



**2024 - 2025**

**Boyce Middle School**  
**Student/ Family Handbook**

***Boyce Middle School: A Recognized School of Excellence***

*National Blue Ribbon Award Recipient*

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

*"No Place for Hate" School Designation, 2022, 2023, 2024*

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

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## PRINCIPAL'S WELCOME LETTER

August 2024

Dear Boyce Families and Students:

Welcome to the 2024-2025 school year at Boyce Middle School. We look forward to another exciting, engaging and successful year. Boyce Middle School takes pride in providing students with countless opportunities to learn and grow. We encourage ongoing parental involvement in order to be active participants in your learner's education.

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

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

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

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

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

Dr. Dan O'Rourke  
Principal

Dr. Christine M. Mussomeli  
Assistant Principal

## **District Information**

### **Upper St. Clair District Administration**

Dr. John T. Rozzo, Superintendent

Dr. Amy Pfender, Deputy Superintendent

Dr. Judith Bulazo, Director of Curriculum & Professional Development

Dr. Sharon K. Suritsky, Substitute Director of Special Education

Dr. Lauren Madia, Director of Pupil Services

Dr. Louis Angelo, Director of Operations and Facilities

Mr. Raymond Berrott, Director of Technology

Mr. Scott Burchill, Director of Business & Finance

Mr. Danny Holzer, Director of Athletics

Mr. Bradley Wilson, Director of Strategic Initiatives

Mr. Jonn Mansfield, Director of Transportation

Mrs. Tina Vojtko, Communications Specialist

Ms. Ashley Lindhurst, Food Service Director

Mr. Sean Bryson, Chief of School Police

### **Upper St. Clair School District Board of School Directors**

Mrs. Jennifer A. Schnore, President

Dr. Danielle Wetzel, Vice-President

Dr. Daphna Gans

Mrs. Barbara L. Bolas

Mrs. Kelly Hanna

Mr. Justin Lamber

Mr. Mike Mascaro

Mrs. Angela B. Petersen

Mrs. Hallie Snyder

**BOYCE MIDDLE SCHOOL ADMINISTRATION AND OFFICE PERSONNEL**

Dr. Dan O'Rourke, Principal  
Dr. Christine M. Mussomeli, Assistant Principal  
Mrs. Amy Antonio, School Counselor (Grade 5)  
Mrs. Tonia Autieri, School Counselor (Grade 6)  
Mrs. Dee Kelly, Head Secretary  
Mrs. Susan Speer, Attendance Secretary  
Mrs. Hilarie Bauer, MEd, RN, CSN  
Officer Mike Banaszak, School Police - Boyce MS  
Head Custodian, Scott Roley  
Mrs. Sharon Niedermeyer, Nutrition Center Manager

**BOYCE MIDDLE SCHOOL**

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

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

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

## School Closings and Delays

The **USCSD Parent Alert System** will be used to communicate information regarding any necessary delays and/or cancellations. Emergency phone numbers for the Parent Alert System are requested during the “Back to School Online” process in mid August. If you have additions or changes to your emergency numbers, please contact your child’s school. In addition to automated phone calls and emails, the District will communicate delays and cancellations through the following resources:

- USCSD website: [www.uscsd.k12.pa.us](http://www.uscsd.k12.pa.us)
- USCSD social media (@uscschools): Facebook, Twitter, Instagram
- Local television stations: KDKA, WTAE, WPXI and local media websites

## Flexible Instruction Day

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

## Standardized Testing

PSSA testing information is updated on the District’s website prior to the testing windows:

- [PSSA Testing](#)

PSSA Testing Window 2024-2025		
Assessment	Dates	Grades
English Language Arts	April 21 - 25, 2025	Grades 3-8
Mathematics, Science, and Make-ups	April 28 - May 9, 2025	Grades 3-8

## OLSAT Administration

The administration of the assessment will be completed by building:

**Grade 5:** Administered in mid-October

**Grades 1 and 2:** Administered in mid-March

## **BOYCE INFORMATION**

### **BOYCE COURSE OFFERINGS**

#### **READING/ENGLISH LANGUAGE ARTS**

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

#### **SOCIAL STUDIES**

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

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

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

#### **SCIENCE**

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

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



Deer Valley may be earned through a fund raising sale. This covers the cost of transportation, lodging, food, and all materials necessary for the environmental program.

