



Tyler Consolidated Middle School

2026-2027 School Year

Student Packet Acknowledgement Form



By initialing and signing this form I, _____, (Parent/Guardian) acknowledge that I have received, read, and understand the following documents below. Please return this form to school with your student once completed. If you have any questions, please contact Tyler Consolidated Middle School. **Please scan the QR code to view/download all documents.**

Student Name: _____

Grade: _____

1. Student contact information/emergency card/Residency form.

Return separately.

Initial:

2. Student Technology Consent and Waiver

3. Notice of Parent & Student Rights-Section 504

4. FERPA Notification of Rights

5. Student Media Release – TC Policy 8330.

Return separately only if you **do not** want your student's information published in yearbooks, newspaper, social media, etc.

6. Military Connected Children (**Return separately if applicable**)

7. Student Expected Behaviors/Honor Code

8. Right of Parent(s)/Custodian Regarding Release of Students

9. Online Enrollment for Insurance

10. Bus Pass Template

11. Procedure for written excuse

12. Free Textbook Forms (to be returned-**kept by teachers**)

13. School Lunch Information – Child Nutrition

14. Supporting the Education of Children Experiencing Homelessness

15. Medication Letter/Order Form – School Nurse

16. School Attendance Pamphlet - TCMS

17. Asbestos Notification

18. Pesticide Notification (to be returned **only if you want notified**)

19. School Calendar

20. Student Support Resources

21. Magic School AI Student Contract

Print Name: _____ (Parent/Guardian)

Sign Name: _____ (Parent/Guardian)

Date: _____

Student Information

A student's personal contact information is extremely important. It is essential to have up to date and accurate information for all of our students. Look at your student's contact information page (sent home with first day packet). This is the information that is in our computer system. Phone calls and mailings come from the information on this sheet. If this information is not correct for your student, you may miss something vital for your child. The student profile is used for a variety of communications, such as:

- **School messenger** (school closings, early releases, and other messages from the Superintendent)
- **Mailings** (schedules, deficiencies, year-end report cards, etc.)
- **Bus Driver contact information** (If your child's bus doesn't run or needs to leave early)
- **Contacts** (Another contact if you are not available and who may pick up your child)
- **Emergencies**

Please look at your student's contact information and make sure all the information is up to date and accurate. If it is not, please make all the necessary changes. **If the information is correct, please sign the paper.**
All profiles must be returned to the school.

Also, it is important that the emergency card (student information card) matches the student profile (same address and phone number). The student information card is used in the event that the computer system is not working and we need to get in touch with you.

Please supply us with the tools we need to keep you informed and in touch with your child's school. Thank you.

PROFILE SHEET AND EMERGENCY CARD

MUST BE SIGNED AND RETURNED

Please Complete and Return

TYLER COUNTY SCHOOLS

Student Residency

By completing this questionnaire, you help the county comply with the McKinney-Vento Act, Title X, Part C of the No Child Left Behind Act. Your truthful and accurate answers help the county identify services that the student may be eligible to receive.

School: Tyler Consolidated Middle School

Last School Attended: _____

Student Name: _____

☐ Male

☐ Female

Age: _____

Grade: _____

T-Shirt size: _____

Student WVEIS Number: _____

Date of Birth: _____

Parent(s)/Legal Guardian(s) Name: _____

Telephone: Work: _____

Home: _____

Cell: _____

This questionnaire is intended to address the McKinney-Vento Act 42 U.S.C. 11435. The answers to this residency information help determine the services the student may be eligible to receive.

1. Is your current address a temporary living arrangement? _____ YES _____ NO

2. **Is this temporary living arrangement due to loss of housing or economic hardship?** _____ YES _____ NO

If you answered YES to Question #2, please complete the remainder of this form. If you answered NO, you may stop here.

3. The student lives with: ☐ 1 parent ☐ 2 parents ☐ 1 parent & another adult ☐ a relative, friend(s), or other 4.

Where is the student living now? (Check one box)

☐ In a shelter ☐ In a motel/hotel ☐ In a car ☐ In a camper or campsite

☐ With more than one family in a house or apartment

☐ With friends or family members (other than parent/guardian)

☐ A public or private place not ordinarily used as a regular sleeping accommodation

☐ None of the above

5. Do you need help obtaining any of the following records:

☐ Birth Certificate

☐ Immunization/Medical Records

☐ Academic Records

☐ Guardianship Records (If applicable)

