

DORSEYVILLE MIDDLE SCHOOL



2024 - 2025

Student and PARENT HANDBOOK

School Calendar

Important Dates

*(*See the DMS and district website calendar for the music performance schedule)*

August 7	Sixth Grade and New Student Open Tours – 9 a.m.-2 p.m.
August 22	First day for students
August 28	6th Grade Parent Curriculum Night – 6-8 p.m.
August 29	7th and 8th Grade Parent Curriculum Night – 6-8 p.m.
August 30	DMS Only – 1:00 p.m. Dismissal
September 2	Labor Day (No School)
September 20	Picture Day
October 3	Fall Break (No School)
October 9	Elementary/Secondary Early Dismissal (DMS Dismissal –11:30 a.m.)
October 25	Elementary/Secondary Early Dismissal (DMS Dismissal – 11:30 a.m.)
October 25	End of First Grading Period
November 1	Fall Break (No School)
November 4	Elementary/Secondary Early Dismissal – 11:30 a.m. – Parent/Teacher Conferences
November 5	No School – Parent/Teacher Conferences
November 27	Elementary/Secondary Early Dismissal (DMS Dismissal – 11:30 a.m.)
Nov. 28-Dec. 2	Thanksgiving Break (No School)
Dec. 23-Jan. 1	Winter Break (No School)
January 16	End of Second Grading Period
January 17	Full Clerical Day (Teachers Only)
January 20	Martin Luther King Jr. Day (No School) & PD Day
February 17	President’s Day (No School) & PD Day
March 28	End of Third Grading Period
March 28	Elementary/Secondary Early Dismissal (DMS Dismissal – 11:30 a.m.)
March 31-April 4	Spring Break
April 18	No School
May 26	Memorial Day (No School)
May 28	Kennywood Day (DMS Dismissal – 11:30 a.m.)
June 6	Last Day for Students (DMS Dismissal – 11:30 a.m.)
June 6	End of Fourth Grading Period

Note: If student makeup days are necessary, they will be added on to the end of the school year, beginning June 7, 2025.

The end of the grading periods are:

Quarter 1 – October 25, 2024; Report Cards Available November 1, 2024

Quarter 2 – January 16, 2025; Report Cards Available January 24, 2025

Quarter 3 – March 28, 2025; Report Cards Available April 11, 2025

Quarter 4 – June 6, 2025; Report Cards Available June 13, 2025

PTO Meetings (Conference Room B)

September 17, 2024 – 10:00 a.m.

October 15, 2024 – 10:00 a.m.

November 19, 2024 – 10:00 a.m.

December 17, 2024 - 10:00 a.m.

January 21, 2025 – 10:00 a.m.

February 18, 2025 – 10:00 a.m.

March 18, 2025 – 10:00 a.m.

April 15, 2025 – 10:00 a.m.

May 20, 2025 – 10:00 a.m.

Welcome

Dear Students and Parents/Guardians,

This handbook will provide you with information about the programs and procedures of Dorseyville Middle School.

We believe students arrive in middle school as special human beings, unique in their own physical, social, intellectual, and emotional development. Therefore, in addition to providing a solid curriculum that stresses academic excellence, we offer programs that enhance self-esteem, foster success, and nurture curiosity. The change to a new school may be an adjustment at first, but the teachers and staff at Dorseyville Middle School are here to help a smooth transition.

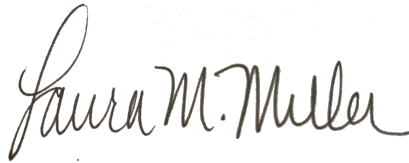
Working together, the home and school form a strong partnership – with each child's success as our highest priority. As citizens of the school, we expect students to be respectful, responsible, safe, and to demonstrate integrity so that everyone can experience a productive year socially and academically. With parent and guardian support, we are confident your child will find Dorseyville Middle School a great place to learn and grow.

We hope the information provided in this handbook assists you in this partnership. Please feel free to contact the school whenever you have a question or concern.

Sincerely,



Jonathan T. Nauhaus
Lead Principal



Laura M. Miller, Ed.D.
Program Principal

Mission

The Fox Chapel Area School District exists to maximize learning, achievement, and growth through a focus on educating the whole student.

Vision

The Fox Chapel Area School District will engage students in a learning community that values belonging and focuses on the education of the whole student through four pillars for success:

Purpose: Learning and teaching through inclusive, standards-aligned, and culturally responsive approaches that meet the needs of all students, while monitoring growth and success through a data-informed approach for continuous improvement

Passion: Providing students with authentic learning experiences that motivate them to pursue their interests with a focus on educating the whole student

Care: Fostering safe and supportive learning environments that value the diversity, individuality, social and emotional wellness, and belonging of all students

Community: Partnering and collaborating with the community

Values

- **Respect:** Valuing self and others; caring for one's environment; and pride in positive actions
- **Responsibility:** Accountability; taking ownership of what you do; and listening and following through
- **Integrity:** Doing the right thing, even when no one is watching; being honest with self and others; and trustworthiness in thoughts, words, and actions

Beliefs

- All students want to learn, are capable of learning, and share in the responsibility for their education.
- Contributing partners in the educational process include all district staff, students, families, and the community.
- Responsive schools take a leading role in promoting safety and wellness.
- Educators must be knowledgeable and current in their profession, discipline, and pedagogy.
- It is important for each member of the educational community to recognize and respect all forms of diversity.
- Effective schools are built upon integrity and foster respectful, inclusive, and dynamic environments.
- Schools of excellence have effective educational leaders.
- Fiscal decisions must effectively balance the educational needs of the students and the resources of the community.

Dorseyville Middle School

Attendance (Policy 204)

Absences

Upon return to school after an absence, the parent must provide a note or submit an electronic excuse through the parent portal in PowerSchool. The excuse email must include the student's name, date(s) of the absence, and the reason for the absence. **If an excuse/form submission is not received within three days of the student's return, the absence will be recorded as unexcused.** In the case of excessive absences, a conference will be offered to the parent/guardian. After ten absences, physician excuses will be required for all subsequent absences.

According to the Pennsylvania Department of Education, there are few reasons for being absent from school. They are: personal illness, health care, death in the immediate family, bona fide religious holidays, required court attendance, weather so inclement as to endanger the health of the child, and pre-approved educational trips. All other excuses will cause the student's absence to be considered unexcused. Work missed during an unexcused absence cannot be made up.

The law creates two distinct "procedural" sections: (1) procedures schools must follow when a child is "truant" and (2) procedures schools must follow when a child is "habitually truant."

Truant- three (3) or more school days of unexcused absences during the current school year

Habitually Truant- six (6) or more school days of unexcused absences during the current school year

The law expressly requires schools to **notify parents** or guardians in writing within ten (10) school days of the child's **third unexcused absence** that the child has been "truant."

This notice:

- Must include a description of the consequences if the child becomes "habitually truant."
- Must be in the mode and language of communication preferred by the parent; and
- May include the offer of an attendance improvement conference.

NOTE: If the child continues to incur additional absences after this notice has been issued, the school must offer a Student Attendance Improvement Conference (SAIC).

Parent/Guardian Notification of Attendance Guidelines & Procedures

Excused Absences:

1. Parents may write an excuse for up to 10 days.
2. After the 10th excused- letter mailed notifying that all absences beyond the ten (10) require a doctor/licensed practitioner of healing arts excuse

Unexcused:

1. First unexcused (no excuse within three days of absence or no doctor's excuse after 10th day of excused)- letter mailed notifying that after three (3) unexcused absences, the district is required to take further action
2. Three (3) unexcused absences (no excuse within three days of absence and no doctor's excuse after 10th day of excused) - letter mailed to parent/guardian notifying that if additional unexcused absences occur a Student Attendance Improvement Conference (SAIC) will be offered.
3. Fourth or fifth unexcused absence- Student Attendance Improvement Conference (SAIC) will be scheduled
4. Six or more unexcused absences-**habitually truant.**

The procedure schools must follow when a child is habitually truant turns on whether the child is fifteen (15) years of age or older.

- Under fifteen (15) years of age.

