

Boyce Middle School



The Upper St. Clair School District

A Recognized School of Excellence

BOYCE MIDDLE SCHOOL VISION

To provide students with a world-class educational experience that supports their academic, social and emotional growth within an environment that is safe and comfortable

2019- 2020

Student/ Parent Handbook

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>

BOYCE MIDDLE SCHOOL OFFICE PERSONNEL

Mr. Dan O'Rourke, Principal

Ms. Christine M. Mussomeli, Assistant Principal

Mrs. Amy Antonio, School Counselor (Grade 6)

Mrs. Tonia Autieri, School Counselor (Grade 5)

Mrs. Dee Kelly, Building Secretary

Mrs. Jonelle Stambaugh, Attendance Secretary

Mr. Ken Suchan, Head Custodian

BOYCE MIDDLE SCHOOL PTO OFFICERS 2019-2020

Mrs. Gina Swanson, President

Mrs. Andrea Amorose, Vice-President

Mrs. Stacey Friday, Treasure

Mrs. Natalea Oliverio, Secretary

Mrs. Jennifer Schnore, 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 to the Superintendent
- Dr. Judith Bulazo, Director of Curriculum & Professional Development
- Mr. Ray Carson, Sr. Director of Operations and Administrative Services
- TBD, Director of Student Support Services
- Mrs. 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
- Ms. Shelia Gorgonio, Director of Advancement
- 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. Jennifer Marken, Director of Nutritional Services/ ARAMARK
- Mr. Sean Bryson, Chief of School Police

UPPER ST. CLAIR SCHOOL DISTRICT BOARD OF SCHOOL DIRECTORS

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

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

Principals' Welcome Letter	5
USCSD Mission Statement, Boyce Middle School	6
Student Bill of Rights	7
Handbook Highlights	8
Course Offerings	11
Program of Studies	16
Overview of School Organization	17
Scheduling Process	18
Field Trips	19
Supporting All Students	20
Homework	26
Grading System	26
Communicating with Parents	28
District Policies & Procedures	30
Emergency Procedures and School Safety	31
Attendance	32
Nutrition Center	37
Miscellaneous	38
Health Information	40
Discipline Code	42
School District Board Policies	46
Log On Banner	116

USCSD iPad Agreement	117
Boyce Middle School iPad Expectations	118
Testing Schedule	119
Compliance Notifications	120
Title IX	120

PRINCIPAL'S WELCOME LETTER

August 2019

Dear Parents/ Guardians and Students:

Welcome to the 2019-2020 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/parent 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 experiences that are supported by an integrated curriculum and a team-teaching approach. Along with their academic subjects, students will learn respect, tolerance 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 and promotes happiness and success.

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

Mr. Dan O'Rourke
Principal

Ms. 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 VISION

To provide students with a world-class educational experience that supports their academic, social and emotional growth within an environment that is safe and comfortable

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.

GOALS OF THE STRATEGIC PLAN

Goals for the Strategic Plan can be accessed by clicking the link:

<https://www.uscsd.k12.pa.us/cms/lib/PA01000033/Centricity/Domain/10/STRATEGIC%20PLAN%20GOALS.pdf>



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**.

Handbook Highlights

Team Structure

- See Course Offerings Section to understand curriculum that is offered at Boyce Middle School
- See Interdisciplinary Teams Section
- Three teacher teams that consist of ELA, Mathematics and a Science or Social Studies teacher

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
- Any students reporting to school at 8:10 a.m. must report to the gym until they hear the homeroom bell at 8:25am. Students should not go to their lockers prior to 8:25 am.
- 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

Communicating with Parents

- See Communicating with Parents section

Canvas/ MMS 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
- **MMS:** Report Cards and progress reports are available at specific dates throughout the school year.

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

Parent Conferences

- Can be scheduled by calling the Main Office 412-833-1600 x5000
- May be teacher initiated
- Scheduled before or after school and during team planning time
- Parents may request to have all four team teachers present for conference or specific teachers

Attendance

- See Attendance Section regarding information specific to the Pennsylvania Compulsory School Attendance Law and procedures of USCS D
- A written excuse must be brought to school 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

Emergency Procedures and School Safety

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

Discipline Code

- See Discipline Code Section
- Two categories of violations- minor or major violations: Minor- treated individually based on incident and frequency and Major- most major infractions can result in a suspension.

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)
- Inappropriate, unauthorized, illegal use may result in suspension and/or cancellation of internet/computer/ device privileges and appropriate disciplinary actions

Standardized Tests- PSSA

- See Appendix - Testing Schedule
- TENTATIVE for PSSA testing are provided
- Please avoid making doctor appointments, planning trips and student absences during these testing times. If it is unavoidable and your child must be absent from school, please contact the school counselor immediately

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 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.

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 Days where students will meet historical actors and experience the sites, sounds, and tastes of those wars.

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 going away for three

days and two nights to [Deer Valley YMCA Camp](#) to focus on Ecology.

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 the 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 (35 minute classes meeting four times in each 6-day rotation) 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 that meet five times in a 6-day rotation for 35 minutes. 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

In 5th and 6th grade, students spend **three** fifty minute periods in a six-day cycle with a member of the **Expressive Arts** team. 5th and 6th grade students rotate quarterly to art, music, family and consumer science, and STEAM Design. 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.

FAMILY AND CONSUMER SCIENCE

Family and Consumer Science is a 5th and 6th grade course at Boyce Middle School. In FACS students are introduced to foods and nutrition (culinary arts), consumerism (buying and decision making) and sewing (textile technology) activities that will help them learn basic life skills involved in taking care of themselves in the real world. Safety and cooperation is embedded in all aspects of the FACS curriculum.

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. Each of the 5th and 6th grade choruses meet once weekly in the Theater throughout the school year.

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

For thirty-five minutes, once a week, students meet with their teacher for 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

Students in 5th and 6th grade have guidance class for fifty minutes once in a six-day cycle. Students learn information about study skills, ways to be successful in school, bullying, tolerance, social media, community service opportunities, career opportunities and interests, diversity, conflict resolution, and more.

PROGRAM OF STUDIES

The following are programs of study for each grade. Core subjects are in **bold** and held daily in the rotation. All courses meet five days each week except as noted. The World Language Program is a three-year commitment to the study of one language starting in 6th grade. Students selecting band orchestra, or chorus will have performance opportunities throughout the school year. For additional information, 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 – four times in a six day cycle*) (*twelve week rotations*)

Advisor Time (*once a week*)

Physical Education (*two times in a six day cycle*)

Guidance (*one time in a six day cycle*)

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

Expressive Arts (*Art, Family and Consumer Science, Music, STEAM Design – three times in a six day cycle for one quarter each*)

6th Grade Program of Studies

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

Mathematics

Science

Social Studies

World Language (*five times in a six day cycle*)

Advisor Time (*once a week*)

Physical Education (*two times in a six day cycle*)

Guidance (*one time in a six day cycle*)

Music Selection (*schedules for music selection options will be provided*)

Expressive Arts (*Art, Family and Consumer Science, Music, STEAM Design – three times in a six day cycle for one quarter each*)

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 (IB) Program. 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. Each team typically has 75-90 (or fewer) students. 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 and a "bridge" program between the Primary Years Program and the Middle Years Program at the 5th grade.

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 [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 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. Any student arriving before the start of school is to report to the gymnasium and take a seat. **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

Each student will be assigned a locker. Lockers are for storing school materials and personal items. 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. 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 for birthdays or on the outside unless the classroom teachers grant students permission.

SCHEDULING PROCESS

At the end of each school year, parents 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. Later in the summer, student schedules will be mailed home along with the transportation information.

DEER VALLEY

Deer Valley is an award winning three-day, two-night environmental educational experience that takes place in late April or early May of the 6th grade year. Parents are encouraged to participate and co-teach lessons at Deer Valley where the adult-child ratio is approximately 1 to 1.

Planning/informational sessions are 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.

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, MMS, 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. Our 5th and 6th grade band will meet once a week from 7:45 a.m. to 8:30 a.m. Parent drop-off is required.

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. Chorus starts at 2:45 and ends at 3:45. Parents must provide transportation.

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, 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 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.

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, emotional, learning and growth 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.

RECESS TIME

Every day students will have an opportunity to participate in recess time for fifteen minutes. 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.

HISTORY COMES TO LIFE AT BOYCE

History truly comes to life for Boyce Middle School students. As students complete their study of the American War for Independence, they participate in a day full of activities, sharing their learning with each other. This “Revolutionary War Day,” held in the winter, allows learners to see student-created and computer-generated slide show, sing songs, and complete various research projects centered on their Social Studies unit. In the spring, 5th grade students participate in “Civil War Day,” an opportunity to interact with Civil War reenactors, eat soldiers’ food, sing songs of the era, and more.

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 2018-2019 school year, multiple Club opportunities were available to all students: Intramurals, Board Games, STEAM 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 2019-2020 school year.

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.

CHALLENGE

The **Challenge** program at the middle school level provides a variety of opportunities for the gifted student with a GIEP. The goal of the program is to challenge the student appropriately in thought, work and ability in academic areas. Students will received gifted support throughout the six-day

rotation in a variety of settings and delivery methods. In addition, options are offered on a rotating basis to further stretch and enhance the academic and intellectual experience for the gifted learner. Please visit the District website for more information regarding [Special Education- GATE](#) or contact your child’s GEIP teacher/ case manager directly.

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 supports, school counselors will work with the classroom teachers to determine appropriate behavioral interventions.

SPECIAL EDUCATION

Specialized services are provided in the least restrictive environment to students who have an Individualized Education Program (IEP). There are several kinds of services offered to support students with an IEP.

A supplemental learning support classroom is provided for students who require an integration of related services and ongoing modifications and support for everyday success. A modified curriculum is utilized in this setting.

Other students with an IEP benefit from a *resource* room model. This model provides instruction from a learning support teacher in a small group setting, using modified pace of instruction or supplementary materials. Students usually receive English language arts and/or math instruction in the resource classroom; however, support is not limited to these subjects.

Support can also be provided through *inclusion*. Students remain in the regular education classroom and receive special education support. Different models of instruction can occur in this setting. A “parallel teaching” approach is used for teaching the same lesson to two smaller groups of students. The regular education teacher can also teach cooperatively with the learning support teacher in a “co-teaching” model. Finally, a “supportive teaching” approach is used for providing clarification of instruction and on task reminders while one teacher leads the lesson.

It is essential that the needs of the regular and special 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 USCSD.

STUDENT SUPPORT SERVICES

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).

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.

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 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 and recognizing achievement at the school, county and state levels.

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.

The student 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, web pages, eAlerts, binder reminders, 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 modifications 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.

PROGRESS REPORTS

Progress reports are available through the MMS grading program. 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 MMS 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 at Boyce's Open House. 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 MMS 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 for assistance.

PARENT CONFERENCES

Parents' and guardians' 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 parents. Conferences may be scheduled during team planning time or before or after school.

VOICE MAIL

Each teacher can be contacted through his/her voicemail by calling 412-833-1600 and then dialing the appropriate extension number. Please check the district website for a listing of voicemail telephone numbers.

EMAIL

Each teacher has access to email and will furnish his/her email address to students and parents. Please check the district website for a 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/ SPRING Celebration of Learning

A fall open house will be held on Thursday, September 26, 2019. Parents/guardians are invited to view the school and meet the teachers from 7:00–9:00 pm. 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 on Thursday, May 28, 2020 at 7:00- 9:00 pm. 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 PT0 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.

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 as will secure for all children and youth the highest advantages in physical, mental, social, and spiritual education.

DISTRICT POLICIES AND PROCEDURES

***Please review the additional policies included in the Handbook.**

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.

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.

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 parents 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, and do not cause a substantial disruption of the school program or interfere with the rights of others and does 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.

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.

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

Parents/guardians are always welcome to visit the school; however, the 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 may 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

School Attendance

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 8 and 17 attend school regularly. The compulsory school attendance law also binds students who are enrolled in school, but are not within this age range. Parents/guardians are expected to encourage their children to attend as many school days as possible. The local education agency and parents/guardians will work collaboratively to support student school attendance.

Personal illness, death in the family, religious holiday, an approved educational trip (please complete and return the appropriate form prior to the start of the trip) and other urgent reasons affecting the child may necessitate an excused absence. 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 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 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 must refer the child to either:

- A school-based or community-based attendance improvement program OR
- The county children and youth agency (CYS) for services or possible disposition as a dependent child under the Juvenile Act
- The school may 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 must refer the child to either:

- A school-based or community-based attendance improvement program OR
- 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 CYA agency for possible disposition as a dependent child.

School Attendance Improvement Plan Conference

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 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.

Early Dismissal

Parents are requested to schedule all medical and dental appointments for their children before or after the regular school day.

If it is essential that such appointments be scheduled during the school day, the parents must submit a note to the Attendance Office requesting the early dismissal. Students will find a table in the front foyer as they enter school to obtain early dismissal slips and bus passes.

The student will receive a dismissal slip to present upon leaving. It is the responsibility of the student to remind the teacher when it is time for the early dismissal. The child must present the early dismissal slip at the school office prior to leaving the building. **Parents MUST come into the office to sign out the student.**

When an early dismissal is necessary the student should bring in a written request, which includes:

- Student's name
- Date and time of early dismissal
- Reason for early dismissal

- Signature of parent/guardian

If a student returns before the end of the school day, he or she must report to the Attendance Office for an admission slip. Any dismissal prior to 10:00 a.m. will constitute a full day's absence; any dismissal before 1:30 p.m. will be considered a half-day's absence.

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 Blended Schools account.

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 is intended to be implemented long-term.

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 organization. If parents/guardians know that their child will be absent from school, it is required to complete an **Educational Trip Form**. This form that 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.

Religious Holiday/ Religious Instruction

Provisions are to be made in each school to excuse pupils from school for observance of bona fide religious holidays. A pupil's absence from school for bona fide religious holidays shall be recorded as a "Religious" absence. There shall be no penalty attached to such an absence. In addition, students may be released from school for a total of not more than 36 hours per year in order to attend classes for religious instruction.

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. Please review the Board Policy #3032 Food Services (included in this handbook) for more detailed information regarding the new policy.

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

SKATEBOARDS AND ROLLERBLADES

Recreational motor biking, skateboarding, and rollerblading are not permitted on any school property.

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 DELAYS AND CLOSINGS

The USCSD Parent Alert System, District Website E-Alerts, and Emergency School 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 were requested when you completed your “Back to School Online” information. 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. These systems help us to communicate unanticipated schedule changes to you.

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

- School Access Comcast Channel 19 and Verizon Channel 41
- USCSD website: www.uscsd.k12.pa.us
- USCSD voicemail: 412-833-1600
- Local television stations: KDKA, WTAE, WPXI
- Local radio stations: AM1020, AM1410
- Media websites: kdkaradio.com, kdka.com, thepittsburghchannel.com, wpxi.com

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, game 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

SCHOOL TRANSFERS

Advance written notification from a parent/guardian must be provided if a student intends to transfer to another school. Contact the Attendance Secretary for additional information.

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 INFORMATION

Necessary Exams, Health Screenings, and Immunizations: Each USC student is required to have a medical exam during the year of their original entry in the school system and before entering 6th and 11th grades. Parents may choose to have their family doctor or the school doctor perform the examination. All students are checked for scoliosis in 6th and 7th grades.

Dental examinations are mandated by the State of Pennsylvania on original entry to the school system, in Kindergarten or 1st, and 3rd and 7th grades. In lieu of school examinations, your family dentist may perform the examinations.

Parents choosing to have dental and physical exams done by private practitioners can pick up the proper forms in the school office. The doctor or dentist must complete the forms. Students entering Kindergarten must show a birth certificate and proof of residence.

The school nurse will administer a vision screening, measure height and weight and calculate BMI for each child every year. The examination for color blindness is only done in Kindergarten and 1st grade. The tests with convex lens and for depth perception are done in 2nd grade.

Hearing tests are done yearly in Kindergarten through 3rd grade, in 7th and 11th grade and to any student entering school in Pennsylvania. All special education students receive yearly hearing tests.

Each child entering school in Pennsylvania must be completely immunized. The immunization dates must be provided by the parent or guardian and checked by the school nurse. The required immunizations are as follows: four or more doses of Tetanus and Diphtheria (one dose on or after the fourth birthday), three or more doses of Polio, two doses of Measles (Rubeola), month and year of disease or serologic proof of immunity. Starting in 7th grade students will need one dose of Tetanus/Diphtheria/Pertussis (Tdap) and one dose of Meningitis vaccine (MCV4).

Immunizations are not required in cases where extenuating medical or religious factors are involved. Documentation of such will be required.

Medical Emergency Forms: The nurse at Boyce keeps a medical emergency form on file for each student. The form indicates the student's physician and the person(s) to contact in the event of an emergency. **PLEASE KEEP THIS INFORMATION CURRENT BY NOTIFYING THE BUILDING SECRETARY OF ANY CHANGES DURING THE SCHOOL YEAR.**

USCSD MEDICATION POLICY

Assisting a student in taking medication is a responsibility that the school district views with considerable concern. Providing assistance to students in taking medication during school hours in accordance with the direction of a parent and physician will be permitted only when failure to take the medication would jeopardize the health of the student or the student would not be able to attend school if the medicine were not made available during school hours. Permission forms and instructions can be obtained from the health office. Necessary forms must be completed and on file in the health office before the medication can be taken at school.

