

Boyce Middle School



The Upper St. Clair School District

2021- 2022

Student/ Family Handbook

Boyce Middle School: A Recognized School of Excellence
PA Don Eichhorn Schools: Schools to Watch, 5 time Award Recipient
“No Place for Hate” School Designation, 2020 & 2021
“No Place for Hate” Equity Award Winning School, 2020

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. Emily Stoecklein, Attendance Secretary
Mrs. Holly Fisher, RN, CSN, Nursing Department Chair
Officer Mike Banaszak, School Police- Boyce MS
Mr. Ken Suchan, Head Custodian
Mrs. Sharon Niedermeyer, Nutrition Center Manager

BOYCE MIDDLE SCHOOL PTO OFFICERS 2021-22

Mrs. Pam Scureman, President
Mrs. Rama Bala Gupta, Vice President
Dr. Dan O’Rourke, 2nd Vice President
Mrs. Melissa Waldron, Treasurer
Mrs. Nicole Paoly, Secretary
Mrs. Andrea Amorose, Board Advisor
Mr. Matt Henderson, Teacher Representative

UPPER ST. CLAIR DISTRICT ADMINISTRATION

- Dr. John Rozzo, Superintendent
- Dr. Sharon Suritsky, Assistant Superintendent/Deputy Superintendent
- Mrs. Amy Pfender, Assistant Superintendent
- Dr. Judith Bulazo, Director of Curriculum & Professional Development
- Mr. Ray Carson, Sr. Director of Operations and Administrative Services
- Mrs. Cassandra Doggrell, Director of Student Support Services
- Dr. Lauren Madia, Assistant Director of Student Support Service
- Dr. Louis Angelo, Director of Operations and Facilities
- Mr. Raymond Berrott, Director of Technology
- Mr. Scott Burchill, Director of Business and Finance
- Dr. Kevin Deitrick, 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

UPPER ST. CLAIR SCHOOL DISTRICT BOARD OF SCHOOL DIRECTORS

- Mr. Patrick A. Hewitt, President
- Mr. Phillip J. Elias, Vice President
- Mrs. Amy L. Billerbeck
- Mrs. Barbara L. Bolas
- Mrs. Jennifer L. Bowen
- Dr. Daphna Gans
- Mr. Louis P. Mafrice, Jr.
- Mrs. Angela B. Petersen
- Mrs. Jennifer A. Schnore

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>

TABLE OF CONTENTS

Principal's Welcome Letter	5
USCSD Mission Statement, Boyce Middle School Vision	6
Student Bill of Rights	7
Student Responsibilities	8
Pandemic Safety	8
Handbook Highlights	9
Course Offerings	11
Program of Studies	16
Overview of School Organization	17
Scheduling Process	18
Field Trips	19
Supporting All Students	19
Student Support Services	23
Homework	25
Grading System	26
Communicating with Families	27
District/ School Procedures and Practices	30
Emergency Procedures and School Safety	31
Attendance	32
Nutrition Center	35
Miscellaneous	37
Health and Wellness	38

Discipline Code	39
School District Board Policies	44
Technology @ USCSD	49
Student/ Family Chromebook Agreement	50
Standardized Test Information	51
Compliance Notifications	52
Title IX	53

PRINCIPAL'S WELCOME LETTER

August 2021

Dear Boyce Families and Students:

Welcome to the 2021-2022 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 child'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.

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. The administration, teachers, and support staff embrace the District's philosophy of developing learned and responsible citizens for a global society and providing learning experiences that nurture the uniqueness of each child that promote happiness and success.

At Boyce Middle School we place a high-value on academics, but we also address social and emotional learning 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

UPPER ST. CLAIR SCHOOL DISTRICT MISSION STATEMENT

Developing lifelong learners and responsible citizens for a global society is the mission of the Upper St. Clair School District, served by a responsive and innovative staff who in partnership with the community provides learning experiences that nurture the uniqueness of each child and promotes happiness and success.

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.