The school **must** refer the child to **either**: (1) a school-based or community-based attendance improvement program or (2) the county children and youth agency (CYS) for services or possible disposition as a dependent child under the Juvenile Act. Additionally, the school **may** file a citation against the parent of a habitually truant child under fifteen (15) in a magisterial district court.

- Fifteen (15) years of age and older.

The school **must either**: (1) refer the child to a school-based or community-based attendance improvement program **or** (2) file a citation against the student or parent in a magisterial district court. If the child incurs additional absences after a school refers that child to an attendance improvement program or 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.

Electronic Excuses/Educational Tours & Trips Form Submission

Upon their return after being absent or tardy, please remind students they must present an excuse. To streamline attendance processes across the Fox Chapel Area School District, parents/guardians are encouraged to sign in to their PowerSchool parent account to submit a full-day or half-day excuse, report a tardy arrival, or submit an early dismissal for their child. The district's Educational Tours & Trips form also now can be submitted electronically.

Submitting excuses through the PowerSchool parent portal is convenient and provides the opportunity for parents to ensure that their child's attendance record is accurate and up-to-date. By providing a valid reason for their child's absence, we can keep track of their progress in school.

Forms can be submitted via a web browser or through the PowerSchool app.

- To submit an excuse via a web browser, please sign in to your PowerSchool account and click on "Forms" in the left-hand navigation menu. The "Student Attendance Form" will be visible under the "General Forms" tab.
- To submit an excuse via the PowerSchool app, please click on "More" at the bottom of the screen and then "Forms." The "Student Attendance Form" will appear under the "General Forms" menu.

A how-to video for submitting electronic excuses will be available on the district's YouTube page and at www.fcasd.edu under the "Technology" section.

Parents/guardians who do not have a PowerSchool parent account or do not want to utilize this method can still submit a written excuse and/or a written Educational Tours & Trips form.

Arrival – Morning

The doors of Dorseyville Middle School open for students at 7:30 a.m. Students should not report to the building before this time unless they are scheduled to be with a specific teacher (arrangements made in advance) or are participating in an activity with a specific teacher. Students arriving at school before 7:50 a.m. must report to the auditorium. This includes car and bus riders.

At 8:00 a.m. students will be permitted to go to breakfast, the office, meet with other teachers, etc. from 8-8:15 a.m. Students must return to Homebase by 8:15 a.m. for attendance. Attendance is taken at 8:15 a.m.

Tardy

Parents/guardians must complete the electronic form on the PowerSchool parent portal or send a signed note to the attendance secretary at the time of the tardiness. The date and reason the student was late to school should be included. When tardy, students should report directly to the office.

If a student arrives prior to 11:45 a.m., the student will be marked tardy for the day. If a student arrives after 11:45 a.m. and prior to 1:30 p.m., the student will be marked ½ day absent. All arrivals at or after 1:30 p.m. will be marked as a full day absence. Three tardies will be converted to 1 unexcused absence.

Dismissal – Afternoon

Dismissal will occur at the conclusion of period seven. Students will report to their lockers and to their bus upon dismissal from period seven. Walkers and students staying for after-school activities are permitted to leave after period seven.

Parents can arrange to meet their student at the main entrance or one of the parking lots at the end of the school day.

Dismissal – Early

Please make appointments that do not interfere with the school day. However, when an early dismissal is necessary, a note or electronic form via PowerSchool parent portal should be submitted by a parent/guardian and must be **presented to the office before morning Homebase**, *stating the date, time of pickup*, and reason that the dismissal is requested. An "Early Dismissal Pass" will then be issued to the student. This pass should be given at the beginning of the period to the classroom teacher involved. At the designated time, the student should report to the office for pickup. The parent/guardian must show identification and sign the student out at the main office at that time. Students are expected to report to the office at the time they are to be dismissed. To avoid interruption of instruction, the office will NOT call the classroom.

Educational Trips

Parents wishing to have their children take an educational trip are to complete the electronic form on the parent portal in PowerSchool **at least two weeks before** the trip is to occur. Once submitted, the building administration will receive a copy. If the trip is not approved, you will be notified by the school. Teachers will be notified upon approval. It is the student's responsibility to make up all missed assignments. Please do not make requests for educational trips or tours during school-wide PSSA testing. Requests will be denied if the test(s) cannot be made up during the testing window (the district **may limit the number and duration of non school-sponsored educational tours/trips**).

Inclement Weather

When there is a school delay, cancellation, or early dismissal, every parent/guardian in the district will receive a phone call from the district's school messaging system. Additionally, an announcement will be placed on the district's website at www.fcasd.edu. Please note that during a power outage it may not be possible to place an announcement on the district's website. Delay, cancellation, and/or early dismissal announcements will also be placed on the following television stations: KDKA-TV, WPXI-TV, and WTAE-TV.

Back On Track (BOT)

The goal of the Back On Track (BOT) program is to provide students an opportunity to complete assigned classwork and homework and to provide additional skill practice. The program will meet for more than 80 sessions on most Tuesdays, Wednesdays, and Thursdays after school from 3:30-4:15 p.m. The dates for BOT are posted on the DMS website and the DMS Agenda App. The Back On Track program is supervised by Dorseyville Middle School teachers and occasionally receives assistance from the Fox Chapel Area High School National Honor Society students. Activity buses are provided for students during these days; see our website (www.fcasd.edu) for a posted schedule.

Bell Schedule

6th Grade Schedule			7th Grade Schedule			8th Grade Schedule		
HB	8:00	8:15	HB	8:00	8:15	HB	8:00	8:15
1	8:19	9:15	1	8:19	9:15	1	8:19	9:15
2	9:19	10:14	2	9:19	10:14	2	9:19	10:14
3	10:18	11:13	3	10:18	11:13	HB	10:18	10:39
4	11:17	12:12	HB	11:17	11:38	Lunch	10:43	11:13
HB	12:16	12:37	Lunch	11:42	12:12	4	11:17	12:12
Lunch	12:41	1:11	5	12:16	1:11	5	12:16	1:11
6	1:15	2:10	6	1:15	2:10	6	1:15	2:10
7	2:14	3:09	7	2:14	3:09	7	2:14	3:09
Dismissal	3:09		Dismissal	3:09		Dismissal	3:09	

Books and School Supplies

Textbooks are assigned to students and are their responsibility during the school year. Any damage that is done to textbooks during the year will require replacement payment. Pencils and other school needs may be purchased at the school store throughout the year. Dorseyville is fortunate to have a school store. It operates during lunch periods on designated days throughout the year.

Bullying (Policy 249)

Bullying is prohibited at Dorseyville Middle School. Bullying is defined as, but not limited to, any consistent physical, verbal, written, cyber, or social aggression, intimidation, and sexual, racial, and ethnic harassment from one student to another. Dorseyville Middle School seeks to address bullying behaviors through an instructional emphasis on our core values of respect, responsibility, and integrity and persistent application of disciplinary action when warranted.

When the school becomes aware of a bullying incident, we respond in multiple ways. First, there is an investigation of the incident. Second, we put into place a plan to address the behavior and the child who engaged in it. Our response can involve parent contact and traditional consequences like detention and suspension and other steps such as the involvement of our school counselors, our Student Support Team, and/or principals. It is our goal to not only address the behavior but to also educate the student so that he or she does not engage in bullying again.

What can you do if your child says he or she has been bullied?

- First, clarify the situation. If this is a one-time incident, it is not bullying (though still reportable).
- If it is bullying, report it to the school. Please contact your child's teacher, school counselor, or call a principal directly. *Sometimes students and parents think that if they report an incident, the situation will get worse. We understand this concern, but please report the problem. We are always discreet in dealing with problems, and if your child is telling you, then it is important enough to tell the school. We will work with you to deal with the matter in the best way possible.
- Finally, check in with your child after the school has intervened. If another problem arises, please call the school.

Bus Transportation

Guidelines

The school district provides bus transportation as a service to its students. Students are expected to demonstrate respectful, responsible, and safe behavior. **Students are to only ride the bus to which they are assigned.** The bus driver is in charge of the bus; in the interest of safety, students must obey bus rules. Violation of bus rules will result in suspension from the bus. Students who expose any inappropriate body parts while riding the bus will be suspended from the bus for the entire school year. Additionally, to improve school bus safety, video cameras will be used to assist and to monitor school bus discipline. All passengers on school district vehicles are subject to video surveillance at any time.