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

## **MATHEMATICS**

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

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

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

## **WORLD LANGUAGE**

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

### Curriculum

In 5th grade, the beginner language experience begun in elementary schools continues with a full FLEX (Foreign Language Exploratory) program in which all students rotate through three language courses (French, German and Spanish) with instructors fully certified in the language they teach. Students learn about the culture and customs associated with each language, and are also expected to develop listening and speaking skills at a novice level. At the conclusion of their fifth grade year, students will have had 12 weeks of communicative instruction in each

language (50 minute classes meeting every other day) and are asked to choose a single language for continued study through middle school. A three-year commitment is required (five years for IB students), so families are encouraged to thoughtfully consider the best fit for their child. This strong foundation and attention to allowing students to make informed decisions in their own education is done so that students are motivated to excel through high school in their chosen language.

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

#### Activities in WL

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

### **PHYSICAL EDUCATION**

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

### **EXPRESSIVE ARTS**

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

## **ART**

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

## **CAPS (Consuming and Producing Successfully)**

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

## **MUSIC**

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

## **STEAM DESIGN**

STEAM (Science, Technology, Engineering, Art, Math) Design is a way to teach how all things relate to each other, in school and in life. Using the design process, students will follow a series of steps to come up with a solution to a problem. Incorporated in this process are creativity and innovation. Students in 5<sup>th</sup> and 6<sup>th</sup> 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 5<sup>th</sup> grade will closely follow the curriculum of the core subjects with Makerspace safety and appropriate tool procedures being learned and followed. STEAM Design for 6<sup>th</sup> grade will also correlate to the core subject curriculums with additional tools being used and machinery to complete the end products. Computer Technology in both 5th and 6th grades will also be incorporated to enhance the students completed projects. This will be in the form of graphic design using CorelDraw software.

## **ADVISOR TIME**

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

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

## **GUIDANCE**

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

## **PROGRAM OF STUDIES**

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

### **5th Grade Program of Studies**

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

**Mathematics**

**Science**

**Social Studies**

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

Physical Education

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

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

Advisor Time, Team Time & Guidance

### **6th Grade Program of Studies**

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

**Mathematics**

**Science**

**Social Studies**

World Language

Physical Education

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

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

Advisor Time, Team Time & Guidance

## **OVERVIEW OF THE SCHOOL ORGANIZATION**

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

### **INTERDISCIPLINARY TEAMS**

Both 5th and 6th grade students have a choice (subject to space and scheduling needs) between the traditional educational program and the International Baccalaureate, Middle Years Program (MYP). The content and curriculum are the same among the teams. All teams use various approaches of learning to support student learning.

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

### **INTERNATIONAL BACCALAUREATE: MIDDLE YEARS PROGRAM**

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

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

### **SCHOOL DAY: STARTING AND ENDING TIMES**

Drop off for students is 8:40 AM- 8:50 AM. **Students should not report to school before 8:30 AM unless the principals grant special permission.** Walkers/Car Riders need to enter the

building on the side by the Boyce School Road entrance. Walkers/Car Riders must enter cars curbside only on the Boyce School Road side of the building; students will NOT be permitted to cross over bus lanes or the road without an adult. The first bell rings at 8:50 AM and homeroom will begin at 8:55 AM.

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

## **SUPPORTING ALL STUDENTS**

### **STUDY SKILLS**

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

Study habits to reinforce at home:

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

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

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

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

### **BOYCE PANTHER PROGRAM**

The Boyce Middle School Panther Program is a school-wide endeavor to encourage positive behavior of all students. The program is designed to foster the social and emotional growth of our middle school learners. The Panther Program focuses on our school-wide behavioral expectations: Be respectful, responsible, prepared, productive, and safe. Although social-emotional learning skills are taught in all settings, Advisor Time lessons have been created

for teachers to implement in their classroom or Team setting. Some of the topics include kindness, safety, anti-bullying, empathy, mindfulness, growth mindset, social skills, and many more. Students are recognized for their positive behaviors and contributions to our school environment by receiving a “Panther Paw” and a small incentive token (pencil topper, bracelet, pin, etc.). The Panther Paw is then entered into a larger drawing so that students have the opportunity to earn larger rewards. Most importantly, the Panther Program **encourages and recognizes positivity in the moment**. Any staff member can issue a Panther Paw to any student. For more detailed information on our Panther Program, please contact your child’s school counselor.

