



**UPPER
DUBLIN**
SCHOOL DISTRICT

CARDINAL GUIDE

SCHOOL YEAR 2025 / 2026





UPPER DUBLIN HIGH SCHOOL
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FORT WASHINGTON, PENNSYLVANIA 19034
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SCHOOL ADMINISTRATORS

Dr. Daniel Ortiz

Principal
Ext. 2001

Dr. Phil Chang

Grade 12 House Principal
Master Scheduler
Ext. 2008

Ms. Ashley Martonik

Grade 11 House Principal
Director of Student Activities
Ext. 2006

Mr. Ernest Rehr

Grades 9 and 10 House Principal
Ext. 2004

Dr. Luther Green

Athletic Director, 7-12
Ext. 2022

Mrs. Joanna Adelman

Supervisor of Special Education, 9-12
Ext. 2105

The Cardinal Guide includes the policies, rules, regulations and procedures that govern students at Upper Dublin High School. Use the [BoardDocs Portal](#) to access all School Board Policies.

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.

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ACADEMIC INTEGRITY

We believe academic integrity directly aligns with the three pillars of Upper Dublin: *Respect, Responsibility, and Relationships*.

We believe academic integrity is important because it shows respect for the teachers that create and assess these assignments and respect for all other students who are working hard to demonstrate and display their learning.

We believe academic integrity is important because it teaches students honesty, trust, fairness, ethics, and academic responsibility.

We believe academic integrity is important because it creates a learning environment that is fair and equitable for all students and develops student/teacher relationships that are built on trust.

Academic Dishonesty

Cheating and plagiarism are two forms of academic dishonesty that if founded may result in a zero for the assessment or assignment. Below are examples of cheating and plagiarism (this is not an exhaustive list):

- Copying from another student during an assessment or allowing another student to copy your work
- Unauthorized collaboration on a take-home assignment or examination
- Using notes/aides during a closed-book assessment
- Taking an assessment for another student
- Changing a graded assessment and misrepresenting what was originally submitted
- Submitting substantial portions of the same paper to more than one course without consulting with the teacher
- Taking a photo of an assessment and sharing it with others or having possession of a photo of an assessment
- Allowing others to write a paper or do a project for you
- Fabricating data (all or in part).
- Submitting someone else's work as your own (plagiarism)
- Stealing, borrowing, buying or copying someone else's work (e.g. homework, lab reports, take-home exams, tests, research papers) or copying text from the internet without citing it appropriately
- Failing or unwilling to provide a complete bibliography
- Unauthorized use during an assessment of any electronic devices such as cell phones, chromebooks, computers or other technologies to retrieve or send information
- Cutting class during a scheduled assessment or presentation (second chance learning opportunities will not be given in this situation)

- Use of Artificial Intelligence resources to complete assignments or get assistance with assessments when the teacher designates that AI is not to be used for this assignment

*On the first offense of academic dishonesty, the student will have the option to redo the assignment/assessment with a maximum score of 50% once the student has met the following two conditions within a week of the violation:

1. Write a two page paper on the ramifications of cheating and/or plagiarism (more details to follow from the house principal).
2. Create a slideshow or other visual aide and present the findings to the house principal.

Upon a second offense (throughout the student's high school career) of academic dishonesty (and any further instances), the student will automatically receive a zero for the assignment or assessment. The student will be excluded from consideration for the National Honor Society or considered for expulsion from membership of the National Honor Society.

Consistent with the philosophy of the Upper Dublin School District to help students develop "intellectually, creatively and ethically," the Upper Dublin staff is committed to encouraging strict standards of academic integrity. Honesty in all assignments is considered vital to the maintenance of such standards. Adherence to the guidelines of the student disciplinary code is the responsibility of both staff and students.

ACADEMIC ELIGIBILITY FOR PARTICIPATION IN ACTIVITIES & ATHLETICS

While the goal of Upper Dublin High School is "Excellence in Academics, Activities and Athletics," academic performance is the keystone of the curriculum and the standard against which eligibility for participation in extracurriculars including activities and athletics is measured.

To be eligible to participate in activity or athletic programs at Upper Dublin High School, a student must pursue an academic program defined and approved by the Principal as full time.

Eligibility shall begin the first week of school and shall be reported on a weekly basis. The student must maintain a passing grade in each subject during each of the four (4) grading periods.

If a student does not maintain a passing grade as designated in this policy, the student will have a conference with the Director of Activities or Athletics to discuss academic eligibility and to establish a plan of action. This plan could include teacher

assistance, peer tutoring, or scheduled Office Hours, along with weekly academic monitoring by the faculty.

UDHS Eligibility			
Passing All Courses	Failing One (1) Course**	Failing Two (2) Courses	Failing Three (3) Courses or more
Eligible Able to fully participate (Can compete, perform, practice, and play)	Eligible Able to fully participate (Can compete, perform, practice and play) See below to adhere to board policy.	First Week	Ineligible
		Probation; Eligible to fully participate	Fully Ineligible
		Second Week Ineligible for games, competitions, or performances but can practice	(Can't compete, perform, practice or play)
		Third Week Fully Ineligible, can't compete, perform, practice or play	

****Any student failing the same class beyond two weeks (in the red) may be required to attend Mandatory Office Hours, NHS tutoring, or stay before/after school with the teacher to complete make-up work. They will be put on a progress report from the Athletic Office.**

The Activities Office will send weekly letters/emails to parents with notice of student progress.

- [Progress Report](#) (athletics only)
- If a student athlete fails to follow the plan set forth, they will become ineligible on a per-week basis. This can allow the student and athletic director to set realistic goals for the student to try and regain eligibility.
- Eligibility will continue to be monitored on a weekly basis until a passing grade is attained.

In addition to meeting academic requirements, Upper Dublin students who wish to participate in activity or athletic programs must obey the rules of the school as printed in the Discipline Code. Students who fail to meet the department standards of the school may be declared ineligible to participate in activities and/or athletics by an administrator, sponsor or coach for a period of up to one week. If necessary, the student will be referred to the Principal of the school, who will review the case and determine whether removal from the activity or team is necessary or whether the

student meets the current standards of reinstatement. In the event of a question regarding eligibility, the high school Principal will make the determination based on the application of the criteria and/or the Pennsylvania Interscholastic Athletic Association By-Laws. Students participating in any activities or athletics are expected to remain in good academic, attendance, and deportment standing.

Specific to Athletics

To be eligible to participate in the interscholastic athletic program at Upper Dublin High School, a student must satisfy the qualifications and regulations outlined below:

- a. You must register your student athlete on [FamilyID](#). The portals for each season open on the following dates.
 - Fall Sports - June 1st of prior school year
 - Winter Sports - 6 Weeks prior to winter sports start date (approx. first week of October)
 - Spring Sports - 6 Weeks prior to spring sports start date (approx. mid January)
- b. Pass a comprehensive physical examination administered by the student-athlete's family physician. This physical must be completed on the [document provided by the PIAA](#), and may not be dated before June 1st of the upcoming academic school year. Once the physical examination is completed and uploaded to the FamilyID account, families will be notified if it is approved or not approved via email. Once approved by the athletic office at the Upper Dublin High School, the physical is good for the remainder of the school year. No re-certification is necessary unless a student-athlete suffers a significant injury and/or illness, at which point, [a second part to the PIAA physical](#) form would need to be completed for the student-athlete to participate in the next sports season. In no instance will a physical examination or a recertification physical be offered by the Upper Dublin School District.
- c. Carry adequate and appropriate health and injury insurance.
- d. Remain in good academic, attendance and deportment standing.
- e. Conform to all regulations as outlined in the by-laws of the Pennsylvania Interscholastic Athletic

Association from Article I to Article IX. These sections of the by-laws pertain to the following:

- (1) maximum age rule.
- (2) amateur status.
- (3) school attendance.
- (4) consent of parent or guardian.
- (5) health and physical examinations.
- (6) migration.
- (7) period of participation.
- (8) representation.
- (9) curriculum.