Customizing Learning,
Nurturing Potential...
Delivering Excellence

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

PANDEMIC SAFETY

Students and families are expected to comply with all health and safety requirements set forth in the District's Health and Safety Plan(s). Failure to comply may result in student discipline consistent with the degree of violation. A copy of the District's Plan and the applicable health and safety requirements are available on the District's website at www.uscsd.k12.pa.us.

In the event a provision of the Health and Safety Plan conflicts with any duly adopted Board Policy, the Plan provisions will apply so long as the Plan is in place.

Handbook Highlights

Starting and End Times

- Students should not report to school before 8:10 a.m.
- School day- 8:35 a.m. to 3:15 p.m.
- Walkers/Car Riders need to enter the building on the side by the Boyce 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.

Homework

- See Homework Section.
- Students will be expected to complete daily homework, however we are making an effort to minimize the overall amount of homework assigned at Boyce Middle School.

Canvas/ FOCUS Parent Portal: online management systems that can be accessed by students, parents/ guardians to monitor student progress daily, weekly, and quarterly.

- **Canvas:** Live updates of student grades/ progress/ assignments/ calendar feature.
- **FOCUS:** Report Cards and progress reports are available at specific dates throughout the school year.

Report Cards are available on FOCUS at the end of the nine weeks.

Attendance

- See Attendance Section regarding information specific to the Pennsylvania Compulsory School Attendance Law and Procedures of USCS D.
- A written excuse must be provided when child returns from absence- after 3 days, absence will be unexcused.
- Early Dismissal- a written request is required. Please include student name, date, time of early dismissal, reason for dismissal, signature of parent/guardian.

Nutrition Center

- See Nutrition Center Section.
- Breakfast is served 8:10 a.m.- 8:30 a.m.

- Payments to lunch accounts can be made online: [Food Services- USC Nutrition Center](#)
- Sharing of food and purchasing food for others is NOT permitted.
- Every child will be served a standard school lunch, regardless of their account balance.

Emergency Procedures and School Safety

- See Emergency Procedures and School Safety section.
- Parents/Guardians MUST report to the Main Office when visiting the school and MUST provide identification and obtain a visitor pass upon entry.

Discipline Code

- See Discipline Code Section.
- Two categories of violations- minor or major violations.

School Board Policies

- Please refer to the [District Common Handbook](#) for specific information regarding school board policies.

Technology Code

- See Use of the District's Internet and Computer Network Section.
- District reserves the right to log network use and monitor filesaver space utilization.
- Board establishes that network use is a privilege, not a right.
- The only one to one devices allowed to be utilized in school are the district approved devices (no personal iPads, cell phones, iPods, Ereaders, tablets, etc.).
- Inappropriate, unauthorized, illegal use may result in suspension and/or cancellation of internet/computer/ device privileges and appropriate disciplinary actions.

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 process. 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), Microworlds, Chemistry, Space Science and Our Changing Earth. The space unit is tied in with the Challenger Space Center in Wheeling, West Virginia, where at the completion of their training and study of space, each team of 5th graders goes to the Challenger Center and has the opportunity to fly a mission.

Our 6th grade science units are Investigating Plants (STC), Weather and Meteorology, Magnets, Motors and Electricity (STC) 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).

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.

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.

Events

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

K-12 Philosophy of Physical Education:

Our goal for every child is to instill the importance of a positive attitude towards physical activity in order to promote a healthy lifestyle. Being physically active increases one's self-confidence and self-esteem. Exercise is a natural way to reduce stress levels and feelings of depression and anxiety. Studies show that regular exercise improves academic performance.

The K-12 Health and Physical Education program focuses on the whole child. We strive to provide a safe learning environment where students are comfortable to challenge themselves. The various activities enhance the student's physical, mental, and social health through exploration and exercise. The physical education class also promotes self-discipline and strengthens peer relationships.

Our philosophy is summarized in one word: STICK

Sportsmanship

Teamwork

Integrity

Communication

Kindness

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.

MUSIC

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 issues.

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) diversity, self esteem, conflict resolution, stress management, career 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.

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, contact the Principal's Office.

