

Boyce Middle School



2023- 2024

Student/ Family Handbook

BOYCE MIDDLE SCHOOL OFFICE PERSONNEL

Dr. Dan O'Rourke, Principal

Dr. Christine M. Mussomeli, Assistant Principal

Mrs. Amy Antonio, School Counselor (Grade 6)

Mrs. Tonia Autieri, School Counselor (Grade 5)

Mrs. Dee Kelly, Head Secretary

Mrs. Susan Speer, Attendance Secretary

Mrs. Hilarie Bauer, MEd, RN, CSN

Officer Mike Banaszak, School Police - Boyce MS

Mr. Ken Suchan, Head Custodian

Mrs. Sharon Niedermeyer, Nutrition Center Manager

Boyce Middle School: A Recognized School of Excellence

PA Don Eichhorn Schools: Schools to Watch, 6 time Award Recipient

Blue Ribbon Award Recipient

"No Place for Hate" School Designation, 2023

"No Place for Hate" Equity Award Winning School, 2020



UPPER ST. CLAIR DISTRICT ADMINISTRATION

Dr. John Rozzo, Superintendent

Dr. Amy Pfender, Deputy Superintendent

Dr. Judith Bulazo, Director of Curriculum & Professional Development

Dr. Cassandra Doggrell, Director of Special Education

Dr. Lauren Madia, Director of Student Support Services

Mr. Raymond Berrott, Director of Technology

Mr. Ray Carson, Sr. Director of Operations and Administrative Services

Dr. Louis Angelo, Director of Operations and Facilities

Mr. Scott Burchill, Director of Business and Finance

Mr. Daniel Holzer, Director of Athletics

Mr. Bradley Wilson, Director of Strategic Initiatives

Mr. Jon Mansfield, Director of Transportation

Mrs. Tina Vojtko, Communications Specialist

Ms. Ashley Lindhurst, Food Service Director

Mr. Sean Bryson, Chief of School Police

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Dr. Danielle Z. Wetzel

Minutes from the School Board of Directors monthly meetings can be found on the District's website:

<https://www.uscsd.k12.pa.us/Page/129>

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PRINCIPAL'S WELCOME LETTER

August 2023

Dear Boyce Families and Students:

Welcome to the 2023-2024 school year at Boyce Middle School. We look forward to another exciting, engaging and successful year. Boyce Middle School takes pride in providing students with countless opportunities to learn and grow. We encourage ongoing parental involvement in order to be active participants in your learner's education.

The purpose of this student/family handbook is to provide you with an overview of information about the school, curriculum, activities, policies and procedures. Please read the handbook carefully to become familiar with what is expected of you and your child in order to achieve academic, social, and emotional success. Please note that a District Handbook is also available and provides you with district-wide information, required policy notifications, and compliance notices. In the case of a conflict between this supplemental handbook and the District Handbook, the District Handbook will govern.

The Boyce experience is designed for students to be exposed to a wide array of educational opportunities that are supported by an integrated curriculum and a team-teaching approach. Along with their academic subjects, students will learn respect, kindness, and understanding as they prepare to meet the challenges of life.

At Boyce Middle School we place a high-value on academics, but we also address social and emotional development with our students. We want to equip students with tools and strategies that will benefit them in all aspects of life, while providing a climate that makes students feel safe and happy while at school.

If you have questions regarding any information in the handbook, or other school related issues, please call us at 412-833-1600 x5000 for assistance.

We look forward to working with each of you this school year and welcoming you into our Boyce family.

Dr. Dan O'Rourke
Principal

Dr. Christine M. Mussomeli
Assistant Principal

BOYCE MIDDLE SCHOOL

The Boyce Middle School community shares a common goal that strives to provide educational excellence for all students. Our developmentally responsive curriculum is designed to meet the unique early adolescent challenges of the middle-level learner. The diverse educational teams and nurturing staff address the intellectual, moral, physical, emotional, artistic and social development of each child.

In a secure and continually affirming environment, various team teaching approaches are aligned with student learning. The shared responsibility of educators, students, families, and community is to prepare each student for a successful future as a lifelong learner.

Our vision at Boyce Middle School is to provide students with a world-class educational experience that supports their academic, social, and emotional growth within an environment that is safe and comfortable.



STUDENT BILL OF RIGHTS

You, as a student of the Upper St. Clair Middle School Program, have the right to . . .

- **Grow intellectually** by exposing yourself to ideas and concepts that challenge your ability to think, reason and make decisions;
- **Mature emotionally** while interacting in an environment that nurtures awareness and an understanding of yourself;
- **Become a whole person** by learning from people who have made a commitment to your education and special needs;
- **Develop socially** by modeling accepted social attitudes and social skills;
- **Grow physically** by being an active participant in curricular and extracurricular activities that develop your body and sense of fair play;
- **Express yourself creatively** by sharing your talents and abilities in the Arts;
- **Allow yourself to be helped** through a challenging period in your growth by people with a sincere understanding of your feelings;
- **Understand your fears** knowing that your concerns are natural and shared by everyone;
- **Seek help when you need it** in order to gain a better understanding of your schoolwork;
- **Be yourself** because you are a **special person**.

RESPONSIBILITIES OF STUDENTS

It is the responsibility of each student to:

- Be honest and ethical: Respect, Responsibility, Honesty.
- Put forth his/her best efforts in the classroom to develop and improve his/her learning.
- Contribute to making the school a better place in which to learn.
- Exercise proper care when using school equipment.
- Assist in protecting the health, safety, and welfare of the school community.
- Be aware of the rules and policies of the school and follow them.
- Attend school daily and report to all classes on time.
- Make-up work when absent from school.
- Respect school property.
- Follow the dress code.

COURSE OFFERINGS

READING/ENGLISH LANGUAGE ARTS

Skills are taught through a multi-text approach to reading, utilizing fiction and non-fiction texts. The curriculum combines a literature-based approach to reading with direct instruction in reading skills. Students read age-appropriate novels related to the themes across the curricular areas. In addition, poetry, short stories, and non-fiction readings are read along with the novels. Writing tasks, comprehension work, and various other activities are designed to develop the students' skills and processes, as well as their higher-order thinking skills. Grammar, usage, and mechanics of the language are taught in an integrated manner within writing and reading tasks. All units of reading and English Language Arts contain objectives and skills that are evaluated using multiple assessment tools each nine weeks.

SOCIAL STUDIES

The Social Studies Curriculum at Boyce Middle School uses history as a framework to explore other areas of the social sciences as well as to develop key skills. The social studies curriculum emphasizes reading, writing, researching skills, and analytical thinking.

The curriculum in the 5th grade focuses on introducing four major disciplines of Social Studies: civics, geography, economics, and history. Students will gain a foundational understanding of these areas which they will build upon throughout their educational careers and beyond. The history portion of the course will focus on early American history, including the Revolutionary War and Civil War.

The 6th grade course of study focuses on Ancient Civilizations. Students will learn about the characteristics of a civilization and compare and contrast five different Ancient Civilizations. The 6th grade year culminates with a personal project where students will explore one Ancient Civilization of their choosing.

SCIENCE

The 5-6 Science Program uses an inquiry-based approach that focuses on skill and processes. Much of our science material is nationally recognized as exemplary curriculum material (STC- Science Technology for Children from the Smithsonian and FOSS – Full Option Science System). Our 5th grade science units are Variables (FOSS) (how to set up an experiment and test for a variable), Chemistry, Space Science and Our Changing Earth.

Our 6th grade science units are Investigating Plants (STC), Magnets, Motors and Electricity (STC), Weather and Meteorology, and Ecology. The 6th graders use the scientific method to conduct experiments with plants. Another highlight of the Boyce science experience is a trip to [Deer Valley YMCA Camp](#) to focus on Ecology (date TBD). Deer Valley is an award winning environmental educational experience that takes place in the Spring semester of the 6th grade year. Parents/ Caregivers are encouraged to participate at Deer Valley with their students. Planning/informational sessions are typically held in the winter and spring of that year, and schedules are provided for the adults who plan on attending. The cost for the students to attend Deer Valley may be earned through a fund raising sale.

This covers the cost of transportation, lodging, food, and all materials necessary for the environmental program.

Fundraising information is distributed the first nine weeks of school to all 5th and 6th grade students. **ALL** adults attending the Deer Valley trip **MUST** have updated clearances on file at Central Office. Please visit [Volunteers & Clearances](#) on our District website for step-by-step instructions on the process to obtain clearances.

MATHEMATICS

Skills are spiraled as students continue to develop skills in addition, subtraction, multiplication, and division of whole numbers, fractions and decimals. Units on algebra, data analysis, measurement, and geometry are also part of the curriculum at 5th and 6th grade. 5th grade students focus much of the year on mastering decimal and fraction operations. They also broaden their understanding of Geometry and Data concepts. 6th grade students review operations with fractions and decimals and are introduced to the concept of integers. Basic algebraic concepts are interwoven throughout the 6th grade year as well, and students are also introduced to proportional reasoning skills through units on ratios, proportions, and percents.

All units of study emphasize estimation strategies, problem solving, and computation for accuracy. Whole group, small group, individual, and cooperative learning strategies are all incorporated into mathematics instruction in order to meet the needs of all learners. Mathematical practices such as reasoning abstractly and quantitatively, making sense of problems and persevere in solving them, constructing viable arguments, critiquing reasoning, modeling with mathematics, using tools strategically, attending to precision, identifying and using structure, and finding and expressing repeated reasoning are reinforced on a regular basis.

Math opportunities outside of the classroom, such as Calcu-Solve, Challenge 24, PML, etc. will be communicated at the appropriate time of the school year by your learner's math teacher, school announcements, Boyce Bulletin, Principal's monthly letter, eAlerts, and/or the school webpage. Please contact your child's math teacher for additional information regarding math opportunities outside of the classroom.

WORLD LANGUAGE

The Upper St Clair School District is committed to providing high quality second language instruction in grades 1-12, thus providing students with the opportunity to develop functional proficiency in a second language. Through years of continuous language study, many USC graduates are able to develop coveted second language skills that are sought after by universities and employers alike. The programming at Boyce Middle School marks the beginning of this path, allowing students and their families to select the language of their choice. Given that acquired language proficiency happens at a different rate for each individual and requires thousands of hours of comprehensible, comprehended input, we are committed to helping students embrace a growth mindset while differentiating language complexity for a variety of learners.

Curriculum

In 5th grade, the beginner language experience begun in elementary schools continues with a full FLEX (Foreign Language Exploratory) program in which all students rotate through three language courses (French, German and Spanish) with instructors fully certified in the language they teach. Students learn about the culture and customs associated with each language, and are also expected to develop listening and speaking skills at a novice level. At the conclusion of their fifth grade year, students will have had 12 weeks of communicative instruction in each language (50 minute classes meeting every other day) and are asked to choose a single language for continued study through middle school. A three-year commitment is required (five years for IB students), so families are encouraged to thoughtfully consider the best fit for their child. This strong foundation and attention to allowing students to make informed decisions in their own education is done so that students are motivated to excel through high school in their chosen language.

Sixth grade marks the beginning of focused language study in full year classes: 50 minute classes every other day. Effective instruction for lasting acquisition uses rich language that students can understand from the first day for meaningful, engaging communication. This approach, often referred to as Comprehensible Input (CI), is the foundation for world language instruction throughout the middle school years in USC. The priority is the development of *spontaneous use* of the language rather than rote memorization and explicit grammar instruction, and a unique and customized curriculum has been developed for USC students. A similar, high quality experience for every child regardless of language choice is offered and includes listening and reading opportunities which use engaging input that students are able to understand in the target language. Additionally, students will be encouraged to develop the skills necessary to learn how to maximize understanding in communicative settings when listening and reading.