ALMA MATER

The words of the Upper Dublin High School Alma Mater were written by members of the Class of 1964, and set to music by Mr. Robert C. Foust. The Alma Mater (school hymn or anthem) is traditionally played/sung during homeroom and special ceremonies, such as homecoming and graduation.

Hail Upper Dublin Senior High
Spirit of Loyalty
Cardinal and gray
Leading the way
Onward to victory
First in our hearts and minds are you
Proudly our colors fly
Onward in life we go from you
Our Upper Dublin High.

ATTENDANCE REGULATIONS

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

Daily Attendance

Students are expected to arrive by **7:50 AM** and report to their **Period 1 class**. A warning bell rings at **7:48 AM**, and building access is restricted after the late bell—students must enter through the **main entrance**.

Attendance is taken **every class period**. Missing class—even partially—can impact your **grades, credit**, and **eligibility** for sports or activities.

Reporting an Absence

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

- [Infinite Campus Parent Portal](#)
- **Email:** udhsattendance@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.

Excused vs. Unexcused Absences

Excused absences include personal illness, doctor appointments, death in the immediate family, religious observance, court appearances, and approved educational travel. Reasons such as oversleeping, missing the bus, vacations without approval, or undocumented illness are considered 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 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.
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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 7:50 AM must report to the main office and will be marked tardy. Consequences for repeated tardiness escalate as follows:

- 3 tardies: warning; detention may be assigned
- 6 tardies: detention and parent contact
- 9+ tardies: additional detention and parent contact
- 10 tardies: formal letter sent home
- 12 tardies: 2-hour detention + continued contact
- 15+ tardies: loss of privileges (e.g., trips, dances, parking, extracurriculars) and possible attendance interventions, doctor's note is required.

Attendance Impacts on Athletics & Extracurriculars

For students to participate in sports practices and/or club activities on a given day, the student must:

- Be in school by **10:30 AM**
- Attend **at least 2 full class blocks**

Early Dismissals

Pre-Scheduled Appointments: Dismissal requests must be submitted through Infinite Campus or sent to udhsattendance@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: Student Responsibilities

Teacher Notification of Absence: It is the **student's responsibility to contact their teacher or teachers** to arrange for missed work. This contact should be made either before or after school or during the teacher's office hours. Students should not expect make-up assignments to be given during class time.

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. Requests for homework should be directed to the Counseling Office or the Principal's Office.

Special Circumstances: In rare situations where a student needs to miss class to assist a teacher, support other students, or complete an assignment, arrangements must be made in advance with the approval of the teacher whose class will be missed.

Incomplete Work: Students who receive an "incomplete" for a marking period will have two weeks to finish all outstanding assignments. Any grades of zero for missing work will be averaged with the rest of the student's grades to determine the final report card grade.

Cutting Class & Leaving Campus

Cutting Class: A student is considered to be cutting class if the student is **10+ minutes late** or **skips a class without permission**.

Missing without Approval: **Missing class to see another teacher or student without prior approval** is unexcused.

Leaving School Grounds: **Leaving school grounds without permission** is a **suspendable offense** that can result in loss of privileges, possible detention/suspension, and no credit for missed work.

AWARDS

At the end of each school year, and at other times, as appropriate, various awards will be issued in each of the three areas of student life at Upper Dublin High School.

Academics

At the end of each marking period, students who achieve a grade point average of 3.2 or higher will receive Honor Roll Recognition (see page 25).

Each faculty department selects a senior for academic area honors on the basis of classroom performance. These seniors receive "UD" medals which are worn during the commencement ceremony.

Activities

Senior students who are active in class and club organizations, publications, government, fine arts and intramural sports become eligible for framed participation and leadership plaques. These school-sponsored awards are issued in addition to other recognition the students may receive from community agencies.

Athletics

Certificates of participation and varsity letters are awarded to eligible Upper Dublin athletes at the end of each season of interscholastic competition. Seniors who have earned four or five varsity letters receive silver awards. Those who have accumulated six or more varsity letters will receive gold awards. Outstanding accomplishments are also recognized on the conference, league, District, state and national levels.

BULLYING

The Upper Dublin School District prohibits all forms of bullying by District students. Anyone who engages in bullying in violation of this Policy shall be subject to appropriate discipline.

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. Substantially interfering with a student's education;
2. Creating a threatening environment; or
3. Substantially disrupting the orderly operation of the school.
4. Cyberbullying is bullying that takes place over digital devices including but not necessarily limited to cell phones, computers, and tablets.
5. 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.
6. Cyberbullying includes but is not necessarily limited to sending, posting, or sharing negative, harmful, false, or mean content about someone else.

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.



[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.**

See [Board Policy 249 Bullying](#) for more information.

Complaint Procedures

1. A student who alleges bullying by another student or group of students of the Upper Dublin School District may direct the complaint to a teacher, guidance counselor, nurse or administrator.
2. The person receiving the complaint shall immediately report it to the grade-level House Principal.
3. The House Principal shall promptly investigate the claim, report, and discuss the claim with the Superintendent. The investigator will, within ten (10) school days:
 - Interview the complainant to elicit specific examples of the behavior and get specific details about the situation
 - Assure the complainant that no retaliation will be taken without consequence
 - Interview the third parties
 - Inform the accused of the allegations and interview the accused
 - Document the notes of the interviews
 - Compile an investigation report
4. The House Principal shall have the responsibility for disciplining the student who is found guilty of bullying in accordance with the Student Discipline Code. If warranted, a recommendation for expulsion will be forwarded to the Superintendent.

See [School Board Policy 219](#) and [School Board Policy 249](#) for more information.

CAFETERIA and 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 [UDSD Food Services](#) website.

The department uses the Point of Service system, [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. Students must have ID cards available to access their accounts.

Breakfast is available in the cafeteria and the Cardinal Cafe (located in the library). Lunch is available in the cafeteria. On a regular bell schedule day there are three lunch periods.

Food or beverages may not be taken outside the cafeteria at any time. In order to ensure a clean and comfortable environment for all, students are expected to observe all cafeteria rules.

See [School Board Policy 808](#) for additional information.

CODE OF CONDUCT FOR SPECTATORS AT ATHLETIC EVENTS

The Suburban One Athletic League promotes good sportsmanship by student athletes, coaches and spectators. The League requests spectators cooperate by supporting the participants and officials in a positive manner. Profanity, racial or sexist comments or other intimidating actions toward officials, student-athletes or team representatives will not be tolerated. Individuals doing so may be removed from the site of competition. Also, consumption or possession of alcoholic beverages and use of artificial noisemakers are prohibited. In the interest of continued good relationships in the field of athletics, all spectators are asked to:

1. Show their respect for their country by standing attentively and removing hats when the American flag passes and during the playing and singing of the National Anthem.
2. Show their respect by standing for the Alma Mater of both schools.
3. Conduct themselves as ladies and gentlemen at all times, showing respect for visiting players and injured athletes, by not booing participants on the playing area and by respecting property.
4. Show respect for the game officials and refrain from booing their decisions or interfering with their control of the contest.
5. Recognize that vulgarity and indecent gestures are unacceptable.
6. Cheer under the organized guidance of the cheerleaders. Cheers to interfere with the opponent's cheering are unacceptable. Foot stamping in the stands is unacceptable.
7. Recognize that noisemakers and signs in any gymnasium or at any indoor contest are unacceptable.
8. Recognize that littering premises, throwing confetti or paper and tossing objects onto the playing area are unacceptable.
9. Support musical groups for indoor activities. However, such groups must be organized, school sponsored and supervised to play only before games and during half-time.
10. Food and beverages are to be consumed in designated areas. The gymnasium and pool area are not acceptable areas for the consumption of food and beverages.
11. Follow the code of conduct for promoting good sportsmanship. Suburban One Schools reserve the right to eject any spectators whose conduct is detrimental to good sportsmanship. Misbehavior at sporting events may lead to prosecution or school disciplinary action.

