directions on obtaining your volunteer clearance application. Review [School Board Policy 916](#) for more information.