Activities in WL

The WL staff at Boyce has long worked together to provide high-quality opportunities throughout the school year for students to experience the cultures of the languages they are learning, to recognize the wide variety of languages spoken at home by Boyce students and to develop a respect and understanding for the increasingly interconnected world we live in. Over several class periods throughout the school year, WL teachers run events and activities for each team during their regularly scheduled World Language classes. While these events change from year to year, the end goal remains the same: to develop global awareness and cultural understanding. Given our department-wide commitment to providing Comprehensible Input, many of these traditions are taught in the target language using visual language cues and story-telling techniques to establish meaning.

PHYSICAL EDUCATION

The K-12 Health and Physical Education program focuses on the whole child. We strive to provide a safe environment where students can learn new skills, expand their interests, and enhance their overall physical health through the exploration of basic team sports, lifetime sports, and health and physical fitness education. The goal for every child is to gain an understanding of the importance of overall health and physical activity in order to promote a healthy lifestyle. New skills are introduced, preparing the student to effectively participate in physical activities in the regular school program,

extra-curriculum program, and activities of special interest in the community and school. Adaptive physical education activities are provided for students who qualify based on their unique learning needs.

EXPRESSIVE ARTS

The Expressive Arts curriculum enhances the students' learning experience by incorporating practical, fine and performing arts skills into one program. The program blends the subject content of each course and requires student involvement in the form of product and personal performance.

ART

Students in art work with a variety of media in both 5th and 6th grade. Projects in the 5th grade are geared towards enabling the student to experience a variety of techniques/skills, while 6th grade students are given the opportunity to explore the media/skills in more depth. The creative experiences include two-dimensional and three-dimensional projects in drawing, painting, fiber arts, design, ceramics and construction. Interdisciplinary projects are done in both grades with an appropriate topic and art activity being correlated. The goal of the art program is to enable students to explore different types of art media and to spark a lifelong interest in Art.

CAPS (Consuming and Producing Successfully)

The new 5th and 6th grade CAPS (Consuming and Producing Successfully) courses will be included in the Expressive Arts rotation at Boyce Middle School. The 5th grade course will focus on the role of consuming and producing information. Included in this course will be an emphasis on researching, problem-solving and communicating effectively and will include a combination of collaboration and technology skill development. The 6th grade course will focus on consuming and producing effectively in a free enterprise society. Coursework will align to the BizTown experience and will build on the 5th grade experience to then include an emphasis on financial literacy and will culminate with simulation-based learning. Students in grades 5 and 6 will participate in the BizTown experience.

MUSIC

All 5th and 6th grade students use a variety of music styles (folk, pop, Broadway and classical) to study the elements of music-beat, melody, rhythm, harmony, tempo, form, articulation, tone color and dynamics through singing, moving, listening and Orff instruments. Students also have an opportunity to join chorus, band and/or orchestra and perform concerts during the year. Students who join chorus hone their musical skills above and beyond those introduced during their nine-week music class. In addition to the essential elements of music, chorus members focus on proper breathing, tone production, listening, enunciation, articulation, intonation, harmony, part-singing and choreography.

STEAM DESIGN

STEAM (Science, Technology, Engineering, Art, Math) Design is a way to teach how all things relate to each other, in school and in life. Using the design process, students will follow a series of steps to come up with a solution to a problem. Incorporated in this process are creativity and innovation. Students in 5th and 6th grade will be given the opportunity to make and create in the Innovation Hub and the Makerspace. The Innovation Hub is a learning space designed to promote collaboration, communication, problem solving and creativity. The Maker Space allows students to create, make, test, and improve upon their designs. STEAM Design for 5th grade will closely follow the curriculum of the core subjects with Makerspace safety and appropriate tool procedures being learned and followed. STEAM Design for 6th grade will also correlate to the core subject curriculums with additional tools being used and machinery to complete the end products. Computer Technology in both 5th and 6th grades will also be incorporated to enhance the students completed projects. This will be in the form of graphic design using CorelDraw software.

ADVISOR TIME

The advisor will assume a helping role as an advocate for his or her assigned students by coordinating activities that will promote a sense of belonging, improve interpersonal relationships, and enhance the self-concept of every student.

Also emphasized through our Advisor Time the Boyce Middle School Panther Program: school-wide positive behavior program predicated on teaching students to be respectful, responsible, prepared, productive, and safe. The focus is on appropriate and positive behavior choices with weekly time devoted to discussion of behavior expectations. .

GUIDANCE

All students attend a weekly Guidance class where emphasis is placed on building relationships with classmates. Students participate in activities and discussions on a wide variety of topics including (but not limited to) kindness, self esteem, conflict resolution, stress management, career interests and exploration and internet safety. The guidance curriculum has been designed to provide lessons to our students that facilitate growth and development in the areas of career, personal and social development and is constantly evolving to best meet the current needs of our students.

PROGRAM OF STUDIES

The following are programs of study for each grade. Core subjects are in **bold** and held daily in the rotation. All courses meet five days each week except as noted. The World Language Program is a three-year commitment to the study of one language starting in 6th grade. Students selecting band, orchestra, or chorus will have performance opportunities throughout the school year. For additional information, please contact your child's school counselor.

5th Grade Program of Studies

English Language Arts (Reading, Grammar, Writing, Vocabulary)

Mathematics

Science

Social Studies

World Language (*Spanish, French, and German*)

Physical Education

*Music Selection (optional) - *schedules of music selection options will be provided*

Expressive Arts (*Art, Music, STEAM Design, CAPS*)

Advisor Time, Team Time & Guidance

6th Grade Program of Studies

English Language Arts (Reading, Grammar, Writing, Vocabulary)

Mathematics

Science

Social Studies

World Language

Physical Education

*Music Selection (optional) - *schedules of music selection options will be provided*

Expressive Arts (*Art, Music, STEAM Design, CAPS*)

Advisor Time, Team Time & Guidance

OVERVIEW OF THE SCHOOL ORGANIZATION

Because of our belief in nurturance, students are heterogeneously grouped into academic teams. This enables teachers and students to develop a strong sense of bonding. Interdisciplinary teaching is strongly encouraged and the team often engages in whole group activities, which helps develop a sense of identity and belonging. Because the skills and achievement levels of our learners are distributed across a broad continuum, varied methods of instruction and strategies for grouping are used to adequately meet the students' academic needs.

INTERDISCIPLINARY TEAMS

Both 5th and 6th grade students have a choice (subject to space and scheduling needs) between the traditional educational program and the International Baccalaureate, Middle Years Program (MYP). The

content and curriculum are the same among the teams. All teams use various approaches of learning to support student learning.

These teams consist of three teachers who present the curricula in a highly structured format, focusing on basic skills while addressing the unique needs of individual learners. Three teacher teams consist of an English Language Arts, Mathematics, and a Science/ Social Studies teacher. Emphasis is placed on the development of work habits, study skills, critical thinking, and development. A variety of assessments such as quizzes, tests, compositions, and projects are used to monitor student progress.

INTERNATIONAL BACCALAUREATE: MIDDLE YEARS PROGRAM

Boyce Middle School offers the International Baccalaureate Middle Years Program (MYP) at the 6th grade level and a “bridge” program between the Primary Years Program and the Middle Years Program at the 5th grade level.

The MYP is designed for students in the 10-16 age range. It is a complete and coherent program that provides a framework of academic challenge and life skills appropriate to this stage of adolescence. IB students will follow the Upper St. Clair Middle School curriculum, but the method of delivery is somewhat different. The MYP includes some unique characteristics. Teachers emphasize the holistic nature of knowledge, while students are trained to be inquisitive, active learners. International awareness is spotlighted during the instruction of all subjects. Good citizenship is promoted through a community service component. The IB Program is an option provided to all students (subject to space and scheduling needs); there are no special entrance requirements. For more detailed information, please visit the [International Baccalaureate/ Middle Years Program](#) on our District website.

SCHOOL DAY: STARTING AND ENDING TIMES

Drop off for students is 8:40 AM- 8:50 AM. **Students should not report to school before 8:30 AM unless the principals grant special permission.** Walkers/Car Riders need to enter the building on the side by the Boyce School Road entrance. Walkers/Car Riders must enter cars curbside only on the Boyce School Road side of the building; students will NOT be permitted to cross over bus lanes or the road without an adult. The first bell rings at 8:50 AM and homeroom will begin at 8:55 AM.

In the morning students place their belongings in their lockers and proceed to homeroom. Students arriving after the homeroom period should sign in at the Main Office with a written excuse. The announcements during morning and afternoon homeroom time will provide information about meetings, activities, social events, and special instructions for the day. Dismissal procedures will begin at 3:35.

SUPPORTING ALL STUDENTS

STUDY SKILLS

Both 5th and 6th grade students will be learning important skills during their time at Boyce. By establishing study routines at home, students will be able to transfer these skills to any learning environment:

Study habits to reinforce at home:

- Establish a quiet place for your child to study
- Review notes daily to prepare for upcoming tests/quizzes
- Encourage your child to ask questions and for help at school
- Don't over schedule your child
- Encourage your child to read nightly
- Help your child set realistic short-term and long-term goals
- Support your child in achieving his or her goals
- Review your child's Canvas calendar, binder reminder, FOCUS, or Team communication tools nightly.

BAND/CHORUS/ORCHESTRA . . . A SOUND CHOICE!

Whether a student loves to sing, already plays a band or string instrument, or would love the chance to try an instrument for the first time, Boyce is the place to be!

Students may take small group lessons during the school day on band and string instruments. Families must furnish instruments. Opportunities to participate as a total performing group are provided throughout the school year. All interested 5th and 6th grade students may participate in Chorus. Families must provide transportation to all AM or PM practices for any musical performance at Boyce Middle School. Exact dates and times for practice and performances are subject to change and TBD for the Fall.

BOYCE PANTHER PROGRAM

The Boyce Middle School Panther Program is a school-wide endeavor to encourage positive behavior of all students. The program is designed to foster the social and emotional growth of our middle school learners. The Panther Program focuses on our school-wide behavioral expectations: Be respectful, responsible, prepared, productive, and safe. Although social-emotional learning skills are taught in all settings, Advisor Time lessons have been created for teachers to implement in their classroom or Team setting. Some of the topics include kindness, safety, anti-bullying, empathy, mindfulness, growth mindset, social skills, and many more. Students are recognized for their positive behaviors and contributions to our school environment by receiving a "Panther Paw" and a small incentive token (pencil topper, bracelet, pin, etc.). The Panther Paw is then entered into a larger drawing so that students have the opportunity to earn larger rewards. Most importantly, the Panther Program **encourages and recognizes positivity in the moment**. Any staff member can issue a Panther Paw to any student. For more detailed information on our Panther Program, please contact your child's school counselor.

BOYCE PRIDE AWARD

For the past several years, the Boyce family has embraced the challenge of kindness and caring as an area of focus. Our parents, community and teachers have identified the need for social awareness and caring to be emphasized and the existence of Boyce Pride creates the opportunity for the PTO to support these needs by recognizing acts of caring among the students.

The desire for students to display a caring attitude can only be reinforced if we recognize acts of kindness on a continual basis. Boyce Pride is a vehicle for teachers to identify and communicate known acts of kindness to be recognized by the entire Boyce family.

Every month (September-June), teachers identify students who have performed the most outstanding acts of caring. Other staff may also nominate students. The nominating teachers write a description of the act and the students are recognized at a special Boyce Pride Principal's Ceremony. The students receive the written nomination from the teacher on a certificate as well as a small honorary token. Deserving students may be recognized more than one time, but the hope is that many different students will earn recognition.