## **BOYCE PRIDE AWARD**

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

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

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

## **BOYCE STUDENT COUNCIL**

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

## **RECESS TIME**

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

## **ACTIVITIES AND CLUBS AT BOYCE**

Students at Boyce Middle School have the opportunity to participate in a variety of Activities/ Clubs offered during Pride Time. These experiences are not graded and emphasis is placed on good sportsmanship, fair play, creative inquiry, and positive social and emotional development. *More information will be shared with students in the Fall regarding the new Activities/ Clubs offered for the 2024-2025 school year. Start date TBD.*

## **BOYCE MIDDLE SCHOOL LIBRARY**

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

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

## **COUNSELING DEPARTMENT**

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

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

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

### **Random Acts of Kindness Week**

All 5th and 6th grade students participate in a weeklong celebration that focuses on performing kind acts for others. Some of the activities may 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.

## **HEALTH SERVICES INFORMATION - [Link for Additional Information](#)**

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

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

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



## **HOMWORK**

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

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

Homework is usually not assigned over weekends or holidays. It is imperative that parents check their child's homework every night. Homework assignments are communicated in various methods based on team teacher procedures (e.g., teacher's Canvas pages, Canvas calendar, binder reminders, "Thursday Folder" etc.).

## **MIDDLE SCHOOL GRADING SYSTEM**

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

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

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

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

**SUBJECTIVE JUDGMENT** of the student that is substantiated with objective.

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

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

### **This grading system does not value:**

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

4. Direct or subtle connections between the O-G-S-N marks and behavior modification needs.

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

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

## **COMMUNICATING WITH FAMILIES**

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

**Canvas:** Live updates of student grades/ progress/ assignments/ homework/ calendar feature.

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

## **BINDER REMINDERS (Student Planner)**

All Boyce students are encouraged to use a binder reminder (student planner). The PTO distributes the binder reminders at the beginning of the school year. The binder reminder is used to record and track assignments and is a great way to stay organized. It also serves as another communication tool between school and home. There is no cost for the binder reminders as long as the PTO activity fee is paid in full. Please visit [Boyce PTO](#) for more detailed information.

## **PARENT CONFERENCES**

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

## **EMAIL/ VOICEMAIL**

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

## **DISTRICT WEBSITE**

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

***FALL Open House - September 26, 2024, 6:00 PM- 8:00 PM \*Early dismissal for Boyce students at 1:40 PM***

***SPRING Celebration of Learning - May 22, 2025, 6:00 PM- 8:00 PM \*Early dismissal for Boyce students at 1:40 PM***

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

## **VOLUNTEERS**

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

## **PARENT TEACHER ORGANIZATION (PTO)**

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

## **SCHOOL SNACKS/ TREATS**

Due to concerns regarding food allergies and sensitivities, as well as housekeeping issues, food is not permitted for treats. Families may occasionally provide a special lunch or treat for **their own child** to be consumed during their scheduled lunch only. Families should refrain from providing lunches/ snacks/ treats for their child to share with others as students are not permitted to share food items. If a student wishes to share a treat with classmates, non-food items such as books, pencils, games or supplies for the classroom are recommended.

## **ADDITIONAL BOYCE INFORMATION**

### **WATER BOTTLES**

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

#### **General Guidelines for Water Bottle Usage at Boyce MS:**

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

### **STUDENT PHOTOS**

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

### **TELEPHONE CALLS**

Telephone calls to the school requesting that messages from parents be delivered to students should be limited to emergency situations only. We encourage students to refrain from calling home during the school day; however, if a student needs to call home, they must do so in the Boyce main office. Students are not permitted to use cell phones or other personal electronic devices during the school day.