Medication is to be registered and kept in the health office. This includes prescription and over the counter medication. All medication must be in a properly labeled container. The prescription must include the name and telephone number of the pharmacy, the student's name, the physician's name, the name of the medication, prescribed dosage, the interval of distribution, the prescription number, and the date of the prescription. Over the counter medication must be in the original package/container along with any instructions packaged with them. Doctors' orders and parental permission must be renewed at the start of each school year and within six months from the date of each prescription. Any medication which must be taken immediately due to a life threatening concern,

i.e. inhalers, epinephrine pen, etc. may be carried by the student with written permission of the parent and physician.

For all medications, parents are required to provide a written request to the school district, the medication, and when and how it is to be administered. The request must also ask that school personnel take custody of the medication, release it to the student at the appropriate time, and provide assistance in taking it. Accompanying the request should be a written order from the physician with the lawful power to prescribe, specifying the doses and time the medication should be taken, and the doctor's assurance that the medication is appropriate for the child under the circumstances. For elementary or middle school students, parents are requested to deliver the medication to the health office. High school students may carry their own medication to school but are to take their medication in the health office. To self-administer, the student must be able to: respond to and visually recognize his/her name; identify his/her medication; measure, pour, and administer the prescribed dosage; sign his/her medication sheet to acknowledge having taken the medication and demonstrate a cooperative attitude in all aspects of self administration. Students who do not follow this procedure will be subject to discipline.

School personnel may remind a student to take medication if requested in writing by the student's parents. The parental request shall be in such form as they relieve the school personnel from all responsibility in the event of the school personnel's failure to remind the student.

SCHOOL NURSE

The school nurse is on duty at Boyce Monday, Wednesday, and Friday. When the nurse is not in the building, a health room aide (who is also a registered nurse) is in the health room at all times. Please feel free to phone the school office if you would like to speak with the nurse.

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.

DISCIPLINE CODE

All pupils are expected to abide by the rules and regulations established by the school and District since they facilitate the operation of the educational process. These rules and regulations are in effect at all school-sponsored activities and/or on school buses. Violations of school rules and regulations

generally are classified into two categories – minor and major. Minor infractions are treated individually based on the incident and frequency. Most major infractions may result in immediate suspension from school. Additional administrative disciplinary responses and options may include the following: verbal reprimand, special assignment, behavioral contract, withdrawal of privileges, modified day, peer counseling, referral to an outside agency, in-school suspension, temporary removal from class, possible assignment to alternative schools, classroom contract, parent conference, withdrawal from extracurricular activities and superintendent’s hearing. Furthermore, a pupil’s privilege to participate in an activity also may be terminated, if the participant, while doing the activity, violates any of the “Reasonable and Necessary Rules and Regulations.”

School rules are in effect during all school-sponsored activities, on any USCSD campus, field trips, and other school related events including transportation.

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 principal or assistant principal.

EXPLANATION OF TERMS

Minor Violations

Actions which are a distraction to the educational process but do not endanger the safety of people or property.

Detention

The administration will assign a pupil for a period of time to the office area.

Boyce Office Disciplinary Report (ODR)

The official written notification (ODR) of a violation of the Discipline Code. This includes the student’s explanation of his/her behavior and the administrative action taken. Parent/ guardian will be contacted if an ODR is issued. A copy of the ODR will be provided to parents/ guardians when a suspension is issued.

Expulsion

Permanent removal from the total educational program. (The Board of School Directors can only invoke expulsions.)

Drug & Alcohol

An intervention program for (1) students who have already experienced one or more D&A consequences as a result of their use and (2) for those who could benefit from the program prior to any difficulty.

Reasonable and Necessary Rules and Regulations for Boyce Middle School

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 (including iPad)	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 iPad) 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
Use of any unauthorized electronic device during the school day, including school bus and field trips.	Detention, suspension, device may be taken and held in the Main Office and released only to a parent/ guardian. Possible student expulsion
Engaging in conduct that violates the Criminal Code, the laws of Pennsylvania, Township of Upper St. Clair ordinances or its published-posted policies and regulations	Suspension, possible expulsion, and/ or possible criminal prosecution
Possession and/ or use of any weapon	Suspension, possible expulsion, and/ or possible criminal prosecution
Possession and/ or use of any tobacco product, including but not limited to vapes, e-cigarettes, jules, chew, etc.	Suspension, possible expulsion, and/ or possible criminal prosecution, Tobacco educational program
Possession, use, transportation, or being under the influence of drugs	Suspension, possible expulsion, and/ or possible criminal prosecution, D & A educational program
Possession, use, transportation, or being under the influence of alcohol	Suspension, possible expulsion, and/ or possible criminal prosecution, D & A educational program
Sale of drugs, alcohol, and/ or tobacco products	Suspension, possible expulsion, and/ or possible criminal prosecution, D & A educational program
Possession/ use of any look-alike chemicals or paraphernalia associated with the use of drugs, alcohol, or other controlled substance	Suspension, possible expulsion, and/ or possible criminal prosecution, D & A educational program
Throwing objects at vehicles, school, or people	Detention, suspension, possible criminal prosecution, removal of privileges
Leaving school grounds without permission	Detention, suspension, police notified, removal of privileges
Profanity/ disrespectful speech or actions	Detention, suspension, possible criminal prosecution, possible expulsion
Fighting or rowdy/ physical behavior that disturbs the learning environment and/ or threatens the safety of others	Detention, suspension, possible criminal prosecution, possible expulsion

Theft	Restitution where possible, Detention, suspension, possible criminal prosecution, payment
Vandalism and defacing school property and/ or the property of others	Payment, Detention, suspension, possible criminal prosecution
Tampering with safety equipment, such as fire alarms, smoke detectors, fire extinguishers, sprinklers, surveillance cameras	Detention, suspension, possible criminal prosecution, Fire Marshall notified, payment, possible expulsion
Possession and/ or ignition of any fireworks, smoke bombs, matches, lighters, incendiary devices, etc.	Confiscation, Detention, suspension, possible criminal prosecution, possible expulsion
Misuse/ abuse/ forgery of early dismissals, hall passes, excuses, and/ or other school communications	Detention, suspension, possible criminal prosecution, possible expulsion
Repeated minor infractions	Detention, suspension, possible criminal prosecution, possible expulsion
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	Suspension, possible criminal prosecution, possible expulsion

SCHOOL DISTRICT BOARD POLICIES

THE FOLLOWING POLICIES ARE ONLY A SAMPLING OF BOARD POLICIES WHICH ARE IN PLACE TO GOVERN THE SCHOOL SYSTEM. PLEASE VISIT OUR DISTRICT WEBSITE FOR MORE DETAILED INFORMATION REGARDING SCHOOL BOARD POLICIES: [School Board Policies.](#)

3015 Nondiscrimination/Discriminatory Harassment – School and Classroom Practices

Authority

The District shall provide an equal opportunity for all students to achieve their maximum potential through the programs offered in the schools without discrimination on the basis of race, color, age,

creed, religion, sex/gender (including identity, expression, and orientation), ancestry, national origin, marital status, pregnancy or disability.

[1][2][3][4][5][6][7][8][9][10][11][12][13][14][15][16][17][18][19]

The District strives to maintain a safe, positive learning environment for all students that is free from discrimination. Discrimination is inconsistent with the educational and programmatic goals of the District and is prohibited on school grounds, at school-sponsored activities and on any conveyance providing transportation to or from a school entity or school-sponsored activity.

The District shall provide to all students, without discrimination, course offerings, counseling, assistance, services, any opportunities for employment, athletics and extracurricular activities. The District shall make reasonable accommodations for identified physical and mental impairments that constitute disabilities, consistent with the requirements of federal and state laws and regulations.

The Board encourages students and third parties who believe they or others have been subject to discrimination to report such incidents promptly to designated employees, even if some elements of the related incident took place or originated away from school grounds, school activities or school conveyances.

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

Confidentiality

Confidentiality of all parties, witnesses, the allegations, the filing of a complaint and the investigation shall be handled in accordance with this policy and the District's legal and investigative obligations. When a parent/guardian requests confidentiality and will not consent to the alleged victim's participation in an investigation, the building principal or designee will explain that the school shall take all reasonable steps to investigate and respond to the complaint consistent with that request for confidentiality as long as doing so does not preclude the school from responding effectively to the discrimination and preventing discrimination of other students.

Retaliation

The Board prohibits retaliation against any person for making a report of discrimination or participating in a related investigation or hearing, or opposing practices the person reasonably believes to be discriminatory. A complaint of retaliation shall be handled in the same manner as a complaint of discrimination.

If it is concluded that a student knowingly made a false complaint under this policy, such student shall be subject to disciplinary action.

Definitions

Responding party is defined as the person identified by the report.

Discriminatory Harassment

Harassment by students, employees or third parties on the basis of race, color, age, creed, religion, sex/gender (including identity, expression, and orientation), ancestry, national origin, marital status, pregnancy, disability or for participation in reports or investigations of alleged discrimination is a form of discrimination and is subject to this policy. A person who is not necessarily an intended victim or target of such harassment but is adversely affected by or witnesses the offensive conduct may file a report of discrimination on his/her own behalf.[\[20\]](#)[\[21\]](#)[\[22\]](#)[\[23\]](#)[\[24\]](#)[\[25\]](#)[\[26\]](#)

For purposes of this policy, **harassment** shall consist of unwelcome conduct such as graphic, written, electronic, verbal or nonverbal acts including offensive jokes, slurs, epithets and name-calling, ridicule or mockery, insults or put-downs, offensive objects or pictures, physical assaults or threats, intimidation, or other conduct that may be harmful or humiliating or interfere with a person's school or school-related performance and which relates to an individual's or group's race, color, age, creed, religion, sex/gender (including identity, expression, and orientation), ancestry, national origin, marital status, pregnancy or disability when such conduct is:

1. Sufficiently severe, persistent or pervasive; and
2. A reasonable person in the reporting party's position would find that it creates an intimidating, threatening or abusive educational environment such that it deprives or adversely interferes with or limits an individual or group of the ability to participate in or benefit from the services, activities or opportunities offered by a school.

Sexual Harassment

Sexual harassment is a form of discrimination on the basis of sex and is subject to this policy. For purposes of this policy, **sexual harassment** shall consist of unwelcome sexual advances; requests for sexual favors; and other inappropriate verbal, nonverbal, written, graphic or physical conduct of a sexual nature when:

1. Submission to such conduct is made explicitly or implicitly a term or condition of a student's status in any educational or other programs offered by a school; or
2. Submission to or rejection of such conduct is used as the basis for educational or other program decisions affecting a student; or
3. Such conduct deprives a student or group of individuals of educational aid, benefits, services or treatment; or
4. Such conduct is sufficiently severe, persistent or pervasive that a reasonable person in the reporting party's position would find that it unreasonably interferes with the reporting party's performance in school or school-related programs, or otherwise creates an intimidating, hostile, or offensive school or school-related environment such that it unreasonably interferes with the reporting party's access to or participation in school or school-related programs.

Federal law declares sexual violence a form of sexual harassment. **Sexual violence** means physical or sexual acts perpetrated against a person's will or where a person is incapable of giving consent. An individual may be unable to give consent due to an intellectual or other disability. Sexual violence includes but is not limited to rape, sexual assault, sexual battery and sexual coercion.

Delegation of Responsibility

In order to maintain a program of nondiscrimination practices that is in compliance with applicable laws and regulations, the Board designates the Deputy Superintendent as the District's Compliance Officer. All nondiscrimination notices or information shall include the position, office address, telephone number and email address of the Compliance Officer.

The Compliance Officer shall publish and disseminate this policy and complaint procedure at least annually to students, parents/guardians, employees and the public to notify them of where and how to initiate complaints under this policy.

The Compliance Officer is responsible for ensuring adequate nondiscrimination procedures are in place, for recommending new procedures or modifications to procedures and for monitoring the implementation of the District's nondiscrimination procedures in the following areas:

1. Curriculum and Materials - Review of curriculum guides, textbooks and supplemental materials for discriminatory bias.
2. Training - Provision of training for students and staff to prevent, identify and alleviate problems of discrimination.
3. Resources - Maintain and provide information to staff on resources available to alleged victims: the school complaint procedure, making reports to the police, available assistance from domestic violence or rape crisis programs and community health resources including counseling resources.
4. Student Access - Review of programs, activities and practices to ensure that all students have equal access and are not segregated except when permissible by law or regulation.
5. District Support - Assurance that like aspects of the school program receive like support as to staffing, compensation, facilities, equipment, and related areas.
6. Student Evaluation - Review of tests, procedures, and guidance and counseling materials for stereotyping and discrimination.
7. Complaints - Monitor and provide technical assistance to building principals or designee in processing complaints.

The building principal or designee shall be responsible for completing the following duties promptly upon receipt of a report of discrimination or retaliation from a student, employee or third party:

1. If the building principal is the subject of the complaint, refer the reporting party to the Compliance Officer to carry out these responsibilities.
2. Inform the reporting party about this policy including the right to an investigation of both oral and written complaints of discrimination.
3. Notify the parents/guardians of the alleged victim(s) and responding party(ies) that the school will be investigating the complaint as set forth in this policy, that their child's participation in the investigation is completely voluntary and that students may decline to participate at any stage of the investigation. The parent/guardian of the alleged victim should be notified that failure to participate may limit the completeness of the investigation and make a finding of a violation difficult. The parent/guardian of the responding party should be notified that failure to participate may limit the completeness of the investigation and result in the finding of a violation without considering

information known only to the responding party. Parents/Guardians may be granted the opportunity to accompany their child during an investigatory interview if there is not an immediate health, safety or welfare concern necessitating an immediate interview and their participation does not unreasonably delay the interview. The notices required by this section shall be provided in writing on a form specified by the Compliance Officer or designee.

4. Provide relevant information on resources available to alleged victims: the school complaint procedure, how to report to the police, available assistance from domestic violence or rape crisis programs, and community health resources including counseling resources.

5. Immediately notify the Compliance Officer of the complaint. The Compliance Officer shall assess whether the investigation should be conducted by the building principal, another District employee, the Compliance Officer or an attorney and shall promptly assign the investigation to that individual.

6. After consideration of the allegations and in consultation with the Compliance Officer and other appropriate individuals, promptly implement interim measures as appropriate to protect the reporting party and others as necessary from violation of this policy during the course of the investigation.

Guidelines

Complaint Procedure – Student/Third Party

Step 1 – Reporting

A student or third party who believes s/he has been subject to conduct by any student, employee or third party that constitutes a violation of this policy is encouraged to report the incident immediately to the building principal or school employee. Any person with knowledge of conduct that may violate this policy, is encouraged to report the matter immediately to the building principal or school employee.

A school employee who suspects or is notified that a student has been subject to conduct that constitutes a violation of this policy shall immediately report the incident to the building principal, as well as properly make any mandatory police or child protective services reports required by law.[27]

If the building principal is the subject of a complaint, the student, third party or employee shall report the incident directly to the Compliance Officer.

The reporting party or reporting employee may be encouraged to make the complaint in writing or to use the District's report form available from the building principal, Compliance Officer, and the District website; however, oral complaints shall be accepted, documented and the procedures of this policy implemented. The person accepting the written or verbal complaint may provide the reporting party with factual information about the investigative process, the impact of choosing to seek confidentiality and the right to file criminal charges. In all other respects, the person accepting the complaint shall handle the report objectively, neutrally and professionally, setting aside personal biases that might favor or disfavor the reporting party or those accused of a violation of this policy.

Step 2 – Investigation

The Compliance Officer shall ensure that the individual assigned to investigate the complaint has an appropriate understanding of the relevant laws pertaining to discrimination issues and this policy and how to conduct investigations.

The investigator shall work with the Compliance Officer to assess the anticipated scope of the investigation, who needs to be interviewed and what records may be relevant to the investigation.

The investigator shall conduct an adequate, reliable and impartial investigation. The reporting party and the responding party may suggest additional witnesses and provide other evidence during the course of the investigation. When the initial complaint involves allegations relating to conduct which took place away from school property, school-sponsored activities or school conveyances, the investigation may include inquiries related to these allegations to determine whether they resulted in continuing effects such as harassment in school settings.

The investigation may consist of individual interviews with the reporting party, the responding party, and others with knowledge relative to the allegations. The investigator may also evaluate any other information and materials relevant to the investigation. The person making the report, parties, parents/guardians and witnesses shall be informed of the prohibition against retaliation for anyone's participation in the process and that conduct believed to be retaliatory should be reported. All individuals providing statements or other information or participating in the investigation shall be instructed to keep the matter confidential and to report any concerns about confidentiality to the investigator.