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, Library*)

Advisor 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, Library*)

Advisor Time & Guidance

OVERVIEW OF 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 assist the students.

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 either a Science or Social Studies teacher. Science and Social Studies teachers will provide instruction to two teams of students. 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 students' 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.

HOMEROOM

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 their written excuse. The announcements during morning and afternoon homeroom time will provide information about meetings, activities, social events, and special instructions for the day.

STARTING AND ENDING TIMES

The middle school day for students is six hours and forty-five minutes, including a supervised lunch period. School officially begins at 8:35 a.m. and ends at 3:15 p.m. **Students should not report to school before 8:10 a.m. unless the principals grant special permission, or the student is attending band or orchestra.**

LOCKER USE

Lockers are for storing school materials and 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. The principals and teachers will periodically check lockers for neatness and condition. 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). No locks are permitted. Each teaching team establishes times for visits to lockers once the school day has begun. Special permission from the teacher is required at other times. Lockers are not to be decorated on the outside unless the classroom teachers grant students permission.

SCHEDULING PROCESS

At the end of each school year, families will have the opportunity to have input into their child's placement for the following school year. Because of the various criteria needed for placing students onto heterogeneous teams, specific teacher requests should not be requested. The following factors are incorporated when balancing each team:

- interest in the team uniqueness on the part of the student
- heterogeneous mix of academic abilities
- special needs for learning support and/or enrichment
- number of boys and girls
- models of citizenship
- social interaction of students

Parents/ guardians will receive a student information sheet asking for their input. It is imperative that learning groups are created that effectively maximize each student's learning potential. A request does not guarantee placement. Information will be shared in August regarding placement, scheduling and transportation. Please refer to the [Parent Portal](#) for information regarding your child's schedule and transportation.

ALL DISTRICT-SPONSORED FIELD TRIPS WILL OCCUR UNDER THE GUIDANCE OF THE DISTRICT HEALTH AND SAFETY PLAN UNTIL OTHERWISE NOTED

DEER VALLEY

Deer Valley is an award winning environmental educational experience that takes place in late April or early May of the 6th grade year. Parents are encouraged to participate at Deer Valley.

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.

CHALLENGER LEARNING EXPERIENCE

As a culminating activity to the space unit in science, the 5th grade students have an opportunity to go to the Challenger Center in Wheeling, West Virginia. There are three simulated missions: the Mission to Mars, Return to the Moon, and Rendezvous with a Comet. The Challenger Center decides which mission our 5th grade students will experience. The activities selected by the Boyce teachers will prepare students to become “mission specialists.” Classroom activities will focus on three key topics: teamwork, communication and cooperation. Students apply for positions on one of the following teams based on strengths and interests: Communication, Data, Navigation, Isolation, Probe, Life Support and Remote. Boyce teachers are responsible for “training” the students. Grade meetings involve the entire 5th grade and keep the students informed as to the progress of each team. While at the Challenger Center the students have the opportunity to apply their training in both Mission Control and in the spacecraft. The mission experience is an exciting and memorable one for all involved.

SUPPORTING ALL STUDENTS

STUDY SKILLS

Both 5th and 6th grade students will be learning important skills during their time at Boyce. We would appreciate your help at home with reinforcing these good study habits.

The below study habits are:

- 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!

With so much current research indicating that students involved in music programs have higher I.Q. scores, math scores, and SAT scores, the more musical opportunities available for our students, the better! Here's why:

- Participating in music class, band, chorus and orchestra provides our children with important experiences that can help them develop physical coordination, timing, memory, visual, aural and language skills.
- When children work to increase their command of music and exercise musical skills in the company of others, they gain first hand experience and knowledge of self-paced learning, mental concentration, heightened personal and social awareness, teamwork, cooperation and the intrinsic value of excellence.
- During musical performance, children must constantly turn their thoughts into action, developing quick and decisive thinking skills.
- Most children do not participate in music because of the above, but because it's FUN!

Students may take small group lessons during the school week on band and string instruments. Parents must furnish instruments. Opportunities to participate as a total performing group are provided. Normally, our 5th and 6th grade band will meet once a week from 7:45 am. to 8:30 am. Parent drop-off is required. Exact dates and times are subject to change and TBD for the Fall.