**Students are not permitted to use cell phones during the school day unless allowed by staff. Cell Phones must remain in the students' backpacks in their lockers. Disciplinary action may be taken if a student is using a phone in school when not permitted.**

### **NUTRITION CENTER**

Students are assigned a thirty-minute lunch period in the cafeteria every day. Students may either pack a lunch or purchase a breakfast or lunch in the cafeteria. 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. Daily menus will vary and are posted monthly online on the Boyce website. A hot or cold breakfast is available from 8:20 AM- 8:50 AM. Milk is included with breakfast and lunch. Students will eat lunch with their academic team. The lunch period is thirty minutes. Please refer to your learner's Team schedule for specific lunch and recess times.

***Students will always be served a school lunch;*** 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 balances.

## **EMERGENCY PROCEDURES AND SCHOOL SAFETY**

### **SAFETY AND SECURITY**

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

### **FIRE DRILLS**

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

### **EMERGENCY DRILLS**

The school has an emergency response plan. Various emergency situations including severe weather, evacuation, and lockdowns are included in this plan. Students will be informed and instructed by their teachers as to the appropriate response and action to take during these drills. If you have any questions regarding emergency drills, please contact the school administrators.

### **VISITORS**

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

## STUDENT INFORMATION

### 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.

### ATTENDANCE

#### **Attendance (Policy 204)**

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

As stated in the Attendance Policy 204:

The following conditions constitute reasonable cause for absence from school:

1. Illness, including if a student is dismissed by designated District staff during school hours for health-related reasons.
2. Obtaining professional health care or therapy service rendered by a licensed practitioner of the healing arts in any state, commonwealth or territory.
3. Quarantine.
4. Family emergency.
5. Recovery from accident.
6. Required court attendance.
7. Death in the family.
8. Participation in a project sponsored by a statewide or countywide 4-H, FFA or combined 4-H and FFA group, upon prior written request.
9. Participation in a musical performance in conjunction with a national veterans' organization or incorporated unit, as defined in law, for an event or funeral.
  - a. The national veterans' organization or incorporated unit must provide the student with a signed excuse, which shall include the date, location, and time of the event or funeral.
  - b. The student shall furnish the signed excuse to the District prior to being excused from school.
10. Observance of a religious holiday observed by bona fide religious group, upon prior written parental request. (as noted in Policy 204). In addition, students may be released from school for a total of not more than 36 hours per year in order to attend classes for religious instruction.
11. Non School-sponsored educational tours or trips/family educational trips as outlined in the District Educational Trip form.
12. College or postsecondary institution visit, with prior approval.
13. Other urgent reasons. Urgent reasons shall be strictly construed and do not permit irregular attendance.

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

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

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

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

### **Definitions of Truancy**

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

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

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

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

- **Habitually truant children under 15 years of age:**  
The school shall:
  - Refer the child to a school-based or community-based attendance improvement program
  - Refer the child to the county children and youth agency (CYS) for services or possible disposition as a dependent child under the Juvenile Act
 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 shall:
  - Refer the child to 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 CYS agency for possible disposition as a dependent child.

### **School Attendance Improvement Plan Conference (SAIC)**

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

Schools must create attendance improvement plans prior to referring truancy to the courts. A school attendance improvement conference is defined as a conference where the child's absences and reasons

for the absences are examined in an effort to improve attendance with or without additional services. The conference will include the following individuals:

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

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

### **Magisterial Referral**

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

### **Tardies**

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

## **CODE OF STUDENT CONDUCT**

### **Student Discipline (Policy 218)**

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

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

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

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



### **Off-Campus Activities**

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

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

**As it would be impossible to identify and list all types of student infractions or administrative actions, disciplinary consequences will be administered based on an individual basis for violations not specifically outlined in this handbook at the discretion of the building administrators.**