BOYCE STUDENT COUNCIL

All students have an opportunity to participate in Boyce Middle School's Student Council. At the beginning of the year students submit an application for approval to be a member of the Student Council. Under the leadership of Student Council sponsors, representatives participate in school and community service projects throughout the year. Past projects have also included assisting with move-up day, organizing fundraisers, planning special events, and much more. Student Council members must be responsible and enthusiastic students who serve as role models for their peers.

RECESS TIME

Every day students will have an opportunity to participate in recess time. During this time they will either be in the classroom or outside (every effort will be made to ensure that students can participate in recess outside if weather permits). This is a time to explore individual interests while developing social relationships.

ACTIVITIES AND CLUBS AT BOYCE

Students at Boyce Middle School have the opportunity to participate in a variety of Activities/ Clubs offered during Pride Time. These experiences are not graded and emphasis is placed on good sportsmanship, fair play, creative inquiry, and positive social and emotional development. *More information will be shared with students in the Fall regarding the new Activities/ Clubs offered for the 2023-2024 school year. Start date TBD.*

BOYCE MIDDLE SCHOOL LIBRARY

Library instruction is designed to enhance and connect to the curriculum and advance students' information literacy skills. Library classes occur regularly during Team Time. Additionally, students may visit the library to check out, renew, and return books during Morning Homeroom or Pride Time.

Library Circulation Policy: In addition to books used for curriculum research, students can self select books for their personal reading pleasure. A maximum of four (4) books may be checked out at one time. Books are checked out for a two-week period and may be renewed as needed. Parents assume the cost of lost or damaged library books.

STUDENT SERVICES

[Link for additional information](#)

Special Education (Policy 113)

The District will develop educational programs for each student with a disability that appropriately meets the needs for education, instructional, transitional, and related services. Programs and services will be in accordance with the student's individualized education program (IEP). The IEP will provide access to the District's general education curriculum, participation in state and local assessments, and supplementary aids and services that permit the student to be educated to the maximum extent appropriate with his/her peers. A continuum of services and placement options to best meet the needs of students with disabilities will be provided.

For more information contact the Director of Special Education at 412-833-1600, ext. 2064 or on the [Upper St. Clair School District Special Education](#) site or contact Mrs. Jodi Mosler, Special Education Department Chair PreK-6 at 412-833-1600 x5049.

Gifted Education (Policy 114)

Specially designed instruction is provided for students who are identified as intellectually gifted in accordance with Chapter 16 of Title 22 of the Pennsylvania Code. These individuals have demonstrated cognitive and academic performance, which has been determined to be significantly beyond age/grade level norms. After a thorough review of each identified gifted learner's educational needs, a team of qualified professionals and the parents develop a Gifted Individualized Educational Plan (GIEP).

Questions about Gifted Education should be directed to the Director of Pupil Services at extension 2113.

Language Instruction Educational Program for English Learners (Policy 138)

The District has developed a formal English as a Second Language (ESL) Program policy to ensure quality educational services to all students. To accomplish this goal, the District's objectives are to provide appropriately planned instructional services for identified students whose primary language is not English. The ESL teacher works closely with the administrative staff and classroom teachers to

assist students in developing English proficiency. All students are integrated with their peers except when it is necessary to pull them out of class to provide specific services. The policy adheres to all requirements and guidelines to meet the needs of English Learners.

Questions about ESL services should be directed to the Director of Pupil Services at extension 2113.

Migrant Students (Policy 142)

The District addresses the needs and provides appropriate services to migrant students. Students will have the appropriate educational opportunities to meet the same academic standards required of all students. A continuum of programs and services will be provided. Parents will be informed of opportunities to have meaningful involvement in their child's educational programming.

Child/Student Abuse (Policy 806)

The Board requires all employees, independent contractors, and volunteers to complete three hours of training every five years. The training is in compliance the Child Protective Services Law and School Code on the identification and reporting requirements for suspected child abuse.

School employees, independent contractors, or volunteers must make a report of suspected child abuse if they have reasonable cause to suspect that a child is the victim of child abuse under circumstances identified in this policy. A report of suspected child abuse can be done through:

1. A written report using electronic technologies (www.compass.state.pa.us/cwis).
2. A verbal report via the statewide toll-free telephone number (1-800-932-0313). A person making an initial verbal report of suspected child abuse must also submit a written electronic report within 48 hours after the verbal report.

After a report is filed, the employee, independent contractor, or volunteer must immediately notify the building principal or administrator and follow the appropriate protocols identified in the mandated reporter training.

Student Records (Policy 216)

Student records are confidential. A plan for the collection, maintenance and dissemination of student education records that comply with federal and state laws/regulations/guidelines will be developed. Copies of the student records plan will be maintained by the district. The Family Educational Rights

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

Student Recruitment (Policy 250)

Post Secondary institutions and military recruiters shall have access to secondary students' names, addresses and telephone numbers, unless the student or parent/guardian requests that such information not be released without prior written parental consent. The district shall notify parents/guardians of the right of the secondary student or parent/guardian to request that information not be released to representatives of post secondary institutions and/or military recruiters without prior written parental consent.

Support for Victims of Violent Crimes (Policy 144)

The district will follow the guidelines established within Policy 144 to support victims of violent crimes. The standards within this policy have been adopted by the Pennsylvania Department of Education.

Surveys (Policy 235.1)

Surveys conducted by outside agencies, organizations, and individuals must be reviewed by the Superintendent or designee and reported to the Board prior to administration to students. Only the surveys following this process will be administered. Surveys conducted on behalf of federal, state or local education agencies shall be reviewed and approved by the Superintendent or designee prior to administration. All surveys used to collect information from students shall relate to the District's educational objectives.

Student Services (Policy 146)

The District will develop and implement a comprehensive K-12 program of student services based on the needs of students. The program plan will be in accordance with state and federal guidelines.

Student Support Services Team (S3)

The Student Support Services Team (S3) works with students in need of a more creative, intensive and systematic approach in overcoming barriers to their learning. This team is composed of principals, counselors, nurses, teachers, and school psychologists. Through our Student Support Services team, "at-risk" students are monitored and guided by a plan determined to meet the student's needs. Parents and staff may refer a student to the team for support. On occasion, students may be referred to our Student Assistance Program (SAP) for more intensive support. Participation in SAP requires written permission by a parent/ guardian. Please visit <http://pnsas.org/> for more detailed information regarding PA Network for Student Assistance Services (SAP).

RTI – RESPONSE TO INTERVENTION

Various layers of intervention are provided to students based on academic and behavioral needs. If a student is struggling academically, the classroom teacher will monitor the student to determine appropriate classroom interventions. If data supports the need, a student may receive additional support from the reading specialist or a math resource teacher. Student performance on the PSSAs, MAP assessments and classroom performance are just a few pieces of data used to determine intervention and instructional decisions. In the event a student needs additional behavioral support, school counselors will work with the classroom teachers to determine appropriate behavioral interventions.

HOMEBOUND INSTRUCTION

The School District may provide homebound instruction if a student is physically unable to attend school for a period of more than two weeks. A parent/guardian must apply for homebound instruction by contacting the Student Support Services office at 412-833-1600 x2113 and notifying the building Principal. If the proper criteria are met, the School District will arrange for an instructor and program of study. Homebound instruction is temporary and not intended to be implemented long-term.

COUNSELING DEPARTMENT

Our school counseling and guidance program is a part of the total school program and complements learning in the classroom. Counselors will loop in order to have your child for their 5th and 6th grade years. The curriculum is child-centered, preventative and developmental. Our counseling and guidance program encourages students' social, emotional and personal growth.

The counselors may work directly with students in individual and group counseling discussions. These discussions include topics such as self-understanding, getting acquainted in a new school, dealing with divorce or separation, friendship, and other relevant topics. We also consult with parents, teachers, and other professionals to help students maximize their fullest potential.

Boyce Middle School students annually assist needy children during the holiday season. Our **Friendship Gift Bags** service project promotes social and emotional learning for all participants. Participating students fill a gift bags with small gifts that are both fun and practical. The gift bags are wrapped and then distributed as gifts to homeless and needy children in our surrounding communities. Additionally, our School Counselors facilitate school-wide activities which encourage inclusivity, kindness, and good-decision making: Random Acts of Kindness Week, Red Ribbon Week, and more.

Random Acts of Kindness Week

All 5th and 6th grade students participate in a weeklong celebration that focuses on performing kind acts for others. Some of the activities include decorating placemats for Friendship Village, making get well cards for patients at Children's Hospital, and all students pledging to do at least one act of kindness for another classmate each day of the week. More detailed information will be provided by your child's school counselor.

HOMEWORK

Homework at the middle school level instills a sense of responsibility and accountability in all students. The staff at Boyce Middle School is committed to assigning homework that is meaningful and relevant. These formative years are a critical time in creating and establishing positive and constructive study skills. Students need to spend time outside of school to properly complete their work. There will be long-range assignments that require planned study time. Students should prioritize assignments, follow the study suggestions below, and allow sufficient time to complete each assignment. Planning and organization are the keys to successful study skills.

Students should:

- Read the entire assignment quickly to grasp the basic idea then re-read slowly for content, relationships, and details.
- Set aside a regular time every day for study at home. Keep a list of assignments in the binder reminder book. Take home all the books, papers, and materials needed.
- Have a quiet place at home in which to write, read comfortably, and keep all study materials.

Historically, students in 5th grade averaged forty-five minutes to one hour of combined class assignments per night. Students in 6th grade averaged one to one and one half hours of homework per night; however, we are making a goal to minimize the time spent completing work at home. Homework is usually not assigned over weekends or holidays. It is imperative that parents check their child's homework every night. Homework assignments are communicated in various methods based on team teacher procedures (e.g., teacher's Canvas pages, Canvas calendar, binder reminders, "Thursday Folder" etc.).

MIDDLE SCHOOL GRADING SYSTEM

Students are not compared to one another but are graded according to their own abilities. Student achievement is indicated by the following letter grades: **O** = Outstanding, **G** = Good, **S** = Satisfactory, **N** = Needs Improvement and **U** = Unsatisfactory. The students are also graded in the areas of Daily Performance and Academic Knowledge.

GUIDELINES FOR USE OF THE O-G-S-N GRADING SYSTEM

The following characteristics must be kept in mind when utilizing the O-G-S-N Grading System. This grading system values:

PERFORMANCE that reflects achievement based on the student's ability as opposed to achievement based on an external measurement.

SUBJECTIVE JUDGMENT of the student that is substantiated with objective.

PROGRESS that reflects a comparison with the student's past individual work.

GLOBAL IMPACT that presents the child not in an isolated instance, but a continuation of an ongoing developmental process.

This grading system does not value:

1. Evaluation on daily work that uses the O-G-S-N marks. These marks should only be used on report cards and major projects.
2. Direct or subtle connections between the O-G-S-N marks and scores received on tests.
3. Direct or subtle connections between the O-G-S-N marks and the traditional A-B-C-D marks, percentage points or point breakdowns.
4. Direct or subtle connections between the O-G-S-N marks and behavior modification needs.

It is acceptable to use total number correct out of total number; percentage points; computer grade book; and other methods of recording the objective data for the teacher's grade book. These recording procedures should not be equated to O-G-S-N marks, but should be accompanied by a written comment.

Incomplete (I) Grade: In unusual circumstances (extended illness, death in the family, etc.) teachers may issue a temporary "I" grade. Students are expected to contact the teacher and arrange for work to be completed. Students have ten school days after the end of the nine-week period to complete this work. Failure to complete required work may result in an "N" grade.