If the investigation reveals that the conduct being investigated may involve a violation of criminal law, the investigator shall promptly notify the Compliance Officer, who shall promptly inform law enforcement authorities about the allegations.[27][28][29]

The obligation to conduct this investigation shall not be negated by the fact that a criminal or child protective services investigation of the incident is pending or has been concluded. The investigator should coordinate with any other ongoing investigations of the allegations, including agreeing to requests for a short delay in fulfilling the District's investigative responsibilities during the fact-finding portion of a criminal or child protective services investigation. Such delays shall not extend beyond the time necessary to prevent interference with or disruption of the criminal or child protective services investigation.

Step 3 – Investigative Report

The investigator shall prepare and submit a written report to the Compliance Officer within thirty (30) days of the initial report of alleged discrimination, unless the nature of the allegations, anticipated extent of the investigation or the availability of witnesses requires the investigator and the Compliance Officer to establish a different due date. The parties shall be notified of the anticipated date the investigative report will be completed and of any changes to the anticipated due date during the course of the investigation.

The report shall include a summary of the investigation, a determination of whether the complaint has been substantiated as factual, the information and evaluation that formed the basis for this determination, whether the conduct violated this policy and of any other violations of law or Board policy which may warrant further District action, and a recommended disposition of the complaint. An investigation into discriminatory harassment or sexual harassment shall consider the record as a whole and the totality of circumstances in determining whether a violation of this policy has occurred, recognizing that persistent and pervasive conduct, when taken together, may be a violation even when the separate incidents are not severe.

The reporting party and the responding party shall be informed of the outcome of the investigation, for example, whether the investigator believes the allegations to be founded or unfounded, within a reasonable time of the submission of the written report to the extent authorized by the Family Educational Rights and Privacy Act (FERPA) and other applicable laws. The responding party shall not be notified of the individual remedies offered or provided to the reporting party.[30][31][32]

Step 4 – District Action

If the investigation results in a finding that some or all of the allegations of the complaint are established and constitute a violation of this policy, the District shall take prompt, corrective action designed to ensure that such conduct ceases and that no retaliation occurs. The District shall promptly take appropriate steps to prevent the recurrence of the prohibited conduct and to address the discriminatory effect the prohibited conduct had on the reporting party and the school or school program environment. District staff shall document the corrective action taken and, where not prohibited by law, inform the reporting party. The Compliance Officer shall follow up by assessing the effectiveness of the corrective action at reasonable intervals.

If an investigation results in a finding that a different policy was violated separately from or in addition to violations of this policy, or that there are circumstances warranting further action, such matters shall be addressed at the conclusion of this investigation or through disciplinary or other appropriate referrals where further evaluation or investigation is necessary.

Disciplinary actions shall be consistent with the Code of Student Conduct, Board policies and administrative regulations, District procedures, applicable collective bargaining agreements, and state and federal laws.

Appeal Procedure

1. If the reporting party or the responding party is not satisfied with a finding made pursuant to the policy or with recommended corrective action, s/he may submit a written appeal to the Compliance Officer within fifteen (15) days of the date of the disposition notice. If the Compliance Officer investigated the complaint, such appeal shall be made to the Superintendent.
2. The individual receiving the appeal shall review the investigation and the investigative report and may also conduct or designate another person to conduct a reasonable supplemental investigation to assess the sufficiency and propriety of the prior investigation.
3. The person handling the appeal shall prepare a written response to the appeal within thirty (30) days of receipt of the written appeal. Copies of the response shall be provided to the reporting party, the responding party and the investigator who conducted the initial investigation.

Legal

1. 20 U.S.C. 1681 et seq

2. 22 PA Code 12.1

3. 22 PA Code 12.4
4. 22 PA Code 15.1 et seq
5. 22 PA Code 4.4
6. 24 P.S. 1301
7. 24 P.S. 1310
8. 24 P.S. 1601-C et seq
9. 24 P.S. 5004
10. 29 U.S.C. 794
11. 42 U.S.C. 12101 et seq
12. 42 U.S.C. 1981 et seq
13. 42 U.S.C. 2000d et seq
14. 43 P.S. 951 et seq
15. Pol. >
16. Pol. >
17. Pol. >
18. Pol. >
19. U.S. Const. Amend. XIV, Equal Protection Clause
20. 29 CFR 1604.11
21. 29 CFR 1606.8
22. Davis v. Monroe County Board of Education, 526 U.S. 629 (1999)
23. Franklin v. Gwinnett County Public Schools, 503 U.S. 60 (1992)
24. Office for Civil Rights - Guidance on Schools' Obligations to Protect Students from Student-on-Student Harassment on the Basis of Sex; Race, Color and National Origin; and Disability (Oct. 26, 2010)
25. Office for Civil Rights - Resources for Addressing Racial Harassment
26. Office for Civil Rights - Revised Harassment Guidance: Harassment of Students by School Employees, Other Students or Third Parties Title IX (January 2001)
27. Pol. >
28. 18 Pa. C.S.A. 2709
29. Pol. >

30. 20 U.S.C. 1232g

31. 34 CFR Part 99

32. Pol. >

28 CFR Part 35

28 CFR Part 41

34 CFR Part 100

34 CFR Part 104

34 CFR Part 106

34 CFR Part 110

ADOPTED: June 19, 2019 (Replaces Policy #3015 – No Harassment of Students Originally Adopted – March 13, 1989 and last revised October 24, 2011)

3029 School Building and Grounds Security Monitoring

Purpose

The Board recognizes the need to enforce standards of conduct for the safety of students, staff and visitors. The use of a video recording is intended to assist the administration in the safe and orderly operation of the District, including observing conduct; preventing and addressing violations of Federal, State, or local laws, District policies or school rules; maintaining physical security and safety; and reviewing and releasing video recordings when necessary or required for disciplinary, civil and/or criminal matters.

Delegation of Responsibility

The Superintendent or designee shall be responsible for the oversight of the video system and video media. The video system and media shall remain in the possession of the Superintendent or designee provided that administrators may be authorized in writing by the Superintendent or designee to extract, review and/or maintain the video media. The Superintendent, or designee, shall oversee the implementation of this policy and any necessary procedures for the videotaping of District schools and property.

Guidelines

The Superintendent or designee shall have the authority to determine the District's video monitoring needs.

Video recorders may be placed in and around any and all District property. All students, staff and visitors are subject to being videotaped on District property, including inside and around District schools, at any time. The District does not record audio except as specifically designated on District school buses and vehicles. Notification to students, parents/guardians and staff will be made through District communications or visible notice in/on all buildings or property equipped with video monitoring.

The Superintendent, or designee, may review the video media as necessary, including periodic reviews, and in response to allegations of improper conduct. If an incident is reported, the video may be reviewed and extracted if necessary and useful. If an incident is captured on video and extracted prior to being overwritten, the tape may be preserved by District officials for internal purposes and may be disclosed to law enforcement for conduct that may be criminal. If no such incidences are reported and the video is not requested or extracted, the video media will typically be recycled and overwritten within forty-five (45) days.

The video media is intended for the safe and orderly operation of the District. Video media is not intended for general viewing by a student, employee, parent/guardian, or the public and shall not be made available for general viewing purposes; nor is the video media intended to relieve District personnel of their responsibilities for submitting disciplinary reports and/or written statements.

Staff and students are prohibited from tampering, or otherwise interfering with, video media, camera equipment, and/or any records related to school monitoring and/or the implementation of this policy. Violators will be subject to disciplinary action, up to and including termination.

Review and Release

Video media may be viewed only with the proper written authorization of the Superintendent or designee. All requests must be made through the Superintendent or designee. In no event shall video media be reviewed or released in any manner without explicit authorization of the Superintendent or designee, unless otherwise required by law.

The District shall comply with applicable laws, regulations and District policies relating to the maintenance, disclosure and destruction of records. Video recordings may be reviewed and used in the context of student, employee, contractor or visitor misconduct.

Video recordings may be considered part of a student's education record if the recording relates directly to a student, has been extracted and is being centrally maintained by the District for educational or disciplinary purposes. Such recordings shall be maintained in accordance with laws, regulations and District policies governing access, review and disclosure of student records.

In the event of use, or proposed use, of a video media in connection with a student disciplinary proceeding, confidentiality considerations shall be enforced. Only those relevant portions of the video media shall be subject to review and/or admitted into evidence, and any such review/use shall comply with the Family Educational Rights and Privacy Act (FERPA) and its implementing regulations and any other applicable law. The District shall not be required to modify or alter a video recording in order to facilitate a request for disclosure.

The video media may be subject to review and release to law enforcement personnel, if duly requested in writing by police, other members of law enforcement, or other individuals, or permitted by law or

pursuant to a subpoena. If applicable, the notice requirements for the release of an education record pursuant to a subpoena shall be followed.

ADOPTED: October 23, 2017

REVISED: February 25, 2019

4006.1 **English as a Second Language Instruction**

Purpose

In accordance with the Board's philosophy to provide quality educational programs to all district students and to increase the English language proficiency of students who are English Learners (EL), the district shall provide an effective Language Instruction Educational Program (LIEP) that meets the needs of English Learners. The goal of the LIEP shall be to demonstrate success in increasing English language proficiency and student academic achievement so that EL students can attain the academic standards adopted by the Board and achieve academic success. EL students shall be identified, assessed and provided appropriate instruction in accordance with the LIEP, and shall be provided an equitable opportunity to achieve their maximum potential in educational programs and extracurricular activities, consistent with federal and state laws and regulations.

Authority

The Board shall approve a LIEP to provide English Language Development instruction (ELD) to EL students as part of the approved curriculum, in order to develop the English language proficiency of EL students. The district shall provide EL students with both planned ELD instruction and modifications in content instruction and assessments for all curricular areas, based on the provisions of the LIEP. The LIEP shall be thoughtfully and deliberately planned and evaluated in accordance with state and federal laws and regulations, and shall meet the needs of the district's EL students. The LIEP shall be based on effective research-based theory, implemented with sufficient resources and appropriately trained staff, and shall meet the following requirements:

1. Aligned to state academic content standards for the appropriate grade levels of EL students.

2. Include ELD instruction delivered by properly certified English as a Second Language (ESL) teachers, and other certified content area teachers working in conjunction with ESL certified teachers.

3. Incorporate the use of state assessments and ELD criteria.

4. Provide equitable access to content for EL students at all proficiency levels.
5. Provide equitable access to enrollment in courses or academic programs for which EL students are otherwise eligible.

The Board directs the LIEP to be evaluated for effectiveness based on student outcomes at least annually, and the results documented in accordance with state and federal laws and regulations, and state guidelines.

The district's LIEP and evaluation results of the LIEP shall be made available to district staff working with EL students and parents/guardians of EL students.

The Board may address EL students and programs in the district's comprehensive planning process.

If necessary, the Board may contract with Allegheny Intermediate Unit No. 3 for ELD services and programs.

The Board shall ensure that eligible EL students who are enrolled in nonpublic schools are identified, assessed, evaluated, provided with equitable LIEP services and programs and monitored in accordance with applicable laws and regulations. The district shall coordinate with nonpublic schools in the provision and monitoring of services and programs for eligible EL students.

Delegation of Responsibility

The Superintendent or designee shall implement and supervise a LIEP that ensures appropriate instruction in each school and complies with federal and state laws and regulations.

The Superintendent or designee shall ensure that the district complies with all federal and state laws and regulations, and program requirements, for ELD program funding, including required reports in the form prescribed by the state.

The Superintendent or designee, in conjunction with appropriate stakeholders, shall develop administrative regulations regarding the LIEP and provision of services to EL students.

Guidelines

Identification and Placement of EL Students

The district shall establish procedures for identifying and assessing the needs of students whose dominant language is not English. In order to identify which students are potential English Learners, the Home Language Survey shall be completed for each student upon enrollment in the district, and shall be maintained as part of the student's education records.

EL students shall be appropriately placed in accordance with the LIEP within the first thirty (30) days of the school year, or within fourteen (14) days of enrollment.

Program Access

EL students shall have equitable access to and be encouraged to participate in all academic and extracurricular activities available to district students.

Assessment

The district shall annually administer required assessments to EL students to measure students' English Language proficiency and progress in reading, writing, speaking and listening/understanding. Assessment results shall be maintained in the student's education records. Parents/Guardians may not opt students out of English language proficiency assessments.

EL students shall participate in all annual state or locally required assessments, with accommodations where applicable, and meet established academic standards and graduation requirements, in accordance with law, regulations and Board policy.

Program Exit

The district shall include uniform provisions in the LIEP, in accordance with state required criteria, for:

1. Reclassifying EL students as former EL students when they attain English language proficiency.
2. Actively monitoring and reporting the progress of former EL students for a period of two (2) years following reclassification and program exit, and reporting students to the state in a monitor status for an additional two (2) years, to ensure students are meeting academic standards.

3. Re-designating former EL students as active EL students if they struggle academically based on persistent language barriers.

Staff Qualifications and Professional Development

Certified employees and appropriate support staff, when necessary, shall provide the LIEP. The district shall ensure that all teachers providing ELD instruction hold the appropriate certification and can demonstrate academic language proficiency both in English and in the language used for instruction in their classroom.

Non-ESL staff shall incorporate ELD into all classes for EL students, as well as provide supports, modifications and accommodations for curricular content to enable EL students to achieve academic standards.

The district shall provide appropriate training in ELD for all professional staff as part of the Professional Development Plan.

Special Education and Gifted Education Services

EL students may be eligible for special education services when they have been identified as a student with a disability and it is determined that the disability is not solely due to lack of instruction or proficiency in the English language.

EL students may be eligible for gifted education services, when identified in accordance with law, regulations and Board policy. The district shall ensure that assessment of a student for gifted education services screens for intervening factors, such as English language proficiency, that may be masking gifted abilities.

Students participating in ELD instruction who are eligible for special education services shall continue receiving ELD instruction, in accordance with their Individualized Education Program (IEP) or Gifted Individualized Education Plan (GIEP), at the appropriate proficiency and developmental level.

Parent/Family Engagement and Communication

Communications with parents/guardians shall be in the mode and language of communication preferred by the parents/guardians.

Within thirty (30) days of the beginning of each school year, or within fourteen (14) days of enrollment during the school year, the district shall notify parents/guardians of students identified as EL about the process for identifying their children as EL, the results of that process, and the recommended program placement. The district shall also provide parents/guardians with detailed

information regarding the LIEP, the benefits of ELD instruction for their children, and an explanation of the program's effectiveness.

Parents/Guardians shall be regularly apprised of their child's progress, including achievement of academic standards and assessment results.

The district shall maintain an effective means of outreach to encourage parental involvement in the education of their children.

Parental Right to Opt Out of ELD Programs and Services -

Parents/Guardians of EL students have the right to refuse specialized programs and services that may be part of the LIEP for their child. A parent's/guardian's decision to refuse programs or services must be informed and voluntary; the district shall not influence a parent's/guardian's decision in any way, or make any program or placement determinations without parental notification and an opportunity to opt the student out of programs and services.

The district shall make a parental waiver form available for parents/guardians to opt their EL child out of ELD programs and services.

The district shall document all notifications made to parents/guardians regarding assessment and recommended placements and programs for EL students, and whether or not a parental waiver form is received. When a waiver form is not received from the parent/guardian, the district shall proceed with the recommended placement.

EL students who have a parental waiver for ELD programs and services shall be assessed on English language proficiency annually, and shall be provided with supports and accommodations to participate in general curricular and extracurricular programs, in order to meet academic standards and graduation requirements.

Parents/Guardians of EL students who have been opted out of ELD programs and services shall be notified of their child's progress, including achievement of academic standards and assessment results, and shall be provided with opportunity and a form to opt their child back into ELD programs and services.

ADOPTED: February 12, 1979
REVISED: February 24, 2003
REVISED: October 22, 2018

4016 **Behavior Support Policy**

Purpose

Students with disabilities shall be educated in the least restrictive environment and shall only be placed in settings other than the regular education class when the nature or severity of the student's disability is such that education in the regular education class with the use of appropriate supplementary aids and services cannot be achieved satisfactorily. The IEP team for a student with a disability shall develop a positive behavior support plan if the student requires specific intervention to address behavior that interferes with learning. The identification, evaluation, and plan or program shall be conducted and implemented in accordance with state and federal laws and regulations.

Authority

The Board directs that the district's behavior support programs shall be based on positive rather than negative behavior techniques to ensure that students shall be free from demeaning treatment and unreasonable use of restraints or other aversive techniques. The use of restraints shall be considered a measure of last resort and shall only be used after other less restrictive measures, including de-escalation techniques. Behavior support programs and plans shall be based on a functional assessment of behavior and shall include a variety of research-based techniques to develop and maintain skills that will enhance students' opportunity for learning and self-fulfillment.

Definitions

The following terms shall have these meanings, unless the context clearly indicates otherwise.

Aversive techniques - deliberate activities designed to establish a negative association with a specific behavior.

Behavior support - development, change and maintenance of selected behaviors through the systematic application of behavior change techniques.

Behavior Support Plan or Behavior Intervention Plan - plan for students with disabilities who require specific intervention to address behavior that interferes with learning. A positive Behavior Support Plan shall be developed by the IEP team, be based on a functional behavioral assessment, and become part of the individual student's IEP. These plans must include methods that use positive

reinforcements, other positive techniques and related services required to assist a student with a disability to benefit from special education.