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

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

Vandalism and defacing school property and/ or the property of others (including the school-issued technology device)	Payment, Detention, suspension, possible criminal prosecution
Tampering with safety equipment, such as fire alarms, smoke detectors, fire extinguishers, sprinklers, surveillance cameras	Detention, suspension, possible criminal prosecution, Fire Marshall notified, payment, possible expulsion
Possession and/or ignition of any fireworks, smoke bombs, matches, lighters, incendiary devices, etc.	Confiscation, Detention, suspension, possible criminal prosecution, possible expulsion
Misuse/abuse/forgery of early dismissals, hall passes, excuses, and/or other school communications	Detention, suspension, possible criminal prosecution, possible expulsion
Repeated minor infractions	Detention, suspension, possible criminal prosecution, possible expulsion
Bullying	May include, but not limited to: Counseling within the school, Parental conference, Loss of school privileges, Transfer to another school building, classroom or school bus. , Exclusion from school-sponsored activities, Detention, Suspension, Expulsion, and /or other Counseling/Therapy.
Harassment, sexual harassment, other harassment, discrimination, or related retaliation	May include, but not limited to: Counseling within the school, Parental conference, Loss of school privileges, Transfer to another school building, classroom or school bus. , Exclusion from school-sponsored activities, Detention, Suspension, Expulsion, and /or other Counseling/Therapy.
Hazing	May include, but not limited to: Counseling within the school, Parental conference, Loss of school privileges, Transfer to another school building, classroom or school bus. Exclusion from school-sponsored activities, Detention, Suspension, Expulsion, and /or other Counseling/Therapy.
Any behavior resulting in unsafe conditions or that interferes with the rights of others or that violates the policies of Upper St. Clair School District: Including but not limited to Harassment, Cyberbullying/ Bullying, Terroristic Threats, Other Threats, Weapons, Repeated infractions, etc.	May include, but not limited to: Counseling within the school, Parental conference, Loss of school privileges, Transfer to another school building, classroom or school bus. Exclusion from school-sponsored activities, Detention, Suspension, Expulsion, and /or other Counseling/Therapy.
Violation of school district policies or regulations	May include, but not limited to: Counseling within the school, Parental conference, Loss of school privileges, Transfer to another school building, classroom or school bus. Exclusion

	from school-sponsored activities, Detention, Suspension, Expulsion, and /or other Counseling/Therapy.
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## **PERSONAL PROPERTY**

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

## **LOCKER USE**

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

## **DAMAGED ITEMS**

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

## **ADDITIONAL STUDENT CONDUCT POLICIES**

USC School Board policies and notifications most relevant to students and families are included throughout this Handbook. The policies and notifications in the Handbook are not all inclusive. All policies and regulations are on file as the "School Board Policy Manual" and can be viewed at the Administrative Offices and on the District's website here - [School Board Policy Manual](#).

### **Bullying-Cyberbullying (Policy 249)**

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

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

Students are encouraged to use the district's report form, available from the building principal, or to put the complaint in writing; however, oral complaints shall be accepted and documented. The person accepting the complaint shall handle the report objectively, neutrally and professionally, setting aside personal biases that might favor or disfavor the student filing the complaint or those accused of a violation of this policy.

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

### **Electronic Devices (Policy 237)**

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

### **Suspension and Expulsion (Policy 233)**

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

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

Expulsion is exclusion from school by the Board for a period exceeding ten (10) consecutive school days. The Board may permanently expel from the district rolls any student whose misconduct or disobedience warrants this sanction. No student shall be expelled without an opportunity for a formal hearing before the Board, a duly authorized committee of the Board, or a qualified hearing examiner appointed by the Board, and upon action taken by the Board after the hearing.

### **Terroristic Threats (Policy 218.2)**

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

### **Weapons (Policy 218.1)**

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

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

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

### **Dress Code ([Board Policy #221: Dress and Grooming](#))**

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

## **SCHOOL BUS DISCIPLINE**

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

## **ACADEMIC INTEGRITY**

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

## **SUPPORTING POSITIVE BEHAVIORS**

Behavioral Expectations for Boyce Middle School Students: What does it *look like and mean to be* respectful, responsible, prepared, productive, and safe in our school?

