

SCHOOL DISTRICT OF UPPER DUBLIN

Elementary Handbook

2009-2010





LETTER FROM SUPERINTENDENT

Dear Parents,

As the Superintendent of Schools in the School District of Upper Dublin, it is my privilege to welcome you and your child as we begin another school year.

Whether your child is a Thomas Fitzwater “Cheetah,” a Fort Washington “Patriot,” a Jarrettown “Dragon,” or a Maple Glen “Chipmunk,” I trust that you will find a commitment to striving for excellence across the School District of Upper Dublin.

This year’s new Elementary Student Handbook reflects an effort on our part to share with parents information that we thought might be helpful during the coming year. The Handbook includes procedures, references to school district policies, as well as general information on those topics that might be of special interest and relevance to parents of elementary school children. In addition to the Student Handbook, parents are also encouraged to log on to our School District website at www.udsd.org where further information and updates can be found regarding the School District of Upper Dublin and all of our schools.

While the Student Handbook and website will hopefully serve as helpful guides regarding information and services, we also recognize that the most valuable communication most often takes place directly between home and school. If at anytime you have any questions or concerns regarding your child or the operation of our schools, please feel free to contact your child’s teacher, guidance counselor, building principal, or me.

On behalf of the Board of School Directors, the administration, and faculty and staff of the School District of Upper Dublin, please accept my best wishes for a most enjoyable and successful school year.

Sincerely,

Michael Pladus
Superintendent of Schools

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ELEMENTARY BUILDING DIRECTORY
Snow Emergency # 311

Fort Washington Elementary
Highland and Fort Washington Avenues
Fort Washington, Pa 19034
William DelCollo, Principal
Phone: 215-643-8961
Fax: 215-643-8967
E-Mail: wdelcoll@udsd.org

Maple Glen Elementary
1581 Fort Washington Avenue
Maple Glen, PA 19002
Thomas Sigafos, Principal
Phone: 215-643-3421
Fax: 215-540-0988
E-Mail: tsigafoo@udsd.org

Jarrettown Elementary
1520 Limekiln Pike
Dresher, PA 19034
Cheryl L. Malfi, Ed.D., Principal
Phone: 215-643-8951
Fax: 215-641-9133
E-Mail: cmalfi@udsd.org

Thomas Fitzwater Elementary
30 School Lane
Willow Grove, PA 19090
Joanna Roger, Ed. D., Principal
Phone: 215-784-0381
Fax: 215-784-0797
E-Mail: jroger@udsd.org

CENTRAL OFFICE DIRECTORY

Business Office	215-643-8800
Census	215-643-8776
Curriculum Office	215-643-8971
Facilities Office	215-643-8815
Food Service	215-643-8820
Human Resources	215-643-8806
Language Arts	215-643-8990
Student Services and Special Education	215-643-8981
Superintendent	215-643-8802
Technology	215-643-8990
Transportation	215-643-2947
Parenting Center	215-654-9414 ext. 50

Web page – To visit our elementary school webpage and for school district information go to:
www.udsd.org

PARENTS: OUR PARTNERS IN EDUCATION

Upper Dublin School District fosters an environment for success due in large part to the strong relationship established between the schools and the community. The Elementary Handbook represents one of the many methods the school district employs to inform an important part of the community – parents – about our schools.

Educational research indicates that parental interest and involvement in school activities has a positive effect on their children's achievements. As parents, your attitudes and actions help your children learn better, know more, perform well in school, function better in society, and develop a positive attitude about learning.

We invite and encourage your participation in the educational growth of your children. This handbook, which provides an overview of the district's elementary curriculum and explains basic operating procedures and policies, is a starting point. Additional opportunities to become more aware of and make contributions to your children's education come from visits to their schools and involvement in organizations for parents. As always, home-school relationships are an essential building block for the knowledge, skills, and attitudes children need to develop their full potential as adults.

Finally, a significant source of reinforcement parents can draw upon is their school principal, as he or she sets the school's educational tone. By keeping current with the new ideas and experiences that comprise their children's school day, parents can continue to nurture their children's education in the most critical classroom of all – the home.

School District of Upper Dublin Mission Statement

The mission of the School District of Upper Dublin is to provide a safe, supportive environment for all students to become lifelong learners and contributing members of a changing society.

Vision of the School District of Upper Dublin

The School District of Upper Dublin includes children, staff, parents, and all other persons living or working in our community. Our vision is to encourage and strive for the success of all Upper Dublin students. The school district will be a place where:

- *The schools are the focal point of the community, reflecting personal and community values. Community-school partnerships in order to provide more learning opportunities for all.
- *Shared decision making encourages community participation in all aspects of the district planning process.
- *The curriculum process is dynamic and responsive, keeping pace with the changing needs of students.
- *Current technologies are used to support and expand learning, communication opportunities, and to enhance access to global resources.
- *Fiscal management provides adequate facilities, personnel, and materials to support the varied demands of a dynamic curriculum and the needs of all students.

Most of all, the School District of Upper will maintain its reputation as a premier district in the state; a district that promotes a safe, caring environment of respect for academic and cultural differences where all students are encouraged to succeed.

