FRANKLIN ELEMENTARY SCHOOL

Home of the PANTHERS

Parent and Student Handbook

2026-2027

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<u>Franklin Elementary School's Mission</u>: Providing Children Success

Our Core Beliefs Are:

1. We believe that all children will advance in essential curriculum given appropriate time and conditions.
2. We believe that schools and school systems are responsible for creating the conditions necessary for all students to demonstrate growth.
3. We believe that commitment to high standards in all aspects of the organization is essential to ensure growth.
4. We believe that strong instructional leadership and highly qualified personnel are required to build the systems to develop the culture to achieve progress.
5. We believe in parent enhance student learning where the parents are treated as valued and respected partners and become involved in school activities.
6. We believe the primary measure of a school system's success is the increase in the number of students who achieve academic and social gain.
7. We believe that transforming a school system to improve achievement requires a systemic and continuous improvement process.

Franklin Elementary Prioritized Strategic Plan Goals

- **Goal 1:** By May 21, 2026, 65% of FES students in grades 1-6 will score at or above the 50th percentile on the STAR Math Assessment.
- **Goal 2:** By May 21, 2026, 50% of FES students in grades 1-6 will score at or above the 50th percentile the Star Reading assessment.

HONOR CODE

Franklin Elementary School has established the following honor code to provide a school with an environment of moral excellence: **On my honor, I will not cheat on any schoolwork assigned through Franklin Elementary School.** All teachers will discuss the honor code and pledge with the students. Cheating is a serious compromise of a student's integrity and will not be tolerated. If cheating is discovered, the student's work will be confiscated. A failing grade will automatically be recorded for the work and the parents will be notified by the classroom teacher.

FRANKLIN ELEMENTARY STAFF

Principal	Lori Moore
Assistant Principal	Kimberlee Hevener
Secretary	Heather Copley
School Nurse	Holly See Melissa Hartman Liz Rollins
Counselor	Victoria Rhodes
Community in Schools (CIS)	Wendy Kisamore
Title I Parent Coordinator	TBD
Pre-Kindergarten	Robin Simmons TBD
Kindergarten	Savannah Flanagan Kaylee Bennett
Grade One	Brittany Nicely Mahala Ruddle
Grade Two	Shelby Mowery Kim George
Grade Three	Shay Dove Heidi Kimble
Grade Four	Breanna Griffin Shanna Eye
Grade Five	Latasha Triplett Rose Plaugher
Grade Six	Ciera Nine-Miller Jennifer Cook
Special Education	Lea Jones Josh Persson Cameron Kisamore
Title I	Amy Rexrode
Interventionist	Rachel Mitchell
Music	Wesley Alexander
Physical Education	Brittany Place
Gifted Program	Michelle Sites
Speech	Shannon Kontyko
Assistants	Jill Liggett Trisha Knicely Charity Harr
Preschool ECCAT	Sherry Howard Kenna Champ
Kindergarten ECCAT	TBD Kayla Vanmeter
First Grade ECCAT	Jenny Waggy Ashley VanMeter
Second Grade ECCAT	Amy Gardner Sierra Braham
Third Grade ECCAT	Kimberly Hartman Meranda Hess
Cafeteria Staff	Jeralyn Swigunski, Joshua Nesselrodt Wes Judy
Custodial Staff	Amanda Raines Sharon Redman

SECTION 1 : GENERAL INFORMATION

IMPORTANT TELEPHONE NUMBERS

Franklin Elementary School	304-358-2206
Bus Garage	304-358-2588

SCHOOL ADDRESS

Franklin Elementary School
67 South Branch Street; P.O. Box 848

DAILY SCHEDULE

7:15	Staff arrives
7:25	Students arrive
7:25	Morning Duties begin for staff
7:25-7:45	Arrival, Reading Buddies
7:45	Instructional Day Begins
11-11:30	Lunch (exact times vary)
11:45-12:15	Lunch (exact times vary)
12:30-1:00	Lunch
2:57	Daycare students released
3:00	K-2 Bus Dismissal
3:03	3-6 Bus Dismissal
3:05	Parent Pick Up

TWO HOUR DELAY:

9:15	Staff arrives
9:25	Students arrive
9:25	Morning Duties begin for staff
9:25-9:45	Arrival, Reading Buddies
9:45	Instructional Day Begins
11:00-11:30	Lunch
11:15-11:45	Lunch
11:45-12:15	Lunch
2:57	Daycare students released
3:00	K-2 Bus Dismissal
3:03	3-6 Bus Dismissal
3:05	Parent Pick Up

THREE HOUR DELAY: (Breakfast is not served)

10:15	Staff arrives
10:25	Students arrive
10:25	Morning Duties begin for staff
10:25-10:45	Arrival, Reading Buddies
10:45	Instructional Day Begins
11:15-11:45	Lunch
11:45-12:15	Lunch
12:15-12:45	Lunch
2:57	Daycare students released
3:00	K-2 Bus Dismissal
3:03	3-6 Bus Dismissal
3:05	Parent Pick Up

MORNING ARRIVAL

Student should not arrive before 7:25 a.m. Students must enter the school through the main entrance by the office.

AFTER SCHOOL ARRANGEMENTS

If your child is to go someplace other than home or to a regular after school destination, a note must be sent to school that day. Students will not be permitted to travel anywhere except to their home without a note from the parent or guardian. The principal or her designee must approve all requests listed below to ensure that they are valid and can be accommodated.

1. Riding a different bus.
2. Getting off the bus at a different stop.
3. Going home with another student.
4. Being picked up by someone other than the parent or legal guardian
5. Permitting a student to walk home.

The approved note must be presented to the Bus Driver before a student may ride and get off at a different stop. Bus notes must include the following information:

1. Child's full name, teacher, destination, bus number, statement of permission, date, and parent or guardian signature.
2. No student is permitted to ride a different bus or get off at a different stop unless the bus driver receives an approved bus note.

TARDINESS AND LATE ARRIVALS

FES students are expected to arrive at school on time. Students arriving late disrupts class and causes loss of instructional time. Any student who arrives at school after 8:00 a.m. (after homeroom bell) is considered tardy. Students arriving after 10:10 a.m. will be considered to be a ½ day absent. Students leaving school before 1:10 p.m. will be counted as ½ day absence. Parents are required to sign students in and out of school, indicating the reason for arriving late or leaving early, on the attendance log located in the school office.

EARLY DISMISSALS

There may be situations when a student must leave school before the end of the regular school day for doctor's appointments or other urgent family business. To avoid our students missing valuable instructional time, we are asking our parents to schedule appointments for their children outside the school day. When this is not possible, parents must provide the school with an explanation regarding why their child needs to leave school early. Using the Attendance Log in the office, the **parent or a person approved by the parent,** may sign out their child from school. ***No child will be permitted to leave school with anyone other than the parent unless prior parent approval has been made between the parent and the school office for other approved persons to take the child from school.***

BREAKFAST AND LUNCH PROGRAMS*

Franklin Elementary School will again participate in the Community Eligibility Pathway (CEP) program during school year 2026-2027 Your child is eligible to receive a healthy breakfast and lunch during the school day at no charge to your household. No application is needed to qualify for CEP free meals. Students packing their lunches cannot receive food from the cafeteria to supplement their packed lunch unless they take a full school meal for lunch and/or breakfast.

*All students must pay for their milk if they pack a lunch. Students eating school lunch may also purchase a second milk. Milk must be paid for daily. Charges cannot be accepted.

*No refrigeration facilities are available to accommodate packed lunches.

VISITORS

All visitors are required to report to the office to sign in, provide identification, and secure a visitor's pass upon entering the school building.

CHANGE OF STUDENT INFORMATION

Accuracy of contact information is vital for purposes of emergencies and other daily office needs. Please report parent and guardian name changes, work and home telephone numbers, and address changes. Alternative points-of-contact information should be updated as well.

ATTENDANCE POLICY

Regular school attendance is extremely important for a student's continuous learning progress. The West Virginia Board of Education, Pendleton County Schools and Franklin Elementary School believe regular attendance is a requirement for the delivery of education to our students We recognize there is a direct relationship between students' daily school attendance and academic performance, graduation and good work habits. Daily attendance is necessary for students to meet their school's academic program standards as each day's learning builds on the work previously competed. The basic intent of this attendance policy is to promote school attendance and meet the individual needs of the students to help reach their potential. (PCBOE File: S.6 Attendance Policy)

The following are listings of Excused Absences as expressed in WV School Law *18-8-1.*

1. Illness or injury of the student requiring a physician's verification.
2. Medical and or dental appointments which cannot be scheduled outside the school day when the absence is verified in writing by physician or dentist.
3. Illness of a student verified by Parent or Guardian not to exceed three (3) consecutive or five (5) total days a semester. Verification by a physician will be required if the absence exceeds three (3) consecutive days. (A written note is verification.)
4. Illness or injury in the family when student absence is verified as essential by the physician.
5. Calamity, such as fire in the home, flood, or family emergency upon approval of the school principal. An excuse for a family emergency must provide specific information regarding the emergency. Just stating it was a family emergency is not sufficient information to be an excused absence.
6. Death in the family, limit three (3) days for each occurrence except in extraordinary circumstances. "Family" is defined as mother, father, brother, sister, sister-in-law, brother's children, sister's children, student, child, or any person living in the household.
7. Leaves of educational value adhering to specific stipulations. (Contact Principal for detail at least 5 days prior to leave).
8. School approved curricular or extra-curricular activities.
9. Legal obligations with verification.
10. Failure of bus to run or extremely hazardous conditions.
11. Observance of religious holidays.