### **BEHAVIOR EXPECTATIONS FOR STUDENTS IN THE NUTRITION CENTER:**

Be Respectful	<ul style="list-style-type: none"> <li>● I can clean up my area</li> <li>● I can raise my hand when I need to leave my table</li> <li>● I can keep my tone of voice at an appropriate level</li> <li>● I can wait patiently in line</li> <li>● I can include others at my table</li> <li>● I can say “please” and “thank you”</li> <li>● I can eat my food and not waste</li> </ul>
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Be Responsible	<ul style="list-style-type: none"> <li>● I can handle my food only!</li> <li>● I can clean up after myself if I accidentally drop food or spill something</li> <li>● I can help my friends maintain a clean table and area</li> <li>● I can keep my lunch number private</li> </ul>
Be Prepared	<ul style="list-style-type: none"> <li>● I can be ready to use my lunch number</li> <li>● I can be ready to go to the snack line when my table is called</li> <li>● I can be ready to return to class when lunch is over</li> </ul>
Be Productive	<ul style="list-style-type: none"> <li>● I can make my choice before lunch to save time</li> <li>● I can arrive to the cafeteria on time every day</li> <li>● I can eat my lunch in the time allotted</li> </ul>
Be Safe	<ul style="list-style-type: none"> <li>● I can behave as if I were in a public restaurant</li> <li>● I can stay seated</li> <li>● I can keep my hands, feet and unkind words to myself</li> <li>● I can wait patiently at my table until my table is dismissed by an adult</li> <li>● I can inform an adult if there is a problem</li> </ul>

#### **BEHAVIOR EXPECTATIONS FOR STUDENTS AT RECESS:**

Be Respectful	<ul style="list-style-type: none"> <li>● I can clean up my materials</li> <li>● I can include others in games and activities</li> <li>● I can share</li> <li>● I can play fair</li> </ul>
Be Responsible	<ul style="list-style-type: none"> <li>● I can take turns</li> <li>● I can take care of materials and equipment</li> <li>● I can let an adult know if materials are broken</li> </ul>
Be Prepared	<ul style="list-style-type: none"> <li>● I can be ready to go to recess promptly</li> <li>● I can be ready to return to class when recess is over</li> </ul>
Be Productive	<ul style="list-style-type: none"> <li>● I can follow the rules</li> <li>● I can be active and give myself a “brain break”</li> </ul>
Be Safe	<ul style="list-style-type: none"> <li>● I can let an adult know if a student is hurt or needs help</li> <li>● I can use materials properly</li> <li>● I can listen to the supervising adults</li> </ul>

#### **BEHAVIOR EXPECTATIONS FOR STUDENTS IN THE HALLWAY:**

Be Respectful	<ul style="list-style-type: none"> <li>● I can talk quietly so that I do not disrupt others in class</li> <li>● I can wait quietly for my teacher to open the door to my next class</li> </ul>
Be Responsible	<ul style="list-style-type: none"> <li>● I will use my locker only!</li> <li>● I can use the locker “parking lots” to safely store my Chromebook</li> </ul>
Be Prepared	<ul style="list-style-type: none"> <li>● I can get my materials from my locker and return to class quickly</li> </ul>
Be Productive	<ul style="list-style-type: none"> <li>● I can take the quickest route to my destination</li> </ul>

Be Safe	<ul style="list-style-type: none"> <li>• I can <b>walk</b> to my destination</li> <li>• I can make sure my items are in my locker and not on the floor</li> </ul>
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#### **BEHAVIOR EXPECTATIONS FOR STUDENTS ON THE BUS:**

Be Respectful	<ul style="list-style-type: none"> <li>• I can sit with someone new!</li> <li>• I will not treat 5th graders and 6th graders differently</li> </ul>
Be Responsible	<ul style="list-style-type: none"> <li>• I can throw away my trash in the trash can</li> <li>• I can keep my personal device to myself</li> </ul>
Be Prepared	<ul style="list-style-type: none"> <li>• I can remember to take my items home</li> <li>• I can enter and exit the bus quickly</li> </ul>
Be Productive	<ul style="list-style-type: none"> <li>• I can sit with someone to make room for others to sit</li> <li>• I can follow the bus rules</li> </ul>
Be Safe	<ul style="list-style-type: none"> <li>• I will stay seated while the bus is moving</li> <li>• I can use my “inside voice” and not distract the driver</li> <li>• I can know what to do in an emergency</li> </ul>