UPPER DUBLIN ELEMENTARY SCHOOLS

School Office Hours

8:00 AM - 4:00 PM

School Hours

Grades K-5 - 8:50 AM to 3:30 PM

ARRIVAL

No students may arrive at school prior to 8:30 AM except for a scheduled activity such as band, orchestra, YMCA before school care or other adult-supervised activity. There is no supervision prior to 8:30 AM, which would place your child at risk for harm or injury. Students should report directly to their classrooms upon entering the building. For security purposes, exterior doors will be locked at 8:50 AM. Prompt arrival to school is essential to your child's formation of good work habits and benefiting fully from the educational experience.

OFFICE HOURS

The school office operates from 8:00 AM to 4:00 PM on regular school days.

TARDINESS

The school day begins at 8:50 AM. Students arriving after 8:50 AM are marked late for school and must report to the office to sign-in and obtain an admit-to-class pass. It is important that students arrive at school by 8:45 AM in order to maintain the integrity of the instructional day, which will begin promptly at 8:50 AM.

EARLY DISMISSALS & LATE ARRIVALS

There are several early dismissal and staff inservice days scheduled throughout the school year. Consult the district calendar for a list of these days and adjusted student schedules.

REQUESTS FOR EARLY DISMISSAL OR CHANGE IN DISMISSAL PROCEDURES

Students who need to leave school early must obtain approval for early dismissal. A note from the parent/guardian must be given to the teacher, who will forward it to the office.

Students leaving early will be called to the office to meet the parent upon his/her arrival at the main office. The parent or guardian must sign out indicating that they have taken the child. Be sure to notify the school, in writing, if arrangements are made for the student to be picked up by someone unknown to the school staff. Students will only be permitted to leave school with:

- 1) a parent or guardian
- 2) a person listed as the emergency contact on one of the school's emergency forms
- 3) a person that the parent or guardian has named, in writing

Early dismissal requests should be made only on the rarest occasions, when a medical appointment cannot be made outside of the school day, or, should a true family emergency arise.

EMERGENCY SCHOOL CLOSING

The school district has a recorded telephone message available in the event of adjusted schedules: 215-643-8900. Please call that message line and/or listen to KYW 1060 AM radio or Cable TV Channel 27. Check these or visit the Upper Dublin Website at www.udsd.org. Upper Dublin School District's code numbers will be announced after the designated schedule change. The code numbers are as follows:

School closing number	311
Schools open, but with no transportation	4-311
School open one hour late	5-311
School open two hours late	6-311

STUDENTS RETURNING TO CLASSROOMS AFTER SCHOOL HOURS

Students will not be permitted to return to classrooms for forgotten items after the conclusion of the school day. Please encourage your child to be responsible for remembering to bring home needed items daily. Please do not bring your child to school after hours to retrieve forgotten items from a classroom after 3:45 PM. Due to safety and security requirements, we cannot permit students to be in the building after hours. The teacher day ends at 3:45 PM.

CAR POOL

Students who normally ride a bus, but have plans to be picked up by car pool, need a note of permission from the parent/guardian. Notes should be presented to the teacher at the beginning of the school day. Students will report to the designated car pool area at dismissal time.

Anyone picking up a child before the end of the school day must report to the office and identify himself or herself by 3:00 PM. No calls to the classrooms for dismissal will be made between 3:00 and 3:30 PM in order to minimize end-of-day disruptions. The child will be called to the office by the principal or school secretary. **NO ONE MAY GO DIRECTLY TO THE CLASSROOM TO OBTAIN A CHILD.**

Car Pool Etiquette:

All drivers are expected to follow several basic rules when using the car pool line for arrival to or departure from school. Your attention and adherence to these rules will help assure that the car pool at our school operates safely and efficiently for everyone. We work hard at keeping your children safe. Your cooperation is required as well.

Arrival at School- AM

1. The area for dropping students off for the school day is the main lobby entrance. Students may be dropped off beginning at 8:30 AM.
2. Car pool is a single lane. Pull up to the front of the line and have your child/children exit the right side of the car onto the sidewalk. Exiting the left side of the car could pose a danger. Once your child/children are safely on the sidewalk, pull away to exit so the drop-off process may continue smoothly.
3. There is no passing during arrival or departure as this could compromise student safety. Wait patiently while the car in front of you is unloading precious cargo.
4. If you have a need to enter the school building, for example, to help your child transport a large musical instrument, an oversized project, or birthday treats, do not enter the car pool area as this will cause a back-up. Instead, park in the large parking lot and walk with your child to the main office. If you will need to enter the building beyond the main office, you will need to obtain permission from office personnel. No parents, guests, or visitors may access any part of the building, at any time, without signing in and obtaining access from the office personnel.

Departure from School- PM

1. End-of-day departure area is identified in each elementary school. Students will wait with the supervising teacher(s) and will load under teacher direction.
2. Departure car pool is a single lane. Pull forward into the loading area as directed by the teacher(s).
3. Students must load via the right side of the car. Loading on the left could pose a danger.
4. Once your child is loaded and buckled up, please exit in order to keep departure moving efficiently.
5. If you do not wish to wait in the car pool line, you may park your car in the parking lot. You will then need to cross safely to retrieve your child and walk safely back to your car. **YOU WILL BE RESPONSIBLE FOR CROSSING YOUR CHILD SHOULD YOU OPT TO NOT WAIT IN THE CAR POOL LINE.**
6. If rain or snow prohibits the usual departure area usage, departure will be from the main lobby, where arrival also occurs.

TRANSFERS AND WITHDRAWALS

If your family moves to another residence within the school district, placing you in a different elementary school attendance area, notify your present school office as soon as possible. Your child's records will be updated and transferred to the new school.