Positive techniques - methods that utilize positive reinforcement to shape a student's behavior, ranging from the use of positive verbal statements as a reward for good behaviors to specific tangible rewards.

Restraints - application of physical force, with or without the use of any device, designed to restrain free movement of a student's body, excluding the following:

1. Briefly holding a student, without force, to calm or comfort him/her.
2. Guiding a student to an appropriate activity.
3. Holding a student's hand to escort him/her safely from one area to another.
4. Hand-over-hand assistance with feeding or task completion.
5. Techniques prescribed by a qualified medical professional for reasons of safety or for therapeutic or medical treatment, as agreed to by the student's parents/guardians and specified in the IEP.
6. Mechanical restraints governed by this policy, such as devices used for physical or occupational therapy, seatbelts in wheelchairs or on toilets used for balance and safety, safety harnesses in buses, and functional positioning devices.

Seclusion - confinement of a student in a room, with or without staff supervision, in order to provide a safe environment to allow the student to regain self-control.

Students with disabilities - school-aged children within the jurisdiction of the district who have been evaluated and found to have one or more disabilities as defined by law, and who require, because of such disabilities, special education and related services.

Delegation of Responsibility

The Superintendent or designee shall ensure that this Board policy is implemented in accordance with federal and state laws and regulations.

The Superintendent or designee shall provide regular training, and retraining as needed, of staff in the use of specific procedures, methods and techniques, including restraints and seclusions, that will be used to implement positive behavior supports or interventions in accordance with students' IEPs and Board policy.

The Superintendent or designee shall maintain and report data on the use of restraints, as required. Such report shall be readily available for review during the state's cyclical compliance monitoring. Procedures shall be established requiring reports be made to the district by entities educating students with disabilities who attend programs or classes outside the district, including private schools, agencies, intermediate units and vocational schools.

Guidelines

If the IEP team determines that a student's behavior impedes the student's learning or the learning of others, a positive Behavior Support Plan must be developed. The positive Behavior Support Plan must be based on a functional behavior assessment. Parental consent for a functional behavior assessment is required.

When an intervention is necessary to address problem behavior, the types of intervention chosen for a student shall be the least intrusive necessary.

Physical Restraints

Restraints to control acute or episodic aggressive behavior may be used only when the student is acting in a manner that presents a clear and present danger to the student, other students or employees, and only when less restrictive measures and techniques have proven to be or are less effective.

The Director of Student Services or designee shall notify the parent/guardian by phone and in writing within 24 hours of the use of restraints to control aggressive behavior of the student and shall convene a meeting of the IEP team within ten (10) school days of the use of restraints, unless the parent/guardian, after written notice, agrees in writing to waive the meeting. At this meeting, the IEP team shall consider whether the student needs a functional behavioral assessment, re-evaluation, a new or revised positive Behavior Support Plan, or a change of placement to address the inappropriate behavior.

The use of restraints shall not be included in the IEP for the convenience of staff, as a substitute for an educational program, or employed as punishment. Restraints may be included in an IEP only if:

1. The restraint is used with specific component elements of a positive Behavior Support Plan.

2. Restraint is used in conjunction with teaching socially appropriate alternative skills or behaviors.
3. Are authorized to use the restraint and have received appropriate training.
4. Behavior Support Plan includes efforts to eliminate the use of restraints.

Mechanical Restraints

Mechanical restraints, which are used to control involuntary movement or lack of muscular control of students when due to organic causes or conditions, may be employed only when specified by an IEP and as determined by a medical professional qualified to make the determination, and as agreed to by the student's parents/guardians.

Mechanical restraints shall prevent a student from injuring him/herself or others or promote normative body positioning and physical functioning.

Seclusion

The district permits involuntary seclusion of a student in accordance with the student's IEP or in an emergency to prevent immediate or imminent injury to the student or others, but the seclusion must be the least restrictive alternative.

The district prohibits the seclusion of students in locked rooms, locked boxes and other structures or spaces from which the student cannot readily exit.

Aversive Techniques

The following aversive techniques of handling behavior are considered inappropriate and shall not be used in educational programs:

1. Corporal punishment.
2. Punishment for a manifestation of a student's disability.
3. Locked rooms, locked boxes, other locked structures or spaces from which the student cannot readily exit.

4. Noxious substances.
5. Deprivation of basic human rights, such as withholding meals, water or fresh air.
6. Suspensions constituting a pattern as defined in state regulations.
7. Treatment of a demeaning nature.
8. Electric shock.
9. Methods implemented by untrained personnel.
10. Prone restraints, which are restraints by which a student is held face down on the floor.

Referral to Law Enforcement

The Superintendent or designee shall immediately report required incidents and may report discretionary incidents committed on school property, at any school-sponsored activity or on a conveyance providing transportation to or from a school or school-sponsored activity by a student with a disability, including a student for whom an evaluation is pending, to the local police department that has jurisdiction over the school's property, in accordance with state and federal laws and regulations, the procedures set forth in the memorandum of understanding with local law enforcement and Board policies. The Superintendent or designee shall respond to such incidents in accordance with the district's Special Education Plan and, if applicable, the procedures, methods and techniques defined in the student's Behavior Support Plan.

Subsequent to notification to law enforcement, an updated functional behavioral assessment and Behavior Support Plan shall be required for students with disabilities who have Behavior Support Plans at the time of such referral. The Upper St. Clair School District will request professional development and technical assistance from the Intermediate Unit, PATTAN, and the Department of Education, Bureau of Special Education as needed.

If, as a result of such referral, the student is detained or otherwise placed in a residential setting located outside the district, the Director of Student Support Services or designee shall ensure that the responsible school district or intermediate unit is informed of the need to update the student's functional behavioral assessment and Behavior Support Plan.

For a student with a disability who does not have a Behavior Support Plan, subsequent to notification to law enforcement, the district shall convene the student’s IEP team to consider whether a Behavior Support Plan should be developed to address the student’s behavior, in accordance with law, regulations and Board policy.

Relations With Law Enforcement

The district shall provide a copy of its administrative regulations and procedures for behavior support, developed in accordance with the Special Education Plan, to each local police department that has jurisdiction over school property. Updated copies shall be provided each time the administrative regulations and procedures for behavior support are revised by the district.

The district shall invite representatives of each local police department that has jurisdiction over school property to participate in district training on the use of positive behavior supports, de-escalation techniques and appropriate responses to student behavior that may require intervention, as included in the district’s Special Education Plan and positive behavior support program. District school police officers will participate in district training that is in compliance with positive behavior supports.

ADOPTED: December 10, 2018

4017 Use of Force – School Police Officers

Purpose

It is the policy of the Upper St. Clair School District that School Police Officers shall only use force when authorized by law and shall only use the amount of force reasonably necessary to mitigate an incident while protecting themselves and others from harm. School Police Officers are advised that the priority of the School District is the safety of students. This includes the safety of any student who is the perpetrator of a crime or the subject to be controlled by the officer. Officers shall not retaliate, taunt, or engage in any malicious behavior towards a student.

Authority

In order to preserve a safe school environment for students and staff, the Upper St. Clair School District has appointed School Police Officers with all of the powers and duties set forth by 24 P.S. § 13-1306-C. School Police Officers who are properly trained in accordance with the laws of the Commonwealth may possess weapons on their person. This policy shall set forth guidelines for School Police Officers who have been authorized and approved by the Board to carry weapons while on duty. 24 P.S. § 5-510; 24 P.S. § 13-1305-C.

Delegation of Responsibility

The Superintendent or designee shall be responsible for ensuring compliance with the laws of the Commonwealth of Pennsylvania and this policy relating to the use of force by School Police Officers.

The Superintendent or designee shall maintain administrative regulations, as necessary, to ensure proper implementation of this policy.

The Chief of School Police shall establish and maintain a training program under which all School Police Officers are adequately and properly trained on this policy and the continuum of force set forth herein.

The Chief of School Police shall conduct a periodic analysis of incident reports regarding the use of force and make recommendations relating to training or policy modification that may be necessary.

The Chief of School Police may recommend additional law enforcement policies for the operation and management of the School Police force consistent with this policy and subject to Board approval, as applicable.

Definitions

Objectively Reasonable – The reasonableness of a particular use of force is based on the totality of the circumstances known by an officer at the time of the use of force. Circumstances may include, but are not limited to, the seriousness of the crime, the level of the threat or resistance presented by the individual, and the danger to the school community.

Physical Force – Any physical strike or instrumental contact with a person, application of pain compliance techniques or any significant physical contact that restricts movement of a person. This term does not include escorting or handcuffing a person with minimal or no resistance.

Proportional Force – Proportional force is the use of force that is proportional to the law enforcement objective at stake and is generally force that is one level higher than the force used by the subject. Application of proportional force must reflect the circumstances, including the presence of imminent danger to officers or others, and be reasonably proportionate to the threat. Proportional force does not require officers to use the same type or amount of force as the subject presents.

Serious Physical Injury – An injury that creates a substantial risk of death, causes serious permanent disfigurement or results in long term loss or impairment of the functioning of a body part or organ.

Guidelines – Use of Force

In using any level of force with respect to students, a School Police Officer shall at all times be cognizant of the age, perceived age, grade level, size and physical and mental capacity of the student. In general, the District's policy is to avoid the use of any law enforcement device, such as O.C. (Pepper) Spray or restraints, with respect to any student whose actions do not constitute an immediate threat to himself or another, unless the School Police Officer determines the use of a law enforcement device is justified under the circumstances. O.C. Spray shall not be used for crowd control. The School District does not envision the use of any such law enforcement devices with respect to any student in Grades K-8 under any but the most unusual circumstances and the Officer can justify such use for the protection of the student or others from serious bodily injury.

The levels, or continuum of force, School Police Officers use shall include officer presence, verbal commands, de-escalation, empty-hand controls, less-lethal force, and lethal force. The continuum of force is further defined herein.

De-escalation

Prior to using force, when safe and without compromising law enforcement objectives, School Police Officers shall use de-escalation techniques to attempt to slow down and/or stabilize a situation to allow for more time, options, and resources for incident resolution. De-escalation techniques include, but are not limited to:

1. Mitigating the immediacy of the threat by containing or reducing exposure by moving to a safer position;
2. Establishing communications from a safe position;
3. Use of verbal techniques to promote rational decision making; and
4. Avoidance of physical confrontation, unless immediately necessary.

When safe and feasible, School Police Officers should consider whether a subject's lack of compliance is a deliberate attempt to resist or an inability to comply based on factors such as, but not limited to, a medical condition, mental impairment, developmental disability, language barrier, influence of drug or alcohol use, perceived age, and/or behavioral crisis. School Police Officers should accept information and recommendations from school staff regarding individual students and any disability or behavioral needs that may be relevant.

Use of Force

School Police Officers have the right to use force in achieving lawful objectives, as delineated within this policy and consistent with 18 Pa. C.S. § 508 (Use of Force in Law Enforcement) and § 509 (Use of Force by Persons with Special Responsibility for Care, Discipline or Safety of Others). School authorities may use reasonable force to quell a disturbance, to obtain possession of weapons or other dangerous objects, for the purposes of self-defense, or for the protections of persons or property. 22 Pa.Code § 12.5. School Police Officers must only use the amount of force that is objectively reasonable and necessary under the circumstances and proportional to the threat or resistance of the individual. Use of force that is objectively unreasonable or unnecessary may subject the Officer to disciplinary action, up to and including termination, as well as civil and criminal liability.

Use of Lethal Force

School Police Officers are authorized to use lethal force upon another person when it appears reasonably necessary to: (1) protect the Officer or another person from the use or imminent use of lethal physical force; (2) to prevent the escape from custody of a person if, based on the objective and reasonable belief that:

1. The suspect has committed or is in the process of committing a felony involving the infliction or threatened infliction of serious physical injury or death; and
2. The escape of the subject would pose an imminent danger of serious physical injury or death to the officer or another person unless the suspect is apprehended without delay and all other reasonable means of apprehension have been exhausted.

In determining whether lethal force is warranted, the Officer shall act upon their reasonable belief. Prior to the use of lethal force, where safe and feasible, Officers will identify themselves as law enforcement and order the subject to stop the activity which authorizes the use of lethal force.

Restrictions on the Use of Lethal Force

Officers will not use lethal force to subdue persons whose actions are a threat only to property or against persons whose conduct is a threat only to themselves.

Officers will not fire any weapon from or at a moving vehicle except to counter an imminent threat of death or serious physical injury to the Officer or another person, and when no other means are available at the time to avoid or eliminate the danger. Officers will consider the following factors in determining whether shooting at or from a moving vehicle is justified:

1. An occupant of the vehicle is using or threatening to use lethal force by means other than the vehicle.
2. The vehicle is being operated in a manner deliberately intended to strike a person.
3. All other reasonable means of defense (including taking cover or moving out of the path of the vehicle or other evasive action) have been exhausted, are not practical or are not present.

Warning shots are prohibited.

Officers will not fire any weapon to humanely destroy an animal unless this is objectively reasonable to prevent potential bodily harm to other persons.

Officers will avoid the use of the following unless lethal force is reasonably believed to be necessary within the guidelines and in compliance with law and this policy:

1. Choke holds; and/or
2. Strikes with an instrument other than hands or fists above a person's shoulder.

Where lethal force is not authorized, Officers may use less lethal methods, empty hand control and only that level of force that is objectively reasonable to bring an incident under control according to the use of force continuum.

Rendering Aid

Following any use of force, Officers shall evaluate the subject for injuries. Officers must immediately request an ambulance, paramedics or other appropriate medical personnel for all subjects who show signs of injury or complaint of injury following any use of force. Officers shall proceed to render appropriate medical aid within their training as soon as practicable.

Reporting Requirements

School security or School Police Officers involved in a use of force incident must notify the Chief of School Police and Superintendent as soon as practicable after the situation has been brought under control. If a student is injured during the use of force, the injury shall be reported to ChildLine as required by the Child Protective Services Law, 23 Pa.C.S. § 6301 *et seq.* If an eligible student under the Individuals with Disabilities Education Improvement Act (IDEA) is restrained as that term is defined by 22 Pa.Code § 14.133, the School Police Officer shall cooperate with all restraint reporting requirements.

When a firearm is discharged the Chief of School Police, the Superintendent and/or designee, and the Upper St. Clair Township Police shall be notified immediately.

A School Police incident report containing reasons and type of force used must be completed for the following:

1. Whenever a School Police Officer's actions result in, or are alleged to have resulted in, the injury or death of another person.
2. Whenever a School Police Officer applies force through the use of a lethal weapon.
3. Whenever a School Police Officer applies physical force as defined in this policy, including the use of empty-hand control and less-lethal methods.
4. Whenever a School Police Officer discharges a firearm other than for authorized training purposes.

Lethal Force and Serious Injury Incident Response

The Chief of School Police will respond to the scene of all reportable incidents involving the use of lethal force or serious injury and immediately notify the Upper St. Clair Township Police and/or other external law enforcement. Where the use of force by a School Police Officer results in death or serious physical injury of any individual, the Chief of School Police or designee shall request that a separate law enforcement entity of competent jurisdiction conduct a comprehensive investigation.

The Chief of School Police will participate in the collection of information and cooperate with external law enforcement investigation as directed by the external law enforcement agency. If the Chief of School Police is the individual directly involved in the use of lethal force or serious injury, the incident will be immediately referred to external law enforcement for response and investigation. All incidents will simultaneously be referred to the Superintendent or designee (Human Resources) for employment investigation purposes, subject to any limitation on internal investigation imposed by external law enforcement.

While the above investigation into the incident of death or serious physical injury is pending, the School Police Officer involved shall be removed from active duty pursuant to applicable personnel procedures and consistent with laws, regulations and District policy.

Any School Police Officer whose actions or use of force results in death or serious physical injury shall be referred to the appropriate mental healthcare professional or Employee Assistance Program for support.

Guidelines – Firearms

School Police Officers authorized to carry firearms shall have the firearm under their control at all times. Firearms shall be holstered, except when in use by the officer.

Firearms shall be properly and routinely cleaned and maintained in proper working order. Firearms will be inspected by the Chief of Police on a periodic and random basis.

Firearms utilized by School Police shall include an internal safety mechanism to prevent accidental discharge.

Storage –

School Police Officers are responsible for the general safekeeping and handling of their firearms at all times. No District authorized firearm shall be stored in any school building area, whether locked or

unlocked. When on school premises, traveling between sites on school business and/or when traveling to and from work, the firearm shall be safely placed in a school-issued gun holster. The Officer is personally responsible for maintaining the firearm in a safe manner at all other times when the equipment is in the Officer's possession.

In the event that there is a need to store a District authorized firearm on District property, the firearm shall be emptied of ammunition, stored unloaded in a locked gun safe, and the ammunition should be stored in a separate locked gun safe. All gun safes shall be capable of safely storing weapons in a manner prohibiting access by unauthorized persons and ensuring the safety and welfare of staff and students. Access to the school safes shall be limited to assigned Administrators, School Police Officers and the Chief of School Police.

Use –

When in use, the firearm shall remain under strict control of the School Police Officer.

All weapons shall be loaded and unloaded in a safe, secure and private environment, unless extenuating circumstances dictate otherwise. The School District shall provide and designate such safe, secure and private environments to be used for loading and unloading of firearms.