☐ Evaluation for Special Services/Programs

6. Services received at "Last School Attended" (Check all that apply)

☐ Title I

☐ Free Lunch

☐ Social Services

☐ Special Education

7. List the student's siblings who also attend Tyler County Schools below: (if applicable)

Sibling Name: _____

School Attending: _____

Sibling Name: _____

School Attending: _____

Sibling Name: _____

School Attending: _____

Parent/Legal Guardian's Signature: _____ Date: _____

Melinda J. Walton, Director of Attendance/Homeless Liaison

P.O. Box 25

Middlebourne, WV 26149

Voice: 304-758-2145 Fax: 304-758-4566

Student name: _____ Grade: _____ Homeroom/Advisor: _____

Tyler County Schools Technology Consent & Waiver
2026-2027

- Technology resources in TC Schools are to be used in a responsible, efficient, ethical, and legal manner.
- WV State Policy 2460, TC Schools Policies 7540.0-7540.3 and 7540.06 establish appropriate use. These policies and more are available on our school website: www.tylercountypublicschools.com
- TC Schools makes no warranties with respect to any device or network service and assumes no responsibility for:
 - Content of any device received from a source outside TC Schools.
 - Any costs, liability or damage caused by the way the student chooses to use his/her device or network access.
 - Any consequences of service interruptions or changes.
 - Privacy of e-mail, which cannot be guaranteed.
 - Continued use of a broken device.
- Students are expected to follow these guidelines:
 - **Students must leave their school-issued iPad at school outside of the regular school day unless it has been signed out through their advisor.**
 - Do not damage or interfere with normal operation of devices, network, hardware, etc...
 - Respect system security; do not bypass Internet content filtering, use a proxy, etc...
 - Do not interfere with or disrupt network users, services, traffic, devices, or equipment.
 - Only use programs and equipment authorized for student use.
 - Do not use TC resources for gaming or any other non-educational activity.
 - Follow copyright laws.
 - Only use usernames and passwords assigned to you. Do not share this information.
 - Do not access, share, or create threatening, obscene, or harassing materials.
 - Only participate in direct electronic communications for a specific educational purpose.
- TC Schools employees may assist students in creating accounts on an online site for the purpose of furthering the school's educational mission, as approved by the school principal.
- Tech tools and network access are provided for educational purposes only. It is the student's responsibility to restrict his/her use to the assigned educational purpose.
- Parents/guardians accept full responsibility for supervision if and when the student's use of school devices/technology is in a setting other than school.
- TC School Employees are not held responsible for a student's intentional infraction of rules.
- In the case of vandalism, malicious, or intentional destruction of data or equipment, the student's parent/guardian will be **billed for the full cost of repair and/or replacement**, at the discretion of the school principal.
- Students will be provided with one iPad, case, charging brick, and cord. Any cost for lost or damaged items will be the student's responsibility.
- Charging bricks are \$10 each and cords are \$5 each.
- The charging brick and cord are to be returned, even if broken, at the end of the school year **or** on the day a student transfers/withdraws from Tyler County Schools, or a bill will be issued.
- Students will be provided with iPad screen protectors at no cost. It is the student's responsibility to ask for a new one if needed. Screen protectors may not be removed for any reason other than to be replaced.
- iPads must be charged each night. Consequences will be assigned to students who come to school with an uncharged iPad.
- iPads must remain in the case AT ALL TIMES.
- It is the students responsibility to immediately report any damages or issues with their school issued device.
- **Please refer to the AI (Artificial Intelligence) Guidelines in the TCMS Student Handbook for guidance on the use of AI in the educational setting as well as TC Schools Policy 7540.03.**
- Inappropriate use/management of any technology device by students leading to a violation of WVBE Policy 4373, Expected Behaviors for Students in Safe and Supportive schools, will be issued discipline by the building principal(s).

By signing this Consent and Waiver Form, I understand and agree that Tyler County Schools will not be held responsible if the named student participates in inappropriate activities. Any infraction will cancel user privileges and may result in further disciplinary action, including suspension from school or revocation of technology privileges.

PARENT SIGNATURE: _____ DATE: _____

NOTICE OF PARENT/STUDENT RIGHTS UNDER SECTION 504

The Rehabilitation Act of 1973, commonly referred to as "Section 504", is a non-discrimination statute enacted by the United States Congress. The purpose of the Act is to prohibit discrimination and to assure that disabled students have educational opportunities and benefits equal to those provided to nondisabled students.

An eligible student under Section 504 is a student who has, or has a record of having, or is regarded as having, a physical or mental impairment which substantially limits one or more major life activities such as learning, self-care, walking, seeing, hearing, speaking, breathing, working, and performing manual tasks.

Dual Eligibility: Some students will be eligible for education services under both Section 504 and the Individual with Disabilities Education Act (IDEA). Students who are eligible under the IDEA have many specific rights that are not available to students who are eligible solely under Section 504. *Procedural Safeguards* (Due process procedures for parents and children) prepared by the Office of the Superintendent of Public Instruction is available through the District's Special Education Department and sets out the rights assured by the IDEA. It is the purpose of this Notice form to set out the rights assured by Section 504 to those disabled students who do not qualify under the IDEA.

The enabling regulations for Section 504 as set out in 34 C.F.R. Part 104 provide parents/and students with the following rights.