If you move out of the district, or decide to enroll your child in a non-public school, notify the school office of your intent to withdraw your child. His or her records will be updated and prepared to be sent to the new school district, or school.

CLOTHING

Elementary students are responsible for dressing and grooming themselves in a manner that meets fair standards of safety and health and does not cause the substantial disruption to the educational process. In keeping with those expectations, a committee of staff and parents has devised the following regulations:

- a. Students in elementary school wear appropriate attire to school and to all school-sponsored events. The following are guidelines concerning UNACCEPTABLE school wear:
 - (1) Garments with exposed midriffs, inappropriately low-cut, of sheer materials, or with holes.
 - (2) Sleeveless undershirts worn as outer garments.
 - (3) Short shorts and skirts – bottom hem of garment **MUST REACH** to finger tip of the hand in length when the arm is fully extended at the side.
 - (4) Form-fitting shorts or pants worn as outer garments (e.g. elastic, spandex).
 - (5) Tank tops with less than 2-inch straps (no spaghetti straps or tube tops). Clothing should cover all undergarments.
 - (6) Garments advertising alcoholic beverages, drugs, or displaying inappropriate/obscene words or designs expressing double meanings.
 - (7) Pieces of jewelry that is inappropriate (e.g. spike necklaces, bracelets, chains).
- b. Appropriate, safe footwear must be worn at all times.
- c. Upon entering the building, any type of head covering, including hats, visors, bandannas, and sweatbands, may **NOT BE WORN** or **CARRIED** in the building unless warranted by a medical, safety, or religious circumstance.

LOST AND FOUND

Lost and found items are located in a designated area in each school. Students can check for missing items when necessary. Parents can check before and after school with permission from the office and during fall and spring conference times when items will be on display in the cafeteria or lobby. Money, jewelry and small valuables should be turned in to the school office. All unclaimed items are periodically donated to charity. Please be sure to label all items of children's clothing.

ITEMS BROUGHT FROM HOME

Balls and jump ropes may be brought to school for play during recess periods. If riding the school bus, these items must remain inside a schoolbag. Electronic games and collectable cards may not be brought to school as they are in danger of loss or theft. The school will not assume responsibility for such items.

CURRICULUM & INSTRUCTION

Upper Dublin School District provides instruction in language arts (reading including phonics, phonemic awareness, fluency, comprehension, and vocabulary, listening, speaking, spelling, and writing), mathematics, science, social studies, health, art, music physical education, and library/media skills. Classroom teachers design activities for major academic subjects, while specialists teach art, music, and physical education. Librarians direct learning experiences in the library/media center as well as the computer lab to support instruction and

help each student build on individual interests. Remediation teachers are available in each elementary school to assist students who need special services to help develop basic skills.

Each elementary school boasts a computer lab equipped with state of the art computers. The district's goal is to use computers in areas where students can master learning objectives more efficiently than by using other modes of instruction. Teachers will review and select additional software during inservice days and workshops, so that each school's range of computer courseware will be constantly updated and expanded.

Field trips are planned for classes as extensions of the academic program. The PTA/PTO provides funding for special trips beyond those provided in the district's field trip budget. Other enrichment programs include the ART GOES TO SCHOOL program whose yearly visit to each classroom brings a study of reproductions of the world's greatest works of art. Robbins Park Nature Center and the Planetarium at Sandy Run Middle School are regularly visited by classes as part of their science and ecology instruction.

SPECIAL SUBJECT STAFF

A psychologist, guidance counselor, reading specialists, special education teachers, speech therapist, math aide, enrichment teacher, and ESL teacher provide additional support services to students who are determined eligible.

TEXTBOOKS AND EQUIPMENT

Textbooks are the property of the school and should be treated respectfully. Books should be covered for protection at the start of the school year and at any time that a new cover is necessary. Students will be expected to pay the replacement cost for any damaged or lost books. Abuse or damage to any school equipment or property will be charged to the student's parent.

SCREENING AND EVALUATION

The School District of Upper Dublin used procedures to help identify children who may qualify for services, including parent/teacher referrals, review of student records and screening for hearing, vision, and speech and language problems. 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 his/her eligibility are available to you at no cost. You may request screening and evaluation at any time. Requests for screening and evaluation may be made in writing and sent to your child's guidance counselor. Requests for screening and evaluation will be kept confidential. If you believe that your young child may qualify for early intervention services, you may contact the Montgomery County Intermediate Unit directly at (610) 539-8550.

GIFTED EDUCATION

In Pennsylvania, school age students qualify to receive specially designed instruction when they have been identified as "mentally gifted." A student is mentally gifted when he or she has outstanding intellectual and creative ability that requires specially designed programs or support services not ordinarily provided in the regular education program. The School

District of Upper Dublin will determine whether a student is mentally gifted based upon multiple criteria, including IQ score, which indicate gifted ability.

ENGLISH AS A SECOND LANGUAGE (ESL)

This service is designed for students lacking proficiency in the English language. Individual and small group instruction is used. Home language surveys are completed by each family upon registration to determine whether or not a student should be screened to receive ESL services.

SWIMMING

All students in Grade 4 take part in an instructional swimming program. Parents must give permission for students to participate and all students must provide their own bathing suit and towel. District transportation is provided to the pool at Upper Dublin High School. This is a brief, one week program during the fourth grade year.