Weapons shall be worn and used only while the School Police Officer is performing his/her normally assigned duties.

Weapons shall not be worn while the School Police Officer is off duty or while traveling out of the Commonwealth of Pennsylvania, except for the following circumstances:

1. To and from home as a School Police Officer when such route is direct.
2. To and from off-site locations to conduct official school business.
3. To and from interschool district locations and interschool district locations in order to conduct official school business.
4. With expressed written permission of the Chief of School Police and the Superintendent or designee.

Discharge of a Firearm –

Firearms may be discharged only in a manner consistent with the use of lethal force provisions of this policy.

Damage or Loss of Firearms –

In the event that a firearm is lost or damaged, the Officer must:

1. Make an immediate verbal report to the Chief of School Police, who shall immediately notify the Superintendent and/or designee.
2. Follow up his/her verbal report with a written police report no later than the end of the officer's tour of duty.

When a firearm is lost or damaged in the performance of an official duty and not due to Officer negligence, the District shall be responsible for the expense of repair or replacement. If loss or damage is found to be the result of Officer gross negligence, the Officer may be responsible for repair or replacement.

Loss or theft of a firearm shall be reported to Upper St. Clair Township Police or other jurisdictionally appropriate police department by the Chief of School Police without delay.

Disciplinary consequences may be imposed upon the offending Officer where loss or damage of a firearm is caused by Officer negligence.

Force Continuum

Officer presence – No force is used. This method shall be the preferred method of control. The mere presence of a School Police Officer works to deter crime or diffuse a situation. The Officer's attitude shall be professional and non-threatening.

Verbal direction – Force used is not physical. School Police Officer issues a calm, nonthreatening command, such as "Let me see your hands." The School Police Officer may increase voice volume and shorten commands in an attempt to gain compliance. Commands issued to students shall appropriately reflect a student's age and developmental level, and shall not consist of taunting, name calling, threats, racial or ethnic slurs, or cursing directed at the student.

De-escalation techniques – Techniques that seek to minimize the likelihood of the need to use force during an incident and increase the likelihood of gaining voluntary compliance.

Empty-hand control – School Police Officers use bodily force to gain control of a situation.

1. Soft technique is utilized when an officer uses grabs, holds, and joint locks to restrain an individual.
2. Hard technique is utilized when an officer uses punches or kicks to restrain an individual.

Less-lethal methods – School Police Officers use less lethal technologies to gain control of a situation. An example of less-lethal methods School Police Officers are authorized to use OC Spray to restrain a combative person.

Lethal force – School Police Officers use lethal weapons to gain control of a situation. Lethal force shall only be used when a suspect uses or poses the imminent use of lethal physical force or to prevent the escape from custody of a person who is using or poses the imminent use of lethal physical force if not apprehended without delay.

Training

School Police Officers are only authorized to use department approved devices, tactics or weapons for which they have been trained and demonstrated proficiency.

All School Police Officers authorized to carry a lethal or less-lethal weapon must be issued copies of, and be instructed in the use of force policy and de-escalation techniques before being authorized to carry such a weapon or device.

All School Police Officers who carry a firearm while performing their duties for the School District shall be properly qualified for the use of said firearm at least twice per year with said weapon in accordance with the laws, rules and regulations of the Commonwealth of Pennsylvania.

Weapons qualifications and proficiency training shall be monitored by a certified weapons instructor. Firearms proficiency requirements are outlined in the Municipal Police Officers Education and Training Commission (MPOETC) standards for police certification.

In the event the School Police Officer fails to complete the necessary training to maintain their status as a certified School Police Officer, the School Police Officer shall immediately notify the Chief of School Police.

Review of Policy; Liability

This policy shall be reviewed on at least an annual basis and revisions recommended as necessary. The District shall be adequately insured at all times for all duties and obligations contained in this policy.

In the event it is necessary, all such authorized School Police Officers who are subject to the rules and regulations of this policy shall be represented by legal counsel at the sole cost and expense of the District, except in the event that the Officer commits a willful, intentional or grossly negligent act with any lethal or less-lethal weapon while on duty or acts outside the scope of the Officer's employment.

All costs and expenses necessary for the implementation of this policy shall be borne solely by the District, which shall include the required periodic training of School Police Officers and other authorized personnel.

ADOPTED: January 14, 2019

6008.6 Bullying & Cyberbullying

Bullying/Cyberbullying

Purpose

The Board is committed to providing a safe, positive learning environment for District students. The Board 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 Board prohibits bullying by District students.

Definitions

Bullying means an intentional electronic, written, verbal or physical act or series of acts directed at another student or students, which occurs in a school setting and/or outside a school setting that is severe, persistent or pervasive and has the effect of doing any of the following:[1]

1. Substantially interfering with a student's education;
2. Creating an environment that a reasonable person in the reporting party's situation would find threatening;
3. Substantially disrupting the orderly operation of the school.

Bullying, as defined in this policy, includes cyberbullying.

For the purpose of this policy, District student includes an individual that is enrolled in a District school, attends class in a District school building, participates in school activities, or rides school District-provided transportation.

School setting means in the school, on school grounds, in school vehicles, at a designated bus stop or at any activity sponsored, supervised or sanctioned by the school.[1]

Responding party is defined as the person identified by the report.

Authority

The Board prohibits all forms of bullying by District students in all school settings. The Board also prohibits all forms of bullying by District students in non-school settings, and will enforce consequences provided under this policy to acts of bullying occurring in a non-school setting to the fullest extent permitted by law.[1]

The Board encourages students who believe they or others have been bullied to report promptly such incidents to the building principal or designee or a school counselor, teacher or other adult District employee, who shall then promptly report such incident to the building principal or designee.

Students are encouraged to use the District's report form, available from the building principal and online on the District's website, 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.

The Board directs that verbal and written complaints of bullying shall be investigated promptly, and appropriate corrective or preventative action be taken when allegations are substantiated. The Board directs that any complaint of bullying brought pursuant to this policy shall also be reviewed for

conduct which may not be proven to be bullying under this policy but merits review and possible action under other Board policies.

Discrimination/Discriminatory Harassment

Every report of alleged bullying that can be interpreted at the outset to fall within the provisions of policies addressing potential violations of laws prohibiting discrimination and discriminatory harassment shall be investigated under both the bullying and nondiscrimination policies with the participation of the Compliance Officer. If, in the course of a bullying investigation, potential issues of discrimination or discriminatory harassment are identified, the Compliance Officer shall be promptly notified, and the investigation shall be conducted jointly and concurrently to address the issues of alleged discrimination as well as the incidents of alleged bullying.[3]

Confidentiality

Confidentiality of all parties, witnesses, the allegations, the filing of the complaint and the investigation shall be handled in accordance with this policy and the District's legal and investigative obligations.

Retaliation

Reprisals or retaliation relating to reports of bullying or participation in an investigation of allegations of bullying is prohibited and shall be subject to disciplinary action.

Delegation of Responsibility

Each student shall be responsible for respecting the rights of others and for ensuring an atmosphere free from bullying.

The Superintendent or designee shall develop administrative regulations to implement this policy.

The Superintendent or designee shall ensure that this policy and administrative regulations are reviewed annually with students.[1]

The Superintendent or designee, in cooperation with other appropriate administrators, shall review this policy every three (3) years and recommend necessary revisions to the Board.[1]

District administration shall annually provide the following information with the Safe School Report:[1]

1. Board’s Bullying Policy.
2. Report of bullying incidents.
3. Information on the development and implementation of any bullying prevention, intervention or education programs.

Guidelines

The Code of Student Conduct, which shall contain this policy, shall be disseminated annually to students.[1]

This policy shall be accessible in every classroom. The policy shall be posted in a prominent location within each school building and on the District website.[1]

Incidents of bullying by District students, as defined in this policy, that occur outside the school setting and result in an arrest, citation or conviction that is reported to school authorities by law enforcement or official authorities shall be subject to appropriate disciplinary action.

The filing of knowingly false bullying reports will be punishable under the Student Code of Conduct.

Education

The District may develop, implement and evaluate bullying prevention and intervention programs and activities. Programs and activities shall provide District staff and students with appropriate training for effectively responding to, intervening in and reporting incidents of bullying.[1] [2]

Consequences for Violations

A student who violates this policy shall be subject to appropriate disciplinary action consistent with the Code of Student Conduct, which may include:[1]

1. Counseling within the school.
2. Parental conference.

3. Loss of school privileges.
4. Exclusion from school-sponsored activities.
5. Detention.
6. Suspension.
7. Suspension from School District-provided transportation.
8. Expulsion.
9. Counseling/Therapy outside of school.
10. Referral to law enforcement officials.
11. Transfer to another classroom or school bus.

Original Adoption – November 24, 2008

Revised – August 2012, August 2015, August 2017

Last Revised and Adopted – June 19, 2019

Legal

1. 24 P.S. 1303.1-A

2. 24 P.S. 1302-A

3. Policy 3015

6011 Child/Student Abuse

The Board requires District employees, independent contractors and volunteers to comply with identification and reporting requirements for suspected child abuse, as well as the training requirement for recognition and reporting of child abuse in order to comply with the Child Protective Services Law and School Code.

Definitions

The following words and phrases, when used in this policy, shall have the meaning given to them in this section:

Adult – an individual eighteen (18) years of age or older.

Bodily injury – impairment of physical condition or substantial pain.

Certifications – refers to the child abuse history clearance statement and state and federal criminal history background checks required by the Child Protective Services Law and/or the School Code.

Child – an individual under eighteen (18) years of age.

Child abuse – intentionally, knowingly or recklessly doing any of the following:

1. Causing bodily injury to a child through any recent act or failure to act.
2. Fabricating, feigning or intentionally exaggerating or inducing a medical symptom or disease which results in a potentially harmful medical evaluation or treatment to the child through any recent act.
3. Causing or substantially contributing to serious mental injury to a child through any act or failure to act or a series of such acts or failures to act.
4. Causing sexual abuse or exploitation of a child through any act or failure to act.
5. Creating a reasonable likelihood of bodily injury to a child through any recent act or failure to act.
6. Creating a likelihood of sexual abuse or exploitation of a child through any recent act or failure to act.
7. Causing serious physical neglect of a child.
8. Engaging in any of the following recent acts:
 - a. Kicking, biting, throwing, burning, stabbing or cutting a child in a manner that endangers the child.
 - b. Unreasonably restraining or confining a child, based on consideration of the method, location or the duration of the restraint or confinement.
 - c. Forcefully shaking a child under one (1) year of age.
 - d. Forcefully slapping or otherwise striking a child under one (1) year of age.
 - e. Interfering with the breathing of a child.

- f. Causing a child to be present during the operation of methamphetamine laboratory, provided that the violation is being investigated by law enforcement.
- g. Leaving a child unsupervised with an individual, other than the child's parent, who the actor knows or reasonably should have known was required to register as a Tier II or Tier III sexual offender, has to register for life, or has been determined to be a sexually violent predator or sexually violent delinquent.
- h. Causing the death of the child through any act or failure to act.
- i. Engaging a child in a severe form of trafficking in persons or sex trafficking, as those terms are defined in the law.

The term child abuse does not include physical contact with a child that is involved in normal participation in physical education, athletic, extracurricular or recreational activities. Also excluded from the meaning of the term child abuse is the use of reasonable force by a person responsible for the welfare of a child for purposes of supervision, control or safety, provided that the use of force:

1. Constitutes incidental, minor or reasonable physical contact in order to maintain order and control;
2. Is necessary to quell a disturbance or remove a child from the scene of a disturbance that threatens property damage or injury to persons;
3. Is necessary for self-defense or defense of another;
4. Is necessary to prevent the child from self-inflicted physical harm; or
5. Is necessary to gain possession of weapons, controlled substances or other dangerous objects that are on the person of the child or in the child's control.

Direct contact with children – the possibility of care, supervision, guidance or control of children or routine interaction with children.

Independent contractor – an individual who provides a program, activity or service who is otherwise responsible for the care, supervision, guidance or control of children pursuant to a contract. The term does not apply to administrative or other support personnel unless the administrative or other support personnel have direct contact with children.

Perpetrator - a person who has committed child abuse and is a parent/guardian of a child, a spouse or former spouse of the child's parent/guardian, a paramour or former paramour of the child's parent/guardian, a person responsible for the child's welfare, an individual fourteen (14) years of age or older who is responsible for the child's welfare or who has direct contact with children as an employee of child-care services, a school or through a program activity or service; an individual fourteen (14) years of age or older who resides in the same home as the child; or an adult who does not reside in the same home as the child but is related within the third degree of consanguinity or affinity by birth or adoption to the child; or an adult who engages a child in severe forms of trafficking in persons or sex trafficking, as those terms are defined in the law. Only the following may be considered a perpetrator solely based upon a failure to act: a parent/guardian of the child; a spouse or former spouse of the child's parent/guardian; a paramour or former paramour of the child's parent/guardian; an adult responsible for the child's welfare; or an adult who resides in the same house as the child.

Person responsible for the child’s welfare – a person who provides permanent or temporary care, supervision, mental health diagnosis or treatment, training or control of a child in lieu of parental care, supervision and control.

Program, activity or service – any of the following in which children participate and which is sponsored by a school or a public or private organization:

1. A youth camp or program.
2. A recreational camp or program.
3. A sports or athletic program.
4. A community or social outreach program.
5. An enrichment or educational program.
6. A troop, club or similar organization.

Recent act or failure to act – any act or failure to act committed within two (2) years of the date of the report to the Department of Human Services of the Commonwealth or county agency.

Routine interaction – regular and repeated contact that is integral to a person’s employment or volunteer responsibilities.

School employee - an individual employed by a school or who provides a program, activity or service sponsored by a school. The term does not apply to administrative or other support personnel unless the administrative or other support personnel have direct contact with children.

Serious mental injury - a psychological condition, as diagnosed by a physician or licensed psychologist, including the refusal of appropriate treatment, that:

1. Renders a child chronically and severely anxious, agitated, depressed, socially withdrawn, psychotic or in reasonable fear that the child's life or safety is threatened.
2. Seriously interferes with a child's ability to accomplish age-appropriate developmental and social tasks.

Serious physical neglect – any of the following when committed by a perpetrator that endangers a child’s life or health, threatens a child’s well-being, causes bodily injury or impairs a child’s health, development or functioning:

1. A repeated, prolonged or egregious failure to supervise a child in a manner that is appropriate considering the child’s developmental age and abilities.
2. The failure to provide a child with adequate essentials of life, including food, shelter or medical care.

Sexual abuse or exploitation – any of the following:

1. The employment, use, persuasion, inducement, enticement or coercion of a child to engage in or assist another individual to engage in sexually explicit conduct, which includes, but is not limited to, the following:
 - a. Looking at the sexual or other intimate parts of a child or another individual for the purpose of arousing or gratifying sexual desire in an individual.

- b. Participating in sexually explicit conversation either in person, by telephone, by computer or by a computer-aided device for the purpose of sexual stimulation or gratification of any individual.
- c. Actual or simulated sexual activity or nudity for the purpose of sexual stimulation or gratification of any individual.
- d. Actual or simulated sexual activity for the purpose of producing visual depiction, including photographing, videotaping, computer depicting or filming.

The conduct described above does not include consensual activities between a child who is fourteen (14) years of age or older and another person who is fourteen (14) years of age or older and whose age is within four (4) year of the child's age.

Any of the following offenses committed against a child: rape; statutory sexual assault; involuntary deviate sexual intercourse; sexual assault; institutional sexual assault; aggravated indecent assault; indecent assault; indecent exposure; incest; prostitution; sexual abuse; unlawful contact with a minor; or sexual exploitation.

Student - an individual enrolled in a district school under eighteen (18) years of age.

Volunteer – an unpaid adult individual, who, on the basis of the individual's role as an integral part of a regularly scheduled program, activity or service is a person responsible for the child's welfare or has direct contact with children.

Delegation of Responsibility

The Superintendent or designee shall:

1. Require each candidate for employment to submit an official child abuse clearance statement and state and federal criminal history background checks (certifications) as required by law.
2. Require each applicant for transfer or reassignment to submit required certifications unless the applicant is applying for a transfer from one position as a District employee to another position as a District employee of this District and the applicant's certifications are current.
3. School employees and independent contractors shall obtain and submit new certifications every sixty (60) months.
4. Require each volunteer to submit an official child abuse clearance statement and state and federal criminal history background checks (certifications) as required by law.

The Superintendent or designee shall annually notify District staff, independent contractors, and volunteers of their responsibility for reporting child abuse in accordance with Board policy and administrative regulations.

The Superintendent or designee shall ensure that the poster, developed by the PA Department of Education, displaying the statewide toll-free telephone numbers for reporting suspected child abuse, neglect and school safety issues be posted in a high-traffic, public area of each school. The designated area shall be readily accessible and widely used by students.

The Superintendent or designee shall annually inform students, parents/guardians, independent contractors, volunteers and staff regarding the contents of this Board policy.

Guidelines

Aiding and Abetting Sexual Abuse

School employees, acting in an official capacity for this district, are prohibited from assisting another school employee, contractor or agent in obtaining a new job if the school employee knows, or has probable cause to believe, that such school employee, contractor or agent engaged in sexual misconduct regarding a minor or student.