COMPUTER ETHICS

It is Upper Dublin School Board policy that the use of any and all information and telecommunications resources accessed through the Upper Dublin Network Services (UDNS) will be legal, in adherence with standards of the District and the community, and solely for educational purposes consistent with the curricular goals of the District. All students will be informed by staff of their rights and responsibilities as users of the District Network prior to gaining access to the Network, either as an independent user or as a member of a class or group. Students will be required to enter into a contract with the District agreeing to abide by the Acceptable Use Policy (AUP) and by acknowledging the sanctions prior to gaining access to the Network.

Acceptable Use Policy (AUP)

Parameters for the use of computer equipment, programs and software are outlined in the Acceptable Use Policy (AUP) and parallel similar offenses in the UDHS discipline code.

The Network is provided for students to conduct research and communicate with others and as such, general school rules for student behavior and communications apply.

Users of the District computer Networks are responsible for their behavior and communications over the Network. Network administrators may review student files and communications to maintain system integrity and ensure that users are using the system responsibly. User files stored on District servers are the property of the District and are not private. The following are not permitted:

- Inappropriate use of Network resources (i.e. Network shares, Internet Applications)
- Sending or displaying offensive messages or pictures
- Using obscene language
- Harassing, insulting or attacking others
- Violating copyright laws
- Using another student's password (if a student purposely gave out his/her password, then both students are subject to consequences)
- Trespassing on others' folders, work or files
- Intentionally wasting limited resources (printing multiple copies)
- Employing the Network for commercial purposes
- Possession of viral, hacking tools, or administrative passwords
- Vandalism, tampering with, unauthorized entry or destruction of hardware, software or computers.
- Theft of District hardware or software

Acceptable Use Policy Consequences

Access is a privilege, not a right, and entails responsibility. Based on the violation severity, the following could result:

- Network account suspended for forty-five (45) days
- Printing charge of \$.02 per page
- Network account suspended for one-hundred eighty (180) school days
- Network account indefinitely suspended
- Student charged repair/replacement bill
- Suspension
- Criminal charges

See [School Board Policy 815](#) for more information.

CULMINATING PROJECT

The Upper Dublin School District requires completion of a [Culminating Project](#) for graduation. The purpose of the Culminating Project is to provide seniors an opportunity to apply learned skills and knowledge toward an experience that will impact their lives beyond high school and significantly enhance the meaningfulness of senior year. Project options include creation of a work of art, exploration of a professional field of interest, engagement in community involvement, testing of an original hypothesis or researching a significant question. Seniors are required to successfully produce a presentation, performance or demonstration, in addition to a reflective report, based upon the project option they select. Information pertaining to all aspects of the Project is provided to students during assemblies in spring of junior year.

DISCIPLINE CODE & SWPBIS

Introduction

Philosophy

We believe that in order for our students to become contributing citizens in a democratic society and in the world community in such times, they must develop the skills to listen with an open mind, to think critically, and to express themselves effectively. It is important that they do so from a humane, knowledgeable, and responsible perspective.

Such attributes are firmly centered in self-knowledge and self-discipline. They are most favorably enhanced within a context of a rich learning environment, staff collaboration, and shared responsibility with parents and community.

Upper Dublin High School is committed to **School-Wide Positive Behavior Interventions and Supports (SWPBIS)** to reinforce our school-wide expectations

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and support the emotional, behavioral, and academic outcomes for all students. Through the foundation of our SWPBIS framework, we have developed and adopted a unified set of expectations. We are strongly committed to the **3 “R”s**, given at Upper Dublin High School; we expect **respectful** and **responsible** behavior and we value **relationships**. These expectations define our rules for behavior in our school. You will see them posted throughout the school, and they will be taught and reinforced throughout the year.

Purpose

In order to provide each student with the opportunity to mature intellectually, creatively, emotionally, socially, ethically, and physically, it is necessary to develop a climate within the school that is conducive to wholesome learning and living. To aid in bringing about this climate, there should be a set of reasonable rules which define desired behavior and discipline. These rules shall be based on openness, mutual respect, and cooperation among all members of the school community without regard to sex, religion, race, color, national origin, or handicap. Such rules, regulations and procedures shall be published as a Student Disciplinary Code and distributed to all members of the educational community so that they may recognize their rights and responsibilities and conduct themselves accordingly.

Goals

- The Student Disciplinary Code has been formulated with the objective of achieving the following goals:
- To provide guidelines for behavior which respect the rights and personal dignity of all students and staff
- To communicate clearly to students their rights and responsibilities, and the nature of disciplinary procedures to be utilized in the event of violation of the code
- To guarantee the rights of each individual through fair, reasonable, and uniform treatment of violators of the code
- To define procedures which will ensure to all students the right to complete the course of study prescribed by school faculty and staff
- To define procedures which will avoid disruption of the work of the school
- To define procedures which will protect and maintain school property
- To establish procedures which comply with the letter and the spirit of state and local laws. In order to reduce the occurrence of discipline problems, the staff shall develop measures supportive of the discipline code, such as:
 - Providing an atmosphere within the school of mutual respect and productive interdependence
 - Providing a measure of daily success for each student
 - Using diagnostic and prescriptive learning activities geared to unique aptitudes, abilities and interests of students
 - Referring to Student Services for counseling, examination and other rehabilitative measures, as necessary

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

Student Rights And Responsibilities

Introduction

It is the responsibility of the entire school community to create and maintain an atmosphere that is conducive to teaching, learning and living. Everyone in the educational process has the right to expect that the environment shall be safe, pleasant and well-organized. The climate should produce security and consistency through the establishment of reasonable rules and guidelines that require an interaction based upon mutual respect and cooperation. The emphasis should be on courtesy, consideration and the fulfillment of all necessary obligations at all times.

Student Rights

The District recognizes that students have rights. They have legal rights as persons and citizens not to be deprived of what the law gives them. These rights include the right to an education, the right to express their opinions, and the right to be free from invidious discrimination. They also have human rights as persons and participants in the educational community. These rights include the right to be treated with dignity by other participants and the right to contribute to the educational process. Minors are compelled by law to attend school until they are 17 years of age.

Student Responsibilities

Student responsibilities include regular school attendance, conscientious effort in classroom work, and conformance to school rules and regulations. Most of all, students share with the administration and faculty a responsibility to develop a climate within the school that is conducive to wholesome learning and living. No student has the right to interfere with the education of other students. It is the responsibility of each student to respect the rights of all who are involved in the educational process. Students should express their ideas and opinions in a respectful manner so as not to offend or slander others.

The student's responsibilities are to:

- Be aware of all rules and regulations for student comportment and behave in accordance with them in school, during time spent traveling to and from school, on school-sponsored activities, and as a guest at other schools' events
- Be willing to volunteer information in disciplinary cases and cooperate with the school staff should they have knowledge of importance in relation to such cases
- Dress and groom so as to meet fair standards of safety and health, and common standards of decency
- Assume that until a rule is waived, altered or repealed, it is in full effect
- Assist the school staff in running a safe school for all students enrolled therein
- Be aware of and comply with state and local laws
- Protect and take care of school property
- Attend school daily, except when excused, and be on time for all classes and other school functions
- Make all necessary arrangements for making up work when absent from a school

- Pursue and attempt to complete the course of study prescribed by state and local school authorities
- Avoid inaccuracies in student newspapers or publications and indecent or obscene language
- Refrain from using disrespectful, indecent or obscene gestures or language in direct contact with other persons

Forms Of Discipline And Procedures

Introduction

Discipline may take many forms. It may involve informal or formal sanctions. It may involve adjustment within the school setting or separation from school. What is important is that the disciplinary response be appropriate to the infraction and that it be designed to change behavior, to eliminate any disruption within the school day and to address any student concern involved. It is urged that in all cases, except those involving infractions of the penal law, an attempt be made to resolve problems informally. In so doing, school personnel should make full use of all supporting services, those both within the school and outside.