COMMUNICATING WITH FAMILIES

CANVAS/ FOCUS Parent Portal: Canvas and the FOCUS parent portal are online management systems that can be accessed by students, parents/ guardians to monitor student progress daily, weekly, and quarterly. Information regarding parent accounts will be provided through the District website, and in the Back-to-School information that all families receive. Please visit [Academics- Canvas](#) on our District website for more information, including how-to instructions for setting up a parent account.

- **Canvas:** Live updates of student grades/ progress/ assignments/ homework/ calendar feature.
- **FOCUS:** Report Cards and progress reports are available at specific dates throughout the school year. Report cards are posted on FOCUS and they are distributed via email at the end of each nine weeks. If you are unable to access your child's Report Card, please contact the Boyce Middle School Main Office at 412-833-1600 x5000 for assistance.

BINDER REMINDERS (Student Planner)

All Boyce students are encouraged to use a binder reminder (student planner). The PTO distributes the binder reminders at the beginning of the school year. The binder reminder is used to record and track assignments and is a great way to stay organized. It also serves as another communication tool between

school and home. There is no cost for the binder reminders as long as the PTO activity fee is paid in full. Please visit [Boyce PTO](#) for more detailed information.

PARENT CONFERENCES

Family involvement and interest in a student's education is encouraged. If there is a question or concern after receiving the student's progress report and/or report card, a conference may be scheduled with a teacher by calling the school office. At times, teachers may request conferences with families. Conferences may be scheduled during team planning time or before or after school and can be conducted virtually to better accommodate family schedules.

EMAIL/ VOICEMAIL

Each teacher can be contacted through his/her email or voicemail. Please visit the district website for a listing of email addresses and voicemail telephone numbers or contact the Boyce Middle School main office at 412-833-1600 x5000.

DISTRICT WEBSITE

Additional district information is available through the website www.uscsd.k12.pa.us. This includes, but is not limited to, school board meeting minutes, district-wide announcements and upcoming events.

FALL Open House - September 28, 2023 (Early dismissal for Boyce students at 1:40 PM)

SPRING Celebration of Learning - May 23, 2024 (Early dismissal for Boyce students at 1:40 PM)

Parents/ caregivers are invited to view the school and meet the teachers. Brief programs are held in each classroom to outline the curriculum and programs. Fall Open House is an "adults only" event for teachers and families and is intended to provide an overview of our curriculum and programming. If you would like to speak to your child's teacher in depth regarding a specific area of need/ concern related to your particular child, please schedule a parent conference at a later time. A Spring "Celebration of Learning" open-house event will also be held. You are encouraged to bring your child and "celebrate" their academic accomplishments for the school year!

VOLUNTEERS

All volunteers must have updated clearances on file at Central Office to be approved as a volunteer in any building throughout the school district. Families are encouraged to contact the PTO if interested in providing assistance or volunteering in the school. More detailed information regarding the process for obtaining and/ or updating clearance can be found at [Volunteers & Required Clearances](#) on the District website.

SCHOOL DELAYS AND CLOSINGS

The USCSD Parent Alert System will be used to communicate delays and/or cancellations via email and automated phone calls. Emergency phone numbers are requested during the annual “Back to School Online” process in August. If you have additions or changes to your emergency numbers, please contact your child’s school.

The District will also communicate delays and cancellations through various media resources:

- USCSD website: www.uscsd.k12.pa.us
- USCSD social media accounts (Facebook, Instagram, Twitter): @uscschools
- Local television stations: KDKA, WTAE, WPXI
- Local media websites

FLEXIBLE INSTRUCTION DAY

Information for the District’s Flexible Instruction Day plan approved by the Pennsylvania Department of Education can be found [here](#).

PARENT TEACHER ORGANIZATION (PTO)

PTO meetings are typically held bi-monthly during the school year and are open to parents or guardians who want to learn more about the school or contribute to the educational process. The meetings are held virtually or in the Large Group Instruction room (LGI) bi-monthly at 9:30 am. Information regarding PTO, including officer contact information, dates of meetings, committee chair positions and contact information and more can be found by visiting the [Boyce PTO](#) webpage.

The Purpose:

- To promote the welfare of the children and youth in home, school, community,
- To raise the standards of home life;
- To provide financial support in accordance with the budget approved by the organization,
- To bring into closer relation the home and the school, so that parents and teachers may cooperate intelligently in the education of children and youth, and
- To develop between educators and the general public such united efforts will secure for all children and youth the highest advantages in physical, mental, social, and spiritual education.

2023-2024 Boyce PTO Executive Board:

President- Ashlee Lentini, BoycePTOPreident@gmail.com

1st Vice President- Rachelle Patel, BoycePTOVP@gmail.com

2nd Vice President- Dr. Dan O’Rourke, dorourke@uscsd.k12.pa.us

Treasurer- Amanda Nasman, BoycePTOTreas@gmail.com

Secretary- Shannon VanKirk, BoycePTOSecretary@gmail.com

DISTRICT/ SCHOOL PROCEDURES AND PRACTICES

STUDENT EXPECTATIONS

At Boyce Middle School, we strive to teach all children to work and grow together in a mutually respectful school environment. Students are expected to **Be responsible, Be respectful, Be prepared, Be productive and Be safe**, in their daily interactions with adults, peers, and each other.

HAND WASHING/ HYGIENE

Students are encouraged to wash their hands whenever possible during the school day as a practice in good hygiene. When hand washing is not possible, hand wipes or sanitizer are good substitutes. Hand sanitizer is available throughout the school. Additionally, many classrooms are equipped with sinks and hand soap.

SCHOOL BUS DISCIPLINE

All students shall be subject to disciplinary action for all acts of disobedience or misconduct, as outlined in School District Policy, while riding school buses to and from school and at the bus stop. The bus driver shall be responsible for maintaining order on the school bus. In the event of misconduct by any student, the driver shall immediately report such misconduct to the Director of Transportation or the school principal where the student is in attendance. If disciplinary action is recommended, a written report of misconduct shall be filed. The school principal will follow established School District policy when dealing with bus misconduct.

ACADEMIC INTEGRITY

Students have the responsibility to respect the intellectual and academic property and activities of themselves and others. Cheating, plagiarism, vandalism, theft, or computer tampering will not be tolerated.

DRESS CODE ([Board Policy #221: Dress and Grooming](#))

We believe that student dress is the responsibility of the family. We have confidence in our students and families to make the decisions as to what constitutes appropriate school attire and appearance. As a general rule, students must wear styles and clothing which do not constitute a health or safety hazard and do not interfere with the rights of others. Cultural exceptions are typically granted. Students may be required to wear certain types of clothing while participating in physical education classes, technical education, extracurricular activities, or other situations where special attire may be required to ensure the health or safety of the student. Students are not permitted to wear hats while in the building during school hours, unless permission is granted by the building administration.

PERSONAL PROPERTY

Students, not the school, are responsible for their personal property. Students are cautioned not to bring cell phones, expensive gaming devices, large amounts of money, or any other valuable items to school. Any electronic device brought to school by a student should remain off and in the student locker during school hours.

LOCKER USE

Lockers are for storing school materials and small personal items. Every student is assigned a locker. **Students are not permitted to share lockers**, as they are accountable and responsible for their own belongings. Locker cleanouts will be held frequently. Lockers are the property of the School District and may be searched at any time by school personnel or law enforcement officials (Searches, Policy 226). Each teaching team establishes times for visits to lockers once the school day has begun. Lockers are not to be decorated on the outside unless the classroom teachers grant students permission.

EMERGENCY PROCEDURES AND SCHOOL SAFETY

SAFETY AND SECURITY

Safety and security of the Upper St. Clair School District's students, staff, visitors and facilities is a high priority and is one of five pillars of the District's Strategic Plan. The District is committed to following best practices in the area of school safety. The Chief of School Police leads the security function and is the school safety and security coordinator. Experienced, armed school police officers who are all Act 120 certified are located in every elementary and middle school building. In addition, two assigned school police officers and two Act 235 certified school security officers are located at the high school. School police contact information can be found on the District website under the Safety banner. Chief of School Police Sean Bryson can be reached at 412-833-1600 ext. 2560.

FIRE DRILLS

State law requires monthly fire drills and emergency evacuation drills. There will be ten scheduled fire drills held during the school year. The classroom teachers will review detailed exit maps with the students to instruct them where to go and when to return. When the fire alarm sounds, students will immediately stand and form organized lines as they leave the room. No one is to pass another person, break the line or stop at lockers. Talking and running is not permitted.

EMERGENCY DRILLS

The school has an emergency response plan. Various emergency situations including severe weather, evacuation, and lockdowns are included in this plan. Students will be informed and instructed by their

teachers as to the appropriate response and action to take during these drills. If you have any questions regarding emergency drills, please contact the school administrators.

VISITORS

The health and safety of students and staff is a priority. Entrance to the building may be made only through the front doors. The building has been equipped with entrance cameras and entrance buttons. Visitors must identify themselves and the purpose of their visit before being admitted. All visitors must sign in by showing identification, registering through the Raptor system and obtaining a visitor's pass at the Main Office. An appointment must be made in advance when a visitor wishes to meet with any school staff member. Visits by students' friends are discouraged and may not be approved. Students will only be released to parents or caregivers listed in our student data management system (FOCUS).

ATTENDANCE

Attendance (Policy 204)

Regular attendance in school is vital to a student's success. **Compulsory school age** in the Commonwealth of Pennsylvania requires that all students between the ages of 6 and 18 attend school regularly. Students who are enrolled in school, but are not within this age range are also bound by the compulsory school attendance law. Parents/guardians are expected to encourage their children to attend as many school days as possible **so long as they are not ill**. The local education agency and parents/guardians will work collaboratively to support student school attendance.

As stated in the Attendance Policy 204:

The following conditions constitute reasonable cause for absence from school:

1. Illness, including if a student is dismissed by designated District staff during school hours for health-related reasons.
 2. Obtaining professional health care or therapy service rendered by a licensed practitioner of the healing arts in any state, commonwealth or territory.
 3. Quarantine.
 4. Family emergency.
 5. Recovery from accident.
 6. Required court attendance.
 7. Death in the family.
 8. Participation in a project sponsored by a statewide or countywide 4-H, FFA or combined 4-H and FFA group, upon prior written request.
 9. Participation in a musical performance in conjunction with a national veterans' organization or incorporated unit, as defined in law, for an event or funeral.
- a. The national veterans' organization or incorporated unit must provide the student with a signed excuse, which shall include the date, location, and time of the event or

funeral.

- b. The student shall furnish the signed excuse to the District prior to being excused from school.
10. Observance of a religious holiday observed by bona fide religious group, upon prior written parental request. (as noted in Policy 204). In addition, students may be released from school for a total of not more than 36 hours per year in order to attend classes for religious instruction.
11. Non School-sponsored educational tours or trips/family educational trip if the following conditions are met:
 - a. The parent/guardian submits a written request for excusal prior to the absence per the District's procedures, including use of the appropriate Educational Trip Form
 - b. The student's participation has been approved by the principal. If over five (5) days in duration the approval of the Superintendent or Designee is also required.
 - c. The adult directing and supervising the tour or trip is acceptable to the parents/guardians and the Superintendent.
12. College or postsecondary institution visit, with prior approval.
13. Other urgent reasons. Urgent reasons shall be strictly construed and do not permit irregular attendance.

An absence for any other reason is considered an unlawful/unexcused absence. When in doubt of the legality of an absence, parents are requested to contact the child's school principal.