This prohibition applies only to assistance that extends beyond performance of normal processing of personnel matters including routine transmission of files or other information. This prohibition shall not apply if:

1. The relevant information has been properly reported to law enforcement officials and any other authority required by federal, state or local law and the matter has been officially closed or the prosecutor or law enforcement officials notified school officials that there is insufficient information to establish probable cause.
2. The school employee, contractor or agent has been acquitted or otherwise exonerated of the alleged misconduct.
3. The case or investigation remains open and no charges have been filed against, or indictment of, the school employee, contractor or agent within four (4) years of the date on which the information was reported to the law enforcement agency.

Training

The School District, and independent contractors of the School District, shall provide their employees who have direct contact with children with mandatory training on child abuse recognition and reporting. The training shall include, but not be limited to, the following topics:

1. Recognition of the signs of abuse and sexual misconduct and reporting requirements for suspected abuse and sexual misconduct.
2. Provisions of the Educator Discipline Act, including mandatory reporting requirements.
3. District policy related to reporting of suspected abuse and sexual misconduct.
4. Maintenance of professional and appropriate relationships with students.

Employees are required to complete a minimum of three (3) hours of training every five (5) years.

The District shall provide each volunteer with training on child abuse recognition and reporting.

Duty to Report

School employees, independent contractors and volunteers shall make a report of suspected child abuse if they have reasonable cause to suspect that a child is the victim of child abuse under any of the following circumstances:

1. The school employee, independent contractor or volunteer comes into contact with the child in the course of employment, occupation and the practice of a profession or through a regularly scheduled program, activity or service.

2. The school employee, independent contractor or volunteer is directly responsible for the care, supervision, guidance or training of the child.
3. A person makes a specific disclosure to a school employee, independent contractor or volunteer that an identifiable child is the victim of child abuse.
4. An individual fourteen (14) years of age or older makes a specific disclosure to a school employee, independent contractor or volunteer that s/he has committed child abuse.

A child is not required to come before the school employee, independent contractor or volunteer in order for that individual to make a report of suspected child abuse.

A report of suspected child abuse does not require the identification of the person responsible for the child abuse.

Any person who, in good faith, makes a report of suspected child abuse, regardless of whether the report is required, cooperates with an investigation, testifies in a proceeding, or engages in other action authorized by law shall have immunity from civil and criminal liability related to those actions.

Any person required to report child abuse who willfully fails to do so may be subject to disciplinary action and criminal prosecution.

Any person who intentionally or knowingly makes a false report of child abuse or intentionally or knowingly induces a child to make a false claim of child abuse may be subject to disciplinary action and criminal prosecution.

Any person who engages in intimidation, retaliation, or obstruction in the making of a child abuse report or the conducting of an investigation into suspected child abuse may be subject to disciplinary action and criminal prosecution.

The District shall not discriminate or retaliate against any person for making, in good faith, a report of suspected child abuse.

Reporting Procedures

School employees, independent contractors or volunteers who suspect child abuse shall immediately make a written report of suspected child abuse using electronic technologies (www.compass.state.pa.us/cwis) or an oral report via the statewide toll-free telephone number (1-800-932-0313). A person making an initial oral report of suspected child abuse must also submit a written electronic report within forty-eight (48) hours after the oral report. Upon receipt of an electronic report, the electronic reporting system will automatically respond with a confirmation, providing the District with a written record of the report.

A school employee, independent contractor or volunteer who makes a report of suspected child abuse shall immediately, after making the initial report, notify the building principal **or** administrator; and if the initial report was made electronically, also provide the building principal or administrator with a copy of the report confirmation. The building principal **or** administrator shall then immediately notify the Superintendent or designee that a child abuse report has been made and if the initial report was made electronically, also provide a copy of the report confirmation.

When a report of suspected child abuse is made by a school employee, independent contractor or volunteer as required by law, the School District is not required to make more than one (1) report. An individual otherwise required to make a report who is aware that an initial report has already been

made by a school employee, independent contractor or volunteer is not required to make an additional report. The person making an initial oral report is responsible for making the follow-up written electronic report within forty-eight (48) hours, and shall provide the building principal or administrator with a copy of the report confirmation promptly after the written electronic report has been filed. The building principal or administrator shall in turn provide a copy of the report confirmation to the Superintendent or designee.

When necessary to preserve potential evidence of suspected child abuse, a school employee may, after the initial report is made, take or cause to be taken photographs of the child who is the subject of the report. Any such photographs shall be sent to the county agency at the time the written report is sent or within forty-eight (48) hours after a report is made by electronic technologies or as soon thereafter as possible. The building principal or administrator shall be notified whenever such photographs are taken.

If the Superintendent or designee reasonably suspects that conduct being reported involves an incident required to be reported under the Safe Schools Act, the Superintendent or designee shall inform local law enforcement, in accordance with applicable law, regulations and Board policy.

Investigation

The building principal or administrator shall facilitate the cooperation with the Department of Human Services of the Commonwealth or the county agency investigating a report of suspected child abuse, including permitting authorized personnel to interview the child while in attendance at school.

Upon notification that an investigation involves suspected child abuse by a school employee, the building principal or administrator shall immediately implement a plan of supervision or alternative arrangement that has been approved by the Superintendent for the school employee under investigation. The plan of supervision or alternative arrangement shall be submitted to the county agency for approval.

- ADOPTED: April 10, 1969
- REVISED: February 13, 1984
- REVISED: April 29, 1996
- REVISED: June 18, 2013
- REVISED: February 23, 2015
- REVISED: October 22, 2018

6020 **Student Wellness**

Purpose

The Upper St. Clair School District School District recognizes that student wellness and proper nutrition are related to students' physical well-being, growth, development and readiness to learn. The Board is committed to providing a school environment that promotes student wellness through proper nutrition, nutrition education and promotion, and regular physical activity as part of the total learning experience. In a healthy school environment, students will learn about and participate in positive dietary and lifestyle practices that can improve student achievement.

Authority

The Board adopts this policy based on the recommendations of the Wellness Committee and in accordance with federal and state laws and regulations.

To ensure the health and well-being of all students, the Board establishes that the district shall provide to students:

§ A comprehensive nutrition program consistent with federal and state requirements.

§ Access at reasonable cost to foods and beverages that meet established nutrition guidelines.

§ Physical education courses and opportunities for developmentally appropriate physical activity during the school day.

§ Curriculum and programs for grades K-12 that are designed to educate students about proper nutrition and lifelong physical activity, in accordance with State Board of Education curriculum regulations and academic standards.

Delegation of Responsibility

The Superintendent or designee shall be responsible for the implementation and oversight of this policy to ensure each of the district's schools, programs and curriculum is compliant with this policy, related policies and established guidelines or administrative regulations.

Each building principal or designee shall annually report to the Superintendent or designee regarding compliance in his/her school.

Staff members responsible for programs related to school wellness shall report to the Superintendent or designee regarding the status of such programs.

The Superintendent or designee and the established Wellness Committee shall conduct an assessment at least once every three (3) years on the contents and implementation of this policy as part of a continuous improvement process to strengthen the policy and ensure implementation. This triennial assessment shall be made available to the public in an accessible and easily understood manner and include:

§ The extent to which each district school is in compliance with law and policies related to school wellness.

§ The extent to which this policy compares to model wellness policies.

§ A description of the compliance made by the district in meeting the requirements of this policy.

At least once every three (3) years, the district shall update or modify this policy as needed, based on the results of the most recent triennial assessment and/or as district and community needs and priorities change; wellness goals are met; new health science, information and technologies emerge; and new federal or state guidance or standards are issued.

The district shall annually communicate with the public, including parents/guardians, students, and others in the community, about the contents, updates and implementation of this policy via the district website, student handbooks, newsletters, District annual report, posted notices and/or other efficient communication methods.

Guidelines

Recordkeeping

The district shall retain records documenting compliance with the requirements of the School Wellness policy, which shall include:

§ The written School Wellness policy.

§ Documentation demonstrating that the district has informed the public, on an annual basis, about the contents of the School Wellness policy and any updates to the policy.

§ Documentation of efforts to review and update the School Wellness policy, including who is involved in the review and methods used by the district to inform the public of their ability to participate in the review.

§ Documentation demonstrating the most recent assessment on the implementation of the School Wellness policy and notification of the assessment results to the public.

Wellness Committee

The district shall establish a Wellness Committee comprised of, but not necessarily limited to, at least one (1) of each of the following: School Board member, district administrator, district food service representative, student, parent/guardian, school health professionals, physical education teacher, Parent Teacher Council member and member of the public. It shall be the goal that committee membership will include representatives from each school building and reflect the diversity of the community.

The Wellness Committee shall serve as an advisory committee regarding student health issues and shall be responsible for developing, implementing and periodically reviewing and updating a School Wellness policy that complies with law to recommend to the Board for adoption.

The Wellness Committee shall review and consider evidence-based strategies and techniques in establishing goals for nutrition education and promotion, physical activity and other school based activities that promote student wellness as part of the policy development and revision process.

Nutrition Education

The goal of nutrition education is to teach, encourage and support healthy eating by students. Promoting student health and nutrition enhances readiness for learning and increases student achievement.

Nutrition education will be provided within the sequential, comprehensive health education program in accordance with State Board of Education curriculum regulations and the academic standards for Health, Safety and Physical Education, and Family and Consumer Sciences.

Nutrition education lessons and activities shall be age-appropriate.

Nutrition Promotion

Nutrition promotion and education positively influence lifelong eating behaviors by using evidence based techniques and nutrition messages, and by creating food environments that encourage healthy nutrition choices and encourage participation in school meal programs and shall include:

§ Consistent nutrition messages shall be disseminated and displayed throughout the district, schools, classrooms, cafeterias, homes, community and media.

§ District schools shall offer resources about health and nutrition to encourage parents/guardians to provide healthy meals for their children.

§ Nutrition content of school meals shall be available to students and parents/guardians. An annual notification will be included with the back-to-school information.

Physical Activity

The district shall promote physical activity through the following:

§ Age-appropriate physical activity opportunities, such as outdoor and indoor recess, before and after school programs, during lunch, clubs, intramurals and interscholastic athletics, shall be provided to meet the needs and interests of all students, in addition to planned physical education.

§ A physical and social environment that encourages safe and enjoyable activity for all students shall be maintained.

§ Students and their families shall be encouraged to utilize district-owned physical activity facilities, such as playgrounds and fields, outside school hours in accordance with established district rules.

Physical Education

Physical education classes shall be the means through which all students learn, practice and are assessed on developmentally appropriate skills and knowledge necessary for lifelong, health-enhancing physical activity. Physical education shall be taught by certified health and physical education teachers.

A sequential physical education program consistent with State Board of Education curriculum regulations and Health, Safety and Physical Education academic standards shall be developed and implemented.

A local assessment system shall be implemented to track student progress on the Health, Safety and Physical Education academic standards.

Students shall be moderately to vigorously active as much time as possible during a physical education class. Documented medical conditions and disabilities shall be accommodated during class.

Safe and adequate equipment, facilities and resources shall be provided for physical education courses.

Other School Based Activities

Safe drinking water shall be available and accessible to students, without restriction and at no cost to the student, at all meal periods and throughout the school day.

Nutrition professionals who meet hiring criteria established by the district and in compliance with federal regulations shall administer the school meals program. Professional development and continuing education shall be provided for district nutrition staff, as required by federal regulations.

District schools may implement alternative service models to increase school breakfast participation where possible, such as breakfast served in the classroom, "grab & go breakfast" and breakfast after first period to reinforce the positive educational, behavioral and health impacts of a healthy breakfast.

Students may be involved in menu selections through various means, such as taste testing and surveys.

Nutrition Guidelines for All Foods/Beverages at School

All foods and beverages available in district schools during the school day shall be offered to students with consideration for promoting student health and reducing obesity.

Foods and beverages provided through the National School Lunch or School Breakfast Programs shall comply with established federal nutrition standards.

Competitive Foods - Competitive foods available for sale shall meet or exceed the established federal nutrition standards (USDA Smart Snacks in School). These standards shall apply in all locations and through all services where foods and beverages are sold to students, which may include, but are not limited to: a la carte options in cafeterias, vending machines, school stores, snack carts and fundraisers.

Competitive foods are defined as foods and beverages offered or sold to students on school campus during the school day, which are not part of the reimbursable school breakfast or lunch.

For purposes of this policy, school campus means any area of property under the jurisdiction of the school that students may access during the school day.

For purposes of this policy, school day means the period from midnight before school begins until thirty (30) minutes after the end of the official school day.

The district may impose additional restrictions on competitive foods, provided that the restrictions are not inconsistent with federal requirements.

Food Fundraiser Exemptions - Fundraising activities held during the school day involving the sale of competitive foods shall be limited to foods that meet the Smart Snacks in School nutrition standards, unless approved by exemption.

Exempt fundraisers are fundraisers in which competitive foods are available for sale to students that do not meet the Smart Snacks in School nutrition standards.

The Pennsylvania Department of Education allows each school year: up to five (5) exempt fundraisers in elementary and middle school buildings, and up to ten (10) exempt fundraisers in high school buildings. The district will not permit exempt food fundraisers during school hours in the elementary and middle school buildings. The district will allow up to three (3) exempt fundraisers at the high school each school year. High school administration will oversee and maintain compliance in accordance with this policy.

Non-Sold Competitive Foods - Non-sold competitive foods available to students, which may include but are not limited to foods and beverages offered as rewards and incentives, at classroom parties and celebrations, or as shared classroom snacks, shall meet or exceed the standards established by the district. Students/Parents should refer to their school handbook for specific information.

Marketing/Contracting

Any foods and beverages marketed or promoted to students on the school campus during the school day shall meet or exceed the established federal nutrition standards (USDA Smart Snacks in School) and comply with established Board policy and administrative regulations.

Exclusive competitive food and/or beverage contracts shall be approved by the Board, in accordance with provisions of law. Existing contracts shall be reviewed and modified to the extent feasible to ensure compliance with established federal nutrition standards, including applicable marketing restrictions.

ADOPTED: June 26, 2006
IMPLEMENTED: July 1, 2006
REVISED: January 2009
REVISED: November 19, 2018

3027 Use of the District’s Internet and Computer Networks

The Board supports the use of the Internet and other computer networks in the District's instructional and operational programs in order to facilitate learning, teaching and daily operations through interpersonal communications and access to information, research and collaboration.

For instructional purposes, the use of network facilities shall be consistent with the curriculum adopted by the School District as well as the varied instructional needs, learning styles, abilities, and developmental levels of students.

The electronic information available to students and staff does not imply endorsement by the District of the content, nor does the District guarantee the accuracy of information received. The District shall not be responsible for any information that may be lost, damaged or unavailable when using the network or for any information that is retrieved via the Internet.

The District shall not be responsible for any unauthorized charges or fees resulting from access to the Internet.

The District reserves the right to log network use and to monitor fileserver space utilization by District users in order to address School District concerns. A log on banner in the form attached as Appendix A, as may be amended from time to time by the Administration, will put users on notice of the District’s access right.

The Board establishes that network use is a privilege, not a right; inappropriate, unauthorized and illegal use may result in suspension and/or cancellation of those privileges and appropriate disciplinary action. The frequency and severity of violations, among other things, will determine the level of suitable discipline.

The District shall make every effort to ensure that this resource is used responsibly by students and staff, and that it complies with the Federal Communications Commission's Children's Internet Protection Act (CIPA).

This Policy 3027 and Policy 3014 (Information Systems Policy) applies to all students, employees, ECA positions, visitors and volunteers using the School District's internet service or computer network, or any School District owned device, software, application, digital technology or system whether on the school district premises or in any location away from the school district premises, including at home. In addition, this policy applies to any non school district owned device using the District's network, systems or Internet connection.

Administrators, teachers and staff have a professional responsibility to work together to help students develop the intellectual skills necessary to discriminate among information sources, to identify information appropriate to their age and developmental levels, and to evaluate and use the information to meet their educational goals.

Students and staff have the responsibility to respect and protect the rights of every other user in the District and on the Internet.

The administrators shall have the authority, in the first instance, to determine whether activity violates this policy. The determination is subject to review by the Superintendent.

The Superintendent or designee shall be responsible for recommending technology and developing procedures used to determine whether the District's computers are being used for purposes prohibited by this policy, by law or for accessing sexually explicit materials. The procedures shall include but not be limited to:

1. Utilizing a technology protection measure that blocks or filters Internet access for minors and adults to certain visual depictions that are obscene, pornographic, including child pornography, or harmful to minors with respect to use by minors.
2. Maintaining and securing a usage log.

3. Monitoring online activities on the District network or with District equipment in order to address School District concerns.

4. Educating minors about appropriate online behavior, including interacting with other individuals on social networking websites and in chat rooms, and cyberbullying awareness and response.

Network accounts shall be used only by the authorized owner of the account for its approved purpose. All network users shall only use their own password and shall not disclose password information to any other person.

Prohibitions

Students and staff are expected to act in a responsible, ethical and legal manner in accordance with District policy, accepted rules of network etiquette, and federal and state law.