1. You have the right to be informed by the District of your rights under Section 504. (The purpose of this Notice form is to advise you of those rights.) (34 C.F.R. 104.32.)
2. Your child has the right to a free appropriate education designed to meet his/her individual needs as appropriately as the needs of non-disabled students are met. (34 C.F.R. 104.33)
3. Your child has the right to free educational services except for those fees that are imposed on non-disabled students or their parents. Insurers and similar third parties are not relieved from an otherwise valid obligation to provide or pay for services provided to a disabled student. (34 C.F.R. 104.33)
4. Your child has a right to facilities, services, and activities that are comparable to those provided for non-disabled students. (34 C.F.R. 104.34)
5. Your child has a right to placement in the least restrictive environment. (34 C.F.R. 104.34.)
6. Your child has a right to an evaluation prior to an initial Section 504 placement and any subsequent significant change in placement. (34 C.F.R. 104.35.)
7. Testing and other evaluation procedures must conform to the requirements (34 C.F.R. 104.35) as to validation, administration, areas of evaluation, etc. The District shall consider information from a variety of sources, including aptitude and achievement tests, teacher recommendations, physical condition, social and cultural background, adaptive behavior, physical or medical reports, student grades, progress reports, parent observations, and anecdotal reports. (34 C.F.R. 104.35.)
8. Placement decisions must be made by a group of persons (i.e., Student Intervention Team and/or Central Office 504 Committee), including persons knowledgeable about your child, the meaning of the evaluation data, the placement options, and the legal requirements for least restrictive environment and comparable facilities. (34 C.F.R. 104.35.)
9. If eligible under Section 504, your child has a right to periodic reevaluations, generally every three years. (34 C.F.R. 104.36.)
10. You have the right to examine relevant records. (34 C.F.R. 104. 36.)
11. You have a right to notice of any action by the District in regard to the identification, evaluation, or placement of your child. (34 C.F.R. 104.36.)
12. You have a right to an impartial hearing with respect to the District's actions regarding your child's identification, evaluation, or educational placement, with opportunity for parental participation in the hearing and representation by an attorney. (34 C.F.R. 104.36.)
13. If you wish to challenge the actions of the District's 504 Committee in regard to your child's identification, evaluation, and education placement, you should file a written request for a hearing with your state department of education's Section 504 compliance office. A hearing will be scheduled before an impartial hearing officer and you will be notified in writing of the date, time, and place for the hearing.
14. If you disagree with the decision of the impartial hearing officer, you have a right to review of that decision by a court of competent jurisdiction. (34 C.F.R. 104.36.)
15. On Section 504 matters other than your child's identification, evaluation, and placement, you have a right to file a discrimination complaint with the District's Equity and Compliance Office, who will investigate the allegations to the extent warranted by the nature of the complaint in an effort to reach a prompt and equitable resolution.
16. You have the right to file a complaint with the Office for Civil Rights.

¹Equal educational benefits and opportunities does not mean the "same" benefits and/or opportunities.

Signature

Date

Annual Notification of Rights under FERPA

Parents and eligible students (that is, students who are 18 years of age or older) have certain rights with respect to their children's (or their own) education records. These rights are guaranteed by laws and regulations including the Family Educational Rights and Privacy Act (FERPA), West Virginia Board of Education (WVBE) Policy 4350¹. Generally, these rights are:

1. The right to inspect and review education records in a reasonable timeframe after a school receives the request.

If parents or eligible students want to inspect their child's or their own education records, they should submit a written request to the school principal. That written request should identify the specific records they want to see (such as enrollment, attendance, discipline, grades, schedules, and so on). The school official will make appropriate arrangements for access and will notify them about when and where they may view the records. School officials will try to provide electronic access when feasible, making sure that security of the information is high priority. Per WVBE Policy 4350, parents and eligible students must be given access to review the records within 30 days after the school receives the request.

2. The right to request amendments or corrections to education records if a parent (or the eligible student) believes they are inaccurate, misleading, or otherwise in violation of the student's privacy rights.

If parents or eligible students want to request a correction or amendment to an education record, they should write the school principal in a letter that (1) clearly identifies the part of the record that should be changed, and (2) specifies the reason(s) why it should be changed (including why it is inaccurate or misleading). If school officials decide not to amend the record as requested, the school will notify parents/eligible students of the decision and of their right to a hearing regarding the request. Additional information regarding the hearing procedures will be provided when notification is sent.

3. The right to provide written consent before personally identifiable information (PII) from the student's education records is disclosed to other parties (except to the extent that regulations authorize disclosure without that consent).

In general, parents or eligible students must provide written consent before schools or districts can disclose PII from education records. However, there are some exceptions that allow schools to share education records without this written consent. One such exception is called the "School Officials Exception." Under this exception, schools may disclose PII from education records to school officials with a legitimate educational interest. "Legitimate educational interest" means that the official needs information from education records in order to perform their assigned job or tasks or to carry out the responsibilities for which they have been hired/contracted.