For additional information regarding attendance please contact the school or Mrs. Carrie Nesselrodt, Attendance Director for Pendleton County Schools at 304-358-2207, ext. 123.

NON-TRADITIONAL INSTRUCTIONAL DAY (weather related cancellations):

Students get two days to work on packets with all work turned in on the third day. Policy states that all students will be graded on the grading criteria for Pendleton County. Individual classroom teachers may utilize grading criteria, such as rubrics, established prior to the NTID.

EXCUSE NOTES

Written excuses must be submitted for all absences. The excuse must include the date or dates of absence, the child's name, reason for the absence, and a parent's signature. Excuses should be sent by the parent the day the student returns to school. If a note is not received within three (3) days, the absence is unexcused regardless of the reason. Verification by a physician will be required if absences exceed three (3) consecutive days. A parent may send a note for illness to excuse five (5) days each semester. All other absences for illness are unexcused unless a doctor's note is received.

Examples of unexcused absences include; car breaking down, oversleeping, working at home, baby-sitting, going with someone else to an appointment, 4-H activities not pre-approved by the principal, not turning in an excuse promptly, going shopping, getting a haircut, family emergency without specific information, family trips without pre-approved educational plan and suspension.

A parent giving a student permission to leave school early is not automatically an excused absence. Leaving school early is an unexcused absence unless going to a doctor's appointment or for a WV Department of Education valid reason.

After five (5) unexcused absences, a parent is required to have a conference with our Attendance Director. Students that are not in attendance during the school day are not allowed to participate in after-school activities (dances, field trips, etc)

ABSENCES AND MAKE-UP WORK

Daily attendance is important to student progress. When a student is absent, all assignments need to be made up. It is not necessary for a parent or guardian to pick up work for short periods of absence (one to three days). If a student is to be absent for more than three days, please contact the school at least one day prior to the time that you plan to pick up makeup work. The student will be allowed the number of days missed plus one in which he/she will be responsible for making up all the work missed during the absence. For example: If a student is absent for 4 days, then they have four days plus one additional day (=5) to turn in all missing work.

WITHDRAW/TRANSFER OF STUDENTS

Please notify the school at least one (1) week before the student's last day. All textbooks or library materials **must** be returned to the school by the last day of the student's attendance. Please provide the address and telephone number for the new school.

PERSONAL PROPERTY

Students should not bring personal belongings to school without permission from their teacher. No electronic devices, video games, playing cards, or toys that disrupts class (including fidget spinners, stuffed animals or cubes) will be permitted in the school. Students are prohibited from bringing snacks, candy, or gum to school (apart from packed in lunches), except for special occasions as determined by classroom teachers. In addition, baseballs, softballs, and wood and metal bats are never allowed at school. If brought to school, these items will be confiscated. Parents may arrange with their child's teacher to pick up these items. Any other item brought to school that interferes with the learning process will also be confiscated. ***The school will not be responsible for lost or broken items.***

Cell phones are not allowed in our elementary school. If a student is seen using a cell phone, the phone will be taken and only returned to the parent. **This includes smart watches capable of messaging.** If phones are brought to school, the school will not be responsible for broken or stolen phones.

BUS CONDUCT

As the school's bus transportation system is an extension of the school, the following guidelines must be followed.

1. Riding a bus is a privilege. Students who are transported should not abuse this privilege.
2. The behavior of students riding a bus should be no different than the behavior of students in a classroom.
3. Use only the bus and bus stop assigned.
4. Orderly behavior is required at the bus stop.
5. Remain seated, facing front, when the bus is in motion.
6. Talk quietly and make no unnecessary noise.
7. Do not talk to the driver unless it is necessary.
8. Keep head and arms inside the bus.
9. Do not litter the inside of the bus or throw anything out the window.
10. Be quiet when the bus is crossing railroad tracks.

PLAYGROUND EXPECTATIONS

To ensure the safety of our students, we ask that all the following expectations are followed by all students:

- Running games are allowed in the grass only, not on playground structures, mulch area, or hardtop.
- Toys and balls are not to be on the playground structure or under swings due to tripping hazards.
- Open-toed shoes such as flip flops or sandals are not allowed on the mulch area.
- No wooden or metal bats or hard baseballs or softballs are permitted.
- Kick and throw balls away from the building to protect windows.
- Activities that involve "play" pushing, grabbing, or shoving are not permitted.
- Picnic tables are for sitting only.
- Jump ropes are for jumping only.
- Looking into other classroom windows during recess is not allowed.
- No gymnastics such as cartwheels, backbends, flips, etc. are permitted.
- Students shall not be permitted to play in the stairway corner due to lack of supervision.
- Swings for students of special needs are only to be used by those students.
- The toy boxes are only to hold toys; no students are allowed to be in the boxes or stand on the boxes. Toys shall be put away at the end of recess.

SCHOOL CELEBRATIONS

All parties will comply with the policies adopted by the Pendleton County Board of Education. New nutritional standards are in effect for our school meal programs. The WV School Nutrition plan prohibits serving foods with high sugar content (candy, sodas, etc.). This also includes school celebrations. Students are encouraged to develop healthy eating habits. Healthy food alternatives should be provided at all school celebrations. Examples of healthy alternatives are fresh and dried fruits, juices instead of sodas or sugared drinks, low fat, low sugar treats such as muffins, crackers and whole grain cookies or cakes.

All food items brought to school must be approved by the teachers. All items must be pre-packaged and not made at home. Examples of not approved foods would be homemade cupcakes and other homemade items.

Teachers are not responsible for distributing invitations for celebrations taking place outside of school (birthdays, pool parties, sleepovers, etc).

CURRICULAR FIELD TRIPS

Curricular class field trips are taken to enhance and enrich the curriculum. These trips are an out-of-class learning experience and are educational in value. The curricular field trip is an extension of the school so students must remain with their class for all activities including travel. It will be the decision of the individual teacher if parents or guardians will accompany students on a curricular trip. Chaperones are selected by the classroom teacher and are limited to parents and/or guardians. Chaperones must be approved prior to the field trip by the Pendleton County Board of Education. Siblings (older and/or younger) may not participate in the class trip. Student must have parental or guardian permission to participate in curricular field trips.

REWARD FIELD TRIPS

Reward field trips are taken as a reward for having appropriate behavior, for meeting attendance goals and/or for meeting academic milestones. It will be the decision of the individual teacher if parents or guardians will accompany students on a reward field trip. Students who have received two or more out-of-school suspensions may be required to have a parent or guardian chaperone them on all remaining school trips *if they are permitted to attend*. This decision will be made by the Principal and classroom teacher.

TELEPHONE USAGE

The office telephone is a business phone and cannot be used by students except in an emergency. Forgotten homework, books, band instruments, permission slips, etc. are not considered an emergency. Due to the disruption of a student's academic learning, a student will not be taken from class to receive a phone call. A message will be delivered to the student at the appropriate time based upon the urgency of the message.

ACCEPTABLE USE POLICY FOR STUDENTS

The use of electronic resources, technologies and the Internet must be in support of education and consistent with the goals, objectives and priorities set forth by Franklin Elementary School and Pendleton County Schools. The use of telecommunications and/or the Internet is an extension of the student's responsibility in the classroom and must follow all federal and state laws as well as state and school policies. County and school owned technology is to be used to enhance learning and teaching as well as to improve the operation of the school. Failure to comply with the use of electronic resources, technologies and the Internet may include but is not limited to the loss of privilege for use of these devices. Specific and detailed information regarding the acceptable use of technology and the Internet can be found in WVDE Policy 2460, Educational Purpose and Acceptable Use of Electronic Devices, Technologies and the Internet.

TEXTBOOKS

Textbooks are issued to all students and are the responsibility of the student. The student is responsible for the loss and the damage to any assigned textbook. If a textbook is lost, stolen, or damaged, the student must pay for the book before another can be issued.

TECHNOLOGY

Pendleton County School personnel are not responsible for tech support for apps, programs, software not purchased by Pendleton County Schools.

PRESCRIPTION AND NON-PRESCRIPTION MEDICATION

To comply with State School Law governing the administration of medication at school, the Pendleton County School System requires that all students who need medication during school hours do the following:

- Send medication to school only if it is medically indicated during school hours.
- The parent or legal guardian must sign the written consent form for any medication to be given. The doctor must also sign for prescription medication that is given at school.

- The first dose of any medication must be given at home due to the possibility of allergic response.
- The parent must send the medication to school in the properly labeled original container or individual package – not a baggie or unlabeled bottle. Medication that is not properly identified WILL NOT BE GIVEN.
- Do not list more than one medication on the provided form. Use separate forms for additional medications.
- A form allowing for the administration of medications may be picked up at the office or obtained from the Pendleton County School website.

HANDLING OF MEDICATIONS

Medication must be brought to the school by a parent or guardian and given to office personnel for safe storage. Students are not allowed to carry medications on their person, in purses, lockers, desks, etc.

HEAD LICE

When a case of head lice is discovered, the parent is contacted and the student is excused from school. The student must be checked and cleared by the school nurse or other designated staff member upon returning to school. When head lice are discovered, all students in the classroom of the infected student will be checked to determine if they also need to be sent home. Please contact the school nurse if you have any questions.

SECTION II
STUDENT INFORMATION

STUDENT CODE OF CONDUCT

Franklin Elementary School recognizes the need for students, teachers, administrators, and other school personnel to have a safe and stimulating educational environment that is conducive to learning. Our school will respond immediately and consistently to incidents of harassment, intimidation, bullying, substance abuse, violence or other Student Code of Conduct violations. Franklin Elementary School will undertake proactive, preventive approaches to ensure that these standards of conduct are applied in the classroom, on the playground, on buses, and at school sponsored activities.