All interested 5th and 6th grade students may participate in chorus. Chorus occurs once a week for 5th and once a week for 6th grade. Normally, chorus activities start at 2:45 pm and end at 3:45 pm. Parents must provide transportation. Exact dates and times are subject to change and TBD for the Fall.

BOYCE PANTHER PROGRAM

The Boyce Middle School Panther Program is a school-wide endeavour 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 and any student may also issue a Panther Paw to their peers. 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.

CLUBS AT BOYCE

Students at Boyce Middle School have the opportunity to participate in a variety of Clubs offered during Pride Time. These experiences are not graded and emphasis is placed on good sportsmanship, fair play, creative inquiry, and social and emotional development. During the 2019-2020 school year, multiple Club opportunities were available to all students: Intramural Sports, Board Games, Engineering club, Art Club, Crochet Club, iSTEAM, and many others. *More information will be shared with students in the Fall regarding the new Clubs offered for the 2021-2022 school year. Club start date TBD.*

BOYCE MIDDLE SCHOOL LIBRARY

Regular book exchange periods can be scheduled during class time based on the classroom teacher. Students may also check books out for outside reading at other times as allowed by their assigned teacher or during Pride Time. The parents must assume the cost of lost or damaged books.

Library Circulation Policy: The library is open Monday through Friday from 8:10 a.m. until 3:10 p.m. The students can select recreational books for personal reading and research projects. Library instruction is designed to help promote students' information literacy skills. Students also complete research projects that relate to the curriculum.

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.

MATH OPPORTUNITIES OUTSIDE THE CLASSROOM

Please note: information about each of these opportunities will be communicated at the appropriate time via school announcements, Boyce Bulletin, Principal's monthly letter, eAlerts, and/or the school webpage.

Challenge 24

Boyce Middle School conducts an after school club for students who wish to learn the math game "24". Club 24 typically meets once a week after school until 4:30 PM. Typically there is one 7-week session in the fall and another in the winter or spring months. Participation is open to all students. In addition, a school-wide Challenge 24 tournament is held in the spring; individual winners are determined from each homeroom and then by grade level. Overall winners compete at the district and county level competitions, usually in May, with the possibility of moving on to the state competition in June.

Calcu-Solve

Boyce also participates in the Allegheny Intermediate Unit's Calcu-Solve Competition, usually in November. Membership on the Boyce Calcu-Solve Team is open to all students and is determined by

a timed, written test of non-routine problems administered prior to the school day. Once the team is determined, practices are held in the month prior to the competition. Students travel to the competition site and spend a morning solving problems, both individually and as a team, typically competing with more than 60 teams from all over the county. Prizes are awarded by the AIU.

PML (Pennsylvania Mathematics League)

Each year the Pennsylvania Mathematics League sponsors a competition open to all 5th and 6th graders. The 6th grade competition is usually held in February and the 5th grade competition late in the spring. Administered at Boyce during the school day, the competition consists of a timed, written test of grade appropriate word problems. Boyce offers this opportunity to all interested students, offering practice opportunities prior to the competition. For more detailed information, please contact your student's math teacher.

STUDENT SUPPORT SERVICES AND SPECIAL EDUCATION

STUDENT SUPPORT SERVICES

SPECIAL EDUCATION

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.

It is essential that the needs of ALL students be considered in the planning process. No matter what type of support a child receives, coordination of instructional activities is necessary so that all students on a given team are included. Please visit the District website for more information regarding [Special Education](#) services at USCSO 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.

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.

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 PSSA's and classroom performance are just two 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.

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.

Homebound Instruction

The School District provides 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 x3010 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 Shoeboxes** service project promotes social and emotional learning for all participants. Participating students fill a shoebox with small gifts that are both fun and practical. The shoeboxes 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, No Place for Hate, 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 over quickly to grasp the basic idea then re-read slowly for content, relationships, and details. Close the book and mentally outline the material and ideas.
- 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.).