Driving Children to School

Students should use bus transportation to and from school. Should it be necessary to transport a student, cars may loop through the parking lot and drop the student at the cafeteria side entrance. Do not park in the fire lane in front of the school building at any time. This area is for buses and emergency vehicles. Any time parents need to come into the school, we ask that they use the parking lots located between the middle school and Hartwood Elementary School, or the upper parking lot in front of the building, and then enter the building using the front door. Because traffic congestion is a problem and student safety is a primary concern, everyone's cooperation is needed. Please be sure that students are prepared to leave the car when you pull up to the drop-off area.

No Bus Passes

The purpose of bus transportation is to transport children to and from school. Most buses are at capacity. In fairness to all students, no bus passes will be issued.

Activity Buses

Activity buses are provided on specially scheduled days for students remaining at school for activities. The buses leave the middle school at 4:15 p.m. All bus rules are enforced when riding activity buses. Activity buses do not follow regular bus

routes and stops. It may be necessary for students to walk more than normal distances to reach their homes. Please make sure your child is aware of what bus and stop they should use.

BOT/Activity Bus Dates and Stops

Students can find this information on the DMS Agenda App. The DMS Agenda App is located on all student iPads.

Athletic Buses

Athletic buses leave the middle school at approximately 5:15 p.m. during the various athletic seasons. Use of these buses is restricted to students participating on athletic teams.

Athletic Stops

Caring Closet

DMS has established a Caring Closet to support students in need. The closet provides essential items such as clothing, shoes, hygiene products, and school supplies to students who may not have access to these resources at home. The Caring Closet is run by the counselor who are committed to ensuring that every student has access to the resources they need to be successful. Students can access the Caring Closet discreetly and confidentially, with no questions asked, to ensure their privacy and dignity are respected.

Child Find Notice

IDEA – Chapter 14

In compliance with state and federal law, notice is hereby given by the Fox Chapel Area School District that it conducts ongoing identification activities as a part of its school program for the purpose of identifying students who may be in need of special education and related services. Child Find refers to activities undertaken by public education agencies to identify, locate, and evaluate children residing in the state, including children attending private schools, who are suspected of having disabilities, regardless of the severity of their disability, and determine the child's need for special education and related services. The purpose is to locate these children so that a Free Appropriate Public Education (FAPE) can be made available. Identification activities are performed to find a child who is suspected as having a disability that would interfere with their learning unless special education programs and services are made available. These activities are sometimes called screening activities. The activities include: review of group data, conducting hearing and vision screening, assessment of a student's academic functioning, observation of the student displaying difficulty in behavior, and determining the student's response to attempted remediation. Input from parents is also an information source of identification. If your child is identified by the district as possibly in need of such services, you will be notified of applicable procedures. Individualized services and programs are available for children who are determined to need specially designed instruction due to the following conditions: autism/pervasive development disorder, blindness or visual impairment, deafness or hearing impairment, deaf blindness, orthopedic impairment, developmental delay, multiple disabilities, traumatic brain injury, other health impairment, emotional disturbance, specific learning disability, and/or speech or language impairment. We offer a continuum of services for students with disabilities that begins with full inclusion in the child's home school and class, to separate programs within other schools in which peers without disabilities would not participate.

If you believe that your school-age child may be in need of special education services and related programs, or your child (ages 3 to school age) may be in need of early intervention, screening and evaluation processes designed to assess the need of the child and their eligibility are available to you at no cost, upon written request. You may request screening and evaluation at anytime, whether or not your child is enrolled in the district's public school program. Requests for school-age evaluations and screenings are to be made in writing to: Special Education and Pupil Services Department, Fox Chapel Area School District, 611 Field Club Road, Pittsburgh, PA 15238. Requests for children ages 3 to school age should be made in writing to: Project DART, Allegheny Intermediate Unit, 475 East Waterfront Drive, Homestead, PA 15120.

**Potential Signs of Developmental Delays and Other Risk Factors
that Could Indicate a Need for Special Education Services**

Some indications that your child may be a child with a disability who is in need of special education are:

- Exhibition of an emotional disturbance over a long period of time that affects your child’s ability to learn;
- Consistent problems in getting along with others;
- Difficulty communicating;
- Lack of interest or ability in age-appropriate activities;
- Resistance to change;
- Difficulty seeing or hearing that interferes with the ability to communicate;
- Health problems that affect educational performance, including attention problems;
- Difficulty performing tasks that require reading, writing, or mathematics; and
- When, a child who is at least 3 years of age but before they have started school as a beginner, scores on a developmental assessment device, on an assessment instrument which yields a score in months, which score indicates that the child is delayed by 25% of the child’s chronological age in one or more developmental areas, or if the child is delayed in one or more of the developmental areas, as documented by test performance of 1.5 standard deviations below the mean on standardized tests.

Chapter 14- 22 Pa. Code Chapter 14

The Fox Chapel Area School District provides a free, appropriate, public education to eligible students. To qualify as an eligible student, the child must be of school age, in need of specially-designed instruction, and meet eligibility criteria for one or more of the following physical or mental disabilities, as set forth in Pennsylvania State Regulations:

- Autism
- Deafness
- Visual Impairment including Blindness
- Emotional Disturbance
- Hearing Impairment
- Intellectual Disability
- Multiple Disabilities
- Orthopedic Impairment
- Other Health Impairment
- Specific Learning Disability
- Speech or Language Impairment
- Traumatic Brain Injury

The District engages in identification procedures to ensure that eligible students receive an appropriate educational program consisting of special education and related services, individualized to meet student needs. At no cost to the parents, these services are provided in compliance with state and federal laws and are reasonably calculated to yield meaningful educational benefit and student progress.

To identify students who may be eligible for special education, various screening activities are conducted on an on-going basis. These screening activities include: review of group-based data (cumulative records, enrollment records, health records, report cards, ability, and achievement test scores); hearing, vision, physical, and speech/language screening; and review by a Child Study Team, MTSS Team, or (Elementary) Student Assistant Program ((E)SAP) Team. When screening

results suggest that the student may be eligible for special education services, the District seeks parental consent to conduct a multidisciplinary evaluation.

Parents who suspect that their child is eligible for special education services may request a multidisciplinary evaluation at any time through a written request to the Director of Special Education and Pupil Services.

Services designed to meet the needs of eligible students include the annual development of an Individualized Education Program (IEP), bi-annual or tri-annual multidisciplinary re-evaluation, and a full continuum of services, which include Itinerant, Supplemental, or Full-Time Levels of Support. The extent of special education services and the location for the delivery of such services are determined by the IEP team and are based on the student's identified needs and abilities, chronological age, and the level of intensity of the specified intervention. The District also provides related services required for the student to benefit from the special education program.

Parents may obtain additional information regarding special education services and programs and parental due process rights by contacting the Director of Special Education and Pupil Services, 412-967-2435, Fox Chapel Area School District, 611 Field Club Road, Pittsburgh, PA 15238.

Section 504 – Chapter 15

In compliance with state and federal law, the school district will provide to each protected handicapped student, without discrimination or cost to the student or family, those related aids, services, or accommodations that are needed to provide equal opportunity to participate in and obtain the benefits of the school program and extracurricular activities. A protected handicapped student must be school age with a physical or mental disability that substantially limits or prohibits participation in or access to an aspect of the school program. You may request screening and evaluation for Chapter 15 services at any time, whether or not your child is enrolled in the district's public school program. Requests for evaluation and screening are to be made in writing to: Special Education and Pupil Services Department, Fox Chapel Area School District, 611 Field Club Road, Pittsburgh, PA 15238.

Gifted Education – Chapter 16

In compliance with state law, services designed to meet the unique needs of gifted students are provided. Students are identified individually based on state law and district policy, and those students who possess superior intelligence scores or meet multiple criteria indicating gifted ability may receive services. If you believe that your school-age child may be eligible for gifted services, screening and evaluation processes designed to assess their eligibility are available to you at no cost, upon written request. You may request screening and evaluation at any time, whether or not your child is enrolled in the district's public school program. Requests for evaluation and screening are to be made in writing to: Special Education and Pupil Services Department, Fox Chapel Area School District, 611 Field Club Road, Pittsburgh, PA 15238.