"School Officials" in Tyler County Schools include:

Staff members employed by the school or school district:

- Administrators
- Teachers
- Student support personnel (including counselors, school nurses, social workers)
- Other support staff (including secretaries, bus drivers, cooks and cafeteria workers, student workers and Co-Op students)
- School Board members
- School and Classroom Volunteers, including parent, community, and student volunteers (like story time readers, homeroom moms/dads, office helpers, chaperones, peer mentors)
- Contractors or consultants who perform institutional services or functions for which the school or district would normally use employees and who are under the direct control of the school/district with respect to accessing, using, and/or maintaining PII from education records
 - such as an attorney, auditor, medical consultant, contracted counselor, or therapist

¹ WVBE Policy 4350, 126 CSR 94, *Procedures for the Collection, Maintenance and Disclosure of Student Data*

When students transfer or seek to enroll in other schools or districts, Tyler County Schools will forward or transfer students' education records from this district/school to officials at the new school or institution upon request. These disclosures related to enrollment/transfer will occur when appropriate records requests are made either by the new school/institution or by parents or eligible students.

FERPA permits the disclosure of PII from students' education records, without consent of the parent or eligible student, if the disclosure meets certain conditions found in § 99.31 of the FERPA regulations and § 126-94-19 of WVBE Policy 4350. Except for specific types of disclosures (such as disclosures of directory information), federal and state regulations require the school to record the disclosure. Parents and eligible students have a right to inspect and review the record of disclosures.

For more information about instances in which disclosures of PII from education records can be made without parental or eligible student consent, please refer to one of the following resources:

- FERPA for Parents: <https://www2.ed.gov/policy/gen/guid/fpco/ferpa/parents.html>
- FERPA Regulations: <https://studentprivacy.ed.gov/node/548/>
- WVBE Policy 4350: <http://wvde.state.wv.us/policies/>

4. The right to file a complaint with the U.S. Department of Education (USED) and/or the West Virginia Department of Education (WVDE) if a parent or eligible student believes that a school or district has not complied with the requirements of FERPA and/or WVBE Policy 4350.

Parents or eligible students who believe that their school or district has failed to comply with FERPA and/or WVBE Policy 4350 may file a complaint with the USED Student Privacy Policy Office and/or the WVDE Office of Data Management and Information Systems.

- Privacy Concern Forms and instructions for filing a privacy complaint with the WVDE are available online at <https://wvde.us/data-analysis-research/privacy-and-protection-of-human-subjects/>
Please Note: It may be necessary to right-click to save the complaint form to your local computer. If a parent or eligible student needs a form and cannot access it online, they may call the WVDE at 833-627-2833.
- More information about filing a complaint with the USED (including appropriate forms and contact information) can be found online at <https://studentprivacy.ed.gov/file-a-complaint>

Complaints and concerns can also be mailed to the following addresses:

U.S. Department of Education
Student Privacy Policy Office
400 Maryland Ave, SW
Washington, DC 20202-8520

West Virginia Department of Education
ATTN: Student Privacy Concern
1900 Kanawha Blvd. E, Building 6
Charleston, WV 25305-0330

Directory Information Notice

The *Family Educational Rights and Privacy Act* (FERPA) and West Virginia Board of Education Policy 4350 require that Tyler County Schools, with certain exceptions, obtain written consent prior to the disclosure of personally identifiable information from students' education records. However, Tyler County Schools may disclose appropriately designated "directory information" without written consent, unless parents or eligible students (that is, students who are 18 years of age or older) have advised the Tyler County Schools not to disclose that information.

Directory information is information that is generally not considered harmful or an invasion of privacy if released. Tyler County Schools has designated the following information as directory information:

- Student name
- Address
- Telephone number
- Date and place of birth
- Dates of attendance
- Most recent previous school attended
- Major field of study
- Indication of "graduate" or "non-graduate"
- Degrees and honors/awards received
- Participation in officially recognized activities and sports
- Weight and height of members of athletic teams
- Photograph

A major purpose of directory information is to allow Tyler County Schools to include limited information from students' education records in certain publications or announcements. Directory information is used in various publications, including (but not limited to):

- Athletic programs, announcements, and award ceremonies (such as team programs or team lists, like those for football or wrestling that show the height/weight or weight classes of team members)
- Programs or playbills that list band or chorus participants or that show students' roles in drama productions
- Annual yearbooks
- Honor rolls or other awards/recognition lists
- Graduation programs
- Press releases and news stories about student awards and accomplishments

Directory information may also be disclosed to outside organizations such as companies that manufacture class rings; take school, team, or student organization photos; offer graduation announcements; or publish yearbooks.

Two federal laws (Section 9528 of the Elementary and Secondary Education Act [20 U.S.C. § 7908] and 10 U.S.C. § 503(c)) also require that Tyler County Schools provide the names, addresses, and phone numbers of high school students to military recruiters unless parents or eligible students have advised Tyler County Schools that they do not want that information to be disclosed without prior written consent.

If a parent or eligible student does not want Tyler County Schools to disclose any or all of the types of information designated as directory information from a student's education record without prior written consent, that parent/eligible student must notify Tyler County Schools in writing by the last day of the first week of school that directory information about the student should not be released.