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 JUDGEMENT 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**PROGRESS REPORTS**

Progress reports are available through FOCUS parent portal. Progress is updated several times each nine weeks. You will need your parent code to access this information. Report cards will also be posted on FOCUS at the end of each nine weeks. Please check your child's information periodically in order to continue to support his or her academic success at home.

WEBSITE POSTINGS: [Boyce Bulletin](#)

Boyce news is posted in the headlines and announcements. Postings, flyers and information for various activities offered to USC students will be posted on the Boyce Bulletin website, which is also offered as an e-Alert.

CANVAS

The District started using the Canvas Learning Management System during the 2017-2018 school-year. Canvas has now been fully adopted District-wide for grades 5-12. This system is used to provide parents with a common website to find all student learning materials and homework assignments for their children who attend Boyce, Fort Couch, and the High School. Information about creating 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.

BINDER REMINDERS

All Boyce students are encouraged to use a binder reminder. The PTO distributes the binder reminders in school. 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.

REPORT CARDS

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.

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. [Staff Directory](#).

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 20, 2020

SPRING Celebration of Learning, May 19, 2022

Parents/guardians are invited to view the school and meet the teachers. Brief programs are held in each classroom to outline the curriculum and programs. This is an "adults only" night 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 be held. You are encouraged to bring your child and "celebrate" his/ her academic accomplishments for the school year!

PARENT/ COMMUNITY 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. Parents 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 weather-related as well as non-weather related delays and/or cancellations. Emergency phone numbers for the Parent Alert System are requested when “Back to School Online” information is completed. If you have additions or changes to your emergency numbers, please contact your child’s school. Also, please be sure that you are registered for E-Alerts on the District website www.uscsd.k12.pa.us. Registration allows us to communicate unanticipated schedule changes to you.

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

- USCSD website: www.uscsd.k12.pa.us
- USCSD voicemail: 412-833-1600
- Local television stations: KDKA, WTAE, WPXI
- Local media websites

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 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.

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.

PERSONAL PROPERTY

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

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 in 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

The students, faculty, and administration believe that student dress is the responsibility of the family. For many years we have been proud of the appearance of the students at Boyce Middle School. As outlined in the Pennsylvania School Code, students have the responsibility to “dress and groom to meet the fair standards of safety and health and not cause substantial disruption to the educational process.” We have confidence in our students and families to make the decisions as to what constitutes appropriate school attire and appearance. Students must wear styles and clothing which do

not constitute a health or safety hazard, do not cause a substantial disruption of the school program, do not interfere with the rights of others and do not cause damage to school property or school buses. However, it remains the final decision of the school in cases of dress code abuses. Cultural exceptions are typically granted. Students may be required to wear prescribed clothing in specific classes such as gym, art, science laboratory, etc. Students are not permitted to wear hats while in the building during school hours. Failure to comply with the guidelines will be reviewed as a violation of the district's discipline policy.

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 upon entering the building. An appointment must be made to see a teacher, a

counselor, or the Principal or Assistant Principal. Visits by students' friends are discouraged and may not be approved. Students will only be released to parents or guardians.

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
2. health-related reasons.
3. Obtaining professional health care or therapy service rendered by a licensed practitioner of the
4. healing arts in any state, commonwealth or territory.
5. Quarantine.
6. Family emergency.
7. Recovery from accident.
8. Required court attendance.
9. Death in the family.
10. Participation in a project sponsored by a statewide or countywide 4-H, FFA or combined 4-H
11. and FFA group, upon prior written request.
12. Participation in a musical performance in conjunction with a national veterans' organization or
13. 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.
14. Observance of a religious holiday observed by bona fide religious group, upon prior written parental request. (as noted in Policy 204).
15. 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.

16. College or postsecondary institution visit, with prior approval.
17. 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 absence will be labeled **unexcused**.