Conferences

November conferences will be held for parents to meet with teachers. These conferences are optional and scheduled. Conferences are limited to 10 minutes. Information on how to schedule conferences with individual teachers will be provided a few weeks before the conference date. If there is a need to meet with your child's teachers at any other time, please contact the teachers on your child's team or your child's school counselor to schedule a conference.

Drugs and Alcohol

All drugs are a violation of the Pennsylvania School Code. Dorseyville Middle School is a "Drug-Free School Zone." It is against the school code for anyone to possess or consume illegal drugs, including alcohol. Illegal drugs are forbidden in the school, on school grounds, and on the school bus. Any individual who violates this policy will be subject to school discipline, including possible expulsion and police action (see Code of Conduct).

Educational Support Services

Dorseyville Middle School has many services available to students to meet a variety of educational and emotional needs.

Response to Instruction and Intervention (RtII) – is a multi-step school approach for students who are experiencing challenges with academics, emotional issues, behavior, and/or attendance. This three-tier approach starts with classroom teachers and, if needed, can progress to other specially trained staff for more involved interventions. Parents with questions pertaining to RtII should contact the child's school counselor and/or the RtII Coordinator.

School Counseling Center – Dorseyville Middle School has counselors to serve the needs of students. Students are assigned to a particular school counselor based on their grade level. The counselors conduct a variety of programs during the year designed to meet the needs of the students. Students are encouraged to make use of the curricular, individual planning, and counseling services offered through the counseling center.

The Fox Chapel Area School District also provides many special education programs to meet the unique needs of its students.

Educational Support – All of the special education programs come under the heading of Educational Support and become a part of a student's educational program based on individual needs. Students may receive learning support for academic needs, emotional support for behavioral concerns, life skills support to address functional needs, or gifted support to provide educational opportunities that extend beyond the primary curriculum. Additional support programs available to students include speech and language support, occupational and vocational therapy, physical therapy, vision services, and English as a second language (ESL).

Parents/guardians who would like further information about any of these programs may contact Dorseyville Middle School or the Director of Special Education at 412-967-2435.

Exploratory Time (ET)

ET provides students the opportunity to choose areas that are of special interest and fun to them. Students are given a choice of approximately 75 different ET sessions. Students will participate in three different ET sessions a year, each meeting once a week for five weeks. ET is built upon the belief that the adolescent learner is ready to see the interrelationship among disciplines and can apply their knowledge and skills to solve real problems, which may include artistic, kinesthetic, and creative opportunities. Additionally, ET provides students with multiple opportunities to mix and mingle with teachers and students in different grade levels, while exploring new interests and expanding their knowledge and understanding of the world.

Food Services

Breakfast and Lunch Program

Student meal prices at Dorseyville Middle School are \$2.95 daily for lunches and milk is 75 cents per carton. Breakfast will be served free to students again this year. There are also a variety of healthy snack and beverage choices offered daily. Most snacks and beverages are priced between 75 cents and \$2.00. If a student owes the cafeteria money, no extras will be allowed to be purchased until the account has money in it again.

A computerized Point of Sale (POS) system allows parents/guardians to pre-pay for meals by depositing money into a debit account for all purchases. All students are given a personalized Identification number (PIN), which they enter into a pin pad when purchasing anything in the cafeteria. The cafeteria staff will assist children who forget their PIN numbers. To place money on an account, apply for free/reduced eligibility, place a note on your child's account, and to view purchases please sign up for the online system at www.schoolcafe.com. You may always send a check or cash into school with your child to be given to the cafeteria staff. Checks should be made out to the FCASD Cafeteria Fund.

Students who qualify may receive free or reduced meals; you must thoroughly complete a meal benefit application and return it to school unless you use the online system to apply at www.schoolcafe.com. The application must be completed

every school year. All charges incurred before applying for free or reduced eligibility are the responsibility of the parent/guardian. One meal benefit application may be used for all eligible school children in the family. If you receive notification that you are on the direct certification list, you do not need to fill out an application.

For the Food Services Policy, access to all menus, free and reduced forms, and general information on Food Services, please go to: <https://www.fcasd.edu/foodservices>.

Please contact Food Services Manager, Julie Geary at 412-967-2502 or Julie_Geary@fcasd.edu for any questions regarding the school breakfast and lunch program as well as the free and reduced lunch program.

808-AR-3. STUDENT FOOD SERVICE CHARGES-DEBT

Due to a large number of students charging their meals, it is necessary to address the issue of delinquent food service accounts.

The Board of School Directors is required to provide healthy meals in accordance with current regulation and policy. The Board of School Directors shall permit students to incur what the Board or its designee considers reasonable charges and that parents/guardians shall be contacted for payment of said charges.

GUIDELINES:

The district shall inform, in writing, parent/guardian, who incurred a negative balance, of the district's policy regarding food service charges. The Food Service Department of the Fox Chapel Area School District adopted a Point of Service System (P.O.S.S.) for meal purchases in each building. Parents/guardians can prepay for meals by depositing funds to the student's account. All students are issued a Personal Identification Number (PIN) upon entering grade K and will retain a PIN while enrolled in the Fox Chapel Area School District.

A written notice will be sent by mail to parents/guardians whose students have a debt higher than \$10.00, informing them of the balance and the notice shall include information on payment options. If the balance is not paid immediately, the student will be provided a qualified lunch at the cost of a school lunch. Students with a negative account balance may not purchase a second meal, a la carte items, snacks, or beverages. Elementary students with a negative account balance may purchase milk.

Parents are encouraged to keep funds in their child's account.

Parents with hardships can apply for Free and Reduced Meals at any time during the school year. However, this will not negate the charges incurred nor can a Free and Reduced Meal application be backdated to address accrued charges.

The district will attempt to collect on accrued charges through contact with parent/guardian. The district will work with parents/guardians to set up a payment plan for families that are experiencing difficulties paying for their accrued charges.

Grade Recovery Program (GRP)

Grade Recovery Program is a part of the multi-tiered support system for students who are experiencing consistent academic struggles including academic failure in core classes. The specially trained staff works with students after school from 3:09-4:15 p.m. using online courseware and other resources to help the students learn concepts they missed in their classes. Transportation is provided using the activity buses. Questions concerning Grade Recovery Program should be directed to the child's school counselor.

Harassment

It is the policy of the Fox Chapel Area School District to maintain a positive learning and working environment free of harassment. Harassment or any harassment based on sex, race, or ethnicity will not be tolerated in the school community. Harassment includes cyberbullying and/or harassment through electronic communications. Any person experiencing harassment from a student, teacher, or any employee of the district may make a complaint to their immediate supervisor, teacher, school counselor, principal, or another appropriate individual. A copy of the complete policy may be obtained from the district administration office.

Health Services

When a student is in need of health services, he/she should report to the nurse who will decide what should be done. The student may not leave the building without authorization. The dispensing of medication is strictly governed by a written policy of the Fox Chapel Area School District. All medication dispensed by the school nurse must be physician prescribed. Medication which must be dispensed to students during the school day must be given to the school nurse.

Students who need to leave school due to illness will be notified through the school health office, not via a student's cell phone.

Homebase

Homebase meets every day. Mondays will be dedicated to Sustained Silent Reading (SSR). On Tuesdays, students will participate in our social and emotional learning curriculum, Second Step. Wednesdays will focus on special lessons. Thursdays will be scheduled resource time for academic needs, relationship building, and club/athletic meetings. Fridays will conclude with Positive Reflection Friday. Homebase teachers will make telephone contact with parents during the first two weeks of school and should be considered a point of contact for parents if questions arise throughout the school year.

Homebound Instruction

When a student is unable to attend classes due to a prolonged illness or injury, the parent should contact the counseling center. Homebound Instruction is available as a service of the school district when an absence of at least three (3) weeks is anticipated. A physician's form must be completed to begin Homebound Instruction.

Homeless Students (Policy 251)

Under the McKinney-Vento Homeless Assistance Act, all school districts are responsible for identifying students experiencing homelessness and connecting them with the resources needed to ensure academic success.

Who is considered homeless? Children or youths living in a shelter, transitional housing, hotel/motel, vehicle, campground, on the street, or doubled up with friends or family due to a lack of alternate resources are considered homeless. An unaccompanied homeless youth is a child or youth that is not in the care of their parent or legal guardian and meets the definition of homeless under McKinney-Vento.