#### **BEHAVIOR EXPECTATIONS FOR STUDENTS IN THE RESTROOM:**

Be Respectful	<ul style="list-style-type: none"> <li>• I can maintain my privacy and the privacy of others</li> <li>• I can help maintain a clean restroom</li> </ul>
Be Responsible	<ul style="list-style-type: none"> <li>• I can practice good hygiene by frequently washing my hands</li> <li>• I will use the toilet and sinks appropriately</li> </ul>
Be Prepared	<ul style="list-style-type: none"> <li>• I can use the restroom during breaks in my schedule</li> <li>• I can use the restroom before class</li> </ul>
Be Productive	<ul style="list-style-type: none"> <li>• I can arrive promptly and leave soon after washing my hands</li> <li>• I can use the restroom closest to my classroom</li> </ul>
Be Safe	<ul style="list-style-type: none"> <li>• I can keep soap and water in the sink</li> <li>• I will throw garbage away in the trash cans <b>ONLY!</b></li> </ul>

## **STUDENT RIGHTS AND RESPONSIBILITIES**

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

It is the responsibility of each student to:

- Be honest and ethical: Respect, Responsibility, Honesty.
- Put forth his/her best efforts in the classroom to develop and improve his/her learning.
- Contribute to making the school a better place in which to learn.



- Exercise proper care when using school equipment.
- Assist in protecting the health, safety, and welfare of the school community.
- Be aware of the rules and policies of the school and follow them.
- Attend school daily and report to all classes on time.
- Make-up work when absent from school.
- Respect school property.
- Follow the dress code.

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

### **Opening Exercises/Flag Displays (Policy 807)**

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

### **Searches (Policy 226)**

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

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

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

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

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

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

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

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

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

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

All instructional materials, including teachers' manuals, audiovisuals, and other supplementary instructional material used in the instructional program shall be available for inspection by the parents/guardians of students, in accordance with Board policy. Instructional materials do not include tests or academic assessments. Conditions relating to such requests are included in School Board Policy 105.1 which can be found on the District's website on the School Board/District Policies tab.

## **TECHNOLOGY**

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

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

### **2024-25 Chromebooks**

The Upper St. Clair School District provides every student with a Chromebook.

#### **USCSD will be financially responsible for:**

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

**Students/Parents will be financially responsible for:**

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

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

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

**Chromebook Repair Costs:**

If a device needs to be repaired due to intentional damage, abuse, vandalism, or improper use/care, the costs will be billed based on the published fee schedule for the 2024-25 School Year.

You can find the repair costs for Chromebooks by visiting: <https://support.uscsd.k12.pa.us/kb/article/691>

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

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

**Information for Students Traveling Internationally**

The use of student Single Sign-on (SSO) accounts to access all district resources, including your Chromebook, is geo-restricted to within the United States. Additional steps are required to access your student SSO account when traveling internationally. These additional steps, as outlined below, must be completed before departing from the United States.

1. Set up the Microsoft Authenticator app on your phone. If you do not have one, you may complete the setup using a Parent's or Guardian's phone. It is important to set up Microsoft Authenticator on the phone you will take on your trip.

For detailed instructions on how to set up Microsoft Authenticator, please see the article: [uscsd.org/studentmfasetup](https://uscsd.org/studentmfasetup)

2. The default method that Microsoft Authenticator uses to deliver authentication prompts is a push notification. To receive the push notification, ensure the phone with Microsoft Authenticator is connected to cellular data or WiFi before signing in to your student account.
3. You will be prompted to use the Microsoft Authenticator app whenever you attempt to sign in to district systems such as Canvas or Focus or to log in to your Chromebook when you are located outside of the United States.

You must complete the setup of the Microsoft Authenticator app **before** departing the United States to access your student account or log in to your Chromebook while traveling internationally. The Technology Department cannot override this security requirement nor provide alternative means to access your account or Chromebook while traveling internationally.