TECHNOLOGY

Computers are available in each classroom with software appropriate to the grade-level curriculum. In addition, a computer lab facilitates entire classes working on technology-assisted projects. Each grade-level classroom is equipped with a computer workstation networking staff and providing administrative data input and retrieval. Laptop computers are also available to students and staff. The library collection is equipped with bar coding for computerized circulation procedures. CD-ROM technology is available to teachers and students through the library.

Copies of the school district's "Acceptable Use of District Information and Telecommunications Resources by Students" and "Internet Web Site Content" Policies are included on the next few pages.

PARENT CONFERENCES AND REPORT CARDS

Progress reports serve two purposes. They indicate some of the most important objectives of the school program, and inform parents of students' progress in mastering these objectives. Parents of students in grades 1-5 receive progress reports at the end of each marking period or 4 times per year. Kindergarten report cards are issued three times per year following the second, third and fourth marking period. The report card is sent home with the student. Parents/guardians are asked to sign the report card envelope and return it to school immediately after reviewing. Parent conferences are held twice yearly, November 19th and 20th, 2007 and April 14th and 15th, 2008.

BACK TO SCHOOL NIGHT

Back to School Night is scheduled in the early part of the school year. ONLY PARENTS may attend. Parents will visit your child's classroom. At that time, teachers will provide information about the curriculum and policies/ procedures in class. This is not an evening for conferencing about a student but rather to learn the overview of the year's curriculum. Please check the district calendar for the date and time of Back to School Night.

OPEN HOUSE

Open House is the opportunity for families to visit the school and see the many creative projects the students have been working on throughout the school year. Parents and children are invited to walk through the school and visit the classrooms. Please check the district calendar for the date and time of Open House.

VISITORS TO OUR SCHOOL

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.

1. Enter the building through the front lobby (main office) doors only.
2. Go directly to the main office to sign the Guest Registry, obtain and wear a Visitor's Badge and inform the secretary of your business within the building.
3. Do not attempt to go to any area of the building without receiving clearance from the main office.
4. Return to the main office and write your departure time in the Guest Book before exiting.

Strict adherence to these procedures is necessary to ensure the safety of our students and staff.

KINDERGARTEN VISITATION

Kindergarten visitation is scheduled during the winter months, typically in January. This is an opportunity for parents of incoming kindergarten students to meet the principal and teachers and to briefly observe a kindergarten class. An opportunity for new kindergarten students to visit the school and meet the teacher is scheduled prior to the first day of school. Parents will receive a letter in late August with more information about this opportunity.

PARENT CONCERNS

Parental concerns about any educational issue affecting their child should be addressed with the child's classroom teacher. Unresolved issues may later be discussed with the guidance counselor, and/or the building principal.

HOMEWORK

Homework helps reinforce concepts taught in school while establishing daily study habits at an early age. Homework is an aid to learning and an integral part of the school program. The amount of homework given varies by teacher and grade level. All students are expected to read 15 minutes every night.

HOW TO HELP YOUR CHILD'S PROGRESS

In order to ensure the best education possible for your child, the home and school must work closely together. Listed below are a few suggestions on how parents can help at home:

1. Your child needs a good wholesome breakfast before starting a busy school day. Be sure to see that he/she also has an adequate lunch.
2. Your child needs sufficient rest.
3. Your child needs a place to call his/her own. Try to provide a study area that is free from distracting influences such as radio, television or sibling. Be sure not to overload your child's schedule with activities that do not allow for play.

4. Your child needs supervision on which television programs to watch.
5. Your child will make greater progress in school if you take an active interest in their educational program, work habits and behavior patterns. If there is any phase of your child's development that is in question, contact his/her teacher, elementary guidance counselor or the principal.

HOMEBOUND INSTRUCTION

If your child will miss two or more consecutive weeks of school due to illness or an accident, please call the school to discuss the situation with the school counselor. Your child may be eligible for Homebound Instruction.

STUDENT SUPPORT

The principal and members of the professional staff meet to review referrals from classroom teachers regarding students experiencing difficulties in school. Strategies are developed to support students' needs. Meetings are strictly confidential. Parents are an integral part of the process.

ELEMENTARY PROMOTION EXERCISES

Fifth grade promotion exercises are held during the final week of school. Parents and guests of the fifth grade class are invited to attend the ceremony, which recognizes the members of that class as they complete their final year at each elementary school.

MUSICAL PERFORMING GROUPS

Students in grades 4 and 5 may join the band. Full band rehearsals are scheduled before the school day, usually once per week. Students will also receive lessons during the school day with the band director.

Students interested in learning to play a string instrument may wish to join the orchestra. This begins in grade 3 and also includes students in grades 4 & 5.

All students in grade 5 are members of the chorus. Rehearsals are scheduled for one period each week. Evening performances are held in the winter and the spring of each year.

STUDENT TRANSPORTATION

BUSES

Bus schedules and stops are published in the Ambler Gazette prior to the opening of school, typically in mid-August. The Transportation Office can be reached on school days 6:00 am to 6:00 pm at (215) 643-8947.

Rules for behavior on the bus will be discussed with students in school and are also printed in the school district calendar. Riding the bus is a privilege that can be suspended for improper conduct.