Notification of Rights Under the Protection of Pupil Rights Amendment (PPRA)

The Protection of Pupil Rights Amendment (PPRA) ensures that parents and eligible students¹ have certain rights regarding the conduct of surveys, collection and use of information for marketing purposes, and certain physical exams. These include, but are not limited to, the right to:

- 1. Give consent before students are required to submit to a survey that concerns one or more protected areas ("protected information survey") if the survey is funded in whole or in part by a program of the U.S. Department of Education.** Protected information includes the following:
 - Political affiliations or beliefs of the student or student's parent
 - Mental or psychological problems of the student or student's family
 - Sex behavior or attitudes
 - Illegal, anti-social, self-incriminating, or demeaning behavior
 - Critical appraisals of others with whom respondents have close family relationships
 - Legally recognized privileged relationships, such as with lawyers, doctors, or ministers
 - Religious practices, affiliations, or beliefs of the student or student's parent
 - Income, other than as required by law to determine program eligibility
- 2. Receive notice of and an opportunity to opt a student out of the following:**
 - Any other protected information survey, regardless of funding source
 - Any non-emergency, invasive physical exam or screening required as a condition of attendance, administered by the school or its agent, and not necessary to protect the immediate health and safety of a student, except for hearing, vision, or scoliosis screenings, or any physical exam or screening permitted or required under WV law
 - Activities involving collection, disclosure, or use of personal information collected from students for marketing or to sell or otherwise distribute the information to others
(This does not apply to the collection, disclosure, or use of personal information collected from students for the exclusive purpose of developing, evaluating, or providing educational products or services for, or to, students or educational institutions.)
- 3. Inspect the following upon request and before administration or use:**
 - Protected information surveys of students and surveys created by a third party
 - Instruments used to collect personal information from students for any of the marketing, sales, or other distribution purposes listed in item 2
 - Instructional material used as part of the educational curriculum

Tyler County Schools has developed and adopted] policies, in consultation with parents, regarding these rights, as well as arrangements to protect student privacy in the administration of protected information surveys and the collection, disclosure, or use of personal information for marketing, sales, or other distribution purposes. Tyler County Schools will notify parents of these policies at least annually (and/or after any substantive changes). Tyler County Schools will also directly notify parents whose children are scheduled to participate in the specific activities/surveys and will provide an opportunity for parents to (a) review any pertinent surveys and (b) opt their children out of participation in the survey/activity. Tyler County Schools will adhere to reasonable notification timelines. Following is a list of the specific activities and surveys covered under this direct notification requirement:

- Collection, disclosure, or use of personal information collected from students for marketing, sales, or other distribution.
- Administration of any protected information survey not funded in whole or in part by ED.
- Any non-emergency, invasive physical examination or screening as described above.

Parents who believe their rights have been violated may file a complaint with:

Student Privacy Policy Office
U.S. Department of Education
400 Maryland Avenue, SW
Washington, D.C. 20202

¹ These rights transfer from the parents to a student who is 18 years old or an emancipated minor under WV law.

ONLY RETURN THIS FORM IF....

YOU DO NOT GIVE PERMISSION FOR THE SCHOOL TO SHARE INFORMATION WITH ONE OF THE BELOW

TYLER COUNTY POLICY: 8330

(Directory Information)

Below you will find a summary of Tyler County Policy 8330 which deals with the publication of Student Directory Information. This policy further addresses the publication of student photographs for the newspaper, yearbook, etc. Please read the policy closely. The full policy can be found at TylerCountyPublicSchools.com

TYLER COUNTY POLICY: 8330 Student Records/Directory Information

In order to provide appropriate educational services and programming, the Board of Education must collect, retain, and use information about individual students. Simultaneously, the Board recognizes the need to safeguard a student's privacy and restrict access to a student's personally identifiable information.

Except for data identified by policy as "directory data," student "personally identifiable information" includes, but is not limited to: the student's name; the name of the student's parent or other family members; the address of the student or student's family; a personal identifier, such as the student's social security number, student number, or biometric record; other indirect identifiers, such as the student's date of birth, place of birth, and mother's maiden name; other information that, alone or in combination, is linked or linkable to a specific student that would allow a reasonable person in the school community, who does not have personal knowledge of the relevant circumstances, to identify the student with reasonable certainty; or information requested by a person who the County reasonably believes knows the identity of the student to whom the education record relates.

Reference in this policy to "directory data," includes reference to "directory information," in the context of the Family Educational Rights and Privacy Act (FERPA).

The Board is responsible for the records of all students who attend or have attended schools in this County. Only records mandated by the State or Federal government and/or necessary and relevant to the function of the School or County or specifically permitted by this Board will be compiled by Board employees.

In all cases, permitted, narrative information in student records shall be objectively based on the personal observation or knowledge of the originator.