Where can students experiencing homelessness attend school? The law indicates that homeless students have the right to remain in their school of origin (the school they attended at the time of the homeless episode or last school attended) through the end of the school year in which they find permanent housing, provided it is in the child's/youth's best interest.

If through consultation between the school and the family and/or unaccompanied youth it is determined that remaining in the school of origin is not in the student's best interest, then the student has the right to immediately enroll in the school that non-homeless students living in the attendance area in which the child/youth is actually living are eligible to attend, even if they do not have all of the required documentation. Additionally, unaccompanied homeless youths have the right to immediately enroll in school, even if they do not have a legal guardian present.

What support can school districts provide to homeless students? Homeless students are eligible for support and services to remove barriers to educational success. These may include transportation to the school of origin, free meals, referrals to physical/mental health providers, clothing to meet school requirements, access to school supplies and resources, assistance with credit recovery, tutoring supports, expedited evaluations, and assistance to participate in school activities, including parent engagement opportunities, sports, clubs, etc.

Homeless Dispute Process: If at any time there is a disagreement about homeless status or best interest for school placement, the district will notify the family in writing of their determination that the family/unaccompanied youth is ineligible for McKinney-Vento services. At this time, the district will provide the family/unaccompanied youth with the ability to dispute their determination. Throughout the dispute process, the child/youth, including unaccompanied youth, will continue to be educated in the school of origin or immediately enrolled in the school in which they are seeking enrollment until the dispute process is finalized. Transportation will continue throughout the dispute process. All disputes

will be sent to the ECYEH regional coordinator, who will issue a determination. If any party is unhappy with the determination, they can elevate the dispute to the state coordinator.

What if I think that I am eligible for services under McKinney-Vento? Please contact Susan Nichols, homeless liaison and foster care point of contact, Fox Chapel Area School District, at (412) 967-2431 or susan_nichols@fcasd.edu.

For more information, please see [A General Guide to Pennsylvania's Education for Children and Youth Experiencing Homelessness \(ECYEH\) Program](#).

Homework

Homework is any activity where learning is extended beyond the school day. At Dorseyville Middle School, we believe that homework must be meaningful, purposeful, and designed to enhance each student's success in school. It is the responsibility of team teachers to discuss team homework assignments, avoid homework overloads, and coordinate long-term projects and exams. Teachers will provide opportunities for students to record homework assignments. Each team provides daily information and reminders on homework and in-class assignments, thereby affording parents and students the opportunity to strengthen the bond between home and school. In the event of long-term absences, parents may contact the counseling center for make-up work.

Schoology is FCASD's online Learning Management System (LMS) used at DMS and the high school. It functions as an online classroom, housing curricular and course materials, and allows students to complete and submit assignments, projects, and assessments. Many of these online activities receive grades and teacher feedback. Schoology is a great way to get a glimpse into your child's academic world and see a snapshot of his or her classroom.

Schoology Access for Parents: <http://schoology.com>

Schoology Access for Students: schoology.fcasd.edu

PowerSchool is FCASD's Student Information System (SIS). It is the primary one-stop source for your child's official information including: student records, course grades, attendance records, and report cards.

PowerSchool Access:

<https://psweb.fcasd.edu>

Honor Roll

Honors will be based on a student's QPA each grading period. Students must earn at least a 3.5 QPA for honor roll, or at least a 3.85 QPA for high honor roll. Any "D" or "F" or "Incomplete" grade will exclude a student from the honor roll.

4.0 = 4.0 Award

3.85-3.99 = High Honors Award

3.50-3.84 = Honors Award

Interdisciplinary Team Organization (ITO)

Each student will be a member of a team. The school determines placement. Teams will be taught by a group of teachers who share the same students, the same part of the building, and with the same general schedule. This team of teachers develops interdisciplinary units of study and helps build team spirit and a sense of belonging. Parent requests for a particular team, teacher, or Homebase teacher cannot be honored.

LIGHT Center

DMS features a LIGHT Center, part of the LIGHT Education Initiative, allowing students to connect to the larger community through themes of human rights and advocacy. The LIGHT Education Initiative was established at Dorseyville Middle School, with a primary goal of teaching students about tolerance and encouraging them to be active upstanders in their school and community.

Lockers

Lockers are assigned to each student. **Students should keep their lockers locked.** We ask that parents provide a lock for their child at the beginning of the school year. If a student is in need of a lock, one can be provided by the school. Students are responsible for the contents of their lockers, and should keep nothing in them but those items needed for school.

Backpacks are not permitted in classrooms and should be stored in lockers. Large sums of money should not be brought to

school. Every locker in the school building shall be subject to random inspection by any person authorized by the school principals at any time, with or without the presence of the student to whom the locker is assigned and without notice.

Lost and Found

The lost and found area is located outside of the main gymnasium in the purple hallway. Students should check these thoroughly before reporting a lost item.

Missed Assignments

When a student is absent they are encouraged to check Schoology and they may also contact their teachers to obtain the appropriate assignments. Please allow a one-day notice to gather all of the necessary materials. Assignments may be picked up in the main office or sent home with another student. It is the student's responsibility to make up all missed work. Students are given one additional day for each day of absence to make up work.

Physical Contact/Fighting

Any student engaging in fighting/physical contact or threatening violent behavior is subject to disciplinary action. Consequences may include (but are not limited to); in/out of school suspension, after-school/lunch detention, bus suspension, etc. Additionally, disorderly conduct charges may be filed with the District Magistrate. Students who provoke, agitate, instigate, intimidate, or spread rumors to cause fighting/physical contact are also subject to school disciplinary action.

Physical Education

All students are required to change for gym class. Students are to change into athletic clothes. This includes athletic shoes. Students may purchase a Dorseyville Middle School T-shirt in the school store operated by the PTO.

Promotion Guidelines

An important goal of middle school is to help every child achieve success and be promoted each year. In special cases, a student may benefit from retention. The middle school staff will consider the following guidelines when evaluating a student for retention:

1. Failure in academic subjects
2. Attendance record; and
3. Age and maturity.

Parents will be notified when their child is being considered for retention and consulted before any recommendation is made.

Records

Student records are kept in a secure file in the counseling center. Parents may request to see their child's records. Parents should call for an appointment with a counselor to examine school records. A record release form must be signed by the parent to release student records.

Report Cards

Report card information is accessible online using PowerSchool. If needed, parents may contact the main office to have a paper copy of the report card mailed home following each quarter. Parents will be able to print a copy of the report card from their home computer directly from the PowerSchool website.

Safe2Say Something

In accordance with law, the district establishes the procedures below for receiving, assessing, and responding to reports received from the Safe2Say Something anonymous reporting program of the Pennsylvania Office of the Attorney General.

These procedures establish a framework within which district administrators and staff will operate and coordinate with the county emergency dispatch center and local law enforcement agencies.

Safe2Say Something reports may be submitted by any individual, including students, parents/guardians, staff, and others as a secure and anonymous report about unsafe, potentially harmful, dangerous, violent, or criminal activities in a school entity or threat of such activities in a school entity through:

1. A twenty-four (24) hours a day, seven (7) days a week telephone hotline maintained by the Office of the Attorney General's Safe2Say Something Crisis Center;
2. A Safe2Say Something program secure website; or
3. A Safe2Say Something software program application, or "app," accessed through a mobile electronic device.

Reports may be submitted through one of these methods for an identified K-12 school anywhere in the state. Anonymous reports will be triaged by the Safe2Say Something Crisis Center and delivered to the appropriate school entity based on the location of the identified school, and county emergency dispatch center, where applicable, by Crisis Center staff through telephone communication, text, and/or email.

Anyone who wishes to make a report through the Safe2Say Something program may do so by calling 1-844-SAF2SAY (1-844-723-2729), via the website at www.safe2saypa.org/tip/, or through the Safe2Say Something app.

School Insurance

The school district offers insurance to every student. Information about the purchase of this insurance will be sent home at the beginning of the school year. It is suggested that insurance be purchased for students participating in the sports programs. Please contact the nurse's office for further information.