Rules for School Bus Riders:

1. When you leave home, go directly to your assigned bus stop.
2. Arrive at your stop 5 minutes ahead of your scheduled time.
3. Stand on the sidewalk or road. Respect the property of your neighbors.
4. Wait for the bus to stop completely before starting to board.
5. Board the bus in an orderly manner. Do not wear your backpack when boarding the bus.
6. Any item too large to be held on your lap should not be brought on the bus.
7. Remain seated until the bus reaches your destination.
8. Use normal conversational voice.
9. Eating or drinking is NOT permitted on the bus.
10. Keep head and hands inside the bus.
11. Throw no objects from the bus.
12. Keep the aisle and emergency exits clear.
13. Do not deface or damage seats or other equipment on the bus.
14. Smoking, fighting, spitting, or using profane language is FORBIDDEN and will be cause for automatic suspension of transportation privileges.
15. When you leave your bus go directly to your classroom or directly to your home.
16. The bus driver has the right to assign seats.
17. Bus transportation is intended to bring students from home to school and school to home only.
18. Ride the bus safety with COURTESY and CONSIDERATION for the bus driver and your fellow passengers.
19. No adult/parent is permitted to board a bus for any reason unless prearranged (such as serving as a chaperone).

For insurance purposes, students may only ride on their assigned bus. With a note from a parent or guardian, a student may get off at a different stop. This note should be presented to the teacher when the student arrives at school. The teacher will direct the student to have the note signed by the school secretary or principal. The student will then present the signed note to the school bus driver when he/she enters the bus at dismissal time. Without a note, all students will take their normal mode of transportation home. Students in primary grades will not be sent home on another bus if they miss their bus at dismissal time. Parental notification will be made in order that the parent may make arrangements to have the student picked up from school. Be sure that you can be accessed by phone at dismissal time should we have need to make alternate arrangements for you child.

PREVENTION OF HARASSMENT AND BULLYING

Introduction:

Careful review of the literature and research currently available on the Prevention of Harassment and Bullying Behavior formed both the basis for the following Administrative Guidelines but also the compelling motivation to act now given what we know. Prevention of harassment and bullying is not about developing yet another new curriculum. True prevention in this context is about changing our language and culture.

It is a myth to conclude the schoolyard bully is as much a part of developmental growth as puberty. It is a myth to believe that “sticks and stones will break my bones, but words will never hurt me.” The truth of the matter is words do hurt and therefore the language needs to change. We need to decrease the vocabulary of meanness and increase the vocabulary of kindness.

Further, we need to redefine the role of “bystander” to harassment and bullying. One can no longer be a bystander and uninvolved. A bystander needs to both help the victim and report what they see. For the purpose of these guidelines, “harassment” will be considered synonymous with “bullying.” However, in certain situations, harassment connects directly to legal consequences and as such is to be considered a legal term.

Finally, the modern day bully, contrary to the age old stereotype, may in fact be very bright, academically high achieving, athletically talented but who may still act in sadistic ways to advance oneself socially. Adults need to be watchful for these signs if they are to be successful in intervening and again changing a culture that sometimes condones such behavior. The image of bully as perhaps a less intelligent, academically struggling loner simply is no longer valid.

What is Bullying?:

There are numerous definitions of bullying. These definitions include the following:

- Bullying is defined as something that someone repeatedly does or says to gain power over or to dominate another person.
- Bullying can be defined as repeated and systematic harassment and attacks on others.
- Bullying among children has been defined as intentional, repeated harmful acts or other behavior such as name-calling or threatening.
- Bullying has also been defined as negative actions directed toward a specific person or group of persons over a period of time.
- Bullying may be physical, verbal, emotional or sexual in nature:

Physical Bullying includes such acts as punching, poking, strangling, hair pulling, beating and biting.

Verbal Bullying includes such acts as hurtful name-calling, teasing, taunts, put-downs and gossip.

Emotional Bullying includes rejecting, terrorizing, extorting, defaming, humiliating, blackmailing, isolating, ostracizing and peer pressure.

Sexual Bullying includes sexual propositioning, sexual harassment and abuse involving actual physical contact and sexual assault.

Who Are the Victims?

Although almost anyone can be the target of bullying behavior for a myriad of reasons, the victim is often singled out because of his psychological traits. A victim of bullying could also be for physical reasons such as being overweight, being physically small, or having a disability. They may also be victimized for belonging to a different race, culture or religious belief.

Why is Bullying Important to Us?

Serious school violence often begins with bullying. In a study conducted by the U.S. Secret Service's National Threat Assessment Center, it was found that in approximately two-thirds of 37 reported school shootings, the attackers felt "persecuted, bullied, threatened or injured."

Victims of bullying often develop emotional and social adjustment problems, perform poorly in school and show lasting problems years later.

Dynamics of Bully-Victim Situations

- A power differential exists between the bully and the victim.
- Bullies tend to be confident, aggressive, and lack empathy for the victim.
- Bullies frequently come from homes where there is poor supervision and aggressive behavior is tolerated.
- Victims of bullying tend to be quiet, passive children with few friends.
- Bullying is often done so that adults are not aware of it.
- Children who are victims of bullying are frequently ashamed, and often don't tell an adult. They can be very unhappy children who suffer from fear, anxiety, and low self-esteem as a result of being bullied.

What Causes Bullying?