Disciplinary Responses

1. **Direct Contact with Pupil and Parent:** To resolve a problem, contact with the home may frequently be the most helpful response to an offense. In some cases, where it is felt appropriate, school counselors and other school personnel or outside social agencies may be called in for help in this procedure.
2. **Warning or Reprimand:** A simple verbal or written warning or reprimand to a student may be an appropriate approach in a particular case. If so, it should come from the teacher or, if deemed necessary, from an administrator.
3. **Detention:** In certain cases, a student may be required to remain after the conclusion of the normal school day or a day when classes are not in session
4. **Removal of Privileges:** School privileges, such as those relating to study hall-assignment, office hours, driving, lunch, or late arrival/early dismissal may be withdrawn. Students may also be restricted from participation in the activity and athletic programs.
5. **In-School Suspension:** A student may be removed from the normal classroom situation and assigned to a special study area under the direct supervision of a staff member during the normal school day.
6. **Searches:** For the purposes of this policy, searches shall be defined as instances when students are asked to empty their pockets or provide access to their lockers, motor vehicles, bags/backpacks, purses, and all other possessions when administrators have reasonable suspicion that they are in possession of items that violate District policy or the law. Reasonable Suspicion is specific

articulable facts and circumstances that lead to an objectively justifiable belief. The following criteria shall apply to all searches:

- a. Consideration must be given to the students' privacy interests.
- b. Students' physical bodies may not be searched by District personnel.
- c. The search may not be overly intrusive.

7. **Suspension:** A student involved in disciplinary action which warrants suspension will be suspended in conformance with the following procedures:

- a. Student must leave the school building and go home
- b. Parents will be contacted and notified of violation and length of suspension
- c. Suspension letter will be approved by the High School Principal and a copy sent to the Superintendent of Schools
- d. Parent will be informed of the readmit conference or readmission procedures
- e. Subsequent suspensions may lead to a recommendation for expulsion
- f. Depending upon the offense, the student may be referred to the police
- g. No participation in interscholastic athletics
- h. No participation in intramural athletics
- i. No admittance to interscholastic athletic contests
- j. No participation in student activities
- k. No admittance to student activities (including onsite school dances, off-site proms and additional senior-class related events)
- l. No participation in class or field trips (including senior class trip)
- m. No driving/parking privileges

8. **Expulsion:** Expulsion means the permanent removal of a student from the school. It is a very serious step which should only be ordered for the most serious offense and it must follow strict adherence to the requirements of the due process of law. Only the Board of School Directors can permanently expel a student.

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

Application Of Discipline

Critical to the success of any rules of discipline are the fairness of the procedures and the equal application of disciplinary action. Conduct invoking a particular punishment in one case should invoke similar consequences in a subsequent case.

Behavioral Expectations

Upper Dublin School District Code of Conduct

Leveled behaviors as per the code of conduct supports staff and students differentiation of the severity and frequency of behaviors and supports guidance of

possible, appropriate responses to different exhibited behaviors. Most Level 1 and some Level 2 behaviors are also known as ‘classroom managed’ with follow-up and interventions being completed by the classroom teacher. Some Level 1 and 2 behaviors and ALL Level 3 and 4 behaviors will be considered ‘office managed’ which means that the student will be referred to their House Principal for follow-up and interventions.

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 limited to Chromebooks and cell phones Non-defiant failure to complete assignments Dress code violations Other behaviors fitting of the Level I misconduct	Parent/guardian contact Meeting with school counselor Restorative intervention (“righting the wrong”) Student conference/verbal warning Temporary removal from class/activity Temporary loss of computer and/or other privileges including office hours Detention

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	Parent/guardian contact Student conference/verbal warning

Truancy 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 Compromising school security (ex. food deliveries, propping doors, opening outside doors for others, etc.) Theft and/or stealing Possession of pornographic material Other offenses fitting the definition of LEVEL II misconduct	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") Loss of privileges including office hours
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Note - For offenses involving cheating and/or plagiarism, and breaches of academic integrity, consequences may be at the instructor's discretion with support from administration. Consequences for such actions must be part of the expectation setting at the beginning of the course. See cheating/plagiarism for more information.

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

Assault Fighting Vandalism of school property Hazing Theft and/or stealing 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	days) and meetings with school counselors Restorative intervention (“righting” the wrong) Loss of privileges including office hours 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)	Parent/guardian contact Student conference Restorative intervention (“righting”

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	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
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Please review the [School Wide Positive Behavior Expectations](#).

School Bus Discipline

Violations that apply to discipline in the school building also apply to violations on a school bus. The driver of any school bus shall be held responsible for the orderly conduct and safety of the pupils transported. As a representative of the High School Principal, the driver will report all misconduct to the proper school administrator. Specific bus rules are printed elsewhere in this handbook.

Summary

It must be recognized that to establish and maintain an atmosphere of openness and mutual respect for the personal worth and dignity of each person at Upper Dublin High School, the entire school community must work together to achieve this goal. The school community includes the entire student body, faculty, administration, school board and parents.

Glossary

“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.

“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 his/her 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. Please note that parents/students may decline an informal hearing as these are not required meetings.

“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.

Guidelines

1. Exclusion from school may be affected by temporary suspension, full suspension or expulsion.
2. No student may receive a temporary suspension unless the student has been informed of the reasons for suspension and has been given an opportunity to respond before the suspension becomes effective. Prior to the effectiveness of a full suspension, or the extension of temporary suspension beyond three school days, an opportunity for an informal hearing shall be offered to the student, which the student may waive. This informal hearing shall be held within the first five days of the suspension. Prior to an expulsion, a student shall be offered a formal hearing, which the student may waive.
3. The maximum period a student may be suspended for an offense is ten school days. A temporary suspension may be followed by a full suspension for the same offense, provided that the ten school days limitation is not exceeded and an informal hearing is offered for any suspension that will exceed three school days in duration and held, if not waived, within the required timeframe. Temporary or full suspensions may not be cumulated or made to run consecutively beyond this ten school day limitation.
4. During the period prior to the temporary suspension, the full suspension or the hearing and decision of the Board in an expulsion case, the student shall be permitted to remain in his or her normal classes.
5. Students shall be permitted to make up, without penalty, exams and work missed while being disciplined by temporary or full suspension.
6. If it is determined, after an informal hearing, that a student's presence in his or her normal classes would constitute a threat to the health, safety, morals or welfare of others, and it is not possible to hold a formal hearing within the period of “full suspension”, the student may be excluded from school for more than ten school days, provided the formal hearing is not unreasonably delayed. Any student so excluded shall be provided with alternative instruction.

7. The District will conduct informal and formal hearings in accordance with the requirements contained in 22 Pa.Code Section 12.8.
8. Students who are less than seventeen years of age are still subject to the compulsory school attendance law even though expelled and must attend school. The responsibility for placing the student in school rests initially with the student's parents or guardian. However, if the student is unable to attend another public school, cannot afford to attend or is unable or otherwise unwilling to be accepted at a private school, the District has the responsibility to make alternative provisions for the child's education, either through instruction in the home, or by readmitting the child. If none of these alternatives are acceptable, the District must take action in accordance with the provisions of the Juvenile Act of 1972 to ensure that the child will receive a proper education.

DRESS CODE

Dress Code Regulations are intended to:

- Ensure that all students are treated equitably regardless of gender/gender identification, sexual orientation, race, ethnicity, body type/size, religion, and personal style.
- Maintain a safe learning environment in classes where protective or supportive clothing is needed, such as chemistry/biology (eye or body protection), dance (bare feet, tights/leotards), or PE (athletic attire/shoes).
- Allow students to wear clothing of their choice that is comfortable.
- Allow students to wear religious attire without fear of discipline or discrimination.
- Promote positive behavior aligned to the Student Code of Conduct

See [School Board Policy 221](#) for more information.

What Students Must Wear

- Shirt
- Bottom (pants/sweatpants/shorts/skirt/dress/leggings)
- Shoes
- Private areas must be covered in an opaque material and concealed at all times.

Students Cannot Wear

- Violent images
- Drugs/alcohol/illegal items

- Hate speech, profanity, pornography
- Images or language that creates a hostile or intimidated environment or that disrupts the educational process
- Visible underwear (Visible waistbands or straps on undergarments worn under other clothing are not a violation)
- Headwear that obscures the face (except as a religious observance).