Schedules

Each spring, school counselors meet with students to discuss scheduling of classes for the following year. In addition, based on data, math and literacy assessments are given to help determine placement into courses. Based on the student course selection process, placement assessments, teaching assignments, and class offerings a master schedule is built. Because of the intricacies involved, it is difficult to accommodate schedule changes once the school year begins. It is the responsibility of the student and parent to review the student's schedule when it is received in the summer. If there is an error or a concern with the student's schedule, the parent should contact the appropriate counselor prior to the beginning of the school year and make the necessary correction. The school does not honor parent and student requests for teacher preferences.

School-Wide Positive Behavior (PBIS)

Dorseyville Middle School supports school-wide positive behavior. The purpose of our school-wide positive behavior process is to present standard behavioral expectations based on school board policy for all students in the building. The rationale for the implementation of a school-wide positive behavior plan is to ensure the safety and well-being of all students. Emphasis is placed on prevention through clear expectations, modeling and teaching of appropriate behavior, and relationship building opportunities. The plan is based on our district's core values: Respect, Responsibility, and Integrity. Dorseyville Middle School promotes these core values through teaching and reinforcement of the following concepts: Be Prompt, Be Polite, Be Productive, and Be Prepared. The matrix below defines the expectations of each concept for applicable settings while at school and school-related community events.

Dorseyville Middle School Expectations Matrix

	Prompt	Polite	Productive	Prepared
Classroom	<ul style="list-style-type: none"> ● Arrive to class on time. ● Submit assignments on time. ● When leaving a classroom, go directly to the destination and return in a timely manner. 	<ul style="list-style-type: none"> ● Be kind, inclusive, and mannerly to peers and adults. ● Keep hands, feet, and objects to self. ● Maintain school property. ● Use appropriate language and volume. 	<ul style="list-style-type: none"> ● Display academic integrity. ● Stay engaged, participate, and attend to classroom tasks. ● Use breaks when necessary. ● See something, say something. 	<ul style="list-style-type: none"> ● Bring necessary materials to class and engage in learning. ● Listen to adult directions.
Cafeteria	<ul style="list-style-type: none"> ● Walk. ● When leaving the cafeteria, go directly to the destination and return in a timely manner. 	<ul style="list-style-type: none"> ● Clean your area. ● Keep hands, feet, and objects to self. ● Maintain personal space. ● Maintain school property. ● Use appropriate language and volume. ● Wait your turn. 	<ul style="list-style-type: none"> ● Remain in your area until directed by an adult. ● See something, say something 	<ul style="list-style-type: none"> ● Gather all necessary food and supplies to eat before sitting down. ● Listen to adult directions.
Bathroom & Locker Room	<ul style="list-style-type: none"> ● Go, flush, wash, leave. 	<ul style="list-style-type: none"> ● Give others privacy. ● Use facilities for the intended purpose. ● Keep hands, feet, and objects to self. ● Maintain school property. ● Use appropriate language and volume. 	<ul style="list-style-type: none"> ● See something, say something. 	<ul style="list-style-type: none"> ● Use appropriate teacher procedures.
Hallway & Stairways	<ul style="list-style-type: none"> ● Feet and eyes forward. ● Go directly to your destination. ● Walk. 	<ul style="list-style-type: none"> ● Keep hands, feet, and objects to self. ● Maintain school property. ● Use appropriate language and volume. 	<ul style="list-style-type: none"> ● See something, say something. 	<ul style="list-style-type: none"> ● Listen to adult directions.
Bus	<ul style="list-style-type: none"> ● Be at the bus stop early. ● At dismissal, quickly walk to your bus and find a seat. 	<ul style="list-style-type: none"> ● Be kind, inclusive, and mannerly to peers and adults. ● Keep hands, feet, & objects to self. ● Maintain school property. ● Use appropriate language and volume. 	<ul style="list-style-type: none"> ● Remain in your area until directed by an adult. ● See something, say something. 	<ul style="list-style-type: none"> ● Listen to adult directions.

Dorseyville Middle School Expectations Matrix (continued)

	Prompt	Polite	Productive	Prepared
Technology	<ul style="list-style-type: none"> ● Use and store technology with care. ● Use only your device. 	<ul style="list-style-type: none"> ● Be aware of digital footprint. ● Maintain school property. 	<ul style="list-style-type: none"> ● Maintain district default settings. ● Personal devices out of sight. ● Stay on task. ● Use only school approved sites. 	<ul style="list-style-type: none"> ● Bring a charged device each day. ● Listen to adult directions.
Wellness	<ul style="list-style-type: none"> ● Attend school daily. 	<ul style="list-style-type: none"> ● Be kind, inclusive, and mannerly to peers and adults. 	<ul style="list-style-type: none"> ● Ask an adult for help if you can not solve your problem. ● Make good choices. ● Use coping skills & self problem solving. ● See something, say something 	<ul style="list-style-type: none"> ● Get enough sleep and exercise. ● Maintain an appropriate school appearance. ● Make a hygiene routine.
Auditorium	<ul style="list-style-type: none"> ● Quickly find your designated seated area. 	<ul style="list-style-type: none"> ● Be respectful when others are speaking. ● Be kind, inclusive, and mannerly to peers and adults. ● Keep hands, feet, & objects to self. 	<ul style="list-style-type: none"> ● Personal devices out of sight. ● Stay in your seat. ● See something, say something ● Stay engaged, participate, and attend to tasks. 	<ul style="list-style-type: none"> ● Listen to adult directions.
Community	<ul style="list-style-type: none"> ● Attend school daily. 	<ul style="list-style-type: none"> ● Be kind, inclusive, and mannerly to community members. ● Represent DMS with respect. ● Maintain community property. ● Use appropriate language and volume. 	<ul style="list-style-type: none"> ● See something, say something. 	<ul style="list-style-type: none"> ● Listen to adult directions.

Students have the opportunity to earn rewards for positive behaviors and for demonstrating the DMS Core Values. Students who are demonstrating negative behaviors and are not following the DMS Core Values will be issued infraction slips for common areas and will be referred to the Referral Room during class time to process the negative behavior and to have an opportunity to make positive choices during class time. Behavior that is not safe and causing a significant disruption to the learning will be automatic office managed behavior. Lessons during Homebase will focus on teaching the appropriate behaviors for school to maximize learning.

1. Common Area Behavior (Outside of Classroom)

a. Infraction

1. 1st- Warning
2. 2nd- Warning to the student that the next slip will result in lunch/after school detention and contact with parent/guardian.
3. 3rd through 5th- Lunch/After School Detention and contact with the parent/guardian
4. After a 6th infraction, a Student Support Team (SST) referral may be made
5. All infractions are recorded
6. Types of Behaviors: Disrespect/disruption, dress code violation, inappropriate language, property damage/misuse, physical contact, technology violation (phones, gaming), late to class, no hall pass, running

Infraction Slips <i>Teacher giving Infraction must notify student, & place form in DISCIPLINE Mailbox</i>	
1st	Conference with Student
2nd	Automated Notification*
3rd	Lunch Detention Automated Notification*
4th	After School Detention Automated Notification*
5th	After School Detention Automated Notification* Conference with Student & Parent Contact Positive Behavior Interventions***
6th	Administration Assigned Automated Notification* Conference with Student & Parent Contact Positive Behavior Interventions*** SST** referral made by team (optional)
7th+	Administration Assigned Positive Behavior Interventions***

2. **Classroom Referral - Referral Room**

a. Strike System

- i. Verbal redirection
- ii. Warning
- iii. Classroom referral to Referral Room
 - 1. Two Classroom Referrals = Lunch Detention and parent phone call
 - 2. Three Classroom Referrals = After School Detention and parent phone call
 - 3. Four and Five Classroom Referrals = ½ Day In-School Suspension and parent contact
 - 4. Six Classroom Referrals = Full Day In-School Suspension, parent contact, and possible referral to the Student Support Team (SST)
 - 5. Types of behaviors for referral: talking while the teachers are talking, disrespectful towards a teacher or a student, out of seat, touching others belongings, throwing objects, using inappropriate language/gestures, arguing, inappropriate use of technology, making noises, work refusal, talking out, unprepared, talking out, unprepared, touching others, uncooperative

Classroom Referrals <i>Classroom Teacher MUST Contact Home</i> <i>Student Completes Behavior Reflection After Each Referral</i>	
1st	Classroom Teacher Contacts Home
2nd	Lunch Detention Classroom Teacher Contacts Home Automated Notification*
3rd	After School Detention Classroom Teacher Contacts Home Automated Notification*
4th	½ Day In-School Classroom Teacher Contacts Home Automated Notification*
5th	½ Day In-School Classroom Teacher Contacts Home Automated Notification* SST** referral made by team (optional)
6th+	Full Day In-School Classroom Teacher Contacts Home Automated Notification* SST** Referral & Parent Meeting Requested

3. Office Referral

Common area and classroom behaviors will be managed through the system detailed above unless students repeatedly choose to violate building or classroom rules, disrupting the learning environment. In this case, an office referral will be made. Serious infractions impacting the learning and/or safety of others will be immediate office referrals.