Personal use of the District's internet and email system by staff must be strictly limited. To the extent possible, staff should not use the District's network or computers to transmit personal communications.

Specifically, the following uses are prohibited:

1. Facilitating illegal activity.
2. Commercial or for-profit purposes.
3. Nonwork or nonschool related usage.
4. Product advertisement or political lobbying.
5. Bullying/Cyberbullying.
6. Hate mail, discriminatory remarks, or offensive or inflammatory communication.

7. Communication by staff to students which do not entirely concern necessary and appropriate School District matters.
8. Unauthorized or illegal installation, distribution, reproduction, or use of copyrighted materials.
9. Access to materials, images or photographs that are obscene, pornographic, lewd or otherwise illegal.
10. Access by students and minors to material that is determined by the District to be harmful to minors or is determined by the District inappropriate for minors in accordance with the CIPA and Board policy adopted pursuant thereto, or the student code of conduct.
11. Inappropriate language or profanity.
12. Transmission of material likely to be offensive or objectionable to recipients.
13. Intentionally obtaining or modifying of files, passwords, and data belonging to other users.
14. Impersonation of another user, anonymity, and pseudonyms.
15. Fraudulent copying, communications, or modification of materials in violation of copyright laws.
16. Loading or using of unauthorized games, programs, files, or other electronic media.
17. Disruption of the work of other users.
18. Destruction, modification, abuse or unauthorized access to network hardware, software and files.

Security

System security is protected through the use of passwords. Failure to adequately protect or update passwords could result in unauthorized access to District files. To protect the integrity of the system, the following guidelines shall be followed:

1. Employees and students shall not reveal their own password or the password of any other system user to any other individual.
2. Users are not to use a computer that has been logged in under another student's or employee's name.
3. Any user identified as a security risk or having a history of problems with other computer systems may be denied access to the network.

Consequences For Inappropriate Use

The network user shall be responsible for damages to the equipment, systems, and software resulting from deliberate or willful acts.

Illegal use of the network; intentional deletion or damage to files of data belonging to others; copyright violations; and theft of services will be reported to the appropriate legal authorities for possible prosecution.

General rules for behavior and communications addressed elsewhere in Board policy and the student code of conduct apply when using the Internet, in addition to the stipulations of this policy. Suspension or loss of access and other disciplinary actions shall be consequences for violations of this policy.

Vandalism will result in cancellation of access privileges and disciplinary action. Vandalism is defined as any intentional attempt to harm or destroy data of another user, Internet or other networks; this includes but is not limited to uploading or creating computer viruses.

Copyright

The illegal use of copyrighted software by students and staff is prohibited. Any data uploaded to or downloaded from the network must be authorized by fair use guidelines or consent.

Safety

To the greatest extent possible, users of the network will be protected from harassment and unwanted or unsolicited communication. Any network user who receives threatening or unwelcome communications shall report such immediately to a teacher or administrator.

Any District computer/server utilized by students and staff shall be equipped with Internet blocking/filtering software.

Developmentally appropriate internet safety measures shall be implemented that include, but are not limited to, the following:

1. Safety and security of minors when using electronic mail, chat rooms, and other forms of direct electronic communications.
2. Prevention of unauthorized online access by minors, including "hacking" and other unlawful activities.
3. Unauthorized disclosure, use, and dissemination of personal information regarding minors.
4. Restriction of minors' access to materials determined by the District to be harmful to them pursuant to the CIPA and Board policy.

This Policy completely supersedes the interim Addendum adopted by the District on September 24, 2012.

ADOPTED: December 14, 2009

REVISED: November 26, 2012

3030 Transportation – Video/Audio Monitoring

Purpose

The use of video and audio recording equipment supports efforts to maintain discipline and to ensure the safety and security of all individuals being transported on district-owned, operated, or contracted school buses, vans, or other school vehicles.

Definitions

School bus means a motor vehicle that is designed to carry eleven (11) passengers or more, including the driver, and is used for the transportation of preprimary, primary or secondary school students to or from public, private, or parochial schools or events related to such schools or school-related activities.

School vehicle means a motor vehicle, except a motorcycle, designed for carrying no more than ten (10) passengers, including the driver, and used for the transportation of preprimary, primary or secondary school students while registered by or under contract to the school district. The term includes vehicles having chartered, group or party rights under the Pennsylvania Public Utility Commission and used for the transportation of school children.

Authority

The Board authorizes the use of video and audio recording on school buses and school vehicles for the above-described purposes.

The Board prohibits the use of audio recording on any school bus or school vehicle that is not being used for a school-related purpose.

Delegation of Responsibility

The Board directs the Superintendent to be responsible for the oversight of video and audio recordings. The video and audio recordings shall remain in the possession of the Superintendent provided that he or she may designate administrators to maintain and/or review the video and audio recordings.

The Superintendent or designee should further ensure that:

1. Each school bus and school vehicle that is equipped with video and audio recording equipment contains a clearly posted notice informing drivers and passengers of the potential for video and audio recording.
2. Parents/Guardians and students are annually informed of the policy authorizing video and audio recording on school buses and school vehicles.
3. Notice of this policy is placed on the School District's publicly accessible website.

Review and Release

Video and audio recordings may be reviewed only with the proper authorization of the Superintendent or his or her designee. All requests must be made through the Superintendent or designee. In no event shall video or audio recordings be reviewed or released in any manner without explicit authorization of the Superintendent.

The district shall comply with the provisions of federal and state law and regulations regarding student record requirements as applicable to the district's use and disclosure of recordings. Recordings considered part of a student's education record shall be maintained in accordance with established student record procedures governing access, review and disclosure of student records.

In the event of use, or proposed use, of a video or audio recording in connection with a disciplinary proceeding, confidentiality considerations shall be enforced. Only those relevant portions of the video or audio recording shall be subject to review and/or admitted into evidence, and any such review/use shall comply with the Family Educational Rights and Privacy Act and any other applicable law.

The video and audio recordings may be subject to review and release to law enforcement, if duly requested by police, other members of law enforcement, or other individuals, pursuant to a subpoena or as required and/or permitted by law.

Guidelines

The Superintendent or a designee shall review the video and audio recordings randomly, as well as in response to alleged improper conduct. If no such incidences are reported, the video and audio recordings will typically be recycled and overwritten within forty-five (45) days. If an incidence is detected on the tape, the tape will be preserved.

The video and audio media is intended for use with respect to issues relating to safety and behavior. Video and audio media is not intended for general viewing by a student, employee, parent/guardian, or the public and shall not be made available for general viewing purposes; nor is the video and audio media intended to relieve district personnel of their responsibilities for submitting disciplinary reports.

Staff and students are prohibited from tampering, or otherwise interfering with, video and audio media, camera equipment, and/or any records related to school bus or school vehicle monitoring and/or this policy.

ADOPTED: October 23, 2017

3032 _Food Services

Purpose

The Board recognizes that students require adequate, nourishing food and beverages in order to grow, learn and maintain good health. The Board directs that students shall be provided with adequate space and time to eat meals during the school day.

Authority

The Food Service Program shall be operated in compliance with all applicable state and federal laws and regulations, as well as federal guidelines established by the Child Nutrition Division of the United States Department of Agriculture (USDA).

The District shall ensure that, in the operation of the food service program, no student, staff member, or other individual shall be discriminated against on the basis of race, color, national origin, age, sex or disability.

Food sold by the school may be purchased by students and District employees, but only for consumption on school premises. The price charged to students shall be established by the District in compliance with state and federal laws.

Non-program food shall be priced to generate sufficient revenues to cover the cost of such items. A non-program food shall be defined as a food or beverage, other than a reimbursable meal or snack that is sold at the school and is purchased using funds from the child nutrition account. Non-program foods include but are not limited to adult meals and à la carte items. All sales of non-program food shall be recorded to the Food Service Fund.

Delegation of Responsibility

Operation and supervision of the Food Service Program shall be the responsibility of the Director of Business & Finance and the Food Services Director.

A statement financial summary of the receipts and expenditures for Food Service Fund shall be presented to the Board monthly for approval. Cafeterias shall be operated on a nonprofit basis. A periodic financial review of the cafeteria accounts shall be made by the Accounting Manager.

The individuals responsible for the operation and supervision of the Food Service Program shall ensure that school meals meet the standards required by the School Breakfast Program, the National School Lunch Program and the Special Milk Program.

The Superintendent or designee shall comply with state and federal requirements for conducting cafeteria health and safety inspections and ensuring employee participation in appropriate inspection services and training programs.

The Superintendent or designee shall develop and disseminate administrative regulations to implement this policy.

The Superintendent or designee shall annually notify students, parents/guardians and employees concerning the contents of this policy and applicable administrative regulations. Notification shall include information related to nondiscrimination.

Guidelines

To reinforce the district's commitment to nutrition and student wellness, foods served in school cafeterias shall:

1. Be carefully selected to contribute to students' nutritional well-being and health.
2. Meet the nutrition standards specified in law and regulations and approved by the Board.

3. Be prepared by methods that will retain nutritive quality, appeal to students, and foster lifelong healthy eating habits.
4. Be served in grade-level appropriate quantities, at reasonable prices.

The District shall use USDA Foods for school menus available under the Child Nutrition USDA Foods Programs.

All funds derived from the operation, maintenance or sponsorship of the Food Service Program shall be deposited in the separate Food Service Fund, in the same manner as other District funds. Such funds shall be expended in the manner approved and directed by the Board, but no amount shall be transferred from the Food Service Fund to any other account or fund; however, District cash advances to the Food Service Program may be reimbursed to the District's General Fund.

Free/Reduced-Price School Meals and Free Milk

The District shall provide free and reduced-price school meals and/or free milk to students in accordance with the terms and conditions of the National School Lunch Program, the School Breakfast Program and the Special Milk Program.

The District shall conduct direct certification three (3) times per year using the Pennsylvania Student Eligibility System (PA-SES) to identify students who are eligible for free school meal benefits without the need for submission of a household application. Direct certification shall be conducted:

1. At or around the beginning of the school year.
2. Three (3) months after the initial effort.
3. Six (6) months after the initial effort.

The District may also conduct direct certification on a weekly or monthly basis.

Throughout the school year, the administration and/or school counselors should make an effort to provide information regarding the free and reduced-price meal program to families.

Accommodating Students With Special Dietary Needs

The District shall make appropriate food service and/or meal accommodations to students with special dietary needs in accordance with applicable law, regulations and Board policy.

School Meal Service and Accounts

To ensure the effective operation of the District's Food Service Program and delivery of school food program meals to students, the district shall:

1. Assign individual school meal accounts to each student for the purchase of meals served in school cafeterias, which ensure that the identity of each student is protected.
2. Notify parents/guardians when the student's school meal account reaches a low balance.
3. Notify parents/guardians when the student's school meal account reaches a negative balance. The notice shall include information on payment options.
4. Provide a school food program meal to each student who does not have the money to pay for the school food program meal or who has a negative balance in his/her school meal account, unless the student's parent/guardian has specifically provided written notice to the district to withhold a school food program meal.

When a student owes money for five (5) or more school food program meals, the district shall make at least two (2) attempts to contact the student's parent/guardian and shall provide the application for free/reduced-price school meal benefits to the parent/guardian to apply for benefits under federal school meal programs. The district may offer assistance to parents/ guardians with applying for free/reduced-price school meal benefits.

Communications regarding money owed by a student for school meals shall be made to the student's parent/guardian, not the student, unless the student is an emancipated minor.

The District shall be permitted to contact the student's parent/ guardian by means of a letter addressed to the parent/guardian that is delivered by the student. Also, the District may communicate directly with the parent/guardian via phone or email regarding low or negative student account balances.

Furthermore, the District is permitted to provide a student with their meal account balance if that student asks for the balance information.

District schools shall be prohibited from:

1. Publicly identifying or stigmatizing a student who cannot pay for a school food program meal or who has a negative school meal account balance.
2. Requiring a student who cannot pay for a school food program meal to perform chores or other work to pay for the meal, unless chores or other work are required of all students regardless of their ability or inability to pay for a school food program meal.
3. Requiring a student to discard a school food program meal after it was served to the student due to the student's inability to pay for the meal or due to a negative school meal account balance.

This policy and any applicable procedures or administrative regulations regarding school meal charges and school meal accounts shall be communicated annually to school administrators, school food service personnel, other appropriate school staff, and contracted food service personnel.

The district shall provide parents/guardians with access to a written copy of this policy and any applicable procedures or administrative regulations at the start of each school year, when a student enrolls in school after the start of the school year, and when a parent/guardian is notified of a negative school meal account balance.

Collection of Unpaid Meal Charges

All reasonable efforts shall be made by the District to collect unpaid meal charges from parents/guardians. The District may utilize emails and/or phone calls to communicate directly with the parent/guardian concerning a negative balance. Efforts taken in the collection shall not have a negative impact on the student involved, but shall focus primarily on the parents/guardians responsible for providing funds for meal purchases.

Any family with a **total** balance exceeding one hundred fifty dollars (\$150) must have an approved payment plan. The family will be notified by certified letter regarding the negative student account balance(s) exceeding one hundred fifty dollars (\$150), including the requirements under this policy. Once a payment plan is established, the debt owed will be removed from the students account for the collection process. The student(s) may continue to charge meals to their student account, but the account(s) must remain current and in “good standing”. The following reasons will initiate legal action by the District to collect any monies owed:

1. A payment plan is not set up by the parent/guardian
2. A payment plan is not adhered to by the parent/guardian
3. The student(s) current account is not in “good standing”

Any applicable court cost/fees incurred by the District will be added to the outstanding balance.

Procurement

Procurement of goods or services for the food service program shall meet the requirements of applicable law, regulations and Board policy and procedures.

Professional Standards for Food Service Personnel

The District shall comply with the professional standards for school food service personnel who manage and operate the National School Lunch and School Breakfast Programs. For purposes of this policy, professional standards include hiring standards for new food service program directors and annual continuing education/training for all individuals involved in the operation and administration of school meal programs. Such professional standards shall apply to both district-operated food service programs and contracted food service programs.

School Food Safety Inspections

The District shall obtain two (2) safety inspections per year in accordance with local, state, and federal laws and regulations.

The District shall post the most recent inspection report and release a copy of the report to members of the public, upon request.

School Food Safety Program

The District shall comply with federal requirements in developing a food safety program that enables district schools to take systematic action to prevent or minimize the risk of foodborne illness among students.

The District shall maintain proper sanitation and health standards in food storage, preparation and service, in accordance with applicable state and local laws and regulations and federal food safety requirements.

ADOPTED: April 23, 2018

6021 Suicide Awareness, Prevention and Response

The Board is committed to protecting the health, safety and welfare of its students and school community. This policy supports federal, state and local efforts to provide education on youth suicide awareness and prevention; establish methods of prevention, intervention, and response to suicide or suicide attempt; and to promote access to suicide awareness and prevention resources.

In compliance with state law and regulations, and in support of the District's suicide prevention measures, information received in confidence from a student may be revealed to the student's parents/guardians, the building principal or other appropriate authority when the health, welfare or safety of the student or any other person is deemed to be at risk.

The District shall utilize a multifaceted approach to suicide prevention which integrates school and community-based supports.

The District shall notify District employees, students and parents/guardians of this policy and shall post the policy on the District's website.

Suicide Awareness and Prevention Education

Protocols for Administration of Student Education

Students may receive age-appropriate education on the importance of safe and healthy choices, coping strategies, how to recognize risk factors and warning signs, as well as help-seeking strategies for self

or others including how to engage school resources and refer friends for help.

Lessons shall contain information on comprehensive health and wellness, including emotional, behavioral and social skills development.

Protocols for Administration of Employee Education

All District employees, including but not limited to secretaries, coaches, bus drivers, custodians and cafeteria workers, shall receive information regarding risk factors, warning signs, response procedures, referrals, and resources regarding youth suicide prevention.

As part of the District's professional development plan, professional educators in school buildings serving students in grades six (6) through twelve (12) shall participate in four (4) hours of youth suicide awareness and prevention training every five (5) years.

Additional professional development in risk assessment and crisis intervention shall be provided to District mental health professionals and school nurses, guidance counselors, and psychologists.

Resources for Parents/Guardians

The District may provide parents/guardians with resources including, but not limited to, health promotion and suicide risk, including characteristics and warning signs, and information about local behavioral/mental health resources.

Methods of Prevention

The methods of prevention utilized by the District include, but are not limited to, early identification and support for students at risk; education for students, staff and parents/guardians; and delegation of responsibility for planning and coordination of suicide prevention efforts.

Early Identification Procedures

Early identification of individuals with one (1) or more suicidal risk factors or of individuals exhibiting warning signs is crucial to the District's suicide prevention efforts. To promote awareness, District employees, students and parents/guardians should be educated about suicidal risk factors and warning signs.

Referral Procedures

Any District employee who has identified a student with one (1) or more risk factors or who has an indication that a student may be contemplating suicide, shall refer the student for further assessment and intervention.

Documentation

The District shall document the reasons for referral, including specific warning signs and risk factors identified as indications that the student may be at risk.