The students at Franklin Elementary School will:

- Help create an atmosphere free from bullying, intimidation and harassment.
- Demonstrate honesty and trustworthiness.
- Treat others with respect, deal peacefully with anger, use good manners and be considerate of the feelings of others.
- Demonstrate responsibility, use self-control and be self-disciplined.
- Demonstrate fairness, play by the rules and not take advantage of others.
- Demonstrate compassion and caring.
- Demonstrate good citizenship by obeying laws and rules, respecting authority and by cooperating with others.
- Attend school regularly, complete assignments on time and work to their full potential.

The standards and objectives for expected behaviors to maintain a safe and supportive school at Franklin Elementary School begins at the front door of the school. The standards and objectives progress through the grade levels in a spiraling nature. As the standards and objectives from one grade level are mastered, our students are expected to maintain them and move upward demonstrating that they have integrated the both into personal values and actions.

The three (3) standards for Franklin Elementary School students are as follows:

- **Standard 1: Self-awareness and Self –management**: The self-awareness and self-

management standard promotes the development of self-esteem and identification of emotions leading to student self-efficacy to express themselves in constructive ways. These skills enable students to control impulses, manage stress and motivate themselves to establish, monitor and achieve academic and personal goals.

- **Standard 2: Social awareness and Interpersonal Skills**: Social-awareness involves recognition of the thoughts, feelings and perspectives of others, including those that are different from themselves. Interpersonal skills involve cooperating, communicating respectfully and constructively resolving conflicts with others. Both are essential for building and maintaining positive relationships that are essential to success in school and life.
- **Standard 3: Decision-making Skills and Responsible Behaviors**: Decision-making requires an ability to accurately assess a variety of situations, define and evaluate choices, anticipate consequences of each, generate alternative choices and select a responsible choice. Responsible behaviors are those that promote safety, avoid risk, deal honestly and fairly with others and contribute in a positive way to one's classroom, school, family and community.

DISCIPLINE

Good discipline must be maintained at our school to allow our students to learn and our teachers to provide instruction. Every action that interferes with the orderly operation of our school can't be anticipated and specifically forbidden. Students shall be held responsible for their conduct and their behavior. Student adherence to school discipline will be rewarded with an end of year trip for those who have followed the school's discipline and classroom management plans. The following are the Levels of Violations according to the West Virginia Department of Education Student Code of Conduct (Policy 4373).

Minor Infractions (Do Not Require Referrals)

Minor infractions are those areas that involve irresponsibility, lack of organizational skills, and some inappropriate behaviors. These would be things like failing to put your name on the paper, having a cluttered desk and cubby, being noisy in the hallway, cafeteria, restroom and classroom, chewing gum in school, failing to follow directions (unless blatantly failing to comply), leaving a messy area in the cafeteria, failing to walk in the hallway, rough play on the playground (unless it is of a nature that involves bullying others), failing to play by the rules, some forms of horseplay and acts of forgetfulness. Teachers are required to notify parents of minor infractions before behavior gets to the point of a referral.

Actions by staff

For most of the above actions, the teacher or staff member should utilize parent communication such as phone calls home, emails, as well as, text messages. Parent communication should occur prior to repeated offenses, and time outs can be administered during recess, in the classroom, or during lunch. Duration of the time-out should be 5-10 minutes for repeated minor infractions. However, if the use of parent communications and time-out has been repeated for the same infraction more than five (5) times, it is appropriate to assign a lunch detention. If an on-duty teacher or staff member, other than the classroom teacher, believes that time-out or lunch detention is needed, then that staff member should notify the homeroom teacher, complete a Teacher Notification Form as well as communicate with parents. The homeroom teacher needs to be aware of all infractions so that he or she can keep a record, be aware of any communications with parents and also reinforce the behavior expectations.

Inappropriate Behaviors and Actions
WVDE Policy 4373

Behaviors	1st Offense	2nd Offense	3rd Offense
LEVEL ONE: Minimally disruptive behaviors			
Cheating	1 day lunch detention	3 days lunch detention	1 day ASD or SSD
Cell phone violation	*1 day lunch detention	**3 days lunch detention	***1 day ASD or SSD
Deceit	1 day lunch detention	3 days lunch detention	1 day ASD or SSD
Disruptive conduct	1 day lunch detention	3 days lunch detention	1 day ASD or SSD
Failure to serve detention	ASD doubled	1 day ISS	1 day OSS
Inappropriate appearance	1 day lunch detention	3 days lunch detention	1 day ASD or SSD
Inappropriate display of affection	1 day lunch detention	3 days lunch detention	1 day ASD or SSD
Inappropriate language	1 day lunch detention	3 days lunch detention	1 day ASD or SSD
Possession of inappropriate personal property	1 day lunch detention	3 days lunch detention	1 day ASD or SSD
Skipping class	1 day lunch detention	3 days lunch detention	1 day ASD or SSD
LEVEL TWO: Disruptive and potentially harmful behaviors			
Disruptive/Disrespectful Conduct	1 day ASD	3 days ASD	I day ISS
Habitual violation of school rules	3 days ASD	I day ISS	I day OSS
Insubordination	3 days ASD	I day ISS	I day OSS
Physical fight without injury	1 day ISS	1 day OSS	3 days OSS w/ referral to AS
Possession of imitation weapon	3 days ASD	1 day SSD	I day OSS
Possession of knife under 3 ½ inches	3 days ASD	I day OSS	3 days OSS w/ referral to AS
Profane language/Obscene gesture to employee or student	1 day OSS	2 days OSS	3 days OSS
Technology misuse	***1 day ASD	***3 days ASD	***I day ISS
LEVEL THREE: Imminently dangerous, illegal and/or aggressive behaviors			
Disruptive/Defiant conduct	1 day OSS	2 days OSS	3 days OSS w/ referral to AS
Battery against a student	1 day OSS	2 days OSS	3 days OSS w/ referral to AS
Defacing school property/vandalism	3 days ASD	I day OSS	3 days OSS w/ referral to AS
Fraud/forgery	1 day ASD	3 days ASD	I day ISS
Harassment, bullying, intimidation	^3 days ASD	1 day SSD	I day OSS
Threat of injury/assault against an employee or student	^1 day OSS	3 days OSS	5 days OSS
Imitation drugs: possession, use, distribution	^3 days ASD	1 day OSS	3 days OSS
Sexual misconduct	^3 days ASD	1 day SSD	I day OSS
Hazing	^3 days ASD	1 day SSD	I day OSS
Trespassing	3 days ASD w/police notification	1 day SSD w/police notification	I day OSS w/police notification
Stealing	1 day ISS & restitution	2 day ISS & restitution	OSS
Possession/Use of substance containing nicotine	^3 days ASD	1 day SSD	I day OSS
LEVEL FOUR: Safe School Act behaviors addressed in WV Code 18A-5-1A			
Battery against a school employee	10 days OSS with a recommendation for expulsion		
Illegal substance related behaviors	10 days OSS with a recommendation for expulsion		
Felony	10 days OSS with a recommendation for expulsion		
Possession and/or use of dangerous weapon	10 days OSS with a recommendation for expulsion		

ALL level 1 behaviors require that a teacher calls home prior to making an office referral.
ASD=After School Detention
SSD=Saturday School Detention
ISS=In-school Suspension
OSS=Out-of-School Detention
AS=Alternative School
EX=Expulsion
Lunch detentions may only be assigned by administration. Silent lunches may be assigned by teachers, but they do not negatively impact the end of nine week's reward activity.
*=device kept in office until end of day **=parent required to pick up device ***=loss of technology privileges
^=referral to counselor

DEADLY WEAPONS ON SCHOOL PROPERTY

The Pendleton County Board of Education and Franklin Elementary School recognize students learn best and staff perform better in an environment that is safe, stable, secure, and oppression free. Both the Board and our school recognize the right of every student to attend school and every staff member to work without fear for their personal safety and rejects all acts of violence and other aggressive behavior by students upon students, and students upon school personnel.

According to West Virginia Code 18A-5-1a, a student will not possess a firearm or deadly weapon as defined in West Virginia Code 61-7-2, on any school bus, on school property or at any school-sponsored function as defined in West Virginia Code 61-7-11a.

As defined in West Virginia Code 61-7-2, a "dangerous weapon" means any device intended to cause injury or bodily harm, any device used in a threatening manner that could cause injury or bodily harm, or any device that is primarily used for self-protection. Dangerous weapons include, but are not limited to, blackjack, gravity knife, knife, (a pocketknife with a blade of three and one-half inches or less shall not be included in the definition of knife as defined in WVC 61-7-2 unless such knife is knowingly used or intended to be used to produce serious bodily injury or death), switchblade knife, metallic or false knuckles, pistol, or revolver. A dangerous weapon may also include the use of a legitimate tool, instrument, or equipment as a weapon including, but not limited to, pens, pencils, compasses, or combs, with the intent to harm another. Also included are explosives, chemical, biological and radiological materials.

Any violation of this policy by a student shall result in an immediate mandatory suspension of said student by the school principal, after providing the said student with his or her due process rights. The violation shall then be referred to the Pendleton County Board of Education who may expel the student from school for a period not to exceed one year.

For a complete description of the Safe Schools act and its related policies, refer to the following:

Franklin Elementary School's Positive Behavior Intervention Support Program
Pendleton County Safe and Productive Schools Plan
Pendleton County Board of Education Policy S.8.3
West Virginia Code 18A-5-1a

TOBACCO POLICY

A student will not unlawfully possess, use or be under the influence of any substance containing tobacco and/or nicotine or any paraphernalia intended for the manufacture, sale and/or use of tobacco/nicotine

products in any building/area under the control of a county school system, including all activities or events sponsored by the county school district.