Reporting

Before reporting to an administrator, teachers are encouraged to have a conversation with the student if they deem a resolution to be feasible at the moment. Teachers should call or email the house principal to have the infraction in question addressed by an administrator. The principal will address the students and assess if anything more than a conversation is needed. Student/body-positive language is used to explain the code and to address code violations and restorative practices will be implemented.

This discreet form of reporting is to minimize confrontation between teachers and students, to remove public embarrassment from the student, to build trust between teachers and students, and to give administrators full discretion as to how to address the clothing in question as teachers may not be privileged to information that connects with the infraction.

ELECTRONIC DEVICE POLICY

Upper Dublin High School allows the use of accepted electronic devices in specific technology zones. Acceptable electronic devices are defined as cellular phones and Smart watches. Radios, speakers, handheld gaming devices, beepers, pagers, scanners, two-way radios, digital cameras, video cameras, and any other electronic devices are not permitted in school unless directed by a staff member and intended for school use. The use of calculators will be limited to the intended use in the classroom and not for the purpose of gaming or internet access. A student seen using any of the above listed electronic devices outside of approved technology zones will be referred to the appropriate House Principal by staff members. Students are permitted to possess and use acceptable electronic devices during approved times in the school day such as lunch, office hours, and transition time. Device usage outside of these times carries disciplinary consequences.

With this privilege comes responsibility and expectations. The use of communication features on devices during instructional time, to make a phone call/text, to facilitate leaving school before contacting the attendance office, or in a disruptive manner in the school atmosphere is prohibited. UDHS realizes that cellular/mobile phone technology is ever changing and current phone applications could be used as educational tools and potentially integrated into the classroom; however, students

should refrain from use in the classroom settings. All students are expected to utilize the provided cell phone caddies in each classroom or instructional setting for their electronic device(s). If a student is found to be in possession of and/or using their phone during instructional time in lieu of using the provided caddy, they may be subject to disciplinary action, which includes, but is not limited to: a verbal warning, after school detention, loss of privileges, etc.

Unacceptable uses of cell phones include but are not limited to the following:

Minor Offense(s)

Violations of this nature will result in disciplinary action or intervention under the discretion of the teacher/house principal:

- Use outside of school approved times (includes phone ringing during class)
- Use of cellular/mobile phone/Smart watch technology in class without teacher permission
- Refusal to use cell phone caddy

Major Offense(s)

Major offenses may result in suspension and communication with the local police department with the intent to file charges.

- Blatant use of technology to organize or participate in an illegal activity
- Cellular/mobile phone/Smart watch used to photograph or record without knowledge or consent
- Multiple, documented refusals to use cell phone caddy

The use of all technology, including devices and the district network are governed by the [District Acceptable Use Policy and Electronic Device Policy](#). Students are responsible for their ethical and educational use of the technology resources, including the following elements of digital citizenship and device responsibility.

Digital Citizenship

Respect Yourself. I will show respect for myself through my actions. I will select online names that are appropriate. I will consider the information and images that I post online. I will consider what personal information about my life, experiences, experimentation or relationships I post. I will not be obscene.

Protect Yourself. I will ensure that the information, images and materials I post online will not put me at risk. I will not publish my personal details, contact details or a schedule of my activities. I will report any attacks or inappropriate behavior directed at me. I will protect passwords, accounts and resources.

Respect Others. I will show respect to others. I will not use electronic mediums to antagonize, bully, harass or stalk other people. I will show respect for other people in my choice of websites, I will not visit sites that are degrading, pornographic, racist or inappropriate. I will not abuse my rights of access and I will not enter other people's private spaces or areas.

Protect Others. I will protect others by reporting abuse, not forwarding inappropriate materials or communications, and not visiting sites that are degrading, pornographic, racist or inappropriate.

Respect and Protect Intellectual Property. I will request permission to use resources. I will suitably cite any and all use of websites, books, media, etc. I will acknowledge all primary sources. I will validate information. I will use and abide by the fair use rules. I will use free and open source alternatives rather than pirating software.

Device Responsibility

Students are responsible for district-issued devices while using them.

- Students should never leave a device in an unsecured location.
- Students should promptly report any problems with a device to their teacher or building administrator.
- Students may not remove or interfere with the serial number and other identification tags.
- Students may not attempt to remove or change the physical structure of the devices, including the keys, screens, etc.
- Laptops/Chromebooks should be closed when being carried.
- Students participating in the technology fee must bring their Chromebooks to school every day fully charged. (Note: A fully charged Chromebook should last at least 8 hours.). Students not participating in the fee must pick up and return their Chromebook at the start and end of each school day and are responsible for any damages.

Digital Probation Protocol

To support instructional flexibility, innovation, and the ability to practice digital citizenship, students are able to access a broad range of digital resources and tools.

Occasionally a student may be unable to manage responsible use, and is consistently off task during academic time. These students can be put on digital probation, with limited privileges and additional restrictions. The goal is to provide these restrictions *temporarily*, until such time that the teachers, principal and teachers agree that regular privileges be restored.

Procedure:

Step 1 - Teacher conversation with student about behavior.
Step 2 - Parent conversation and possible discipline referral.
Step 3 - Principal requests Digital Probation for the student.

Probation Settings for High School

- No email
- No Chat

- No Youtube or video
- No Social Media
- No ability to add apps
- Unable to add personal accounts
- Grade 5 school filtering (most non-educational game sites blocked) at home and school
- Restrictions are 24/7

FLEXIBLE INSTRUCTIONAL 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.

FUNDRAISING POLICY

It is a Board Policy that fundraising activities will be restricted to those supporting the educational objective of this School District. The Board regards fundraising activities by members of the Upper Dublin School District as a sensitive, yet important, aspect of community relations. It is imperative to regulate such activities so that: (1) they are conducted in a consistent manner, (2) they are not excessive, (3) no undue pressure is placed on the community, and (4) funds so raised are equitably used to the benefit of the maximum number of students of the participating organization.

See [School Board Policy 229](#) for more information.

Regulations

Commercial Organizations

The School Board prohibits contests or other commercial promotional activities where students are required to purchase commercial products to qualify for prizes, regardless of whether such prizes are for all individuals, for a class, or a school.

Non-Profit External Organizations

Schools may cooperate in furthering the work of any non-profit community-wide social service agency provided that such cooperation does not involve direct solicitation of funds from students nor does it restrict or impair the educational program of the school.

Parent Organizations

These organizations will submit applications to the Principal to conduct fundraising activities whenever students are to be used as salespersons. The organization shall designate a person responsible for the collection and accounting of the proceeds from the activity. Said person shall be responsible for submitting a financial report which conforms to the adopted format upon completion of the project.

School Organizations

These organizations will submit an application to the Principal to conduct any fundraising activity. Students involved in approved fundraising campaigns utilizing a pre-order sales approach may solicit customers during the school day, provided there is no disruption of the academic program. Sale/delivery of edible items during the school day is prohibited. Groups involved in the sale of edible items may utilize a booth after school. Concession stands for bake sales, etc. at evening activities such as concerts, shows and sporting events will be available for approved fundraising activities.

Upper Dublin students may not engage in fundraising for outside groups or individuals during the school day. Group sales will be scheduled so as to minimize conflicts. Approved fundraising activities will be advertised via the daily bulletin. Fundraising form must be submitted to the Activities Office at least two weeks prior to the proposed event.

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.

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

GRADE POINT AVERAGE, COURSE GRADING AND COURSE CHANGE PROCESSES

Upper Dublin High School does not compute class rank.

Grade Point Average (GPA)

All courses taken in grades nine through twelve at Upper Dublin High School will be used in computing GPA. Remedial courses, including summer programs, will not be included in the calculation of GPA.

See [School Board Policy 214](#) for more information.

End Of Course Grading Average

Five data points will be collected per student in each full credit course (1.0 credit) to determine the end of year grade. These five data points are as follows: marking period 1 through 4 are each valued at 22.5% and the midterm and final exam average calculate the final 10% to total 100% . Under certain circumstances, when a student completes only a midterm or final exam, the exam completed will count solely for 10% of the final grade. The calculation of the five data points is then converted to a letter grade based on the Grading Scale chart. If the course does not have a midterm or final exam, the final grade will be determined based on four data points. Semester courses (.5 courses) will have two grading points, both valued at 50% per marking period. All grades will be indicated as a letter grade on report cards and transcripts. Only final course grades will be calculated into a student's GPA.