After a student's absence from school, parents must send a signed note with the student explaining the reason and date(s) of the absence. The student must present this excuse to the Attendance Office upon returning to school. If the excuse is not provided within three (3) school days, the dates of absence will be labeled as **unexcused absences**.

When a student misses three (3) consecutive days and no communication from the parent/guardian has occurred, the school nurse or counselor will call home to check on the student to determine if the school can take steps to support the student during his/her absence and/or support transition back to school.

When a student misses more than ten (10) cumulative days, parents will receive written notice that an official doctor's excuse will be required for all subsequent absences for the remainder of the school year. Failure to obtain an official doctor's excuse will result in an unexcused absence. Unexcused absences will be addressed in the manner described under the truancy section of school attendance.

Definitions of Truancy

- A student is considered "truant" after three (3) or more unexcused absences during a single school year by a child subject to the compulsory school attendance law.
- A student is considered "habitually truant" after six (6) or more unexcused absences during a single school year by a child subject to the compulsory school attendance law.

Parents/guardians will be notified following each unexcused absence/occurrence. When a student is considered truant (**three unexcused absences**) the school principal will notify the parents. This notification:

- Will be in writing to the person of parental relation with a child within ten (10) school days.
- Will include a description of the consequences that will follow if the child becomes habitually truant in the future.
- Will include steps to arrange an attendance improvement conference.

If the child, of compulsory school age, continues to be truant and incurs additional unexcused absences that accumulate six (6) unexcused absences becoming “**habitually truant**,” the procedures to follow are based on the age of the child.

- Habitually truant children **under 15 years of age:**

The school shall:

- o Refer the child to a school-based or community-based attendance improvement program
- o Refer the child to the county children and youth agency (CYS) for services or possible disposition as a dependent child under the Juvenile Act

The school may:

- o File a citation against the parent of a habitually truant child under 15 years of age in a magisterial district court.
- Habitually truant children **15 years of age and older:**

The school shall:

- o Refer the child to a school-based or community-based attendance improvement program; or
- o File a citation against the student or parent in a magisterial district court
- o If a habitually truant child aged 15 or older incurs additional absences after a school refers that child to an attendance improvement program or the child refuses to participate in an attendance improvement program, the school may refer the child to the local CYS agency for possible disposition as a dependent child.

School Attendance Improvement Plan Conference (SAIC)

Parents/Guardians will be notified in writing and by phone of the scheduled School Attendance Improvement Plan Conference (SAIC).

Schools must create attendance improvement plans prior to referring truancy to the courts. A school attendance improvement conference is defined as a conference where the child’s absences and reasons for the absences are examined in an effort to improve attendance with or without additional services. The conference will include the following individuals:

- The child
- The person in parental relation to the child
- Other individuals identified by the person in parental relation who may be a resource (e.g., grandparent, sibling, family friend, advocate, etc.)
- Appropriate school personnel
- Recommended service providers (case managers, behavioral health providers, etc.)

The school must hold the conference even if the parent or guardian declines to participate or fails to attend after the school provides advance written notice and makes attempts to communicate via telephone. A legal requirement does not exist for either the child or parent to attend the conference. The school must document the outcome of any attendance improvement conference in a written attendance improvement plan. Schools may not take further legal action to address unexcused absences until after the date of the scheduled attendance improvement conference has passed.

Magisterial Referral

After all necessary steps have been taken to foster a collaborative relationship between the local education agency and parents/guardians, a citation may be filed in the office of the appropriate judge whose jurisdiction includes the school in which the student is or should be enrolled if a student continues to be habitually truant from school. Judges have considerable discretion to impose appropriate penalties in individual cases.

Tardies

Any student entering school after the official beginning time must report to the attendance office to obtain a class admission slip. Any student who is tardy more than ten (10) days without proper medical documentation may be required to submit a doctor's note for subsequent excused tardiness. The school principal will notify parents when the child has accumulated four unexcused tardies. Disciplinary consequences may be assigned.

NUTRITION CENTER

Students are assigned a thirty-minute lunch period in the cafeteria every day. Students may either pack a lunch or purchase a breakfast or lunch in the cafeteria. Daily menus will vary and are posted monthly online on the Boyce website. A hot or cold breakfast is available from 8:20 AM- 8:50 AM. Milk is included with breakfast and lunch.

Upper St. Clair uses a point of sale system (POS), [SchoolCafé](#), a state-of-the-art service that offers families the convenience of managing student meal accounts online – including depositing payments, checking account balances, monitoring purchases and receiving email notifications for low balances. There is a 5 percent fee for online deposits; however, families can also pay via check or cash directly to the school, which incurs no fee.

Families also have the option of designating how much money can be used for a la carte/snack items. Pre-paying money into student accounts (whether online or by check/cash) eliminates the need for students to carry money on a daily basis and provides a more efficient food service operation.

No student will go without a meal; therefore, students who forget their lunch, money and/or do not have money in their lunch account, will be served a school lunch. A Nutrition Center staff member will contact the parent/ guardian regarding any account balance that must be paid.

LUNCH SCHEDULE

Students will eat lunch with their academic team. The lunch period is thirty minutes. Please refer to your learner's Team schedule for specific lunch and recess times.

CAFETERIA RULES AND EXPECTATIONS

All students remain in the school building for lunch. Each team will have assigned tables in the cafeteria. At dismissal time, students will dispose of their trays as they leave. If it is necessary to leave the cafeteria during lunch, students will need a hall pass.

During the lunch period, students may sit at assigned tables with friends on their team. Socially acceptable behavior is expected at all times. The cafeteria is supervised and parents/guardians will be notified if a student does not accept the following responsibilities:

- Keeping tables, chairs, and floors clean for the next person (pulling additional chairs up to the table must receive adult permission)
- Purchasing or sharing food with others is prohibited due to allergies
- Disposing of all litter properly
- Returning trays to the designated area
- Keeping food and beverages in the cafeteria
- Keeping food on their own trays

BOYCE CAFETERIA EXPECTATIONS

All Boyce Middle School Rules and Expectations Apply in the Cafeteria

1. I CAN quietly, calmly, and safely enter the Cafeteria, purchase food, and enjoy lunch.
2. I CAN raise my hand and ask permission of an adult to leave the table.
3. I CAN show respect for myself and others by keeping my hands and feet to myself and not misusing the eating and drinking utensils provided, nor by mixing or throwing foods.
4. I CAN speak with an indoor voice only to those at my table and not speak of things which are impolite.
5. I CAN look out for my classmates and alert an adult if one of my classmates is not feeling well

or having a problem.

6. I CAN clean up my area when my table is dismissed.
7. I CAN calmly assemble with my classmates at the exit doors, avoid touching the lights and wait for my teachers.

HEALTH AND WELLNESS

Health Services Information - [Link for Additional Information](#)

School Wellness (Policy 246)

Student wellness and proper nutrition are related to students' physical well-being, growth, development, and readiness to learn. To ensure this, the district will provide the following to students:

1. A comprehensive nutrition program consistent with federal and state requirements.
2. Access at reasonable costs to foods and beverages that meet established nutrition guidelines.
3. Physical education courses and opportunities for developmentally appropriate physical activity during the school day.
4. Curriculum and programs for grades K-12 that are designed to educate students about proper nutrition and lifelong physical activity, in accordance with State Board of Education curriculum regulations and academic standards.

Diabetes Management (Policy 209.2)

The Upper St. Clair School District recognizes the need for immediate safety of students with diabetes as well as their long term health. Diabetic school orders are required for each school year. The school nurses collaborate as a team with each family individually and their diabetic provider to create a plan for their student to ensure they are ready to learn and participate fully in school activities while minimizing the possibility of diabetes-related emergencies. Students who plan to self-administer and monitor their diabetes will need to have a written statement pertaining to this in their diabetes school orders or have the [Carry and Self-Administration of Emergency Medications Form](#) completed by their diabetic provider.

Food Allergy Management (Policy 209.1)

Parents or guardians who request accommodations for their child(ren) who have severe food allergies must provide written documentation to the school nurse from a physician indicating the nature and severity of the food allergy, as well as emergency procedures to be followed in the event of a severe

allergic reaction. Coordination of information on accommodations with the Nutrition Center Food Service Director, the school nurse, and all other pertinent parties will occur in accordance with this policy. Specific guidelines regarding accommodating non-disabling and disabling allergies can be found in Policy 209.1

Health Examinations-Screenings (Policy 209)

State law requires that physical and dental examinations be provided by the school's doctor or dentist or by the student's family physician. These examinations can be provided by the district, but parents usually choose to have these examinations done by their personal physician. Pennsylvania School Law requires that each child entering school, grade 6, and grade 11 have a physical exam and each child entering school, grade 3, and grade 7 have a dental exam. All kindergarten students must have a lead test completed per county guidance. The Medical/Dental forms for a private physical and/or dental exam are located on the Health Services webpage. The district will send the appropriate forms to your home when required. The district encourages parents/guardians to timely obtain the exams and promptly return the applicable forms to the school nurse prior to the start of the following school year.

The school nurse may also complete other screenings during the school day to include hearing, vision, scoliosis, height and weight, and other tests deemed advisable, at intervals established by the district.

Immunizations and Communicable Diseases (Policy 203 and Administrative Regulations)

All students shall be immunized against specific diseases in accordance with state law and regulations, unless specifically exempt for religious or medical reasons. Students in public schools must be immunized for tetanus, diphtheria, acellular pertussis, polio, measles, mumps, rubella, hepatitis B and varicella (chickenpox). Children attending grade 7 are required to have an updated tetanus, diphtheria, acellular pertussis (Tdap) and a meningococcal conjugate vaccine (MCV). Children entering grade 12 will also need 1 dose of meningococcal conjugate vaccine (MCV). Without these required immunizations the student will not be permitted to attend school. In the event of an incidence of a reportable communicable disease within the student community for which another student is unimmunized, the unimmunized student may be excluded from school, as permitted by law, to lessen the risk of transmission of the disease and safeguard the well-being of the educational community. The school nurse should be contacted with any questions or concerns in this area.

Where applicable, those individuals who are identified as symptomatic or asymptomatic carriers of communicable diseases, infected with acute diseases, and/or chronic infectious diseases will be restricted from the school environment until such a time that it is ascertained their presence within the educational setting will not present a risk to themselves or others. Individually afflicted students shall

be afforded their due process rights in respect to continued attendance or when appropriate be provided with education in the least restrictive environment.

Medications (Policy 210)

A violation of the medication policy may result in student discipline under the Code of Student Conduct.

To ensure proper administration of medication, any student needing “prescribed medication” (prescriptions or over-the-counter medication which has been prescribed by a doctor in writing) during school hours, per the physician’s instructions, must follow these procedures:

1. Obtain and process a medication form, which should outline specific procedures for administering medication.
2. All medications must be brought to the nurse's office by the parent/guardian or student in grades 9-12 immediately upon entry to school. Medications will be stored in a locked area of the building health office. The medication must be in a proper pharmaceutical container, bearing the student’s name, physician’s name and treatment instructions, including times the medication is to be administered.

All medications must be administered by the Certified School Nurse, or in the absence of the Certified School Nurse by other licensed school health staff (RN, LPN), except as otherwise noted

In some cases, a parent may determine the need for his/her child to take “over-the-counter” medication (such as aspirin, cough medicine, etc.). This medication must also be registered at the school nurse’s office, following the procedures previously listed. The district cannot, however, assume responsibility for maintaining a schedule to administer “over-the-counter” medication, unless a physician prescribes it.