No person (student, staff member or public guest) shall at any time use or distribute any tobacco or nicotine containing product on school property or during school sponsored events.

Individuals supervising students off school grounds are prohibited from distributing or using tobacco or nicotine containing products in the presence of students.

DRESS/PERSONAL APPEARANCE CODE

Franklin Elementary School personnel strive to provide an educational environment for students that is pleasant, safe, individualistic, and conducive to instruction and learning. Students are permitted to express their individuality as long as their appearance does not compromise the safety or inherent rights of other students by displaying obscene and/or objectionable attire which disrupts or interferes with school purposes or an educational function. Support and cooperation between parents and school personnel are needed to ensure that students come to school appropriately dressed in attire that does not pose health or safety hazards and is not disruptive or distracting to the school environment.

If it is determined by the principal and teacher(s) that a student's dress/attire, jewelry or personal appearance detracts from, disrupts, or interferes with school purposes or an educational function, the student will either be: a) directed to modify his/her attire or personal appearance while at school, b) sent home to make necessary changes, or c) suspended from school.

When a student is directed to modify or change his/her clothes, attire or personal appearance, school personnel will make a reasonable attempt to contact the student's parent or guardian to discuss the situation.

Please refer to the following guidelines when making decisions about students' appearance at school.

1. Students may wear dresses, shorts and skirts at a length of their arm with folded hand in a fist. Shorts should be loose fitting.
2. Students are required to wear shoes at all times. Sneakers/tennis shoes must be worn for Physical Education classes. Sneakers and closed toes shoes are highly recommended for recess due to the wood chips that are on the playground. The wood chips can easily result in splinters in the feet with flip flops or Crocs.
3. Students are required to wear shirts, sweaters, or blouses at a minimum waist length. In other words, shirts, sweaters, and blouses, which reveal a bare midriff, will not be permitted. Tops must have **at least a one-inch shoulder strap** to be worn.
4. Students are **not** to wear:
   A. Shirts or garments which only partially cover the upper body, such as tank tops, halter-tops, tube tops, or mesh tops, unless the items of apparel are worn over or under a blouse or shirt.
   B. Hats, sunglasses or bandannas and hoodies.
   C. Clothing, jewelry or accessories that refer to or promote the use of alcohol, beer, drugs, tobacco, or brands thereof.
   D. Clothing that contains obscene/lewd writing or pictures, contains profanity, implies or portrays sex, or suggests violence. Also, items of clothing with large frayed holes and tops cut off at the bottom, sides, arms or armpits are not appropriate attire to wear to school.

PARENT INFORMATION
SECTION III

HOMEWORK

Homework refers to an assignment to be prepared outside of class and which requires work to be done in a study hall or at home. Student work that is assigned during school hours, and not completed, may be sent home with the pupil. The information for any homework assignment should be clear and specific so that the student can complete the assignment.

The purpose of homework is to improve the learning process, to aid in the mastery of skills, and to create and stimulate interest on the part of the student. The following guidelines shall be followed when assigning homework:

- Work shall not require the use of reference materials or technology not readily available.
- Long-term assignments may require the use of outside resources including library and technology.
- All work should be such that the student can complete it with little or no help. It is highly recommended that students in the primary grades be given supervision by parents/guardians.
- Homework should never be assigned as punishment.
- Routine overnight assignments shall be reviewed and/or corrected according to teacher direction. Results may be recorded and returned to the students.
- Teachers shall recognize that legitimate family responsibilities may prevent students from completing homework on time.
- Grades K - 4: Homework shall not be a standard practice in primary grades. Students and parents may want to do some schoolwork at home, and they shall be given this opportunity. Thirty minutes per night shall be considered a maximum amount of work that may be given.
- Grades 5 - 6: A total of one to one and one-half hours of work shall be considered the maximum for a given night.

Any student who misses school for any reason shall be given reasonable opportunity to make up their work. A student will be permitted two school days to make up work missed for each school day they were absent. However, all work missed shall be completed no more than two weeks after returning to school.

While homework is not addressed as a discipline issue and will not be addressed as such at Franklin Elementary School, a student will be held accountable for completing work and may be assigned silent lunch to complete work. Also, a student who refuses to work may be considered insubordinate and will disciplined according to our discipline policy. Before such consequences will be taken, it is important for the teacher to seek to understand why homework is not being turned in. Teachers should investigate homework problems by contacting parents. When assigning homework, teachers shall take into consideration individual differences of students, such as health, ability, conditions at home, and available educational resources. Also, in order to create a positive atmosphere in regards to homework, it is helpful to use Paw tickets and homework passes as incentives. Students who continually turn in assignments in a timely fashion may be rewarded with such passes. Homework passes should not be used for assignments that are being graded.

For purposes of keeping a record and communicating with parents, teachers will complete the Silent Lunch Form for each incident and provide the parent with a copy. It is also essential that teachers contact parents

and discuss their concerns with the intent of coming up with solutions that are in the best interest of our students.

EMERGENCY SCHOOL CLOSINGS

If it is necessary to close school early due to heavy snow, flood, heat failure, etc., public broadcasts will be made by school messenger, radio and television to inform the parents.

If schools are closed during the night or early morning hours, the local radio and television stations are informed as early as possible and they will carry the announcements. These stations include: WSVA/550/Q101, WELD/690, WKCY/1300, WBOY, WDTV, WQWV, WHSV/TV 3. Parents will also receive notice of delays and closings via **School Messenger (a recorded phone message).** Additionally, school delays and closures can be obtained on line at the WVDE website under school closures.

The following starting times will be used when school is delayed one, two or three hours because of bad weather:
ONE HOUR DELAY – 8:45 A.M.
TWO HOUR DELAY – 9:45 A.M.
THREE HOUR DELAY -10:45 A.M.

EARLY DISMISSAL DUE TO INCLEMENT WEATHER

Parents are reminded that if they are not home during the school day, they should have an alternate location for their child to go if school should be closed early due to inclement weather. Parent should also provide this information to their child's teacher each year in order to keep your child safe. If this information changes during the school year, it should be updated with the teacher.

ENTRANCE AGE

All children enrolled in Pre-Kindergarten must be at least four (4) years of age prior to July 1. Children enrolled in kindergarten must be five (5) years of age prior to July 1. Birth certificates and immunization records are required during enrollment process.

Children desiring to enter the first grade are required to have successfully completed a public or privately supported state-approved kindergarten or to have successfully completed an entrance test of basic readiness skills approved by the Pendleton County Board of Education.

IMMUNIZATIONS

The law requires that all children entering school for the first time in West Virginia shall have been immunized against the following illnesses: diphtheria, polio, tetanus, whooping cough, rubella, and shall have had a recent tuberculin skin test.

HOMEBOUND INSTRUCTION

The homebound instruction program shall provide education services to any child who is homebound due to injury or who for any reason, as certified by a licensed physician, is homebound for a period that has lasted or will last more than three weeks. Additional information on this service can be obtained from the school or the county office.

PHYSICAL EDUCATION

Physical Education is considered a means of developing mind, spirit, and body. It is required as part of the school curriculum. When organized Physical Education activities are taking place, all

students will be expected to participate. A written note from a doctor is required for modification to be made to a student's long-term physical education program. For a student to be excused from physical education class on a short-term basis, a note from a doctor or parent is required in order to be excused.

STUDENT RECORDS

All schools maintain a file of each student's academic achievement in addition to other information necessary to administer a student's progress through school. This information is available only to selected individuals who have a direct relationship with each child's education. The school principal must approve requests for access to student records.

HONOR ROLL

The purpose of the Franklin Elementary School Honor Roll is to recognize students who have maintained outstanding academic achievement. Students in grades 1-6 will be designated as being on the *"A" Honor Roll* or the *"A/B" Honor Roll.*

To be on the ***A Honor Roll*****,** a student must earn a grade of A in all applicable academic areas of English Language Arts, Science, Mathematics, Social Studies and with no grade lower than an S in the developmental areas of Art, Music, Physical Education, Band/Choir and Health.

To be on the ***A/B Honor Roll*** a student must earn an A or B in each applicable academic area, Mathematics, Social Studies, and have no grade lower than an S in the developmental areas of Art, Music, Physical Education, Band/Choir and Health.

RETENTION

The school board policy sets forth definite criteria that have been established to consider promotion:

- Kindergarten - A student should have demonstrated satisfactory progress as evidenced by his/her report card. Student maturity, social-emotional, and language development must be age appropriate and the student must have attained reading and number readiness.
- Grades 1-4 - Students should have completed at least half of the basic reading program and have attained comparable skills in oral and written expression, understanding and use of numbers, legibility in writing, and the ability to spell words associated with the grade.
- Grades 5-6 - A student who fails three or more core subjects or subject grouping (math, social studies, English, reading, science, health/developmental guidance, spelling, art/physical education/music) should be retained.

WEST VIRGINIA THIRD GRADE SUCCESS ACT

Effective for the school year beginning July 1, 2026, and thereafter, a public school student who demonstrates a minimal understanding of, and ability to apply, grade level English language arts or mathematics knowledge, skills, and abilities, or both, as indicated on the West Virginia General Summative Assessment relative to the West Virginia College and Career Readiness Standards at the end of third grade, shall up on the recommendation of the teacher and the Student Assistance Team, be retained in the third grade for the ensuing school year.