- a. The teacher will complete an office referral form
- b. Principal/student conference will take place
- c. Possible administrative action may include, but is not limited to:
 - i. Parent conference, Student Support Team (SST) referral, loss of privilege, cleaning or replacement of property, written letters of apology, lunch detention, after-school detention, in-school suspension, out-of-school suspension (temporary – 1-3 days), out-of-school suspension (full – up to 10 days), recommendation for expulsion, citation/arrest

A **temporary suspension** lasts from one to three days, depending upon the severity of the student infraction. A **full suspension** calls for a student to be out of school for as long as ten days. However, it is a two-step process. First, the student receives a temporary three-day suspension from school. After three days, the student and his or her parents have an informal hearing with the principal to determine whether the suspension should continue for more time, which can range from an additional one to seven days.

Expulsion means a student is denied the privilege of attending school in the district. This disciplinary action is taken only for the most severe offenses or after a student has had one or more full suspensions. Expulsion requires the recommendation of the principal and School Board action.

The Pennsylvania School Code empowers the School Board to grant a principal or assistant principal police powers. Therefore, a principal or assistant principal may write **citations** for certain illegal offenses, such as smoking, fighting, or disorderly conduct in public buildings and grounds. Citations may also be issued for attendance issues such as truancy and class cuts. A citation means the local magistrate will issue the student and parents an order to appear in court to deal with the illegal offense.

4. Bus Referral

If inappropriate behavior occurs on the bus, the driver will complete a Bus Conduct Report and send it to the office. The principal will conduct a conference with the student and contact the student's parent/guardian. Chronic discipline problems will result in bus suspension.

We treat bus misbehavior very seriously. For those students who do not follow the bus rules, consequences will occur, which may include the loss of bus riding privileges and/or school suspension at the discretion of the principals. Certain offenses may result in criminal prosecution.

The following are considered serious acts of misconduct and may result in both school discipline and criminal charges:

1. Vandalism
2. Stealing
3. Possession or use of dangerous weapons, firearms, explosive devices or look-alikes (see below)
4. Use/possession/distribution of drugs/drug paraphernalia/alcohol
5. Arson
6. Threats of harm and/or violence or acts that injure others
7. Sexual, racial or ethnic harassment (see below)

Breaking any laws of the Township of Indiana or the Commonwealth of Pennsylvania will result in criminal proceedings.

Sports and Other Activities

A variety of sports and activities are available to students. For both boys and girls in grades 7 and 8, there are interscholastic team sports. It is important to maintain passing grades and to demonstrate our core values while competing. **Additionally, students are required to be in attendance on game days for a minimum of one-half day in order to participate.** It is essential to be a good citizen and to demonstrate positive sportsmanship whether a member of the team or as a spectator. Other activities offered after school include: newspaper, student council, yearbook, musical, etc. Students will be informed of all meetings and new clubs that are forming through announcements, Schoology posts, and the digital signage.

Fall	Winter	Spring
7-8 Volleyball (girls)	7-8 Basketball (girls)	7-8 Baseball (boys)
7-8 Cross Country (co-ed)	7-8 Basketball (boys)	7-8 Softball (girls)
7-8 Football (boys)	7-8 Volleyball (boys)	7-8 Track (co-ed)
7-8 Soccer (boys)	7-8 Wrestling (boys)	
7-8 Soccer (girls)		

Eligibility for interscholastic athletics is based on the following PIAA requirements:

1. As per the Pennsylvania Interscholastic Athletic Association, only students in grades 7 and 8 may participate.
2. Parent permission slips must be signed for those students participating in interscholastic athletics.
3. Physical examinations are required for all students participating in any sport. The necessary forms and dates are available from the coaches.
4. Students will be declared ineligible if they have been absent 20 or more days. Eligibility is restored after the student has attended 60 school days following the 20th absence.
5. Students involved with the use of tobacco, drugs and/or alcohol will be suspended from the team for the season.
6. Students involved in acts or conduct detrimental to the school or team will be suspended from the team for the season.

Student Dress Code

The general appearance of students is the primary responsibility of parents/guardians. However, Dorseyville Middle School also has an expectation that students should present themselves. Students are expected to wear neat, clean, appropriate clothing that complies with the following guidelines:

1. Attire must not be destructive to school property.
2. Dress must comply with all health and safety codes.
3. Dress must not interfere with the educational process or the rights of others.
4. Footwear must be worn.
5. Hats, hoods, visors, and other headgear or similar that prevent or limit recognition or identification are not to be worn or carried in school. This includes baseball hats and/or any hat with a brim or bill. Any headwear that is prevalent to any cultures or religions is allowed. Students' faces must be as visible as possible for safety and security.
6. For safety and security reasons, winter coats and jackets must not be worn in classrooms or hallways during the school day. Administration may approve the wearing of coats and jackets in certain parts of the building due to building conditions.
7. Clothing is recommended to cover areas from one armpit across to the other armpit, down approximately 3-4 inches in length to the upper thighs. Overly exposed areas of the recommended coverings are prohibited. Midriff should be limited to immediately above the belly button.
8. It is recognized that not all situations and conditions can possibly be covered by a dress code. These guidelines shall be the basis of, but not the sole determinant, of expected/appropriate school attire.
9. Obscene, profane language, references to alcohol or illegal substances (including pictures and words), or provocative pictures on clothing or jewelry, and clothing with double-meaning phrases are prohibited.

If school authorities decide a student is dressed inappropriately, that student will have the opportunity to call home for a change of clothing. If a change is not available, the student will be detained in the main office. Inappropriate clothing may be confiscated by administration.

Coats, Hats, And Backpacks

Coats, hats, backpacks, and any container or purse larger than necessary to carry personal essentials must be placed in lockers immediately upon arrival to school and must remain in the lockers or a location designated by teachers until dismissal from school. Backpacks are not permitted in classrooms or hallways after the school day begins.

Student Messages/Deliveries

Students should come to school prepared for the school day. Items that have been delivered to the school will be in the office for student pick-up. School secretaries have been instructed not to call the classrooms. In the event of an emergency, if it is necessary to contact a child in school, please call the school office at 412-767-5343.

Teacher Hours

Teacher hours are 7:30 a.m.-3:30 p.m. Please check with individual teachers for specific teacher availability times during the school day.

Technology/Electronic Devices (Policy 237)

Students are expected to act in a responsible, ethical and legal manner in accordance with district policy, accepted rules of network etiquette, and federal and state law. Network use and the use of all district electronic devices, including cell phones, is a privilege, not a right; inappropriate, unauthorized and illegal use will result in cancellation of those privileges and appropriate disciplinary action. The district has the right to maintain and monitor all use of network activity.

Students are not permitted to use their personal electronic devices (including but not limited to cell phones, smartwatches, and AirPods) during normal school hours unless permitted to do so by the teacher, principal, or other school personnel. Personal electronic devices must be **locked in the student's assigned locker during the school day. If cell phones and other personal electronic devices are not in a locked locker, they will be collected during each class period and stored in a safe location in the classroom. Students will be able to retrieve their personal electronic device(s) at the end of the class period. If students have their phones/smartwatches/AirPods or any other unauthorized electronic device in view and in use during the school day (hallways, bathrooms, classrooms, etc.), they risk having their devices taken by staff members and turned into the office. Consequently, after-school detention may be assigned and parents will be notified. Students will be responsible for picking up their technology at the end of the school day.** When a student refuses to give their electronic device(s) to a staff member, they will be sent to the office. Once in the office they can give up their device(s) until the end of the day, or they may choose to remain with their device(s) (in the Referral room) until the end of the day. Parents/guardians will be called to assist their child with this decision. The district shall not be liable for the loss, damage, or misuse of any personal electronic device brought to school by a student, including loss of personal data or data breach. Emergency telephone calls should be made in the office.