Seniors involved in the Community Study program during the final month of the school term may elect to waive final exams. In this event, mid-term exam scores will count as 10% of the final grade.

Course Change Request

Students are able to request a course change through their House Principal from July 14 through August 10, 2025 if space permits in the requested course.

Critical Change Process

A course change may be recommended for a student to consider, if the school-based team is in consensus that the student is misplaced. A change in course will only be considered under the following circumstances:

- For requests to move down a level, the student must have made significant attempts to improve in the current course.
- Students can add/drop a course in the same credit area once, within this timeframe. For requests to move up a level, the student must currently have a grade of an "A" to move up.
- If a student adds a new course, the student is required to make up any graded assignments and assessments for the new course. A three week time period will be allotted for the student to make up any work.
- Students may be recommended for a course within the same credit requirement if another level is not possible.
- The grade in the dropped course does not carry over.

Final Exam Exemptions

1. To be exempt from a final exam, the student must have a 92.5% average or above for the year. The average must remain above 92.5% through the exam time. If the average grade falls under 92.5% after they have submitted the exemption form, then the student will have to take the final exam. The midterm exam grade will also be factored to meet the 92.5% requirement for the exemption. If you meet the final exam exemption requirements, the midterm grade will be counted as the final exam grade, and this may impact the final average.
2. Any eligible junior/senior may be exempt from a maximum of two final exams.
3. Qualification for an exemption must be approved by the subject-area teacher. Students will need to confirm with the teacher that they are eligible for an exemption. Students have until the last day of the marking period to confirm the exemption with the teacher.
4. Students may not request an exemption from a final examination during any school year in which mid-term exams are canceled.

5. Students enrolled in an AP course and complete the AP exam are also eligible for an exemption. AP exemptions do not count in the limit of two final exam exemptions.
6. Students in a world language course are not eligible for exemption from that course.

Course Withdrawal Process

This process is open from the end of September until the last day of the 1st marking period. No other requests will be entertained following that deadline.

A student may request to withdraw from a scheduled course if:

- The student will still have the minimum credits (7.0) for the year.
- No new 1st semester or full-year courses may be added to meet the minimum requirement. A new course can be added to the second semester to maintain full time status (7.0 credits).
- The student has discussed the reason for withdrawing from the course with the current teacher and obtained the teacher's signature indicating his/her awareness of the request.
- Courses dropped will appear on the transcript with the grade designation of "WD". Withdrawal will not be an option once the second marking period begins for full-year classes or after 15 school days for a semester course.

Medical Grades

Refer to [Administrative Regulation 214](#)

Transfer Students

Refer to [Administrative Regulation 214](#)

Promotion And Retention

Refer to [School Board Policy 215](#)

Report Cards

Pupil progress reports are available in IC following each marking period. The staff attempts to indicate the achievement of individual students via letter grades and comments.

Honor Roll

Academic achievement will be recognized at the end of each of the four marking periods. Students who achieve an unweighted average of 3.2 or better in major subjects will be included on the Honor Roll.

HALL PASSES

All students must have a hall pass whenever they are excused from class during the class period. This includes movement to the library, the nurse, the counseling office, or the lavatory, as well as to conferences with counselors or administrators. Staff members in the hall during the class periods may stop students and request to see the pass. Students without passes will be reported to the appropriate administrator.

HARASSMENT

The Upper Dublin School District prohibits any harassment including, but not limited to that which is sexual, cultural or ethnic. This applies in any on-campus or off-campus situation involving any member of the school staff to a student or another staff member and/or when made by any student to another student or staff member.

Every member of the school community is entitled to attend school free from a hostile or abusive environment. **Harassment and intimidation will not be tolerated.** For the purpose of this policy, harassment and intimidation shall be defined as the intentional creation of a hostile or abusive environment through words, gestures, actions or electronic communication.

Areas of concern include but are not limited to: Race, religion, sex, gender, national origin, age, disability, sexual orientation, personal appearance and hygiene, criminal record, and prior emotional concerns.

Specific actions may include, but are not limited to:

1. Sexual slurs, displays of sexually provocative pictures, sexual remarks.
2. Offensive sexual conduct.
3. Hostile, offensive, or derogatory remarks.
4. Physical interference with movement or work.
5. Offensive or abusive behavior having the purpose or effect of interfering with an individual's academic pursuits.
6. Technology used in cyber-bullying including social networking websites, instant messaging, email, cell phones, text messaging, defamatory personal websites, chat rooms.

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

Complaint Procedures

1. A student who alleges harassment by any staff member or student of the Upper Dublin School District may direct the complaint to a teacher, guidance counselor, nurse or administrator. See [School Board Policy 219](#) for more information.

2. The person receiving the complaint shall immediately report it to the grade-level House Principal or counselor.
3. The Principal shall promptly investigate the claim, report, and discuss the claim with the Superintendent. The investigator will, within ten (10) school days:
 - Interview the complainant to elicit specific examples of the behavior and get specific details about the situation.
 - Assure the complainant that no retaliation will be taken.
 - Interview the third parties.
 - Inform the accused harasser of the allegations and advise him or her of the right to representation.
 - Interview the accused harasser.
 - Document the notes of the interviews.
 - Compile an investigation report.
4. The Principal shall have the responsibility for disciplining the student who is found guilty of harassment in accordance with the Student Discipline Code. If warranted, a recommendation for expulsion will be forwarded to the Superintendent.

Anti-Discrimination Resources

- [The Pennsylvania Human Relations Act](#)
- [The Pennsylvania Human Relations Commission](#)
- [Fair Education Provisions Poster](#)
- [Public Accommodations Provisions Poster](#)

HAZING

The Upper Dublin School District will not tolerate or condone any type of hazing or initiation where mental stress, embarrassment or physical harm may take place. Any infraction of this policy will be subject to disciplinary review by the coach/advisor, athletic director and/or Principal. Disciplinary action may include suspension or dismissal and the reporting of the behavior to police authorities. See [School Board Policy 247](#) for more information.

HOMEROOM PROCEDURES

Each student must report to homeroom daily to receive attendance credit, listen to the announcements for the day, and participate in various surveys, projects, etc. which are scheduled during the homeroom time. Homeroom teachers will compile a list of absences, which will be forwarded to the attendance office and published in an Attendance Bulletin. See [School Board Policy 130](#) for more information.

HOMework AND TESTING GUIDELINES

Homework and classwork should be interdependent elements. Since both the quantity and the quality of time devoted to study affect learning, teachers will use homework assignments to expand, extend, and enhance the school day. Homework should improve student understanding of the subject matter, teach the student to assume responsibility for learning, offer opportunity for self-direction, and reinforce academic skills.

Homework may be classified as follows:

- *Preparation* ("getting ready before") helps students inform themselves about the next day's lesson;
- *Practice* ("doing again after") provides students with needed review and reinforcement about material presented in a previous lesson;
- *Extension* ("going beyond") guides students to expand on concepts that were taught in class;
- *Creative* ("putting together") motivates students to be inventive and resourceful by formulating ideas related to a class topic.

Upper Dublin High School students can expect to have homework each evening. Types and amounts of homework may vary by teacher and department, as may the impact of homework on student grades.

A reasonable amount of time (usually three days) will be allowed to make up homework missed due to an excused absence.

Students will not receive full credit for assignments submitted late. The teacher will determine which overdue assignments are still relevant and must be completed for partial credit.

Testing Guidelines

A major test is defined as any assessment that covers an extended period of class work - for example, chapter and unit tests. The intent of this guideline is to ensure that a student will have no more than two major exams on any one school day. Please note however, that if a student has three or more tests assigned on a day, the student should be given the option to complete the exam on an alternate date. It is the student's responsibility to approach the teacher with any conflict, at least one

class meeting prior to the assessment.