CLASSROOM PLACEMENT

Class rosters are determined by the Franklin Elementary School leadership team. Creating balanced and supportive classrooms is a thoughtful process, and several factors are considered when determining the appropriate placement for each student. These factors may include IEPs, 504 plans, individual learning needs, peer relationships, classroom dynamics, and maintaining a balanced mix of boys and girls.

The team is committed to placing students in a classroom that is not taught by their parent. We believe that having a classroom experience separate from a parent can support a student's independence and allow the school and home roles to remain appropriately separate.

We understand that parents may have preferences regarding a particular teacher or classroom placement, and we value the input that families provide. However, because we must consider the needs and dynamics of the entire grade level, we are not able to honor every individual request. Our goal is to create classrooms that are balanced, supportive, and conducive to learning for all students.

We also ask families to understand that student placement decisions are confidential. While we are happy to discuss your child's placement and answer questions about the placement process, we cannot discuss the specific needs, circumstances, or placement decisions of other students.

Once class rosters are finalized, placements are considered carefully and are not typically changed based on teacher preference. We appreciate your understanding that these decisions are made with careful consideration of each student and the overall needs of the grade level.

Thank you for your partnership, understanding, and trust in the Franklin Elementary School leadership team as we work to provide every student with a positive and successful classroom experience.

PARTICIPATION IN EXTRACURRICULAR ACTIVITIES

In order to participate in extracurricular activities (sports), a student must maintain a 2.0 grade point average. A 2.0 average is defined as a grade-point average (GPA) of 2.0 or better on a scale where an "A" mark is worth 4 points, a "B" is worth 3 points, a "C" is worth 2 points, a "D" is given a value of 1 point, and an "F" receives 0 points. A student's eligibility is to be determined for each semester from his/her GPA for the previous semester. A student who has not achieved a 2.0 GPA for the previous semester can have his/her eligibility reinstated at the next nine weeks grading period if the student has attained at least a 2.0 GPA for that grading period.

PROGRAMS OF SUPPORT

We are fortunate to have the opportunity to offer our students a variety of programs of support. Listed below is a brief description of each program. For additional information, contact your child's teacher or the principal.

1. SAT TEAM (STUDENT ASSISTANCE TEAM)

Each school in West Virginia has been mandated to have a Student Assistance Team. The central purpose of the SAT is to help the student improve in an area in which he/she is having difficulty. The SAT will meet on specific students based on referrals for grades, discipline, attendance, or a specific special circumstance. All parents or guardians are invited to participate in the SAT process. After the SAT Team meets, all parents who have not attended the meeting will be provided the SAT results and a conference may be arranged if requested by the parent. The SAT committee is made up of the SAT Coordinator, the Principal, the referring teacher, the parent or guardian and other persons deemed necessary to provide relevant information. SAT Meetings are scheduled by the school's SAT Coordinator.

2. West Virginia Tiered System of Supports (WVTSS)

The West Virginia Multi-Tiered System of Supports (WVTSS) framework is a statewide initiative that

suggests flexible use of resources to provide relevant academic social/emotional and/or behavioral support to enhance learning for all students. WVTSS is characterized by a seamless system of high-quality instructional practices allowing all students to sustain significant progress whether they are considered at-risk, exceeding grade-level expectations or at any point along the continuum. Quality classroom instruction should include frequent assessment of learning progress and focused interventions to meet the needs of diverse populations.

WVTSS is framed around three levels of instructional intensity that can be provided to students to help them achieve. These three levels are Core Instruction, Targeted Instruction and Intensive Instruction formally called Tier 1, Tier 2 and Tier 3. WVTSS includes Response to Intervention (RTI) and Critical Skills within a common collaborative structure. WVTSS is a process, based on using scientific research-based instructional strategies that are matched to student needs. Teachers use assessment data to monitor students' progress and make important decisions about what and how to teach children who are not making sufficient progress. A major change in the law is the emphasis on early intervention services for children who are at risk for academic or behavioral problems. The idea is to intervene early enough to prevent learning problems. The WVTSS processes may be applied to all content areas, but the first focus is the area of reading, because it is the essential skill upon which school success lies**.**

One of the most important aspects of WVTSS is the use of regular progress monitoring. Information gathered through regular assessments of the student's academic skills helps teachers make important instructional decisions. Progress monitoring goes beyond the weekly spelling or math tests that are used to give grades. Regular progress monitoring helps teachers chart student progress over time and compares the student's actual learning rate with what is expected at that grade level.

In the Core Instruction level, the classroom teacher delivers scientific research-based reading instruction to all students. There are five essential reading areas that are emphasized in the core reading curriculum: phonemic awareness, phonics, fluency, vocabulary and comprehension. Each of these reading areas must be addressed in the early grades to ensure successful reading in later grades, across all content areas, and eventually in the work place.

For some students, core reading instruction provided by the general classroom teacher is not enough. The Targeted Instruction level focuses on students who do not achieve the minimum satisfactory reading performance based on screening results. At this level, students receive additional reading intervention that would be beyond the Core Instruction level that makes up the classroom instruction. The main purpose of the Targeted Instruction level is to teach important skills that may be missing and help students master grade level skills. Student progress is assessed and monitored to determine if additional intervention is needed, plan appropriate lessons and change techniques that are not working. Intervention periods are flexible depending on student progress toward benchmarks.

In some cases, the Intensive Instruction level will be used for those students who need more explicit help. Intensive Instruction is not restricted to special education students. In other words, any Intensive Instruction support that is available could include any student who needs help.

3. ACCELERATED READER

The purpose of the Accelerated Reader Program is to encourage students to read and enjoy reading. All students have an opportunity to check out leveled books from the library, to read them and to take a computerized comprehension test on the book. After passing the test, the student will be awarded points which will ultimately result in prizes.

Any educator's goal is to produce students who read for the sheer love and enjoyment of reading. However, while some students develop this love spontaneously, many do not. Although teachers can teach basic literacy skills, the joy of reading is what each student must discover for himself. In an era of television, video games, and other passive forms of entertainment, the act of reading seems for many students to require too much effort, with very little immediate reward. This is why Franklin Elementary is involved in the Accelerated Reader Program.

What is the Accelerated Reader Program?
The Accelerated Reader Program is a system where K-6 grade students are encouraged to read books. Each book listed in the program has a point value associated with it, based on its difficulty. Books that are harder to read or have a higher level of vocabulary would have a higher point value. When the student has completed a book, he or she will take a short computer monitored test to determine the student's comprehension of the recently finished book. After the student passes the test, the points received for the test score will be added to the student's Accelerated Reader total. The student's goal in the Accelerated Reader Program is to obtain, at a minimum, the total number of points established for his or her grade level each nine-week period.

What are the goals of the Accelerated Reader Program?
The Accelerated Reader Program is designed to encourage students to read more and better books. It provides a motivational framework that encourages students to practice and improve reading skills. Your involvement as a parent is instrumental in your child's learning. Encourage your child to participate in the program by reading along or asking questions about the books. Together we can show your child the joy of reading.

AR Incentives During the School Year
At the end of each month, student's names will be placed on the AR bulletin board near the library. Individual teachers may reward AR points each 9 weeks with various incentives. Students who meet the yearly goal for their grade level may be involved in an end of year activity.

4. PRE-K STORYBOOK HEROES CLUB

The Storybook Heroes Club is specifically for **pre-k** students. Developing the habit of enjoying books and reading is one of our top priorities at Franklin Elementary. We want children to read widely, as the amount of time spent reading will contribute to greater learning and positive attitude.

FES will recognize our littlest readers to reward for outstanding efforts in reading. This program is called "Storybook Heroes Club." Children fulfilling the following guidelines will receive a Heroes Club T-shirt. At the end of the year, there may be a field trip/fun activity for students who have completed all the guidelines throughout the school year.

<u>Guidelines</u>

1. Parents can read to their children in pre-kindergarten. Books read by parents, should be recorded on a *Reading Record Log* which is returned to school. As children advance, the goal is to make each child a more independent reader. The title of the book and the signature of the parent needs to be placed on a Reading Record Log provided by the teacher. The form has space for thirty (30) titles. Each title counts as one book read.

2. Students will receive a "treasure prize" for the first three nine weeks for reading if they read 30 books.

They will receive a “treasure prize” the last nine weeks if they read 10 books for a total of 100 books for the school year.

We believe that T-shirts plus recognition of reading will create enthusiastic readers. Let’s do our part in helping children achieve these incentives.

5. POSTIVE BEHAVIOR INTERVENTIONS SYSTEM (PBIS)

The purpose of our PBIS system at FES is to include school-wide procedures and processes for all students and staff to provide consistent, predictable, and safe environments for students. We want to create a safe and productive learning environment where teachers can teach and students can learn. Our school policy is to establish meaningful expectations that focus on being prepared, respectful, responsible and safe.

Incentives

A system of incentives to reward students who maintain satisfactory behavior has been stablished. These incentives include Paw Tickets, weekly, monthly, 9-weeks, semester and yearly reward/recognition activities.

Recognition/Reward Trips

Students in grades K-6 will receive an end of the 9 weeks reward trip/activity based on demonstrating appropriate behavior that aligns with our Safe Schools policy. If students are suspended, given In-School-Suspension (ISS), had 3 or more administrator assigned silent lunches (6 teacher assigned lunch detentions = 1 after school detention), or received one or more bus suspensions, they will not be eligible for that respective 9-week recognition/reward activity.

6. GIFTED PROGRAM

Students may be recommended for the gifted program by a parent, a teacher, or the principal. Generally, these students are performing exceptionally well academically. Parents must give consent for testing. Testing results as well as input from the classroom teacher and the parents are a part of the eligibility process. Identified students leave their classrooms each week to work in a small group with the gifted teacher. The gifted teacher extends the curriculum in math, reading, social studies, and science.