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. Absences that have official doctor excuses will not count towards the 10 cumulative days. 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.
- Occurrence is defined as the first, second, third, etc. time that an excuse is not provided when a student returns to school after a period of school absence.
- Parents/guardians will be notified following each unexcused absence/occurrence. When a student is considered truant (**three unexcused absences/occurrences**) 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/occurrences 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:

- Refer the child to a school-based or community-based attendance improvement program

- Refer the child to the county children and youth agency (CYS) for services or possible disposition as a dependent child under the Juvenile Act
- 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:

- Refer the child to a school-based or community-based attendance improvement program
- File a citation against the student or parent in a magisterial district court
- 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.

Make up Work

If your child is absent due to illness and you would like to request his/her homework, please call the school office by 9:00 a.m. to make your request. When making your request, please indicate if you will be picking up the work or if it is to be sent home with another student. Work is not available until 2:00 p.m. In addition, please refer to the teacher/team webpage and student's Canvas account for more details.

Pre-Approved Absences

The Administration recognizes that middle school-age children will occasionally be absent from school attending an educational trip/ tour with family or other organizations. If parents/guardians know that their child will be absent from school, it is required to complete an **Educational Trip Form**. This form may be obtained from the Boyce Middle School Main Office staff or by visiting our website: [Educational Trip Form](#). The excused absence form is to be completed and submitted for approval to the Main Office **at least one week prior** to the intended date of absence. The Attendance Secretary will contact the parent/guardian only if the request is denied.

****For the 2021-2022 school year, attendance should be flexible to allow for extended absences for COVID-19 related reasons.**

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 8:10 a.m.-8:30 a.m. 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 should 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 child'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 if I wish and sit at a table with no more than 8 people.
2. I CAN raise my hand and ask permission of an adult to leave the table.
3. I CAN sit with two feet on the floor with all 4 legs of the chair kept on the ground.
4. 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.

5. I CAN speak with an indoor voice only to those at my table and not speak of things which are impolite.
6. I CAN look out for my classmates and alert an adult if one of my classmates is not feeling well or having a problem.
7. I CAN clean up my area when my table is dismissed.
8. I CAN calmly assemble with my classmates at the exit doors, avoid touching the lights and wait for my teachers.

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, iPads, iPad 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

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 classroom (i.e. put the bottle in their locker)
- Water bottles should be kept under the students' desks and away from any technology and/ or device

STUDENT PICTURES

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.

HEALTH AND WELLNESS

HEALTH SERVICES

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)

Health Examinations-Screenings (Policy 209)

Immunizations and Communicable Diseases (Policy 203 and Administrative Regulations)

Medications (Policy 210): A violation of the medication policy may result in student discipline under the Code of Student Conduct.

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

Carry and Self-Administration of Emergency Medications Form

Administering Naloxone (Policy 6022) (Policy 823)

Food Services (Policy 3032) (Policy 808)

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:

Holly Fisher, RN, CSN, Department Chair, 412-833-1600 x5005

Milica Peltz, RN, 412-833-1600 x5005

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.

Other Health and Safety Requirements:

Students and families are expected to comply with all health and safety requirements set forth in the District's Health and Safety Plan(s). Failure to comply may result in student discipline consistent with the degree of violation. A copy of the District's Plan and the applicable health and safety requirements are available on the District's website at www.uscsd.k12.pa.us. In the event a provision of the Health and Safety Plan conflicts with any duly adopted Board Policy, the Plan provisions will apply so long as the Plan is in place.