- Children from violent homes are most likely to become a bully.
- Poor supervision in the home (from parents) contributes to bullying.
- Aggressive or bullying behaviors by parents or older siblings contributes to bullying.
- Children who have an impulsive temperament are more likely to become a bully.
- Boys who are physically larger or stronger than peers of the same age may become bullies.
- Bullies often crave attention and show-off or act tough to get attention from their peers.
- In schools, the amount of adult supervision is directly related to the frequency and severity of bullying. While teachers and administrators do not have control over individual and family factors that produce children who are inclined to bully, bullying problems can be greatly reduced in severity by appropriate supervision and intervention in schools.
- Bullies can be identified as early as preschool. Lack of identification and intervention programs at an early age can lead to further and more serious bullying at a later age.

Bullying on the Internet

Some youths are using the Internet as a medium to bully other youth. They may create their own websites and post insults, corrupt the personal profile of another Internet user, or make repugnant comments using the name of another youth. In some cases, insulting messages can be sent anonymously. In England, one girl committed suicide after she was bullied via the Internet for being overweight. Other girls have received harassing telephone calls after they were cited as promiscuous, complete with name, address and telephone number.

What Can Be Done to Minimize Bullying?

There are numerous strategies for school administrators, teachers and parents to employ to reduce or minimize bullying. In developing and implementing these strategies, it is important to note that much bullying occurs without the knowledge of teachers and parents and that many victims are reluctant to tell adults about their problems with bullying. They may be

embarrassed or ashamed to be a victim or afraid that adults cannot or will not help to resolve the situation. They may also be fearful of retaliation if they tell.

Important strategies in reducing or minimizing bullying include:

- Providing good supervision for children.
- Providing effective consequences to bullies.
- Effective communication between teachers and parents.
- Provide children opportunities to develop good interpersonal skills.
- Create a social context in which bullying behavior is not tolerated.

What Students Can Do

Students may not know what to do when they observe a classmate being bullied or experience such victimization themselves. Classroom discussions and activities may help students develop a variety of appropriate actions that they can take. Depending on the situation and their own level of comfort, students can:

- ▶ Seek immediate help from an adult.
- ▶ Report bullying/victimization incidents to school personnel.
- ▶ Speak up and/or offer support to the victim when they see him/her being bullied. For example, picking up the victim's books and handing them to him or her.
- ▶ Privately support those being hurt with words of kindness or condolence.
- ▶ Express disapproval of bullying behavior by not joining the laughter, teasing or spreading of rumors or gossip.
- ▶ Attempt to defuse problem situations either single-handedly or in a group. For example, by taking the bully aside and asking him/her to cool it.

MILD**MODERATE****SEVERE**

Physical Aggression					
<ul style="list-style-type: none"> ■ Pushing ■ Shoving ■ Spitting 	<ul style="list-style-type: none"> ■ Kicking ■ Hitting 	<ul style="list-style-type: none"> ■ Defacing Property ■ Stealing 	<ul style="list-style-type: none"> ■ Physical acts that are demeaning and humiliating, but not bodily harmful ■ Locking in a closed or confined space 	<ul style="list-style-type: none"> ■ Physical violence against family or friends 	<ul style="list-style-type: none"> ■ Threatening with a weapon ■ Inflicting bodily harm
Social Alienation					
<ul style="list-style-type: none"> ■ Gossiping ■ Embarrassing 	<ul style="list-style-type: none"> ■ Setting up to look foolish ■ Spreading rumors 	<ul style="list-style-type: none"> ■ Ethnic slurs ■ Setting up to take the blame 	<ul style="list-style-type: none"> ■ Publicly humiliating (e., revealing personal information) ■ Excluding from group ■ Social rejection 	<ul style="list-style-type: none"> ■ Maliciously excluding ■ Manipulating social order to achieve rejection ■ Malicious rumor mongering 	<ul style="list-style-type: none"> ■ Threatening with total isolation by peer group
Verbal Aggression					
<ul style="list-style-type: none"> ■ Mocking ■ Name calling ■ Dirty looks ■ Taunting 	<ul style="list-style-type: none"> ■ Teasing about clothing or possessions 	<ul style="list-style-type: none"> ■ Teasing about appearance 	<ul style="list-style-type: none"> ■ Intimidating 	<ul style="list-style-type: none"> ■ Verbal threats of aggression against property or possessions 	<ul style="list-style-type: none"> ■ Verbal threats of violence or of inflicting bodily harm
Intimidation					
<ul style="list-style-type: none"> ■ Threatening to reveal personal information ■ Graffiti ■ Publicly challenging to do something 	<ul style="list-style-type: none"> ■ Defacing property or clothing ■ Playing a dirty trick 	<ul style="list-style-type: none"> ■ Taking possessions (e.g., lunch, clothing, toys) 	<ul style="list-style-type: none"> ■ Extortion 	<ul style="list-style-type: none"> ■ Threats of using coercion against family or friends 	<ul style="list-style-type: none"> ■ Coercion ■ Threatening with a weapon

Below are consequences and interventions which are implemented in our schools:

* Possible First Offense Interventions:

- Verbal Warning
- Apology Given
- Time-out/removal from group
- Redirection
- Inform student of the rule broken and future expectation

* Possible Second Offense Interventions:

- Call parent
- Loss of privileges- playground, classroom, bus
- Written apology
- Conflict resolution or peer mediation session with guidance counselor
- Develop behavior/responsibility plan with the student

* Possible Third Offense Interventions:

- Call parent
- Letter to parent
- Loss of privileges
- After-school detention
- In/Out of school suspensions
- Behavioral conference with parent, principal, teacher, guidance counselor, student
- Develop behavior/responsibility contract with student and parent/guardian

* It is recommended that a brief log be kept by the playground aides to monitor offenses- Date/Name/Behavior.