6. SPECIAL EDUCATION

Students are recommended for special education services through a referral and testing process. Parents are involved throughout this process and provide written permission for any testing. Parents and teachers work together to develop an Individualized Educational Plan (IEP) for the identified students. The special education teacher works closely with the classroom teacher. Students are taught as an individual, in small groups, or as part of the regular classroom.

7. BEFORE AND AFTER SCHOOL TUTORING

Students needing additional academic support have the option to receive free tutoring. A before school and after school tutoring option is available. Please contact your child’s teacher and he or she will work with the administration to get it set in place. Not every teacher provides tutoring; there are a set number of tutors each year, and may vary from year to year.

8. COUNSELING SERVICES

Franklin Elementary School offers counseling services through our school guidance counselor and through our partnership with Pendleton Community Care. Our school counseling services are not to be thought of as therapy services. Our school counselor determines if the needs of our students are within the scope of a

school counselor or if the student needs more therapeutic services. Either way, the counselor is involved with our students to ensure they receive the services they need to promote academic success at school. Please contact our school counselor, your child's teacher or the principal if you believe you have a need for these services.

Pendleton Community Care also provides counseling for depression, anxiety, social problems, diet and weight control, smoking cessation, healthy life choices, sexuality, and drug and alcohol use. There may be a service charge for the services from Pendleton Community Care.

8. SCHOOL HEALTH CENTERS

Pendleton County Schools teams with Pendleton Community Care (PCC) to provide primary medical care and behavioral health care to students and teachers in the school facilities. These services support the healthy mental, emotional, and physical development required for success in school.

Services: Most services provided at the PCC health center can also be received at the school health centers. Services include:

- Periodic physical exams
- Immunizations
- Sports Physicals
- Sick visits
- Support for managing chronic health conditions like asthma and diabetes
- Education for fitness, healthy living, and positive social behavior
- Counseling for depression, anxiety, social problems, diet and weight control, smoking cessation, healthy life choices, sexuality, and drug and alcohol use.

Staff: Medical professionals from PCC provide the care on a posted schedule for each school. The professionals include: physicians/pediatrician, physician assistants and nurse practitioners, a nurse, a licensed professional counselor, and a health educator.

Registration: any student may register to receive services in the school health centers. To register, parents sign a consent form each school year, authorizing their child's use of the services. Certain services require special consent.

Confidentiality: PCC respects the confidential nature of the patient-clinician relationship and accordingly follows policies and procedures to protect the patient's health information. Information from the school health centers is not included in the student's school file.

Charges: PCC's normal charges for services provided at the school health center are billed to the responsible party. In addition, PCC submits your claim to insurance when applicable and as directed by the responsible party. No student will be denied services because of the inability to pay. More info: Pendleton Community Care, PO Box 100, Franklin, WV 26807 (304) 358-2355.

Parent Involvement Program for Franklin Elementary School

In order to ensure effective involvement of parents and to support a partnership among the school, parents and the community, Franklin Elementary will:

- Provide information regarding goals, standards, and student performance through such

things as State Report Card, Standardized test results, school interim reports, grade cards, and regularly scheduled parent teacher conferences;
- Provide opportunities for training in areas such as reading and other areas of interest;
- Build ties between the community, home, and school through the Local School Improvement Council made up of parents, educators, and community leaders;
- Involve parents of the Pre-k program housed within the school in all appropriate school activities by including information about programs on monthly school calendars or newsletters;
- Continue our partnerships with our school business partners.
- Relay information in a timely fashion regarding school meetings, programs, and activities through newsletters, fliers, and notes;
- Use the Instructional Support and Enhancement (ISE) calendar days for teacher parent meetings.

A strong relationship with our parents and guardians guarantees success with our students. In addition, it helps create a friendly environment in our school and makes our children feel important. That is why we strongly urge all parents to become an active participant in their child's education. Listed below are some of the organized groups of parents and supporters dedicated to making sure our students find Franklin Elementary inviting, exciting, and a great place to learn.

1. LOCAL SCHOOL IMPROVEMENT COUNCIL (LSIC)

The state of West Virginia mandates by law that every school must establish and have functioning an LSIC. The LSIC encourages and facilitates the involvement of the school community in the operation of the local schools to improve educational quality.

The Franklin Elementary School's LSIC meetings are held one time every nine weeks. LSIC meetings are involved in such issues as the school's Strategic School Plan, curriculum, instruction, discipline, and safety issues. The members of the LSIC are as follows:

- Principal
- Three (3) Teachers
- Two (2) Service Personnel
- Three (3) Parents
- Two (2) At-Large Members
- One (1) Bus Driver

2. FACULTY SENATE MEETINGS

Faculty Senate Meetings are scheduled five (5) times throughout the year. Please see the school calendar for specific dates. These meetings are open to the public. The Faculty Senate Chairperson develops an agenda several days in advance of the meeting.

3. PARENT VOLUNTEER PROGRAM

Volunteers serve as an example of how parents, grandparents, and other members of the community make a difference at Franklin Elementary School. Volunteers provide vital services to our teachers, students, and principal in a number of ways, all of which allow us to focus on what we do best-educate your child. Anyone interested in becoming a volunteer or chaperone must complete a background check form available in the school office. All volunteers and chaperones must be approved by the Pendleton County Board of Education prior to participating as a chaperone or a volunteer.

4. READ ALOUD

Read Aloud helps children develop a love for reading through adults reading to the classes. We invite any interested parent to share an engaging book with our students through our Read Aloud Program. Persons interested in Reading Aloud to our students need to contact our school office for further information.

5. WEEKLY CLASS LUNCH

Each week parents are welcome to join their student for lunch. Grade levels are assigned days of the week to visit. PreK and kindergarten parents are welcome on Mondays, first and second grade parents on Tuesdays, third and fourth on Wednesdays, and fifth and sixth on Thursdays. We ask that parents let us know by 8:00 if you plan to have lunch with us so that the cafeteria can plan accordingly to have enough food for all of our students and families. Please keep in mind that there are several days throughout the year that may alter our lunch schedules.

SCHOOL/HOME/ COMMUNICATIONS

1. PARENT/TEACHER CONFERENCES

Franklin Elementary School firmly believes for its students to be successful, the parents, the school and the students must share the responsibility for student academic achievement. The school and parent partnership working together will enable our students to achieve West Virginia's academic achievement standards. Parent/teacher conferences are scheduled throughout the year. Parents are encouraged to attend these conferences. Additional conferences may be scheduled by contacting your child's teacher throughout the school year.

This year's Open House is scheduled for Thursday, August 20, 2026 from 4:30-6:30.

FES Parent-Teacher conferences will be held as follows:

- Thursday, October 22, 2026 (3:30-6:00)
- Thursday, February 4, 2027 (3:30-6:00)

2. INTERIM REPORTS/REPORT CARDS

Interim Reports and Report Cards are issued four (4) times a year. Review these reports with your child. If there are problem areas, please call the teacher to learn about ways you can assist your child or schedule a conference.

GRADING SCALE

Scale	Grades 1 – 6	Grades for Music, PE and Health (1 – 6)
90- 100	A	O - Outstanding
80- 90	B	S – Satisfactory
70- 80	C	U - Unsatisfactory
60- 70	D	
0- 60	F	

3. SCHOOL MESSAGES

The parents of all of our students are asked to provide the school with a working phone number so the school can send home important telephone messages of activities and events happening in school. It is very important for the school to have a working phone number for each student in order to ensure that

messages are received at home.

4. NEWSLETTERS

The school sends to parents a monthly calendar with the important events and dates they will be occurring. Also, specific classes communicate with parents through class newsletters on a monthly basis.

5. REASONABLE ACCESS TO TEACHERS

The teachers will be happy to respond to questions or concerns and arrange additional conferences. Parents are encouraged to review student progress at Parent/Teacher Conferences, teacher's preparation time or during after school hours. Teachers may also establish a communication link with parents through email or other electronic means.

6. PARENT VOLUNTEERS

Parents are also encouraged to volunteer and participate in school activities that enhance their child's learning. Parents should contact their child's teacher if they are interested in participating in classroom activities. All parents are also invited to participate in Franklin Elementary School's Local School Improvement Council (LSIC).

General Policy Statements
Section IV

AUTHORITY OF TEACHERS (State Code 18A-5-1)

The teacher shall stand in the place of the parent or guardian in exercising authority over the student, and shall have control of all pupils enrolled in the school from the time they reach the school until they have returned to their respective homes.

NON-DISCRIMINATION POLICY

As required by federal laws and regulations, the Pendleton County Board of Education does not discriminate on the basis of sex, race, color, religion, handicapping conditions, marital status, or national origin in employment or in its educational programs and activities. Inquiries may be referred to David Dilly, Title IX and Section 504 Coordinator, Pendleton County Board of Education Office, P.O. Drawer 888, Franklin, WV 26807, Phone (304) 358-7065; or to the Department of Education's Director of the Office for Civil Rights.

CIVIL RIGHTS DISCLAIMER

In accordance with Federal civil rights law and U.S. Department of Agriculture (USDA) civil rights regulations and policies, the USDA, its Agencies, offices, and employees, and institutions participating in or administering USDA programs are prohibited from discriminating based on race, color, national origin, sex, disability, age, or reprisal or retaliation for prior civil rights activity in any program or activity conducted or funded by USDA.