A quiz may be given on any day as long as the weight value of the quiz is less than or equal to 50% of the weight value of a major test.

If any student is observed to be using an electronic device (cell phone must be turned off completely and away from student desk) or aid from another student during any exams, including midterms/final exams, at the teacher's discretion, a zero on the student's exam will be issued.

Second Chance Learning

At Upper Dublin High School, we are dedicated to the achievement and growth of every student. Second chance learning provides reassessment opportunities for students to learn and demonstrate knowledge, understanding, and ability after assessment results show a lack of proficiency in the content and skills.

We believe second chance learning promotes equity and encourages mastery of content.

We believe second chance learning is demonstrated through authentic assessment.

We believe that second chance learning must include remediation.

We believe that second chance learning be completed in a timely, mutually agreed upon manner in order to show respect to the developed curriculum and the teacher providing the learning opportunities.

We believe that second chance learning is collaborative and strengthens the relationship between the student and the teacher.

- The teacher provides the opportunity.
- The student completes the remediation and the reassessment.

With these philosophies, the following guidelines exist to promote student growth in lifelong learning skills such as organization, time management, study strategies, and communication, while giving the opportunity to retake assessments.

Many assessments such as writing assignments and essays provide students formal feedback prior to final submission. If students receive feedback on these with time to make the necessary edits or adjustments before submission, there will be no opportunity for a reassessment on that assignment. Students were already given the opportunity to improve their work and receive support.

- Students will schedule the reassessment with the teacher within one week of the return of the original assessment.

- All assignments on the tested content must be completed to be eligible for a retake.
- Students will participate in a relearning activity prior to the reassessment.
- Retakes will occur at the time discretion of the teacher, preferably outside of the class period.
- The higher of the two exam grades will be recorded; the highest grade a student can obtain on a retake is 70%.
- Student retakes are limited to one per marking period for each course.
- Midterm and final exams are not eligible for reassessment.

HONOR SOCIETY

To be admitted into the Upper Dublin chapter of the National Honor Society, students in grades 11 and 12 must meet all of the following requirements:

Students in grade 11 are first nominated on the basis of having attained a **cumulative GPA of 3.6 (weighted)** from a student's freshman year up to and including the 1st semester of their junior year. The cumulative GPA is based on grades from a student's official Upper Dublin transcript:

- For students in grade 12, from freshman year up to and including 1st semester senior grades are used for the GPA.
- **Note:** Starting with the Class of 2028, the GPA requirement is **3.8 (weighted)** for consideration.

Students must complete a survey listing the high school activities, sports, and clubs in which they have actively participated during 9th grade, 10th grade and the 1st half of 11th grade. **Note:** Starting in September of 2024 students may include up to 7 points of service from organizations outside of UDHS. 1 point of service equals 15 hours of community service.

- The activities survey must be equivalent to or higher than a score of **14 points** to be necessary for consideration. Please see the [NHS point values](#) for guidance.
- The survey form will be emailed to juniors and seniors who have met the GPA requirement after the 2nd quarter.

The Faculty Council may deny membership to applicants with documented behavior inconsistent with the expectations, Constitution, and Bylaws of the NHS.

After a review of the applications by the Faculty Council, students will receive written notification of their membership selection or denial. If you accept the membership invitation, there will be a formal induction service at the high school in spring.

LIBRARY

The basic function of the Upper Dublin School District's library program is to extend and enrich the classroom experience and underscore the importance of reading for study and pleasure. In a rapidly changing global environment, students need to develop the concomitant skills to locate information, to think critically about information, and to express their resulting thoughts effectively. These skills come together in the research process. The High School Library exists as a resource for both students and staff as a means to these ends. The library is open daily from 7:30am. to 3:30pm. The library will be open additional times/days according to the school calendar. .

Circulation

Most books will be circulated for a period of three (3) weeks with the privilege of renewing them.

The student has the following obligations to satisfy:

- Returning the books on or before the date due
- Paying for books and other library materials that they have lost or have damaged

Lost Books

A lost book should be reported to the Librarian and an inquiry made as to its cost.

The student is required to pay the replacement cost of the lost book.

Should the book be found and returned in *good* condition, the amount refunded will be the amount paid minus a fine of \$5.00.

Overdue Books

One notice of overdue books will be sent to homeroom teachers to distribute to students. If this notice is ignored, a report will be given to the student's grade level disciplinarian.

Fines should be paid when books are returned. So long as a student has an overdue book, or owes fines, no other material may be taken from the library.

Overnight Materials

Because of the type of books, or because of the extreme use of certain kinds of materials by particular classes, some things must remain in the library during the school day, but may be taken out OVERNIGHT.

General Regulations

The main purpose of the library is to serve the students' needs. However, students who behave disruptively will lose their library privileges in collaboration with the teacher of record, library team, and House Principal.

All students sent to the library must have a pass. Students who need to use library materials should be sent to the library during a class period. Also, students who have a study hall period may use the library space with teacher permission and a pass.

LOCKERS

At the request of the student, that individual will receive a hall locker. Students may request a locker through their House Principal's office. During physical education class, students should utilize a gym locker, keeping their personal items safe. Locks are the responsibility of the individual student and can be purchased at the school store. Lockers must be kept clean and neat. School lockers are the property of the Upper Dublin School District. At no time does the Upper Dublin School District relinquish exclusive control of the lockers it provides. Periodic general inspection of lockers may be conducted by school authorities for health and/or safety reasons at any time, without notice, without student consent, and without a search warrant.

Students are cautioned not to bring large amounts of money, expensive jewelry, or other valuables to school. The student, not the school, is responsible for personal property. It is strongly recommended that students use locks on all assigned lockers. At the end of the school year, it is asked that all lockers are cleaned out or items will be sent to lost and found and eventually donated.

MEDICAL AND HEALTH

Designated School Personnel: The administration of medication can be made by or under the supervision of a school nurse, or, in their absence, by or under the supervision of the Principal or the Principal's designee.

Procedure: Prescription Medicines

- Medication shall be prescribed by a physician.
- Medication shall be in a container appropriately labeled by a licensed pharmacy detailing the following information: name of the student, date, name of medication, dosage, time and method of administration, and prescribing doctor's name.

- The parent or guardian shall request in writing that the prescribed medication be given according to the doctor's order, and on the form provided shall release the school personnel from liability in the delivery of this service.

Acetaminophen: Acetaminophen may be given according to the standing orders of the school physician which are as follows: The school nurse may administer, at her discretion, acetaminophen 325 milligrams, one or two tablets, within the following guidelines:

1. Students are 12 years old or older.
2. The student has no known allergy to acetaminophen.
3. The parent/guardian is contacted and gives approval.
4. The student's presenting complaint warrants administration of acetaminophen so that the student may remain in school rather than be sent home.

Administration of Medication by Parent: Parents may bring necessary medication to the school nurse's office and administer it to their child personally.

Storage: All medications shall be kept in the nurse's office and a locked cabinet shall be provided. Medication should not be in a child's pocket, bookbag, or lunchbox.

Illegal and Controlled Medicines or Substances: Students are prohibited from using or carrying controlled medicines or substances on school property, on school buses and during school trips.

See [School Board Policy 203](#) and [School Board Policy 210](#); [PA State Vaccination Requirements](#) for more information.

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.

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

OFF-CAMPUS STUDY FOR ACCELERATION

Students can elect to accelerate in a subject area through the Off-Campus Study for Acceleration opportunity. Through one of two options, with departmental approval, all required signatures and completion of the process, a student can accelerate in a specific subject. This acceleration opportunity is in addition to required course credit throughout the school year. See your counselor for an application.

Option 1: Enrollment in a pre-approved certified course:

Students must enroll in a certified high school, college or university course. Students must earn a “B” or better at the completion of the course. Students will be required to take a UDHS cumulative exam for any course completed at a high school accredited program and must receive a grade of B or better on the exam to accelerate.

Option 2: Self-directed learning:

UDSD encourages students to work with an instructor certified in the subject area for a minimum of 40 hours. Students will be required to take a UDHS cumulative exam and receive a grade of B or better to accelerate.