* Communication between all parties- aides, teachers, bus drivers, principal, parents, guidance counselor- is also recommended.

* Any serious physical harm or threat of serious harm will automatically default to school district policy.

Much of the information used in the formulation of these guidelines is from the U.S. Department of Education publication, *Bullying Prevention: A Manual for Schools and Communities (1999)*. Reproduction of the information was done with permission from the U.S. Department of Education.

FIRE DRILLS

Fire drills and other safety drills are held regularly so students will the procedures in emergencies. Special programs and assemblies inform students of safety guidelines and practices.

BICYCLES

Students may ride bicycles to school. The safety of any child riding a bicycle to and from school becomes the responsibility of the parent or guardian. A lock is necessary for security purposes. The law requires that students wear helmets as protective headgear. Inform your teacher if your child will be a bike rider.

CHILD CARE SERVICES

Parents use various childcare programs. Many students are enrolled in the YMCA program. There is a before-school program from 7:00 AM to 8:40 AM and an after school program from 3:30 PM to 6:00 PM. Child care arrangements are made through the Ambler Y and you may phone them at 215-628-9950.

FOOD SERVICES

The Food Services Department publishes a monthly menu of breakfast and lunch, which include price lists for full lunch and ala carte items. Students may either purchase their lunch or bring a lunch from home. A computerized payment system allows parents to deposit money into a child's account and automatically deducts charges when the child makes a purchase and enters his/her PIN into the computer. The PIN is assigned when the child enters the Upper Dublin School system and remains with the student through high school.

RECESS

Students have an opportunity for outdoor play during lunch recess periods. Supervision is provided by aides at lunchtime. A second recess is provided as well, supervised by classroom teachers. On extremely cold days, students may be sent out for a shortened recess period or may have indoor recess. It is important that students come to school prepared with coats, hats and gloves. If a student is returning from an illness and must remain indoors, a note of explanation is required.

For the safety of all students, the following guidelines have been established:

- Softballs rather than hardballs may be used.
- Touch football rather than tackle may be played on the field.
- No food, candy or gum is permitted during recess.
- No Walkman units, electronic games or remote controlled toys are permitted.
- Sports equipment brought from home should be labeled with the student's name.

The school will not assume responsibility for the loss of personal play equipment. Students are to treat others with respect. Verbal and physical fighting is not permitted. If students find themselves in a conflict, they must attempt to resolve the conflict with words. If unable to solve the problem, they must see a recess supervisor for assistance. If the conflict is not resolved at that level the teacher, school counselor and/or principal may be involved.

STUDENT PICTURES

The fall is customarily chosen as the date for taking individual student pictures. Please consult the district calendar for the exact date. Procedures may vary, so please read the information you will receive approximately two weeks prior to picture day. Photo retakes of absent students or students who are dissatisfied with their original picture will be retaken on picture retake day.

Payment for all photographs is due at the time of sitting. We regret that the photographer's schedule does not permit parents to attend the photography sessions.

TELEPHONE COMMUNICATIONS

Students must be given written permission by their classroom teachers to use the telephone for emergency purposes only. Forgotten lunches or homework assignments are not appropriate as requiring emergency telephone use.

Emergency messages received for students during the day will be distributed via the teachers' mailboxes (such as changes to transportation home method.) Teachers check their mailboxes before school, at lunch, and after student dismissal. Please determine travel arrangements prior to the student's coming to school in the morning. Classroom interruptions need to be kept to a minimum, in order to protect the integrity of the instructional program. As a reminder, this is why phone calls will not be made into classrooms between 3:00 and 3:30.

CELL PHONES AND OTHER ELECTRONIC COMMUNICATION DEVICES

An increase in the number of electronic communication devices, including cell phones, is being observed with elementary-age students. The following guidelines are in place in our district's elementary schools for the purpose of preserving the integrity of each building's learning environment. It is assumed that cell phones are provided to elementary-age children for emergency use only. Please be assured that during the school day or while being transported by the school district, emergency needs will be addressed by school personnel.

1. Failure to adhere to these regulations may be cause for school staff members to confiscate the electronic communication device, and require parents to pick up the device in the main office.
2. Student electronic communication devices may not be used at any time during the school day which includes time traveling on the bus. If parents need to contact their child, they must call the school office prior to 3:00. The School District is not responsible for student electronic communication devices.

STUDENT HEALTH SERVICES

Medical and dental examinations are required for all students entering kindergarten and/or first grade for the first time. Pennsylvania School Code requires that each student show proof of proper immunization prior to entering school. In addition, physical exams are required in kindergarten, grade 3 and grade 7. Required forms are sent home by the school nurse to take to your health care providers.

Each student is given an annual vision and hearing screening by the school nurse. Height and weight measurements are recorded twice yearly. The school health record is initiated at the time of school admission and becomes part of each student's cumulative health record.

ILLNESS DURING THE SCHOOL DAY

In the event that students become ill or need medical attention during the school day, they may, with the teacher's permission, report to the nurse's office. If an illness warrants that a parent be contacted, the school nurse or secretary will make the call immediately.