Persons with disabilities who require alternative means of communication for program information (e.g., Braille, large print, audiotape, American Sign Language, etc.), should contact the Agency (State or local) where they applied for benefits. Individuals who are deaf, hard of hearing or have speech disabilities may contact USDA through the Federal Relay Service at (800) 877-8339. Additionally, program information may be made available in languages other than English.

To file a program complaint of discrimination, complete the USDA Program Discrimination Complaint Form, (AD-3027) found online at: http://www.ascr.usda.gov/complaint_filing_cust.html, and at any USDA office, or write a letter addressed to USDA and provide in the letter all of the information requested in the form. To request a copy of the complaint form, call (866) 632-9992. Submit your completed form or letter to USDA by:

(1) MAIL: U.S. Department of Agriculture
Office of the Assistant Secretary for Civil Rights
1400 Independence Avenue, SW
Washington, D.C. 20250-9410;

(2) FAX: (202) 690-7442;
(3) EMAIL: program.intake@usda.gov.
This institution is an equal opportunity provider.

CONFIDENTIALITY

The Family Educational Rights and Privacy Act (FERPA) affords parents and students over 18 years of age ("eligible students") certain rights with respect to the student's education records. They are:

(1) The right to inspect and review the student's education records within 45 days of the day the District receives a request for access. Parents of eligible students should submit to the school principal (or appropriate school official) a written request that identifies the record(s) they wish to inspect. The principal will arrange for access and notify the parent or eligible student of the time and place where the records may be inspected.

(2) The parents of an exceptional student shall be afforded an opportunity to inspect and review all education records with respect to:

a. The identification, evaluation and educational placement of the student; and

b. The provision of a free appropriate, public education to the student through the development and implementation of an IEP. The public agency shall inform parents when personally identifiable information collected, maintained or used is no longer needed to provide educational services to the student. The information must be destroyed at the request of the parents. However, a permanent record of a student's name, address, and phone number, his or her grades, attendance record, classes attended, grade level completed, and year completed may be maintained without time limitations.

(3) The right to request the amendment of the student's education records that the parent or eligible student believes are inaccurate or misleading. Parents or eligible students may ask Pendleton County Schools to amend a record that they believe is inaccurate or misleading. They should write the school principal, clearly identify the part of the record they want changed, and specify why it is inaccurate or misleading.

If the District decides not to amend the record as requested by the parent or eligible student, the District will notify the parent or eligible student of the decision and advise them of their right to a hearing

regarding the request of amendment. Additional information regarding the hearing procedures will be provided to the parent or eligible student when notified of the right to a hearing.

(4) The right to consent to disclosures of personally identifiable information contained in the student's education records, except to the extent that FERPA authorizes disclosure without consent. One exception which permits disclosure without consent is disclosure to school officials with legitimate educational interests. A school official is a person employed with the District as an administrator, supervisor, instructor, or support staff member (including health or medical staff and law enforcement unit personnel); a person serving on the School Board; a person or company with whom the District has contracted to perform a special task (such as an attorney, auditor, medical consultant, or therapist); or a parent or student serving on an official committee, such as a disciplinary grievance committee, or assisting another school official in performing his or her tasks.

A school official has a legitimate educational interest if the official needs to review an education record in order to fulfill his or her professional responsibility.

(5) The right to file a complaint with the U.S. Department of Education concerning alleged failures by the District to comply with the requirements of the FERPA. The name and address of the Office that administers FERPA is:

Family Compliance Office
U.S. Department of Education
600 Independence Avenue, SW
Washington, DC 20202-4605

Any citizen of this school district is welcome to contact their Principal or the Director of Special Services for additional information regarding the person responsible for the maintenance of each type of record, the persons who have access to the records, types and location of records collected, the purpose for which they have access, or any other question regarding student records.

NOTICE TO PARENTS CONSENT TO ACCESS PUBLIC BENEFITS OR INSURANCE (E.G, MEDICAID)

This notice informs parents of the Individuals with Disabilities Education Act of 2004 (IDEA) regulations at 34 CRF §300.154, effective March 18, 2013, regarding written notification and parent consent to access public benefits or insurance, such as Medicaid. Before the school district accesses the parent's or child's Medicaid or other publicly funded benefits for the first time to seek reimbursement for services provided to an eligible student, and annually thereafter, this written notice is provided to inform parents of the following:

- A prior written parental consent will be requested to release personal information from a child's education records or information about the services that may be provided for the purpose of billing Medicaid or another specific agency for Individualized Education Program (IEP) services.
- The consent form will state the student's personal education records and information that will be disclosed, the purpose of the disclosure (e.g., Medicaid billing) and the agency to which the records will be released. By consenting, parents state they understand and agree that their or their child's public benefits or insurance will be accessed to reimburse the cost of services.
- Parents cannot be required to sign up for or enroll in public benefits or insurance programs for their child to receive free appropriate public education, that is, IEP services.
- Parents are not required to pay out-of-pocket expense such as a deductible or co-pay amount resulting from filing a claim, but may pay the cost that otherwise would be paid by parents.

- Parents must be informed that their public benefits or insurance (e.g., Medicaid) will not be billed if it would:
    - result in a decrease in lifetime benefits;
    - result in the child's parents paying for services that would otherwise be covered and that are needed for the child outside of the time the child is in school;
    - result in an increase in premiums or discontinuation of public benefits or insurance; or
    - risk loss of eligibility for home and community-based waivers based on the total (aggregated) health-related expenditures for the child or the child's parents.
- Parents have the right to withdraw consent to disclose their child's personal information for billing purposes at any time.
- Parents' withdrawal of consent, or refusal to provide consent, to release their child's personal information for purposes of accessing their public benefits or insurance (e.g., for Medicaid billing) does not relieve the school district of its responsibility to ensure that all required IEP services are provided at no cost to parents

ANNUAL ASBESTOS NOTICE

The Pendleton County Board of Education has an Asbestos Management Plan in place. The Management Plan can be viewed at the Pendleton County Board of Education office and at the Administrative Offices in each of the schools.

During the past year, two six-month surveillance asbestos inspections have been performed. During the next year, two six-month inspections will be conducted. There are no firm plans for any asbestos abatement to take place during the upcoming year.

If you have any questions concerning the Pendleton County Board of Education's Asbestos Management Plan, please contact Dan Miller at 304-668-2672.

To: All principals, teachers, parents, employees and organizations
From: Asbestos Coordinator
Date: August 19, 2022
RE: Informing the locations and availability of the asbestos management plan

On October 22, 1986, President Reagan signed into law the Hazard Emergency Response Act (AHERA). It required the Environmental Protection Agency (EPA) to issue regulations requiring all private and public elementary and secondary schools to be inspected for asbestos, to take action in the event that any asbestos containing material was determined to be a possible health hazard and to develop a management plan for each school which would be publicly available and which would contain detailed results of the inspection and records of any actions taken by the school with respect to asbestos.

On October 30, 1987, the EPA issued final regulations as required by law. These rules are widely known as the 1987 Asbestos in Schools Rule, or AHERA regulations.

This notice is to inform you that in compliance with Regulation 4 CFR Part 763.84 (c) a copy of the Asbestos Management Plan for the above-named schools and organizations are available for inspection. To inspect this document, you should contact the principal or myself. Copies will be available at the school, administrative office or my office.

Also, regular six-month periodic surveillances of asbestos containing materials will be conducted during the months of July and December. Further, if any asbestos response actions (e.g. Removal, repair, enclosure, encapsulation, or operations and maintenance) take place in any of our schools, notices will be posted.

If you have any questions regarding this notice, please feel free to contact my office.

Thank you,

Travis Heavner
Pendleton County Schools

REUNIFCATION PLAN:

Our parent reunification plan is used if it becomes necessary to evacuate and relocate the entire school population to our off-site evacuation/reunification site(s). Such a move would take place when it is determined by school officials that keeping students in the school would be hazardous to students and staff. We have two alternative sites. The first is Pendleton County Middle/High School and the second is Potomac Highlands Recreation Center (bowling alley). In the event that our building is deemed unsafe, you will be notified of the activation of our parent reunification plan, and you will be told where the students have been transported.

If it becomes necessary to activate our parent reunification plan, the School Messenger, local radio and television stations will be notified. Please tune in to any of those stations for information and directions. Additionally, every teacher's emergency notebook contains a class list for each period with parent names and phone numbers. Staff members will utilize these class lists as a phone tree to notify parents of the situation. It is extremely important that our attendance secretary has all necessary phone numbers so that we are able to contact you at any time during the school day in the event of an emergency.

When you arrive at the reunification site to pick up your child, there will be three stations: PreK-K, Grades 1-3, and Grades 4-6. Please report to the station for the grade level in which your child is enrolled. Give the station worker your child's name and your photo identification. Once you have been identified, your child will be brought to you at the station. Signs will be posted should students need to be held in a different area.

It is essential that parents first report to their respective stations. We must be organized in order to ensure 100% accountability of our students.

****All individuals picking up students MUST be positively identified by our staff or provide valid identification. Unless a person's name is on our list as having permission to pick up your child, we will not release your child to them. Please keep this in mind if your contact information needs to be updated with our office.**

Student safety is our primary concern at Franklin Elementary School. We appreciate your support and assistance in this important matter. Please call us at 304-358-2206 with any questions or concerns about our emergency planning procedures.

Title I School Parent and Family Engagement Policy

PART I. GENERAL EXPECTATIONS

Franklin Elementary School agrees to implement the following statutory requirements:

- Consistent with section 1116, the school will ensure that the required school level parent and family engagement policy meets the requirements of section 1116 of the ESEA, and includes, as a component, a school-parent compact consistent with section 1116(d) of the ESEA.