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. A copy of the ODR will be provided to parents/guardians when a suspension 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	<u>POSSIBLE</u> Administrative Actions
Excessive Noise	Warning, Detention, and/ or ODR
Unjustified tardiness to assigned places	Warning, Detention, and/ or ODR
Disorder/ disruption in class or hall	Warning, Detention, and/ or ODR
Damaging books or other materials	Payment, possible suspension, withholding materials
Loitering in the halls or lavatory	Warning, Detention, and/ or ODR
Poor conduct in the Nutrition Center	Corrective action such as clean up, alternative eating area assigned, Warning, Detention, and/ or ODR
Failure to pay library or other financial obligations, return school materials (including Chromebook) such as books, equipment, supplies.	Payment, possible detention, suspension, withholding materials, and/ or withholding report card
Gum Chewing	Warning, Detention, and/ or ODR
Class cut	Warning, Detention, and/ or ODR
Any behavior which is a distraction to the educational process, but does not endanger the safety of people or property.	Warning, Detention, and/ or ODR
Cheating	Possible failure for that piece of work, Detention, and/ or ODR
Violation of activity rules	Warning, Detention, and/ or ODR, suspension from activity
MAJOR VIOLATIONS	<u>POSSIBLE</u> Administrative Action (ODR will be issued for major infractions)
Repeated minor infractions, increasing in duration and intensity	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 from school, and /or counseling/therapy outside of school. Possible criminal prosecution.
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.	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 from school, and /or counseling/therapy outside of school. Possible criminal prosecution.
Misuse/ abuse/ forgery of early dismissals, hall passes, excuses, and/ or other school communications	Detention, suspension, possible criminal prosecution, possible expulsion
<u>Bullying-Cyberbullying</u> (Policy 249)	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 from school, and /or counseling/therapy outside of school. Possible criminal prosecution.
<u>Weapons</u> (Policy 218.1)	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 from school, and /or counseling/therapy outside of school. Possible criminal prosecution.
<u>Terroristic Threats</u> (Policy 218.2)	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 from school, and /or counseling/therapy outside of school. Possible criminal prosecution.
<u>Tobacco and Vaping Products</u> (Policy 222)	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 from school, and /or counseling/therapy outside of school. Possible criminal prosecution.
<u>Electronic Devices</u> (Policy 237)	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 from school, and /or counseling/therapy outside of school. Possible criminal prosecution.
<u>Hazing</u> (Policy 247)	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 from school, and /or counseling/therapy outside of school. Possible criminal prosecution.
<u>Nondiscrimination and Title IX Sexual Harassment</u> (Policy 103)	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 from school, and /or counseling/therapy outside of school. Possible criminal prosecution.
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- and- 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 the policies mentioned in our District Common Handbook and the Boyce Middle School Student/ Family Handbook.	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 from school, and /or counseling/therapy outside of school. Possible criminal prosecution.

SCHOOL DISTRICT BOARD POLICIES

Additional Information Regarding Student Conduct Policies and Procedures

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.

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.

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.

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.

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.

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.

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.

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.

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.

Flag Salute (Opening Exercises)

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.

TECHNOLOGY @ USCSD

TECHNOLOGY

The District complies with CIPA (Children’s Internet Protection Act) and 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.

All District students are assigned a 1:1 device (iPads K-4, Chromebook 5-12). Students are responsible for any and all damage to their 1:1 device, unless otherwise determined by the Upper St. Clair School District administration. The USCSD Technology Protection Plan (TPP) is available for all 1:1 student devices. The TPP is optional and is NOT required. The TPP will cover a single 1:1 device for the 2021-2022 school year-starting on July 1, 2021 and concluding on June 30, 2022. Please visit this website for more information: uscsd.store/tpp

Use of the District's Internet and Computer Networks (Policy 3027) (Policy 815)

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

The Upper St. Clair School District (“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.

Upper St. Clair School District
Student / Family Chromebook Agreement 2021-2022

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 my iPad’s 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 USCS D 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, cover, 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.

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 2021-2022

Assessment	Dates	Grades
English Language Arts	April 25-29, 2022	Grades 3-8
Mathematics, Science and Make-ups	May 2-13, 2022	Grades 3-8

For specific information regarding the administration of the OLSAT and MAP Assessments, please contact your student’s homeroom teacher or school counselor. Thank you.

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, Gr. K-8: Dr. Sharon Suritsky, Deputy/Assistant Superintendent
ssuritsky@uscsd.k12.pa.us | 412-833-1600 ext. 2213

Student/Family Concerns, Gr. 9-12: Mrs. Amy Pfender, Assistant Superintendent
apfender@uscsd.k12.pa.us | 412-833-1600 ext. 2062

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 (Mrs. 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. 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. Please contact the Director of Pupil Services, 412-833-1600 ext. 2113.

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.