Student records shall be available only to students and their parents, eligible students, designated school officials, who have a legitimate educational interest in the information, or to other individuals or organizations as permitted by law.

DIRECTORY INFORMATION: Each year, the Superintendent shall provide public notice to students and their parents of the County's intent to make available, upon request, certain information known as "directory information." Directory information includes the following individual student information: student name, address, telephone number, email address, photograph, date and place of birth, major field of study, dates of attendance, grade level, participation in officially recognized activities and sports, weight and height of members of athletic teams, indication of graduate or non-graduate, degrees and awards received, and the most recent previous educational agency or institution attended. The Board designates as student "directory information": a student's name; address (except for students participating in the Address Confidentiality Program Act); telephone number; date and place of birth; major field of study; participation in officially recognized activities and sports; height and weight, if a member of an athletic team; height if a member of an athletic team; weight, if a member of an athletic team that requires disclosure to participate; dates of attendance; date of graduation; awards received; honor rolls; scholarships; school photographs or videos of students participating in school activities, events, or programs. The Board designates school-assigned e-mail accounts as "directory information" for the limited purpose of facilitating students' registration for access to various online educational services, including mobile applications/apps that will be utilized by the student for educational purposes. School-assigned e-mail accounts shall not be released as directory information beyond this/these limited purpose(s) and to any person or entity but the specific online educational service provider and internal users of the County's Education Technology. Directory information shall not be provided to any organization for profit-making purposes. Counties may authorize the release of limited directory information as defined in West Virginia Board of Education policy 4350 for local fundraising efforts such as yearbooks, athletic programs, theater bills, and similar efforts, pursuant to the provisions of West Virginia Board of education policy 4350, regarding parent and eligible student refusal to release of such information.

Parents and eligible students may refuse to allow the Board to disclose any or all of such "directory information" upon written notification to the Board within seven (7) days after receipt of the Superintendent's annual public notice.

NEOLA 2025

IF YOU ARE REFUSING to permit information to be released to a certain category below, please check that category and send this form back to school as soon as possible.

☐ Media Outlets (Website, In/Out-of-County School Display, Yearbook, Newsletter, Video, Newspaper)

☐ Other: Please specify _____

_____ at **Tyler Consolidated Middle School** in Tyler County.
(Student's Name) (Student's School)

(Signature of Parent or Guardian)

(Date)

MILITARY-CONNECTED CHILDREN

IF YOU DO NOT HAVE A FAMILY MEMBER CURRENTLY IN THE MILITARY YOU DO NOT NEED TO COMPLETE THIS FORM.

Federal education law requires that schools identify students who have an immediate family member serving on active duty in any branch of the Armed Forces of the United States. This form asks you to provide information related to this requirement if you or another member of your student's immediate family serves in the U.S. military. The requested information includes items related to the service of members of the Reserve Component of the military (Air Force, Army, Marine, and Navy Reserve; Army and Air National Guard), given that Reservists may be called to active duty at any time. Please notify the school if a service member's status changes at any point during a school year.

Please provide the following information about the student's family member who is currently serving or has served in the United States military. You may complete a separate form for each person if there is more than one military member in the student's immediate family.

STUDENT'S NAME _____

RELATIONSHIP TO THE STUDENT: (please circle one of the choices below)

MOTHER STEPMOTHER FATHER STEPFATHER SIBLING GUARDIAN

FAMILY MEMBER'S NAME _____

BRANCH OF THE SERVICE: (please circle one)

AIR FORCE ARMY COAST GUARD MARINE CORPS NAVY

Please indicate whether the service member been called (or recalled) to serve on federal active duty for mobilization or deployment, other operational support, full-time training duty, annual training duty, attendance at a military/service school, or other active duty service as defined by federal statute. If the service member has been called to full time National Guard duty required by the state, please indicate that in the designated area.

HAS THE FAMILY MEMBER BEEN CALLED TO ACTIVE DUTY? (circle one) YES OR NO

Federal Active Duty Service

ACTIVE DUTY ENTRY DATE: _____

ACTIVE DUTY EXIT DATE: _____

Full Time National Guard Duty

National Guard Entry Date: _____

National Guard Exit Date: _____

This information is necessary to determine whether a student has a parent/guardian serving on active duty in the military at any point during the school year. Identifying military children upon enrollment in a school—particularly a new school—can help staff coordinate education plans with military families (particularly active duty, AGR, and Veterans' families) who may be transitioning to new communities. The ability to know if/when a parent in the Reserve Component is called to active duty will allow school staff to provide any additional supports or resources students might need to allow them to be successful even when dealing with possible separations in their home lives. The information will also enable disaggregation of data based on students' connections to the Active and Reserve Components, which is a best practice endorsed by the Department of Defense.

IF YOU HAVE ANY QUESTIONS OR CONCERNS WITH THIS FORM PLEASE CONTACT MELINDA WALTON.