Possession-Administration of Asthma Inhalers-Epinephrine Auto-Injectors (Policy 210.1)

Students are permitted to possess asthma inhalers and epinephrine auto-injectors and to self-administer the prescribed medication. A student may also be permitted to self-administer insulin under the guidance of a school nurse. Before a student may possess or use an asthma inhaler or epinephrine auto-injector in the school setting or self-administer insulin, the student must submit:

1. A written request from the parent/guardian that the school complies with the order of the licensed physician, certified registered nurse practitioner or physician assistant.
2. A written statement from the parent/guardian acknowledging that the school is not responsible for ensuring the medication is taken and relieving the District and its employees of responsibility for the benefits or consequences of the prescribed medication.
3. A written statement from the licensed physician, certified registered nurse practitioner or physician assistant that includes information stated within this policy.

4. A written statement by the school nurse acknowledging the district has reviewed and accepts the parent request and physician statement. The identified student is permitted to self-administer in accordance with self-administration guidelines.

5. A written statement by the student acknowledging the requirements and responsibilities to self-administer.

A written request for student use of an asthma inhaler and/or epinephrine auto-injector will be submitted annually, along with required written statements from the parent/guardian and an updated prescription. Students shall be prohibited from sharing, giving, selling, and using an asthma inhaler or epinephrine auto-injector in any manner other than which it is prescribed during school hours, at any time while on school property, at any school-sponsored activity, and during the time spent traveling to and from school and school-sponsored activities. Violations of this policy shall result in loss of privilege to self-carry the asthma inhaler or epinephrine auto-injector and disciplinary action. Additional guidelines regarding the use of these prescription devices can be found in Policy 210.1. [Carry and Self-Administration of Emergency Medications Form](#)

Administering Naloxone (Policy 823)

Naloxone, commonly known as Narcan, is an opioid antagonist that can be used to counter the effects of an opiate overdose. The drug can save an individual from an otherwise fatal overdose and has minimal side effects, even if administered to someone who is later found to not be under the influence of an opioid. Senate Bill 1164 was signed into law as Act 139 in late September of 2014. This legislation allows certain individuals to obtain a prescription for and administer Naloxone to someone who is experiencing an overdose. The District obtained a standing order for Naloxone from the school physician and has authorized certain individuals (District nurses and any District employee who has been trained to administer Naloxone and is designated by the Superintendent as a person authorized to administer Naloxone) to administer Naloxone if he/she suspects that an individual is suffering from an opiate overdose on District property and/or at District event.

The Superintendent or designee shall immediately report incidents involving the use of controlled substances on school property, at any school-sponsored activity, or during transportation to or from a school or school-sponsored activity, to the local police department that has jurisdiction over the school's property, in accordance with state law and regulations, the procedures set forth in the memorandum of understanding with local law enforcement and Board policies

Food Services (Policy 808) [District Food Services](#)

All students that attend the Upper St. Clair School District are provided the opportunity to purchase meals at each building cafeteria in accordance with the National School Lunch Program (NSLP).

The District shall provide free and reduced-price school meals and/or free milk to students in accordance with the terms and conditions of the National School Lunch Program, the School Breakfast Program and the Special Milk Program. For additional information on applying for Free/Reduced School Meals can be accessed [here](#).

SCHOOL NURSE

The Boyce Middle School Health Office is staffed by a registered nurse every day. Please feel free to phone the school office if you would like to speak with the nurse or have any health related questions:

Mrs. Hilarie Bauer, MEd, RN, CSN, Boyce Middle School Nurse, 412-833-1600 x5005

Mrs. Holly Fisher, RN, CSN, USCSD School Nursing Curriculum Leader, 412-833-1600 x4005

When in the building, the school nurse renders emergency first aid. Certified personnel administer necessary aid when the nurse is not available. Children with a communicable disease are required to remain out of school for the protection of others. The school nurse develops programs to prevent the spread of communicable diseases such as head lice and ringworm and may set policy that determines when it is appropriate for infected children to return to school.

MISCELLANEOUS

DAMAGED ITEMS

Students are responsible for all items assigned to or used by them. They will be required to reimburse the School District for anything lost, damaged, or defaced. This includes texts, library books, school materials, facilities, computers, Chromebooks, iPads, iPad/ Chromebook accessories and school property.

GYM LOCKERS AND ATTIRE

To prevent loss of personal items during gym class:

- Keep personal valuables in locked student lockers
- Use a personal combination lock on gym lockers during class (*lock must be labeled with name and homeroom section and combination must be registered with phys ed teacher*)
- Give small personal items to the gym teacher

SCHOOL SNACKS/ TREATS

Due to concerns regarding food allergies and sensitivities, as well as housekeeping issues, food is not permitted for treats. If a student wishes to share a treat with classmates, non-food items such as books, pencils, games or supplies for the classroom are recommended.

WATER BOTTLES

All students and staff have access to water fountains throughout the school building. Our water fountains are cleaned regularly, properly maintained, and accessible to everyone. We recognize that students may need additional hydration throughout the school day. Students are permitted to have refillable water bottles in class. At the discretion of the classroom teacher, students may lose this privilege if the water bottle becomes a distraction to the learning environment.

General Guidelines for Water Bottle Usage at Boyce MS:

- Students are permitted to carry water bottles at Boyce Middle School
- Students are only permitted to have WATER in the water bottle
- Reusable/ refillable bottles are preferred
- If the water bottle is interfering with the learning of the student/ other students the teacher will ask the student to remove the water bottle from the workspace or classroom
- Water bottles should be kept under the students' desks and away from any technology and/ or device

STUDENT PHOTOS

A professional photographer takes pictures of the students twice a year. Parents will receive instructions as to the procedure for purchasing these pictures. Anyone who misses this day or needs retakes will be notified at a later date.

TELEPHONE CALLS

Telephone calls to the school requesting that messages from parents be delivered to students should be restricted to emergency situations only. We encourage students to refrain from calling home during the school day. However, if a student needs to call home, he or she must come to the office. Students are not permitted to use cell phones during the school day. **Cell phones must remain in the students' backpacks in their lockers.** Disciplinary action may be taken if a student has a phone in their possession in school.

DISCIPLINE CODE AND STUDENT CONDUCT

Student Discipline (Policy 218)

The District believes that student conduct is closely related to learning. An effective educational program requires a safe and comfortable school environment.

Student discipline and the enforcing of school rules will be done respectfully, promptly, consistently, confidentially, and equitably regardless of the personal characteristics of the individual student. Discipline is motivated by the intent to correct and promote positive behavior and growth, as well as to maintain order.

The Board shall adopt a Code of Student Conduct to govern student discipline, and students shall not be subject to disciplinary action because of race, sex, color, religion, sexual orientation, national origin or handicap/disability. Each student must adhere to Board policies and the Code of Student Conduct governing student discipline

Any student disciplined by a District employee shall have the right to notice of the infraction.

Off-Campus Activities

This policy shall also apply to student conduct that occurs off school property and would otherwise violate the Code of Student Conduct if any of the following circumstances exist:

1. The conduct occurs during the time the student is traveling to and from school or traveling to and from school-sponsored activities, whether or not via school district furnished transportation.
2. The student is a member of an extracurricular activity and has been notified that particular off-campus conduct could result in exclusion from such activities.
3. Student expression or conduct materially and substantially disrupts the operations of the school, or the administration reasonably anticipates that the expression or conduct is likely to materially and substantially disrupt the operations of the school.
4. The conduct has a direct nexus to attendance at school or a school-sponsored activity, for example, a transaction conducted outside of school pursuant to an agreement made in school, that would violate the Code of Student Conduct if conducted in school
5. The conduct involves the theft of vandalism of school property.

6. There is a relationship between the proximity of learning or timing of the conduct in relation to a student's attendance at school or school-sponsored activities.
7. The conduct constitutes bullying or harassment or cyberbullying as defined by Board Policy.

Boyce Office Disciplinary Report (ODR)

The official written notification of a violation of the Discipline Code is the Boyce Office Disciplinary Report (ODR). This includes an explanation of behavior and the administrative action taken. Parents/guardians will be contacted if an ODR is issued.

Reasonable and Necessary Rules and Regulations for Boyce Middle School

As it would be impossible to identify and list all types of inappropriate behavior or action, disciplinary consequences will be administered based on an individual basis for violations not covered in the policy at the discretion of the building administrators.

MINOR VIOLATIONS	POSSIBLE Administrative Actions
Excessive Noise	Warning, Detention, and/or disciplinary referral
Unjustified tardiness to assigned places	Warning, Detention, and/ or disciplinary referral
Disorder/ disruption in class or hall	Warning, Detention, and/ or disciplinary referral
Damaging books or other materials	Payment, possible suspension, limitations or restrictions on material access
Loitering in the halls or lavatory	Warning, Detention, and/ or disciplinary referral
Poor conduct in the Nutrition Center	Corrective action such as clean up, alternative eating area assigned, Warning, Detention, and/ or disciplinary referral
Failure to pay library or other financial obligations, return school materials (including iPad) such as books, equipment, supplies.	Payment, possible detention, suspension, limitations or restrictions on material access, and/ or referral to law enforcement
Class cut	Warning, Detention, and/ or disciplinary referral
Any behavior which is a distraction to the educational process, but does not endanger the safety of people or property.	Warning, Detention, and/ or disciplinary referral

Cheating	Possible failure for that piece of work, Detention, and/ or disciplinary referral
Violation of activity rules	Warning, Detention, and/ or disciplinary referral, suspension from activity
MAJOR VIOLATIONS	POSSIBLE Administrative Action (Disciplinary referral will be issued for major infractions)
Use of any unauthorized electronic device during the school day, including school bus and field trips	Detention, suspension, device may be taken and held in the Main Office and released only to a parent/ guardian. Possible student expulsion
Engaging in conduct that violates the Criminal Code, the laws of Pennsylvania, Township of Upper St. Clair ordinances or its published-posted policies and regulations	Suspension, possible expulsion, and/ or possible criminal prosecution
Possession and/ or use of any weapon or use of any object to cause bodily harm	Suspension, possible expulsion, and/ or possible criminal prosecution
Possession and/ or use of any tobacco product, including but not limited to vapes, e-cigarettes, Juuls, chewing tobacco, etc.	Suspension, possible expulsion, and/ or possible criminal prosecution, Tobacco educational program
Possession, use, transportation, or being under the influence of drugs	Suspension, possible expulsion, and/ or possible criminal prosecution, D & A educational program
Possession, use, transportation, or being under the influence of alcohol	Suspension, possible expulsion, and/ or possible criminal prosecution, D & A educational program
Sale of drugs, alcohol, and/ or tobacco products	Suspension, possible expulsion, and/ or possible criminal prosecution, D & A educational program
Possession/ use of any look-alike chemicals or paraphernalia associated with the use of drugs, alcohol, or other controlled substance	Suspension, possible expulsion, and/ or possible criminal prosecution, D & A educational program
Throwing objects at vehicles, school, or people	Detention, suspension, possible criminal prosecution, removal of privileges
Leaving school grounds without permission	Detention, suspension, police notified, removal of privileges
Profanity/disrespectful speech or actions	Detention, suspension, possible criminal prosecution, possible expulsion

Fighting or rowdy/physical behavior that disturbs the learning environment and/or threatens the safety of others	Detention, suspension, possible criminal prosecution, possible expulsion
Theft	Restitution where possible, Detention, suspension, possible criminal prosecution, payment
Vandalism and defacing school property and/ or the property of others (including the school-issued technology device)	Payment, Detention, suspension, possible criminal prosecution
Tampering with safety equipment, such as fire alarms, smoke detectors, fire extinguishers, sprinklers, surveillance cameras	Detention, suspension, possible criminal prosecution, Fire Marshall notified, payment, possible expulsion
Possession and/or ignition of any fireworks, smoke bombs, matches, lighters, incendiary devices, etc.	Confiscation, Detention, suspension, possible criminal prosecution, possible expulsion
Misuse/abuse/forgery of early dismissals, hall passes, excuses, and/or other school communications	Detention, suspension, possible criminal prosecution, possible expulsion
Repeated minor infractions	Detention, suspension, possible criminal prosecution, possible expulsion
Bullying	May include, but not limited to: Counseling within the school, Parental conference, Loss of school privileges, Transfer to another school building, classroom or school bus. , Exclusion from school-sponsored activities, Detention, Suspension, Expulsion, and /or other Counseling/Therapy.
Harassment, sexual harassment, other harassment, discrimination, or related retaliation	May include, but not limited to: Counseling within the school, Parental conference, Loss of school privileges, Transfer to another school building, classroom or school bus. , Exclusion from school-sponsored activities, Detention, Suspension, Expulsion, and /or other Counseling/Therapy.
Hazing	May include, but not limited to: Counseling within the school, Parental conference, Loss of school privileges, Transfer to another school building, classroom or school bus. Exclusion from school-sponsored activities, Detention, Suspension, Expulsion, and /or other Counseling/Therapy.