If you have questions or need additional help, please submit a ticket by visiting [uscsd.org/support](https://uscsd.org/support).

For the most up-to-date instructions, please visit [support.uscsd.k12.pa.us/kb/article/669](https://support.uscsd.k12.pa.us/kb/article/669) (Student sign-in required).

## **Boyce Middle School Student Expectations for Chromebook Usage**

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

- I will only use my Chromebook for educational purposes.
- I will use my Chromebook in ways that are appropriate and meet the Upper St. Clair School District expectations and policies.
- I will only use my Chromebook in ways that demonstrate academic integrity.
- I understand that my Chromebook is subject to inspection at any time without notice because it is the property of the Upper St. Clair School District.

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

- I will know where my Chromebook is at all times.
- I understand that the Chromebook is registered to me and is not to be loaned out to others.
- I will ensure that my Chromebook is placed in a secured location when not being used.
- I will handle my Chromebook carefully to avoid damage.
- I will keep food and beverages away from my Chromebook.
- I will charge the battery daily to be prepared for school.

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

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

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

- I will not modify or change settings/configurations of the Chromebook.
- I understand that the USCSD Technology Department is responsible for repairing my Chromebook, and I will not attempt to repair or disassemble my device for any reason.
- I will be responsible for all damage or loss caused intentionally, or for damage caused by carelessness, neglect or abuse.

- I will file a report in the Principal's Office in the case of theft, vandalism, or damage.

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

## **COMPLIANCE NOTIFICATIONS**

**Annual Compliance Notifications include the following and additional notifications that can be found on the District's website at [Compliance Notifications](#).**

### **Nondiscrimination Notice:**

The Upper St. Clair School District does not discriminate on the basis of race, color, national origin, sex/gender, disability, or age in its programs and activities and provides equal access to the Boy Scouts and other designated youth groups. The Director of Pupil Services, Dr. Lauren Madia, has been designated to handle inquiries regarding the non-discrimination policies and can be reached using the contact information listed below.

### **Title IX Notice:**

Upper St. Clair School District does not discriminate on the basis of sex and further prohibits discrimination in its all education programs and activities operated by the District, including in its admission and employment practices, as required by Title IX. Inquiries regarding the application of Title IX and its implementing regulations may be made to the District's Title IX Coordinator, or the Office of Civil Rights, or both.

The Title IX Coordinator for student/family concerns is:

Dr. Lauren Madia, Director of Pupil Services / Student Title IX Coordinator

District Administration Building (Student Support Services)

1775 McLaughlin Run Road

Upper St. Clair, PA 15241

412-833-1600 Ext. 2113

[lmadia@uscscd.k12.pa.us](mailto:lmadia@uscscd.k12.pa.us)

A copy of the Nondiscrimination Policy and Grievance Procedures may be found on the [District's Publicly Accessible Website](#). Any information regarding conduct that may constitute sex discrimination under Title IX, as well as complaints of sex discrimination under Title IX may be reported to Dr. Amy Pfender (Employees), 412-833-1600, ext. 2062 or Dr. Lauren Madia (Students), via the contact information provided above.

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

### **Child Find Notice of Special Education Services & Program**

Each school district, along with other public agencies in the commonwealth, must establish and implement procedures to identify, locate and evaluate all children who need special education programs and services because of the child's disability. This notice is to help find these children, offer assistance to parents, and describes the parents' rights with regard to confidentiality of information that will be obtained during this process. The content of this notice has been written in English but can be translated into other languages. If a person does not understand any of this notice, he or she should contact the District's Director of Special Education (412-833-1600 ext. 2064) and request an explanation [Compliance Notifications / Child Find - Special Education Services](#)

### **Homeless Students**

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

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

### **Family Educational Rights and Privacy Act**

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

[Compliance Notifications / Family Education Rights and Privacy Act.](#)

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

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

**BOYCE MIDDLE SCHOOL**

1500 Boyce Road

Upper St. Clair, PA 15241

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

<https://boyce.uscsd.k12.pa.us/>

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