304-758-2145 OR mwalton@k12.wv.us

2026-2027

TYLER CONSOLIDATED MIDDLE SCHOOL

EXPECTED BEHAVIORS IN SAFE AND SUPPORTIVE SCHOOLS:

FOR PARENTS AND STUDENTS

I, _____, _____ hereby affirm that I

(Print Student Name)

(Student's Grade)

have read and/or have read to me Tyler County Policy 5500 and WVBE Policy 4373, or a summary thereof, and have received the Student Plan Book which includes a copy of the Expected Behaviors in Safe and Supportive Schools. I understand the terms set forth in the Expected Behavior in Safe and Supportive Schools, along with the Student Plan Book, including the consequences for violating the provisions set forth therein. I hereby agree to abide by these terms.

Student's Signature Date

Parent/Guardian's Signature Date



**“DISCIPLINE IS DOING
WHAT YOU ARE
SUPPOSED TO DO IN
THE BEST POSSIBLE
MANNER AT THE TIME
YOU ARE SUPPOSED
TO DO IT”**

-MIKE KRZYZEWSKI

STUDENT HONOR CODE

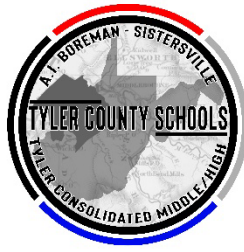
Tyler Consolidated Middle School

1. I will be honest and forthcoming in all my actions.
2. I will do my own work on in-class and out-of-class assignments, research papers, tests, quizzes, etc.
3. I will treat others the way I want to be treated.
4. I will extend courtesy, kindness, and respect to others.
5. I will respect our school building and each individual while treating them with care.
6. I will get involved and take pride in our school programs and opportunities.
7. I will strive to have the courage to report incidents of bullying and report the possession of drugs or weapons on the school campus.
8. I will hold myself in a manner that reflects myself, my school, and my community in a high standard.

Student Name

Student Signature

Date



TYLER COUNTY SCHOOLS

2026-2027 CALENDAR

This calendar is subject to change based on inclement weather or other unforeseen circumstances.

August 2026							August		January 2027							January	
Su	M	Tu	W	Th	F	Sa	19	First Day: Grades 1-12	Su	M	Tu	W	Th	F	Sa	1	New Years Day - No School
2	3	4	5	6	7	8	26	Group A Pre-K & K	3	4	5	6	7	8	9	4	Students Return
9	10	11	12	13	14	15	27	Group B Pre-K & K	10	11	12	13	14	15	16	18	MLK, Jr. Day - No School
16	17	18	19	20	21	22	28	All Kindergarten	17	18	19	20	21	22	23		
23	24	25	26	27	28	29	31	All Presechool	24	25	26	27	28	29	30		
30	31								31								
September 2026							September		February 2027							February	
Su	M	Tu	W	Th	F	Sa	7	Labor Day - No School	Su	M	Tu	W	Th	F	Sa	26	Faculty Senate-Early Dismissal
		1	2	3	4	5	8	PL Day - No Students		1	2	3	4	5	6		
6	7	8	9	10	11	12			7	8	9	10	11	12	13		
13	14	15	16	17	18	19			14	15	16	17	18	19	20		
20	21	22	23	24	25	26			21	22	23	24	25	26	27		
27	28	29	30						28								
October 2026							October		March 2027							March	
Su	M	Tu	W	Th	F	Sa	9	Faculty Senate-Early Dismissal	Su	M	Tu	W	Th	F	Sa	25-29	Spring Break - No School
				1	2	3				1	2	3	4	5	6	30	PL Day - No Students
4	5	6	7	8	9	10			7	8	9	10	11	12	13	31	Students Return
11	12	13	14	15	16	17			14	15	16	17	18	19	20		
18	19	20	21	22	23	24			21	22	23	24	25	26	27		
25	26	27	28	29	30	31			28	29	30	31					
November 2026							November		April 2027							April	
Su	M	Tu	W	Th	F	Sa	3	Election Day - No School	Su	M	Tu	W	Th	F	Sa	23	Faculty Senate-Early Dismissal
1	2	3	4	5	6	7	11	Veteran's Day - No School					1	2	3		
8	9	10	11	12	13	14	23-27	Thanksgiving Break-No School	4	5	6	7	8	9	10		
15	16	17	18	19	20	21	30	Students Return	11	12	13	14	15	16	17		
22	23	24	25	26	27	28			18	19	20	21	22	23	24		
29	30								25	26	27	28	29	30			
December 2026							December		May 2027							May	
Su	M	Tu	W	Th	F	Sa	11	Early Release	Su	M	Tu	W	Th	F	Sa	25	Last Day for Students
		1	2	3	4	5	21	Faculty Senate-Early Dismissal							1	26-28	Teacher Prep Days
6	7	8	9	10	11	12	22-31	Christmas Break - No School	2	3	4	5	6	7	8	27	Class of 2027 Graduation
13	14	15	16	17	18	19			9	10	11	12	13	14	15	31	Memorial Day - No School
20	21	22	23	24	25	26			16	17	18	19	20	21	22		
27	28	29	30	31					23	24	25	26	27	28	29		
									30	31							