Any behavior resulting in unsafe conditions or that interferes with the rights of others or that violates the policies of Upper St. Clair School District: Including but not limited to Harassment, Cyberbullying/ Bullying, Terroristic Threats, Other Threats, Weapons, Repeated infractions, etc.	May include, but not limited to: Counseling within the school, Parental conference, Loss of school privileges, Transfer to another school building, classroom or school bus. Exclusion from school-sponsored activities, Detention, Suspension, Expulsion, and /or other Counseling/Therapy.
Violation of school district policies or regulations	May include, but not limited to: Counseling within the school, Parental conference, Loss of school privileges, Transfer to another school building, classroom or school bus. Exclusion from school-sponsored activities, Detention, Suspension, Expulsion, and /or other Counseling/Therapy.

SCHOOL DISTRICT BOARD POLICIES AND INFORMATION

Additional Student Conduct Policies

Bullying-Cyberbullying (Policy 249)

The District is committed to providing a safe, positive learning environment for students. The District recognizes that bullying creates an atmosphere of fear and intimidation, detracts from the safe environment necessary for student learning, and may lead to more serious violence. Therefore, the Upper St. Clair School District prohibits bullying by all students.

Bullying is defined as intentional electronic, written, verbal or physical act or series of acts directed at another student or students, that is severe, persistent or pervasive and has the effect of substantially interfering with a student's education, Creating an environment that a reasonable person in the complainant's situation would find threatening, intimidating or abusive, or causing a substantial disruption of the orderly operation of school. Cyberbullying is included within the definition of bullying.

Students are encouraged to use the district's report form, available from the building principal, or to put the complaint in writing; however, oral complaints shall be accepted and documented. The person accepting the complaint shall handle the report objectively, neutrally and professionally, setting aside

personal biases that might favor or disfavor the student filing the complaint or those accused of a violation of this policy.

A student who violates this policy shall be subject to appropriate disciplinary action consistent with the Code of Student Conduct.

Controlled Substances-Paraphernalia.(Policy 227)

The District expects that students report for class or extracurricular, co-curricular, school sponsored/sanctioned activities in a condition that will allow them to perform their various activities in a safe and efficient manner. The District recognizes that in-school as well as out-of-school use of controlled substances has a negative impact on the institution as a whole and is detrimental to the safety of our student body as well as our goal of a drug-free learning environment. Rules, guidelines and procedures have been developed to provide students information in advance of a problem and to promote the safety of all students, faculty and the public. Violations will not be tolerated and may result in disciplinary action up to and including expulsion and referral for prosecution.

Students are prohibited from using, possessing, distributing, and being under the influence of any controlled substances during school hours, at any time while on school property, at any school-sponsored activity, and during the time spent traveling to and from school and to and from school-sponsored activities.

Controlled substances include: (1) controlled substances prohibited by federal and state laws; (2) look-alike drugs; (3) alcoholic beverages; (4) anabolic steroids; (5) drug paraphernalia; (6) any volatile solvents or inhalants; (7) substances that when ingested cause a physiological effect that is similar to the effect of a controlled substance as defined by state and federal laws; and (8) prescription or non-prescription (over-the-counter) medications, except those for which permission for use in school has been granted pursuant to Board policy.

Students can be excluded from participating in any extra-curricular activity/sport for off-campus use of controlled substances even if the use has no nexus to the District's curricular or extracurricular programs. (See Policy 122).

Discipline of Students with Disabilities (Policy 113.1)

Students with disabilities who violate the Code of Student Conduct, or engage in inappropriate behavior, disruptive or prohibited activities and/or actions injurious to themselves or others, which would typically result in corrective action or discipline of students without disabilities, shall be disciplined in accordance with state and federal laws and regulations and Board policy and, if applicable, their Individualized Education Program(IEP), Service Agreement, and/or Positive Behavior Support Plan.

Electronic Devices (Policy 237)

The Board prohibits use of electronic devices by students during the school day in district buildings except as may be specifically permitted by the exceptions in this policy; on district property; on district buses and vehicles; during the times students are under the supervision of the district; and in locker rooms, bathrooms, health suites and other changing areas at anytime. Exceptions may be granted for health and safety emergencies, educational purposes, or when permitted by the building principal or the high school's bring your own device policy.

Hazing (Policy 247)

Hazing includes intentionally, knowingly, or recklessly, for the purpose of initiating, admitting, or affiliating a student with an organization or for the purpose of continuing or enhancing membership or status in an organization causes, coerces, or forces a student to engage in certain activities or actions set forth in the policy, including any activity that creates a reasonable risk of physical or emotional harm.

Nondiscrimination and Title IX Sexual Harassment (Policy 103)

The District provides an equal opportunity for all students to achieve their maximum potential through the programs and activities offered in the schools without discrimination on the basis of race, color, age, creed, religion, sex, sexual orientation, ancestry, nation origin, marital status, pregnancy, or disability. The district specifically prohibits discrimination and harassment, including sexual harassment.

Suspension and Expulsion (Policy 233)

A student may be given an in-school suspension after being notified of the reason for the in-school suspension and given the opportunity to respond. The student's parent/guardian shall be notified of the in-school suspension, and an in-school suspension lasting more than ten (10) consecutive school days shall require an informal hearing with the principal.

The principal or person in charge of the school may suspend any student out of school for disobedience or misconduct for a period of one (1) to ten (10) consecutive school days and shall immediately notify the parent/guardian in writing when the student is suspended. Prior to being suspended, the student shall be notified of the reason for the suspension and given the opportunity to respond. An informal hearing shall be held for any out of school suspension lasting more than three (3) consecutive school days.

Expulsion is exclusion from school by the Board for a period exceeding ten (10) consecutive school days. The Board may permanently expel from the district rolls any student whose misconduct or

disobedience warrants this sanction. No student shall be expelled without an opportunity for a formal hearing before the Board, a duly authorized committee of the Board, or a qualified hearing examiner appointed by the Board, and upon action taken by the Board after the hearing.

Terroristic Threats (Policy 218.2)

Terroristic threat shall mean a threat communicated either directly or indirectly to commit any crime of violence with the intent to terrorize another; to cause evacuation of a building, place of assembly or facility of public transportation; or to otherwise cause serious public inconvenience, or cause terror or serious public inconvenience with reckless disregard of the risk of causing such terror or inconvenience. Other threats that do not constitute terroristic threats under this policy may be subject to discipline under the Code of Student Conduct.

Tobacco and Vaping Products (Policy 222)

The District prohibits student possession, use, purchase and sale of tobacco and vaping products, including Juuls and other electronic cigarettes.

Weapons (Policy 218.1)

Possession or use of weapons in the school setting (school grounds, school sponsored activities, in any student vehicle on students grounds, or traveling to or from school) is a threat to the safety of students and staff and is prohibited by the law.

The term “weapons” includes but is not limited to any knife, cutting instrument, cutting tool, nunchaku, firearm, shotgun, rifle, replica of a weapon, any other tool, instrument or implement capable of inflicting serious bodily injury and replica of weapon.

The Board shall expel for a period of not less than one (1) year any student who violates this policy. Expulsion will be given following formal due process proceedings required by law and Board Policy. The Superintendent may recommend modifications of the expulsion requirements on a case-by-case basis. If the Superintendent is recommending discipline for a weapon policy violation that does not constitute an expulsion, the discipline in lieu of expulsion may be imposed by the Superintendent and does not require Board approval.

Student Rights and Responsibilities

No student shall be deprived of equal treatment and equal access to the educational program, due process, a presumption of innocence, and free expression and association, in accordance with Board policy and school rules.

It is the responsibility of each student to:

- Be honest and ethical: Respect, Responsibility, Honesty.
- Put forth his/her best efforts in the classroom to develop and improve his/her learning.
- Contribute to making the school a better place in which to learn.
- Exercise proper care when using school equipment.
- Assist in protecting the health, safety, and welfare of the school community.
- Be aware of the rules and policies of the school and follow them.
- Attend school daily and report to all classes on time.
- Make-up work when absent from school.
- Respect school property.
- Follow the dress code.

A comprehensive list of student rights and responsibilities can be found in Board Policy **235 - Student Rights and Responsibilities** and [Chapter 12](#) of Title 22 of the Pennsylvania Code.

Opening Exercises/Flag Displays (Policy 807)

District schools shall provide opening exercises that include a salute to the flag and/or recitation of the Pledge of Allegiance or the National Anthem. Students may decline to recite the Pledge of Allegiance or National Anthem and to salute the flag on the basis of personal belief or religious conviction. Students who choose to refrain from such participation shall respect the rights and interests of classmates who do participate.

Searches (Policy 226)

The District has a strong interest in the health, safety, and welfare of the school community.

School officials have the authority to lawfully search students or their belongings, including lockers, automobiles, electronic devices, purses, backpacks, clothing, and other possessions, without a warrant, when in school, on school grounds, or when under school supervision, if reasonable suspicion that the place or thing to be searched contains prohibited contraband that would be in violation of the law, Board policy, or school rules. The scope and extent of searches must be reasonable in relation to the nature of the suspected evidence. The principal or designee always should be able to articulate what is being looked for and why it is through to be located in the searched area.

Under certain circumstances, random or general searches of students and their belongings, including student lockers or vehicles parked on school property, may be conducted during the school day or upon entry into school buildings or school activities, in the absence of individualized suspicion focused on a particular student or students, for the purpose of finding or preventing entry onto school property or activities of controlled substances, weapons or other dangerous materials to preserve the healthy, safety, and welfare of the school community.

Searches may be conducted at any time, with or without reasonable suspicion, if the student has given knowing and voluntary consent specific to the place or item to be searched regardless of the student's age.

The legal standards governing searches initiated by school officials are less strict than the standards applicable to law enforcement authorities in many situations. When searches of students, student belongings, vehicles or lockers are conducted by or at the request of law enforcement officials, with or without the involvement of school staff, the law enforcement officials are solely responsible for ensuring that a warrant has been issued or that the circumstances otherwise permit the search to be lawfully conducted in accordance with the standards applicable to law enforcement actions. School staff will not interfere with or obstruct searches initiated by law enforcement, but may assist when law enforcement officials have requested such assistance and have represented that a warrant has been issued or that they otherwise have proper authority for a lawful search.