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.



SCHOOL BUS RULES

The school bus driver is responsible for driving the school bus safely in accordance with all the rules and regulations established by the State and local authorities. His/her full attention must be devoted to the operation of the school bus and the observation of traffic conditions.

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

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.

To access this information, please visit the following links: [School Board Policy 113](#)

STUDENT ASSISTANCE PROGRAM (SAP)

The Student Assistance Program team is comprised of faculty members offering assistance to students who are having difficulties in school because of drug and/or alcohol use or because of depression or thoughts of suicide. The team identifies, intervenes, and refers those students for help.

A student may be referred to the Student Assistance Program team by concerned faculty, administrators, staff, parents and peers. To make a referral, peer referral forms are located online on the High School guidance website. 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, parents are notified, and intervention proceeds with the student being referred for a professional assessment (cost-free) to determine the type of help they require. Merakey, the assessing agency, recommends treatment, and aftercare follow-up in school is given.

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.

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

STUDY REGULATIONS

Some students have "study" periods scheduled into their rosters. Students must report to the study room listed, with appropriate materials, prepared to work quietly. At the discretion of the teacher, students may help others with their work. A few students may be permitted library privileges, on a rotating basis, for research, leisure reading, and projects. Students who misuse the library will lose that privilege. Textbook- related homework is to be done in the scheduled study room, not the library. Attendance will be taken each period. Students absent from the assigned study room and not listed on the daily attendance bulletin will be reported to an administrator.

Sophomores, juniors and seniors who are scheduled for "study" during fourth period may request "Early Dismissal" privileges, provided they comply with the following regulations:

- Students must secure written parent/guardian permission.
- Students must provide their own transportation.
- Students with early dismissal privileges must exit the building and leave school property at the end of period three.

- Students must maintain satisfactory academic, attendance and deportment status.

Violation of early dismissal and study regulations will result in a loss of privilege or disciplinary action.

SUBSTANCE ABUSE POLICY

Recognizing that the misuse of controlled substances is a serious problem with legal, physical, emotional and social implications for the entire school community, the Board of School Directors affirms that students should be chemically free in order to develop in the most healthy and productive manner. In accordance with this position and the laws of the United States and the Commonwealth of Pennsylvania, the Board declares that:

No student shall possess, use, distribute, or be under the influence of drugs, alcohol, mood-altering substances, look-alike drugs, anabolic steroids or be in possession of drug paraphernalia on school property or school buses, or en-route to or from school by any mode of travel, or anywhere at a school-sponsored activity. The use of prescription medications prescribed by a licensed physician will not violate this policy if the student conforms to the policy on administration of medication. Students who violate this policy will be subject to discipline according to [Board Policy 227](#) and related Administrative Regulations. The Board reserves the right to use any measure permitted by law and deemed necessary to control substance abuse, even if the same is not provided for specifically in any rule, regulation, or procedure enumerated herein.

Accordingly, the Board directs the Superintendent to develop a coordinated District effort through the use of curriculum, co-curricular programs, consistent disciplinary procedures, community resources and parental and staff involvement, to educate about the effects, prevent the use, and intervene in case of the use and abuse of all drug, alcohol, or mood-altering substances by any student. The Superintendent is further directed to develop regulations outlining the student disciplinary procedures and referral to the Student Assistance Program (SAP).

Student members of the school community are expected to act responsibly and to understand and comply with the accompanying administrative regulations. Parents are expected to cooperate with their administration.

See [School Board Policy 227](#) for more information.

TOBACCO POLICY

It is a School Board Policy that cigarette smoking or possession of cigarettes, e-cigarettes or tobacco by Upper Dublin High School students is prohibited on

school property, on school buses, on property adjacent to school grounds, and at all school-sponsored activities.

See [School Board Policy 222](#) for more information.

VEHICLE REGULATIONS

Use of Motor Vehicles – Student Parking/Vehicle Regulations

The following rules and regulations shall be in effect with respect to the operation and parking of motor vehicles by students on school property.

Registration

All student-driven automobiles **must be registered** with the high school administration according to procedures announced during mid/end of August for juniors and seniors.

There will be a **\$60 annual registration fee** per student driver/parking space.

A **parking hanging tag** will be issued for a specific parking lot and spot upon receipt of registration forms, fee and display of license. The hanging tag should be placed on your rearview mirror. Cars not displaying the permit in the proper place will be ticketed or issued a disciplinary consequence.

Registered spaces **may never be sold**, rented or given to other students. Violations may result in a loss of parking privileges.

Only **seniors and juniors will be authorized to receive parking tags**, and therefore permitted to park on campus. A lottery will be established to assign students to parking lots/spots. Seniors will be given preference for the parking lot of their request. Parking privileges will only be made available to Upper Dublin High School juniors after all seniors who have requested a parking space have been accommodated and available spaces remain. Seniors or juniors who obtain their driver's license during the school year may apply for their parking privilege at that time; however, spots may not be available.

Short-term permits may be issued for compelling reasons if spaces are available. These permits will be issued at the discretion of the principal.

Driving/Parking Regulations

- Only motor vehicles that have a current and proper state inspection and registration may be driven by students to and from school.
- All drivers must properly register for a permit hanging tag with high school administration prior to being permitted to operate or park a vehicle for purposes of attending school.
- Students are to park in the designated spots corresponding to their assigned numbered space. Students must observe safe driving regulations on campus (maximum 10 mph during school hours, or as posted).
- A student's driving privileges may be revoked for any of the following reasons:
 - Reckless driving;
 - Speeding;
 - Illegal parking;
 - Parking in the visitor lot during/after school;
 - Persistent lateness to school;
 - Leaving school without permission;
 - Cutting classes;
 - Insubordination to staff;
 - Vandalism;
 - Violating school rules, the Upper Dublin High School Student Handbook, Board Policy, any applicable Code of Conduct, or the law.
- Students driving to school must arrive on time and be in class before the ringing of the tardy bell. Lateness due to car trouble will be ruled as an **unexcused** tardy.
- Students who park illegally (no tag, visitor lot, etc.) are subject to loss of driving/parking privileges and may also be fined. The student's car may also be towed or booted with the owner responsible for any expense or fee for towing or boot removal.
- Students may not interfere with the arrival or departure of buses or other school vehicles.
- Students must park their vehicle within the lined spaces.
- Students may not park their vehicle in any way that obstructs any roadway or pedestrian sidewalk/crosswalk.
- Students must obey all posted traffic signs and all rules of the Pennsylvania Vehicle Code.
- Students are not permitted to access or use their vehicle during school hours without permission from a school administrator. Students are also prohibited from loitering at their cars or in the school parking lot upon arriving at school.
- The District is not responsible for motor vehicles that are lost, stolen, or damaged on school property.
- Students are encouraged to lock their cars while they are parked on school property.
- School parking lots are private property and parking on school property is a privilege, not an entitlement.
- Cars parked on school property are under the jurisdiction of school administrators and students have no right to expect that the contents of their cars are private.

- Vehicles may be searched if an authorized administrator has reasonable suspicion that the vehicles may contain items that are illegal or violate school rules.

See [School Board Policy 223](#) for more information.

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.. Visit [our website here](#) for directions on obtaining your volunteer clearance application. See [School Board Policy 916](#) for more information.

VISITORS

All visitors must report to the front reception desk and present identification for authorization to move throughout the building. Student "exchange" visitors are not permitted during the first or last two weeks of school, during midterm and final examinations, or the day prior to a school holiday.

WEAPONS

It is Board Policy that the use, possession or transfer of weapons on school property is prohibited, with the exception of weapons under the control of law enforcement personnel. Appropriate disciplinary and/or legal action will be taken against any student who possesses weapons, or who assists possession in any way. Students possessing any weapon will be reported to the police. For the purpose of this policy, weapons are defined in Section 1317.2 of the School Code of 1949, as amended, and shall include but not be limited to any knife, cutting instrument, cutting tool, nunchaku, firearm, shotgun, rifle and any other tool, instrument or implement capable of inflicting serious bodily injury, including replicas of weapons.

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