The Board prohibits the capturing, sharing, distributing, or publishing of audio, video, text, or photographic content without the permission of the district, the person(s) part of the electronic media, or the copyright holder. All content must comply with the district's Acceptable Use Policy (815).

Textbooks, iPads and Materials

Textbooks, iPads (including charging cord and brick) and other materials assigned to the students are given on a loan basis. It is the responsibility of students to care for the materials in their possession. Students must pay the replacement cost for a lost textbook and iPad. Student passwords should not be shared and students do have the ability to change them. Students may not interfere with another student's learning by nefariously changing settings on another student's device. Including but not limited to: enabling passcode, locking a device, placing device in lost mode.

Each student at Dorseyville Middle Schools is responsible for the proper care of school property including their iPad, keyboard, charger, and brick. Students who willfully cause damage to school property shall be subject to disciplinary

measures. Students and others who damage or deface school property may be prosecuted and punished under law. Parents/Guardians shall be held accountable for the actions of their child.

Title IX

The Fox Chapel Area School District does not discriminate on the basis of race, color, religion, sex, national origin, age, disability, and/or any other basis prohibited by law, and prohibits discrimination, including harassment, in any employment practice, education program, or activity that it operates. Individuals may report concerns or questions to the Title IX coordinator and/or the Section 504 and Americans with Disabilities (ADA) coordinator. The notice of nondiscrimination is available at www.fcasd.edu.

Title IX: David P. McCommons, Ed.D. (412/967-2456)
Deputy Superintendent
David_McCommons@fcasd.edu

Section 504 and ADA: Timothy A. Mahoney, Ed.D. (412/967-2435)
Director of Special Education and Pupil Services
Timothy_Mahoney@fcasd.edu

Address: Fox Chapel Area School District
611 Field Club Road
Pittsburgh, PA 15238

Visitors

Parents are welcome to visit the middle school; however, appointments must be scheduled in advance to meet with a member of the staff. Visits will be arranged for students anticipating transfer to the middle school. Student visitors for purposes other than enrollment are not permitted. **All visitors must have valid identification (i.e., driver's license), enter through the front doors of the building, sign in at the office, and wear a visitor's badge.** Visitors must sign out upon leaving the building. ****The district has the discretion to limit visitors throughout the day.**

Weapons Policy

A safe school environment is essential for the educational process. Possession of weapons in the school setting is a threat to the safety of students and staff and is prohibited by law.

Weapon – The term shall include but not be limited to any knife, cutting instrument, cutting tool, nunchaku stick, firearm, shotgun, rifle, replica of a weapon, brass or metal knuckles, chemical agent such as mace, explosive devices including but not limited to pipe bombs, and/or any other tool, instrument, or implement capable of inflicting serious bodily injury. Firearm includes actual firearms of any type, pellet guns, BB guns, and look-alike firearms, whether capable of operation and whether loaded or unloaded.

Possessing – A student is in possession of a weapon when the weapon is found on the person of a student; in the student's locker; directly or indirectly under the student's control while on school property, on property being used by the school, at any school function or activity, at any school event held away from the school, or while the student is coming to or from school.

The School Board prohibits students from possessing and bringing weapons and replicas of weapons into any school district buildings, onto school property, to any school-sponsored activity, and onto any public vehicle providing transportation to school or a school-sponsored activity.

The school district shall expel for a period of not less than one (1) year any student who violates this weapons policy. Such expulsion shall be given in conformance with formal due process proceedings required by law. The superintendent may recommend modifications of such expulsion requirements on a case-by-case basis.

Wellness Policy – District Plan (Policy 246)

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

Withdrawal and Transfer

Please follow the procedures below for withdrawing or transferring your child.

1. Secure the appropriate forms from the school counseling center at least a week before withdrawing or transferring.
2. Complete these forms and return them to the counseling center.
3. All books, iPad, charger, and other school property must be returned and any fees paid before transcripts will be released.

Parents as Partners

The importance of good reading and study skills cannot be overemphasized. These skills must be learned and practiced at school and in the home. The question most often asked by parents is how they can help their children with these skills. Hopefully, by using these suggestions below, we will create a working partnership in the education of your child. Even though your child must begin developing a sense of independence, it is critical that parents remain involved with their child's education throughout the middle school years.

Helping Your Child Get Organized

A successful learner is organized. You can help your child be well organized by following these steps at home:

- *Class Schedule*
Post a copy of your child's daily schedule in a prominent place. You and your child can anticipate what is necessary for the next day.
- *Homework*
It is important to your child's success that they complete all homework assignments and come prepared to class every day. Homework assignments can be viewed on Schoology.
- *Tests, Reports, Projects*
Be aware of the due dates.
- *Textbooks/Technology*
Teach respect for school property.
- *Gathering Place*
Establish a place near the door for gathering all things needed for school (books, notebooks, pencils, gym suit, etc.). Have materials for the next day ready before going to bed.
- *Good Study Conditions*
Establish a positive atmosphere to promote good study habits by asking yourself the following questions:
 - ✓ Do I provide a quiet place for study?
 - ✓ Is this study area supplied with adequate lighting and supplies? (Pencils, paper, ruler, etc.)
 - ✓ Is a workspace with a comfortable chair provided?
 - ✓ Is my child receiving a well-balanced diet and adequate rest?
 - ✓ Have I established a consistent, quiet family study time so that studying becomes a routine each evening?
 - ✓ Do I know what my child is learning in school? (Review homework and textbooks and other school materials frequently.)

The education of your child is our first priority and we are eager to work with you in this most important of all jobs!

Parent Teacher Organization

Information can be found on our district website under the community tab. Inquiries can be sent to the general mailbox at DMSPTO.FoxChapel@gmail.com

Dorseyville Middle School

3732 Saxonburg Boulevard
Pittsburgh, PA 15238-1020
Phone: 412-767-5343
Voice Mail: 412-967-2400
Fax: 412-767-4255
Web: dms.fcasd.edu
Safe2Say Something:
Phone: 1-844-SAF2SAY (1-844-723-2729)
Website: www.safe2saypa.org/tip/
App: Safe2Say Something

Board of School Directors

Ms. Marybeth Dadd, President
Mr. Ronald P. Frank, Vice President
Mrs. Vanessa K. Lynch, Assistant Secretary
Mr. Eric G. Hamilton, Treasurer
Mrs. Amy B. Cooper
Mr. Adam G. Goode
Dr. Jessica Haselkorn
Ms. Katie Findley
Ms. Ariel Zych

District Administration

Mary Catherine Reljac, Ed.D., Superintendent
David P. McCommons, Ed.D., Deputy Superintendent
Kimberly Pawlishak, Business Manager

District Resource Staff

Matthew Harris, Ed.D., Executive Director of Secondary Education and Instruction (Present - September 2024)
Matthew J. Patterson, Ed.D., Executive Director of Secondary Education and Instruction
Ashley Constantine, Ed.D., Executive Director of Elementary Education and Instruction
Timothy Mahoney, Ed.D., Director of Special Education and Pupil Services
Megan Collett, Ed.D., Director of Instructional and Innovative Leadership
Stephen Edwards, Ed.D., Director of Student Achievement and Instructional Verification
Dana Simile, Director of Literacy
Michael O'Brien, Athletic Director
Daniel Breikreutz, Director of Ancillary Services
Joseph Kozarian, Chief of Police/Safety and Security Coordinator

Middle School Principals

Jonathan T. Nauhaus, Lead Principal
Laura M. Miller, Ed.D., Program Principal

School Resource Officer

Timothy Rush, School Resource Officer

School Counselors

Craig Reinhard – Grade 6, Class of 2031

Breane DeComo – Grade 7, Class of 2030
Kristin Pollick – Grade 8, Class of 2029

All Fox Chapel Area School District Board Policies can be found on our website www.fcasd.edu.