Lockers are assigned to or otherwise made available to students as a convenience for the safe storage of books, clothing, school materials and limited personal property, and to facilitate movement between classes and activities and to and from school. Such lockers are and shall remain the property of the School District, and to the extent students have any expectation of privacy of lockers at all, it is very limited. A student locker may be opened and inspected for cleanliness, with or without the consent of the student, whenever there are odors, pests or other indications that a locker contains spoiled food, soiled clothing in need of laundering or similarly unhealthy matter.

Prior to an individual locker search or inspection, the student to whom the locker is assigned shall be notified and be given a reasonable opportunity to be present. However, when there is a reasonable suspicion that a locker contains materials which pose a threat to the health, welfare or safety of the school population, student lockers may be searched without prior notice to the student.

Student Expression/Distribution and Posting of Materials (Policy 220)

Students have the right to express themselves unless such expression interferes with the educational process, including school activities, work, discipline, safety on school property or at school functions, threatens harm to the school community, encourages unlawful activity, or interferes with the rights of others. The distribution and posting of nonschool materials shall only occur at places and times set forth within the policy to ensure the safe and orderly operation of schools while recognizing the rights of students to engage in protected expression.

Review of Instructional Materials by Parents-Guardians and Students (Policy 105.1)

All instructional materials, including teachers' manuals, audiovisuals, and other supplementary instructional material used in the instructional program shall be available for inspection by the

parents/guardians of students, in accordance with Board policy. Instructional materials do not include tests or academic assessments. Conditions relating to such requests are included in School Board Policy 105.1 which can be found on the District's website on the School Board/District Policies tab.

TECHNOLOGY @ USCSD

The District complies with CIPA (Children's Internet Protection Act) and COPPA (Children's Online Privacy Protection Act). The District monitors student usage of district-issued devices. However, parents/guardians should monitor their child's technology usage to ensure safety and consistency with your family's technology rules/expectations.

The District reserves the right to view or scan any file or software on its computers or passing through its network at any time for any purpose in order to address School District concerns. All electronic messages contain no right of privacy or confidentiality except where Pennsylvania or Federal law provides for it. The District may inspect the usage of any electronic communications made by any person at any time utilizing District hardware or passing through the District's network as deemed necessary to address School District concerns to the full extent not expressly prohibited by applicable law. Parents/guardians should monitor their student's technology usage to ensure safety and consistency with your family's technology rules/expectations.

Use of the District's Internet and Computer Networks (Policy 815), 815 AR1 - Virtual Instruction Guidelines

District technology policies apply to all students, employees, ECA positions, visitors and volunteers using the School District's internet service or computer network, or any School District owned device, software, application, digital technology or system whether on the school district premises or in any location away from the school district premises, including at home. In addition, this policy applies to any non school district owned device using the District's network, systems or Internet connection. For additional information on Policy 815 and regulation access the links included for each of the policies/regulations.

Please visit the district website for more information regarding technology staff, supports, and services: [Technology @ USCSD.](#)

Boyce Middle School – Student / Family Chromebook Agreement

I understand that the Chromebook is an educational tool for learning:

- I will only use my Chromebook for educational purposes.
- I will use my Chromebook in ways that are appropriate and meet the Upper St. Clair School District expectations and policies.
- I will only use my Chromebook in ways that demonstrate academic integrity (i.e. not copying answers, homework, or cheating).
- I will follow the policies outlined in the school handbook and the Acceptable Use Policy anytime I am using my district-issued Chromebook.
- I understand that my Chromebook is subject to inspection at any time without notice because it is the property of the Upper St. Clair School District.

I understand that I am responsible for the general care of the Chromebook:

- I will know where my Chromebook is at all times.
- I understand that the Chromebook is registered to me and is not to be loaned out to others.
- I will ensure that my Chromebook is placed in a secured location when not being used.
- I will handle my Chromebook carefully (i.e. avoid throwing or dropping device, not placing heavy objects on top, etc.).
- I will keep food and beverages away from my Chromebook.
- I will charge the battery daily to be prepared for school.

I understand that there are some specific restrictions regarding Chromebook usage:

- I understand that my Chromebook is not to be taken into a restroom or locker room.
- I understand that pictures, video, apps and other media that are not educational do not belong on my Chromebook.
- I understand that I am not permitted to take pictures or videos of others without their clear permission because doing so is a violation of their privacy and school rules.

I understand the procedures for handling repairs and/ or damages:

- I will not modify or change settings/configurations of the Chromebook.
- I understand that the USCSD Technology Department is responsible for repairing my Chromebook, and I will not attempt to repair or disassemble my device for any reason.
- I will be responsible for all damage or loss caused intentionally, or for damage caused by neglect or abuse.
- I will file a report in the Principal's Office in the case of theft, vandalism, or damage.

I agree to use my Chromebook *respectfully* and *responsibility* by following the rules and expectations of my school and school district. I will be *prepared* by having my Chromebook charged and ready for learning every day. I will use my Chromebook *productively* for educational purposes only and I will handle it *safely* with care. I agree to return the Chromebook, stylist, and charger in good working condition at the end of this school year. If a student withdraws from the District, the Chromebook will be returned at that time.

Upper St. Clair School District – Student Chromebooks (2023-24)

The Upper St. Clair School District provides every student with a Chromebook. Starting this school year there will no longer be an option to purchase a Technology Protection Plan (TPP).

The School District will be financially responsible for:

- Defective equipment
- Hardware issues
- Non functioning components
- All physical components of the 1:1 device due to accidental damage
- Theft of a device (must provide a copy of the police report)

Students/Parents will be financially responsible for:

- Intentional damage, abuse, vandalism, or improper use/care, which results in structural damage including, but not limited to: bending, missing parts/components, dents, scratches, cracks, modifications, or disassembly of the device, etc.
- Excessive wear and tear
- Missing or damaged charger, charging/power cable and/or stylus
- Loss of a Chromebook

***The Upper St. Clair School District will determine if damages were accidental or the result of intentional damage, abuse, or improper use/care.*

Students are responsible for any and all damage to their Chromebook unless determined otherwise by the Upper St. Clair School District administration. If it is determined through an investigation that the student's device was damaged by another student, all students involved will be financially responsible for the damage incurred.

Estimated repair costs for Chromebook*:

- A damaged or broken display typically costs \$215 or more
- A damaged keyboard or hinge typically costs \$100 or more
- A damaged port typically costs \$200 or more
- Replacement for a lost, stolen, or unrepairable Chromebook costs \$400 or more

**1:1 devices are owned by the Upper St. Clair School District and all repairs must be completed by the district. Students must use the help desk procedures to request a repair. Parents/Students are not authorized to repair or have third parties repair any 1:1 device.*

As per [Board Policy 815 - Acceptable Use of Internet, Computers and Network Resources](#), any outstanding technology invoices must be paid in full by the end of the school year.

STANDARDIZED TEST INFORMATION

PSSA INFORMATION

All updated PSSA information will be shared by the District once the Pennsylvania Department of Education (PDE) makes the information available. Please visit the [PDE website](#) for the most current information regarding assessments in Pennsylvania public schools. Please avoid making doctor appointments, planning trips and student absences during the testing window. If it is unavoidable and your child must be absent from school, please contact the school counselor immediately.

PSSA Testing Window 2023-2024

Assessment	Dates	Grades
English Language Arts	April 22 - 26, 2024	Grades 3-8
Mathematics, Science and Make-ups	April 29 - May 3, 2024	Grades 3-8
Early Reporting Deadline	May 3, 2024	Grades 3-8
PSSA Math, Science, Makeups (Optional)	May 6 - 10, 2024 (No early reporting)	Grades 3-8

OLSAT Administration

The administration of the assessment will be done by building. Please contact the school counselor for more information:

- 5th grade-Administered in the Fall
- Elementary-Administered in the Spring

Compliance Notifications

Annual Compliance Notifications include the following and additional notifications that can be found at <https://www.uscsd.k12.pa.us/Domain/5>.

Title IX Information:

The Upper St. Clair School District does not discriminate on the basis of race, color, national origin, sex, disability, or age in its programs and activities and provides equal access to the Boy Scouts and other designated youth groups.

Discrimination-Title IX Sexual Harassment Affecting Students (Policy 103)

The District provides an equal opportunity for all students to achieve their maximum potential through the programs and activities offered in the schools without discrimination on the basis of race, color, age, creed, religion, sex, sexual orientation,

ancestry, nation origin, marital status, pregnancy, or disability. The district specifically prohibits discrimination and harassment, including sexual harassment.

Nondiscrimination - Qualified Students with Disabilities (Policy 103.1)

Title IX Coordinators:

Employee Concerns:

Mr. Ray Carson, Sr. Director of Operations & Administrative Services rcarson@uscsd.k12.pa.us | 412-833-1600 ext. 2063

Student/Family Concerns

Dr. Lauren Madia, Director of Pupil Services lmadia@uscsd.k12.pa.us | 412-833-1600 ext. 2113

Child Find Notice of Special Education Services & Program

Each school district, along with other public agencies in the commonwealth, must establish and implement procedures to identify, locate and evaluate all children who need special education programs and services because of the child's disability. This notice is to help find these children, offer assistance to parents, and describes the parents' rights with regard to confidentiality of information that will be obtained during this process. The content of this notice has been written in English but can be translated into other languages. If a person does not understand any of this notice, he or she should contact the school district (Dr. Cassandra Doggrell, 412-833-1600 ext. 2064) and request an explanation <https://www.uscsd.k12.pa.us/Page/9647>

Homeless Students

The McKinney-Vento Homeless Assistance Act program is designed to address situations that students in housing transitions have faced in enrolling, attending, and succeeding in school. The Upper St. Clair School District is responsible for the timely identification of children and youth who are homeless and/or unaccompanied. Homeless children and youth should have access to the education and other services that they need to enable them to meet the same student academic achievement standards in Pennsylvania to which all students are held. Specifically, students and their families who meet the definition of homeless children and youth are entitled to: immediate enrollment in school, transportation to their school of origin, qualification for free meals at school, referrals for appropriate medical care, family engagement support, and services that support academic success. In the event that a child is unaccompanied by a parent/guardian, the District will provide a Liaison to support enrollment and other educational matters. The District refers children and families experiencing homelessness to community partners and agencies to assist with additional needs.

Please contact the Director of Pupil Services and McKinney-Vento Liaison, Dr. Lauren Madia, 412-833-1600 ext. 2113. More information about the McKinney-Vento Homeless Assistance Act can be found on the [District website](#).

Family Educational Rights and Privacy Act

The Family Educational Rights and Privacy Act (FERPA) affords parents and students who are 18 years of age or older ("eligible students") certain rights with respect to the student's education records. The rights are identified in the annual compliance notification section at:

<https://www.uscsd.k12.pa.us/Page/9514>.

Directory information, which is information that is generally not considered harmful or an invasion of privacy if released, can also be disclosed without a parent's prior written consent. Directory information is defined in the notice linked above. If you do not want the School District to disclose information designated as directory information from your child's education records without your prior written consent, you must notify Student Support Services in writing by September 15. Please note, the opt-out for the PTA directory is separate from the directory information opt-out and is not collected or monitored by the School District.

If a person does not understand any of this FERPA notice, he or she should contact the school district (Dr. Lauren Madia, 412-833-1600 ext. 2113) and request an explanation.

BOYCE MIDDLE SCHOOL

1500 Boyce Road

Upper St. Clair, PA 15241

P: 412-833-1600 Ext. 5000 F: 412-854-2161

<https://www.uscsd.k12.pa.us/Domain/1>

The information in this Student-Family Handbook is accurate and in accordance with the existing policies of the Upper St. Clair School District at the time of its printing. If you have any questions regarding the information in this Student-Family Handbook, please contact school administration for assistance.