Methods of Intervention

The methods of intervention listed in this section are to be utilized by the District when responding to suicide threats, suicide attempts in school, suicide attempts outside of school, and completed suicide. Suicide intervention procedures shall address the development of an emotional or mental health safety plan for students identified as being at increased risk of suicide.

Procedures for Students at Risk

A District-approved suicide assessment instrument may be used by trained mental health staff such as counselors, psychologists, and social workers.

Parents/Guardians of a student identified as being at risk of suicide shall be notified by the school. If the school suspects that the student's risk status is the result of abuse or neglect, school staff shall immediately notify Children and Youth Services.

The District shall identify mental health service providers to whom students can be referred for further assessment and assistance.

Mental health service providers – may include, but not be limited to, hospital emergency departments, psychiatric hospitals, community mental health centers, psychiatrists, psychologists, social workers, and primary care providers.

The District shall create an emotional or mental health safety plan to support a student and the student's family if the student has been identified as being at increased risk of suicide.

Students With Disabilities

For students with disabilities who are identified as being at risk for suicide or who attempt suicide, the appropriate team shall be notified and shall address the student's needs in accordance with applicable law, regulations and Board policy.

If a student is identified as being at risk for suicide or attempts suicide and the student may require special education services or accommodations, the Director of Special Education shall be notified and shall take action to address the student's needs in accordance with applicable law, regulations and Board policy.

Documentation

The District shall document observations, recommendations and actions conducted throughout the intervention and assessment process including verbal and written communications with students, parents/guardians and mental health service providers.

The Superintendent or designee shall develop administrative regulations providing recommended guidelines for responding to a suicide threat.

Methods of Response to Suicide or Suicide Attempt

The methods of response to a suicide or a suicide attempt utilized by the District include, but are not limited to:

1. Identifying and training the school crisis response/crisis intervention team.
2. Determining the roles and responsibilities of each crisis response team member.
3. Notifying students, employees and parents/guardians.
4. Working with families.
5. Responding appropriately to the media.
6. Collaborating with community providers.

The Superintendent or designee shall develop administrative regulations with recommended guidelines for responding to a suicidal act or attempt on school grounds or during a school-sponsored event.

Re-Entry Procedures

A student's excusal from school attendance after a mental health crisis and the student's return to school shall be consistent with state and federal laws and regulations.

A District-employed mental health professional, the building principal or suicide prevention coordinator shall meet with the parents/guardians of a student returning to school after a mental health crisis, and, if appropriate, meet with the student to discuss re-entry and applicable next steps to ensure the student's readiness to return to school.

When authorized by the student's parent/guardian, the designated District employee shall coordinate with the appropriate outside mental health care providers.

The designated District employee will periodically check in, as needed, with the student to facilitate the transition back into the school community and address any concerns.

Report Procedures

Effective documentation assists in preserving the safety of the student and ensuring communication among school staff, parents/guardians and mental health service providers.

When a District employee takes notes on any conversations or situations involving or relating to an at-risk student, the notes should contain only factual or directly observed information, not opinions or hearsay.

As stated in this policy, District employees shall be responsible for effective documentation of incidents involving suicide prevention, intervention and response.

Suicide Awareness and Prevention Resources

***Please note that the resources listed here are free of charge. There are many more excellent resources for minimal cost.

General Information (many with webinar sessions)

PA Youth Suicide Prevention Initiative Mission <http://www.payspi.org/>

Mission - The Pennsylvania Youth Suicide Prevention Initiative is a multi-system collaboration to reduce youth suicide.

Vision - Youth suicide prevention will be embraced and incorporated into the fabric of every community in Pennsylvania to address the social and emotional needs of youth at risk and survivors of suicide.

Suicide Prevention Resource Center

<http://www.sprc.org/>

SPRC is the nation's only federally supported resource center devoted to advancing the *National Strategy for Suicide Prevention*. They provide technical assistance, training, and materials to increase the knowledge and expertise of suicide prevention practitioners and other professionals serving people at risk for suicide. They also promote collaboration among a variety of organizations that play a role in developing the field of suicide prevention.

Toolkit for High Schools

<http://store.samhsa.gov/product/SMA12-4669>

Assists high schools and school districts in designing and implementing strategies to prevent suicide and promote behavioral health. Includes tools to implement a multi-faceted suicide prevention program that responds to the needs and cultures of students. Released in June 2012.

American Foundation for Suicide Prevention

<http://www.afsp.org/>

The American Foundation for Suicide Prevention has been at the forefront of a wide range of suicide prevention initiatives – each designed to reduce loss of life from suicide. They are investing in groundbreaking research, new educational campaigns, innovative demonstration projects and critical policy work. And they are expanding their assistance to people, whose lives have been affected by suicide, reaching out to offer support and offering opportunities to become involved in prevention.

American Association of Suicidology

<http://www.suicidology.org/home>

AAS is a membership organization for all those involved in suicide prevention and intervention, or touched by suicide. AAS is a leader in the advancement of scientific and programmatic efforts in suicide prevention through research, education and training, the development of standards and resources, and survivor support services.

Services for Teens At Risk (STAR Center)

<http://www.starcenter.pitt.edu/>

Services for Teens At Risk (STAR-Center) is a comprehensive research, treatment, and training center. Funded by the State of Pennsylvania's General Assembly in 1986 to address adolescent suicide and depression, the program provides individual assessment and treatment to teens that are experiencing depression and suicidality. They also provide community education services about depression and suicidality to schools, social service agencies, churches and other organizations that request them.

The Trevor Project

<http://www.thetrevorproject.org/>

The Trevor Project is the leading national organization providing crisis intervention and suicide prevention services to lesbian, gay, bisexual, transgender, and questioning youth.

Comprehensive School Guide

Youth Suicide Prevention School-Based Guide <http://theguide.fmhi.usf.edu/>

The Youth Suicide Prevention School-Based Guide is designed to provide accurate, user-friendly information. The Guide is not a program but a tool that provides a framework for schools to assess their existing or proposed suicide prevention efforts (thought a series of checklists) and provides resources and information that school administrators can use to enhance or add to their existing program. First, checklists can be completed to help evaluate the adequacy of the schools' suicide prevention programs. Second, information is offered in a series of issue briefs corresponding to a specific checklist. Each brief offers a rationale for the importance of the specific topic together with a brief overview of the key points. The briefs also offer specific strategies that have proven to work in reducing the incidence of suicide, with references that schools may then explore in greater detail. A resource section with helpful links is also included. The Guide provides information to school to assist them in the development of a framework to work in partnership with community resources and families.

School Policy

Model School Policy on Suicide Prevention –

https://www.afsp.org/content/download/10555/186750/file/Model%20Policy_FINAL.pdf

Written by American Foundation for Suicide Prevention, National Association of School Psychologists, American School Counselor Association, and The Trevor Project. This modular, adaptable document will help educators and school administrators implement comprehensive suicide prevention policies in communities nationwide.

STAR Center Sample School Suicide Policy and Procedure -

<http://www.starcenter.pitt.edu/Sample-School-Suicide-Policy-And-Procedure/41/Default.aspx>

Training for School Staff

Society for Prevention of Teen Suicide

<http://www.sptsusa.org/>

The mission of the Society for the Prevention of Teen Suicide is to reduce the number of youth suicides and attempted suicides by encouraging overall public awareness through the development and promotion of educational training programs for teens, parents and educators.

The free, interactive series Making Educators Partners in Suicide Prevention is designed to be completed at the viewer's own pace. Pennsylvania school staff requiring Act 48 hours may submit the certificate of completion to c-paschool@pa.gov or fax it to 717-783-4790, along with your Dept. of Education Professional ID number, to have these hours submitted.

More Than Sad Program

<http://www.afsp.org/preventing-suicide/our-education-and-prevention-programs/programs-for-professionals/more-than-sad-suicide-prevention-education-for-teachers-and-other-school-personnel>

The More Than Sad Program of the American Foundation for Suicide prevention provides education about factors that put youth at risk for suicide, in particular depression and other mental disorders. Instructional materials accompany the More Than Sad Program, including a power point presentation.

American Foundation for Suicide Prevention

<http://www.afsp.org/>

PA AFSP chapters will make the "More Than Sad" DVD available **free** to all high and middle schools in PA that request one. **Contact Pat Gainey to receive your copy.** Patricia Gainey, Regional Director, American Foundation for Suicide Prevention, Greater Philadelphia Regional Office, 3535 Market Street, Suite 4047, Philadelphia, PA 19104; Office: (215) 746-7256

Suicide Prevention Resource Center – Best Practice Registry

<http://www.sprc.org/bpr>

The purpose of the Best Practices Registry (BPR) is to identify, review, and disseminate information about best practices that address specific objective of *the National Strategy for Suicide Prevention*. The BPR is a collaborative project of the Suicide Prevention Resource Center (SPRC) and the American Foundation for Suicide Prevention (AFSP). It is funded by the Substance Abuse and Mental Health Services Administration (SAMHSA). Many of the best practice resources listed have to be purchased.

Material for Students

More Than Sad Program

<https://afsp.org/our-work/education/more-than-sad/>

The More Than Sad Program of the American Foundation for Suicide prevention provides education about factors that put youth at risk for suicide, in particular depression and other mental disorders.

American Foundation for Suicide Prevention

<http://www.afsp.org>

PA AFSP chapters will make the “More Than Sad” DVD available free to all high and middle schools in PA that request one. **Contact Pat Gainey to receive your copy.** Patricia Gainey, Regional Director, American Foundation for Suicide Prevention, Greater Philadelphia Regional Office, 3535 Market Street, Suite 4047, Philadelphia, PA 19104; Office: (215) 746-7256

Suicide Prevention Resource Center Best Practice Registry <http://www.sprc.org/bpr>

The purpose of the Best Practices Registry (BPR) is to identify, review, and disseminate information about best practices that address specific objectives of the *National Strategy for Suicide Prevention*. The BPR is a collaborative project of the Suicide Prevention Resource Center (SPRC) and the American Foundation for Suicide Prevention (AFSP). It is funded by the Substance Abuse and Mental Health Services Administration (SAMHSA). Many of the best practice resources listed have to be purchased.

Wisconsin Department of Public Instruction

The curriculum is not SPRC listed, but does use elements of SOS and Lifelines.

http://sspw.dpi.wi.gov/sspw_suicideprev main page

Link to Student programs: http://sspw.dpi.wi.gov/sspw_spstudentprograms

Link to Curriculum:

http://sspw.dpi.wi.gov/sspw_suicideprevcurriculum

Postvention Assistance

Services for Teens At Risk (STAR Center)

<http://www.starcenter.pitt.edu/>

Services for Teens At Risk (STAR-Center) is a comprehensive research, treatment, and training center. Funded by the State of Pennsylvania’s General Assembly in 1986 to address adolescent suicide and depression, the program provides individual assessment and treatment to teens that are experiencing depression and suicidality. They also provide community education services about depression and suicidality to schools, social service agencies, churches and other organizations that request them. Any PA school can contact the STAR-Center for assistance in the aftermath of a suicide or other tragic loss. STAR-Center can also provide in-service training and resource materials on a variety of mental health related topics.

Suicide Prevention Resource Center Postvention Toolkit

<http://www.sprc.org/sites/sprc.org/files/library/AfteraSuicideToolkitforSchools.pdf>

This toolkit is designed to assist schools in the aftermath of a suicide (or other death) in the school community. It is meant to serve as a practical resource for schools facing real-time crises to help them determine what to do, when, and how. The toolkit reflects consensus recommendations developed in consultation with a diverse group of national experts, including school-based personnel, clinicians, researchers, and crisis response professionals. It incorporates relevant existing material and research findings as well as references, templates, and links to additional information and assistance.

Compiled by the: PA Youth Suicide Prevention Initiative: www.payspi.org

ADOPTED: June 22, 2015

6008.5 **Terroristic Threats**

The School District recognizes the danger that terroristic threats and acts present to the safety and welfare of District students, staff, officials, volunteers and the local community. The District prohibits any student, staff member, volunteer or official from communicating terroristic threats or committing terroristic acts directed at any student, employee, Board member, community member, school buildings or District property.

A "terroristic threat" is a threat to commit violence communicated with the intent to terrorize another, to cause evacuation of a building, or to cause serious public inconvenience, in reckless disregard of the risk of causing such terror or inconvenience.

A "terroristic act" shall mean the carrying out of a terroristic threat against a person or property.

Staff members and students shall be responsible for informing the building principal regarding any information or knowledge relevant to a possible or actual terroristic threat or act.

When an administrator has evidence that a student has made a terroristic threat or committed a terroristic act, the following guidelines shall be applied:

1. The building principal may immediately suspend the student.
2. The building principal shall promptly report the incident to the Superintendent.
3. Based on further investigation, the Superintendent or principal may report the student to law enforcement officials and bring charges against the student.
4. Based on further investigation, the Superintendent may recommend expulsion of the student to the Board of School Directors.

ADOPTED: November 24, 2008

REVIEWED: August 2012 - Reviewed by the Upper St. Clair Board of School Directors with no recommendation for revision

Additional policies relevant to this Handbook:

[Policy 6009](#) – Hazing

[Policy 6008](#) - Student Conduct, Responsibilities, Rights and Disciplinary Procedures

[Policy 6001.1](#)- Alcohol and Other Controlled Substances

[Policy 6008.4](#)- Weapons and Safe Schools

***The listing of Board policies is not all inclusive and other Board policies may be applicable. Visit the District's website at <https://www.uscsd.k12.pa.us/Page/134> to review all of the policies.**

LOG ON BANNER

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.

The School District's Policy 3027, Use of the District's Internet and Computer Networks, is available by [clicking here](#).

Upper St. Clair School Student and Parent iPad Agreement

Educational Use

- I will only use my iPad for educational purposes.
- I will use my iPad in ways that are appropriate and meet the Upper St. Clair School District expectations and policies.
- I will only use my iPad in ways that demonstrate academic integrity (i.e. not copying answers).
- I will follow the policies outlined in the school handbook and the Acceptable Use Policy while at school, as well as outside the school day.
- I understand that my iPad is subject to inspection at any time without notice and remains the property of the Upper St. Clair School District.

General Care

- I will know where my iPad is at all times.
- I understand that my iPad is my device and is not to be loaned out to others.
- I will ensure that my iPad be placed in a secured location when not being used.
- I will handle my iPad carefully (i.e. avoid throwing or dropping device, not placing heavy objects on top, etc.).
- I will keep food and beverages away from my iPad.
- I will not place anything (such as stickers, drawings, marks, etc.) on the iPad or cover.
- I will charge my iPad's battery daily to be prepared for school.
- I agree to return the District iPad, cover, and charger in good working condition. Individual school iPads and accessories must be returned to the school at the end of this school year. If a student withdraws from the District, they will return the iPad at that time.

Specific Restrictions

- I understand that my iPad is not to be taken into a restroom or locker room.
- I understand that pictures, video, apps & other media that are not educational do not belong on my iPad.
- I understand that taking pictures or videos of others without their clear permission is a violation of their privacy and school rules.
- I understand that copying another's work from the Internet and claiming it as my own constitutes plagiarism and is not acceptable.

Repairs/Damages

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

BOYCE MIDDLE SCHOOL iPad EXPECTATIONS

- I CAN utilize the camera function for educational purposes only
- I CAN use the iPad, all applications and functions, and Gmail for APPROVED educational tasks only
- I CAN use the iPad only WHEN authorized to do so
- I CAN be responsible for my iPad by knowing where it is and charging it for the day
- I CAN keep my iPad closed when I am not in the classroom, unless given permission by my teacher to use it for an activity outside of the classroom

TESTING SCHEDULE

PLANNED PROGRAM OF STANDARDIZED TESTING

The Planned Program of Standardized Testing by the District is collected and maintained by representational consent and is shown below. The results of these tests, as well as the results of aptitude and achievement tests taken by the individual student on a voluntary basis and required for admission into post-secondary education institutions, are maintained and made a part of the record. Should you wish to examine the record, you may arrange to do so by making an appointment with your child's principal or counselor. For specific information regarding matters pertaining to school records, parents or eligible students may contact the principal of the school in which the student is enrolled.

Assessment	Dates Administered
ELA- Grade 5 & 6	April 21, 22, 24, 2020 (Tuesday, Wednesday, Friday)
Math- Grade 5 & 6	April 28, 29, 2020 (Tuesday, Wednesday)
Make ups (ELA and Math)	April 27 - May 1, 2020

COMPLIANCE NOTIFICATIONS

Upper St. Clair School District complies with all federal and state regulations. Documents required by state and federal regulations are included on the District's website and can be accessed by visiting: www.uscsd.k12.pa.us >> Information >> Compliance Notifications or by clicking [here](#).

Title IX

**The Upper St. Clair School District
does not discriminate on the basis
of sex in admission to or
employment in its education
programs or activities.**

Inquiries concerning Title IX should be directed to:

Mrs. Amy Pfender (students)

Assistant to the Superintendent

Mr. Ray Carson (employees/ third parties)

Senior Director of Operations and Administrative Services

Upper St. Clair School District

1820 McLaughlin Run Road

Upper St. Clair, PA 15241

The information in this Student-Parent 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-Parent Handbook, please contact school administration for assistance.