- Schools will notify parents of the policy in an understandable and uniform format and, to the extent practicable, in a language the parents can understand. The policy will be made available to the local community and updated periodically to meet the changing needs of parents and the school.
- In carrying out the Title I, Part A, parent and family engagement requirements, to the extent practicable, the school will provide full opportunities for the informed participation of parents and family members (including parents and family members with limited English proficiency, parents with disabilities, and parents of migratory children) including providing information and school reports required under section 1111 of the ESEA in an understandable and uniform format and, to the extent practicable, in language parents understand.
- If the school-wide program plan for Title I, Part A, developed under section 1114(b) of the ESEA, is not satisfactory to the parents of participating children, the school will submit any parent comments with the plan when the school submits the plan to the local educational agency (school district).
- The school will involve the parents of children served in Title I, Part A schools in decisions about how funds reserved under this part are spent for parent and family engagement activities. The school will build its own and the parent's capacity for strong parental involvement, in order to ensure effective involvement of parents and to support a partnership among the school, parents, and the community to improve student academic achievement.
- The school will provide parental involvement activities under section 1116 of the ESEA in the areas of improving student achievement, child development, child rearing and additional topics parents may request.

PART II. DESCRIPTION OF HOW SCHOOLS WILL IMPLEMENT REQUIRED SCHOOL PARENT AND FAMILY ENGAGEMENT POLICY COMPONENTS

1. Franklin Elementary School shall take the following actions to involve parents and family in the joint development and review of its school parent and family engagement policy under section 1116 of the ESEA:
   Title I Planning meeting
2. Franklin Elementary School shall take the following actions to involve parents and family members in the process of planning, joint development of the program, review and improvement of programs under Title I Part A of the ESEA :
   Title I Planning meeting, parent and teacher conferences, and LSIC.
3. Franklin Elementary School shall hold an annual meeting to inform parents of the school's participation in Title I, Part A programs, and to explain the Title I, Part A requirements and the right of parents to be involved in Title I, Part A programs. The school will invite all parents of children participating in Title I, Part A programs to this meeting.
   Open House at the beginning of the school year.
4 Franklin Elementary School shall provide parents of participating children information in a timely manner about Title I, Part A programs that includes a description and explanation of the school's curriculum, the forms of academic assessment used to measure student progress, and the achievement levels of the challenging State academic standards.
   Student and Parent handbook given to every student at the beginning of the school year.
5. Franklin Elementary School shall, at the request of parents, provide opportunities for regular meetings, held at flexible times, for parents to formulate suggestions and to participate, as appropriate, in decisions about the education of their children. The school will respond to any such suggestions as soon as practicably possible by:
   Parent and Teacher conferences (2 times per year or as needed), phone calls and other messages sent by parents. School academic assessments will be provided every nine (9) weeks as well as

interim reports at 4.5.

6. Franklin Elementary School shall provide each parent an individual student report about the level of academic achievement and academic growth performance of their child on the State academic assessment by: Every parent or guardian will receive academic information thru the WVGSA report, interim reports and 9 weeks report cards.
7. Franklin Elementary School shall take the following actions to provide each parent timely notice when their child has been assigned or has been taught for four (4) or more consecutive weeks by a teacher who does not meet applicable State certification or licensure requirements at the grade the Level and subject area in which the teacher has been assigned by: *A* notice is provided to each student regarding the teacher not meeting state certification or licensure requirement by the LEA Personnel Director.
8. Franklin Elementary School shall provide assistance to parents of children served by the school, as appropriate, in understanding topics by undertaking the actions described below -
    - the challenging State academic standards,
    - the State and local academic assessments including alternate assessments,
    - the requirements of Title I Part A,
    - how to monitor their child's progress, and
    - how to work with educators:

    Parent and Teacher conferences, academic reports, parent conferences with school administration, school counselor, CIS and Title I personnel.
9. Franklin Elementary School shall provide materials and training to help parents work with their children in the areas of improving student achievement, such as literacy training and using technology (including education about the harms of copyright piracy), as appropriate, to foster the achievement of their children, by: Parent events and grade level workshops.

10. Franklin Elementary School shall, with the assistance of its parents, educate its teachers, specialized instructional support personnel, principals, and other school leaders, and other staff in how to reach out to, communicate with, and work with parents as equal partners in the value and utility of contributions of parents, and in how to implement and coordinate parent programs and build ties between parents and schools, by: Title I personnel, CIS and school counselor at workshops for teacher and school personnel.
11. Franklin Elementary School shall, to the extent feasible and appropriate, coordinate and integrate parent involvement programs and activities with other Federal, State, and local programs. The school will also conduct other activities, such as parent resource centers, that encourage and support parents in more fully participating in the education of their children, by: PreK activities, Kindergarten activities, CIS personnel, Title I personnel
12. Franklin Elementary School shall take the following actions to ensure that information related to the school and parent-programs, meetings, and other activities is sent to parents of participating children in an understandable and uniform format and, to the extent practicable, in a language the parents can understand: Materials sent out will be monitored by school administration and Title I personnel for ability to understand.

PART III. DISCRETIONARY SCHOOL PARENT AND FAMILY ENGAGEMENT POLICY COMPONENTS

- involving parents in the development of training for teachers, principals, and other educators to improve the effectiveness of that training;
- providing necessary literacy training for parents from Title I, Part A funds, if the school district has exhausted all other reasonably available sources of funding for that training;

- paying reasonable and necessary expenses associated with parental involvement activities, including transportation and child care costs, to enable parents to participate in school-related meetings and training sessions;
- training parents to enhance the involvement of other parents;
- arranging school meetings at a variety of times, or conducting in-home conferences between teachers or other educators who work directly with participating children, arrange meetings with parents who are unable to attend conferences at school in order to maximize parental involvement and participation in their children's education;
- adopting and implementing model approaches to improving parental involvement;
- establishing a school parent advisory council to provide advice on all matters related to parental involvement in Title I, Part A programs;
- developing appropriate roles for community-based organizations and businesses in parent involvement activities; and
- providing such other reasonable support for parental involvement activities under section 1116 as parents may request.

PART IV. ADOPTION

This School Parent and Family Engagement Involvement has been developed jointly with, and agreed on with, parents and family members of children participating in Title I, Part A programs, as evidenced by parent and school personnel at school's open house.

This policy was adopted by **Franklin Elementary School** on **May 10, 2024** and will be in effect for the period of 2026-2027. The school will distribute this policy to all parents of participating Title I, Part A children on or before **September 1, 2026**.

Title I School/Parent Compact

Franklin Elementary School believes that all children can learn. It is our job to help each child reach their full potential. In order to reach this goal, children need their families and the school working together. Parents are encouraged and invited to be involved in a multitude of ways including volunteering, attending parent/teacher conferences, homework help, supporting PBIS guidelines, attending LSIC and parent workshops. Our policy shall include the following information as recommended by the Federal ESEA Act.

- Hold an annual meeting to inform parents about Title I.
- Offer parenting and/or academic workshops at least twice each year.
- Involve parents in improving the Title I plan annually.
- Communicate with parents through the Title I Compact, conferences, handbook, and LSIC meetings and monthly communications.
- Send results of state test scores and state report card for students in K-6.

School Responsibility:

- To provide a high-quality curriculum through the use of the state mandated content standards and objectives. Implement best practices for instruction in order to meet academic achievement goals.
- Hold parent/teacher conferences at least twice a year and provide 9-week report cards and 4.5-week interim reports.

- Students will develop their knowledge and skills using technology.
- Students will set learning goals, reflect on goals, and demonstrate respectful and safe behavior.

Parent Responsibility:

- Monitor attendance.
- Make sure homework is correct and completed to the best of their ability.
- Monitor time spent watching television, playing video games and computer use at home.
- Promote positive behavior at home and school using PBIS guidelines.
- Stay informed by reading and returning important papers.

Student Responsibility:

- Complete daily homework and ask for help if needed.
- Read for pleasure outside the school day.
- Commit to a high expectation of academic success.
- Take home all important notices and return them to school if needed.
- Follow the PBIS expectations for all areas of the school

PARENT'S RIGHT-TO-KNOW

Dear Parent(s)/Guardian(s):
Your child attends Franklin Elementary School which receives Federal Title I funds to assist students in meeting state achievement standards. Throughout the school year, we will be providing you with important information about this law and your child's education. This letter lets you know about your right to request information about the qualifications of the classroom staff working with your child.

As a Title I school, we must meet federal regulations related to teacher qualifications as defined in ESEA. These regulations allow you to learn more about our teachers' training and credentials. At any time, you may ask:

- Whether the teacher met state qualifications and certification requirements for the grade level and subject he/she is teaching
- Whether the teacher received an emergency or conditional certificate through which state qualifications or licensing criteria were waived
- What undergraduate or graduate degrees the teacher holds, including graduate certificates and additional degrees, and the field of discipline of the certification or degree

You may also ask whether your child receives help from a paraprofessional. If your child receives this assistance, the information above can also be provided for the paraprofessional.

If at any time your child has been taught for four or more consecutive weeks by a teacher who is not fully certified, the school will notify you.

If you have any questions about your child's assignments to a teacher or paraprofessional, please contact Lori Moore at 304-358-2206

Sincerely,
Lori Moore

DISCUSSING THE HANDBOOK

I have read and discussed the Student and Parent Handbook with my child and understand the information contained within. I have also read and discussed the Positive Behavior and Intervention Support/Discipline with my child and understand the information contained within. I further understand that my son/daughter is responsible to adhere to all information listed in this handbook.

Child's Name: _____

Home Room Teacher: _____

Parent Signature: _____

Date: _____