EMERGENCY FORMS

A pupil emergency medical form will be sent home on the first day of school. Parents/guardians are requested to accurately complete a form for each student and return it to school as soon as possible. It is important that home, work, and emergency numbers be accurate and kept up to date. You should ask someone who is able, responsible and willing to act as your substitute in the event you cannot be reached. This person should have transportation and be fully able to clearly communicate. Changes to personal and work phone numbers and information required on the emergency medical form should be sent to the school office in writing. We must be able to reach you quickly, in case of an emergency.

MEDICATION POLICY

All medications, including refills, must be delivered in person during business hours to the school nurse or principal's office by the student's parent/guardian.

All medication, both prescription and non-prescription, must be kept in the school health office. Medication will be administered to students during school hours only when such medication is required and accompanied by a doctor's order. This policy is consistent with guidelines established by the Pennsylvania Department of Health.

GUIDELINES FOR UPPER DUBLIN SCHOOL DISTRICT ON HEAD LICE

Head lice are crawling insects, only about one-sixteenth of an inch long, which live and multiply in human hair. Lice **are not** a major health problem, since they do not transmit diseases or cause permanent problems.

Things you Need to Know

1. Between 8 and 12 million American children get head lice. Head lice are not an emergency and do not pose a health risk.
2. Head lice tend to be more common among children than adults, and do not discriminate between sex or hair color - although lice in lighter colored hair may be more difficult to detect. Head lice do not prefer dirty or unkempt hair, but may go unnoticed and proliferate in such an individual compared with one who pays attention to their hair. However, an infestation should not be seen as a reflection on personal hygiene, home environment or social status, and should not be seen as a social stigma.
3. Preschool and elementary age children, 3-11, and their families are infested most often. Girls get head lice more often than boys, women more than men. Personal hygiene or cleanliness in the home or school has **nothing** to do with getting head lice.
4. Transfer of head lice to individuals is by hair to hair, head to head, close bodily contact. Sharing combs, brushes, ribbons, hair bands, hats, pillows and similar personal articles is the other main way that lice can spread.
5. Head lice cannot live off a human host for more than 24-48 hours
6. Head lice cannot reproduce in carpets
7. Lice **cannot** hop, jump, or fly.
8. Lice can spread quickly by close contact with a friend or classmate, almost always by head-to-head contact.

GUIDELINES FOR DEALING WITH HEAD LICE

1. If a child is found with head lice, the child's parents will be contacted by the school nurse and provided with guidelines on how to deal with the problem.
2. The parents are to be advised that the child must be treated for lice and checked by the school nurse prior to returning the child to school.
3. A notification is to be sent home with all children in the class in which the lice issue was identified.
4. In the notification the parents should be advised to check all their children for head lice (including the sheet on how to inspect, comb out nits, and treat for lice)
5. Infested children should be re-examined by the school nurse when they return to school.
6. Since it is possible for pillows, stuffed toys, and other classroom items to have nits or lice on them, those items can be placed in sealed plastic bags for two weeks (nits take 8-10 days to hatch).
7. THERE IS NO NEED TO APPLY PESTICIDES TO THE SCHOOL ENVIRONMENT OR AT HOME
8. If a second case of head lice should occur from the same classroom, a no nit policy will be put into effect. No child will be allowed to return to school until all nits and lice have been removed from the hair.

PTA/PTO

All parents may become members of the PTA/PTO. Parents are invited to attend all monthly meetings (see district calendar for dates and times). The Executive Board is the nucleus of the organization and consists of all officers and chairpersons of standing committees. The PTA/PTO sponsors many exciting activities throughout the school year.

ROOM PARENTS

Each classroom selects room parents. Room parents assist teachers with classroom parties, special school activities, fifth grade picnic, and class trips.

YEARBOOK

The PTA/PTO, in conjunction with the contracted school photographers, design and sell a yearbook that includes individual student pictures, class photos and candid shots.

ASSEMBLY PROGRAMS

The PTA/PTO sponsors assembly programs throughout the school year. Programs are selected for their educational, cultural, and entertainment value. A large percentage of the annual PTA/PTO budget is allotted for these programs.

SCHOOL DIRECTORY

This booklet includes important information, classroom lists, PTA/PTO Executive Board members, and the addresses and phone numbers of those families who wish to be listed. Look for information from school on how to purchase the directory.

SCHOOL PARTIES

Holiday parties are limited to Halloween, a winter party (before winter break in December), and Valentine's Day. These parties are scheduled by the classroom teacher and may be organized by homeroom parents and supervised by the teacher.

In keeping with our wellness policy, healthy snacks are encouraged.

BEFORE/AFTER SCHOOL ACTIVITIES

Children must have parental permission to attend all before/after school activities. Children must be dropped off/picked up at the time specified by the activity supervisor. The first time a student is not dropped off/picked up promptly; a warning will be issued to the parent. If this happens a second time, the parents will be informed by letter that the child may no longer to participate in the activity.

Non-Discrimination under Title IX and Section 504

It is the policy of the School District of Upper Dublin to provide an equal opportunity for all students to achieve their maximum potential through the programs offered in the schools regardless of race, color, age, creed, religion, gender, sexual orientation, ancestry, national origin or handicap/disability. The District shall provide to all students, without discrimination, course offerings, counseling, assistance, employment, athletics and extracurricular activities. The District shall make reasonable accommodations for identified physical and mental impairments that constitute disabilities, consistent with the requirements of federal and state laws and regulations.