RIGHT OF THE PARENT(S)/CUSTODIAN
REGARDING RELEASE OF STUDENTS

Students may be released from school to their parent(s) or custodian. The term “Custodian” shall be defined as an adult with whom the child is residing who is responsible for the child’s care, such as:

- a) grandparents;
- b) legal guardian;
- c) foster parents;
- d) a person awarded temporary custody through the
Department of Human Services
- e) custodial parent

If there is a court order establishing a custodian, then it shall be the custodian’s responsibility to provide an attested or certified copy of the final order to the building principal. Once identity of the legal custodian is established by the principal, the child will be released only to that person, unless the court order provides otherwise. Unless and until such a document is provided, the school will assume that either parent has equal rights regarding matters related to their child.

All correspondence, such as report cards and deficiency reports, shall be with the custodian. However, any parent may inspect and review the education records of their child at the school. In accordance with the WV Procedures for the Collection, Maintenance, and Disclosure of Student Data, we may assume that either parent of a student has authority to inspect and review their child’s education records unless a court order governing such matters as divorce, separation, or custody provides to the contrary.

ENROLL ONLINE NOW at www.k12studentinsurance.com

K-12 STUDENT ACCIDENT INSURANCE PLANS

How to Enroll

Enrolling online is easy and takes only a few minutes. Go to www.k12studentinsurance.com

1. **Browse** the available Plans and Rates.
2. **Pick Your State**-see if your school is available.
3. **Open New Account**-Once you have determined your school is covered, you'll need to open a new account for this school year (you must create a new account each school year). If you have created your account for this school year, please remember your **User ID and Password**.
4. **Add Student & Coverage** by clicking on the "Add Student" button on top of page. *Continue to add each student by clicking on the "Add Student" button until all your students are added.*
5. Select "**Checkout**."
6. Select your **payment type** and click "Continue Checkout."
7. Enter **billing information** and click "Continue Checkout."
8. Click "Pay and View Receipt" to **complete your order**.
9. Coverage is effective when payment is "**Confirmed**." **Effective Date** will be shown on your **ID CARD**.
10. **Save your receipt** for future reference.

If you have questions, please call us at 1-888-574-6288.

Accident coverage underwritten by QBE INSURANCE CORPORATION

**TCMS Bus Pass
Information Needed**

Date: _____ - _____ - _____

Student's Name: _____

Bus #: _____ A.M. _____ P.M. _____

Dates student will be under this arrangement: _____

Where student is going (Address): _____

Adult that the student is being released to: _____

Parent/Guardian Signature: _____

***Adult signing this pass must be on Student's Emergency Card.**

**TCMS Bus Pass
Information Needed**

Date: _____ - _____ - _____

Student's Name: _____

Bus #: _____ A.M. _____ P.M. _____

Dates student will be under this arrangement: _____

Where student is going (Address): _____

Adult that the student is being released to: _____

Parent/Guardian Signature: _____

***Adult signing this pass must be on Student's Emergency Card.**

TYLER CONSOLIDATED MIDDLE SCHOOL
PROCEDURE FOR WRITTEN EXCUSE

1. DATE OF RETURN TO SCHOOL AT TOP
2. INCLUDE STUDENTS FIRST AND LAST NAME
3. DATES OF ABSENCE(S)
4. REASON FOR ABSENCES(S)
6. PARENT'S SIGNATURE
7. DOCTOR'S EXCUSE (IF APPROPRIATE)

A written excuse must be turned in and on file whenever a student is absent from school. The written excuse is mandatory regardless if a telephone call was made to the school during absence(s). A lack of written excuses will result in the loss of driving privileges as well as extra-curricular privileges.

EXAMPLE:

DATE OF RETURN: _____

STUDENT NAME: _____

DATE(S) OF ABSENCE(S): _____

REASON OF ABSENCE(S): _____

PARENTS SIGNATURE: _____

* EXCUSES MUST BE SUBMITTED WITHIN THREE (3) DAYS OF ABSENCE

Absences can also be submit online.
Please use the QR Code to submit within three
days.



TYLER CONSOLIDATED MIDDLE SCHOOL
2026-2027

PARENTS RECEIPT FOR FREE TEXTBOOKS

TYLER COUNTY
STATE OF WEST VIRGINIA

Name of Student

WVEIS #

Grade

Name of Parent or Guardian

Advisor

PLEASE COMPLETE THIS FORM IN INK

TITLE OF BOOK	BOOK NUMBER	PRICE OF BOOK WHEN NEW	COST IF LOST OR <u>DESTROYED</u>		
			NEW $\frac{3}{4}$	GOOD $\frac{1}{2}$	FAIR $\frac{1}{4}$

I hereby certify that my child received the Free Textbooks listed here and agree to be responsible for their proper care and use; and I further agree to pay for any book lost or destroyed before receiving any additional books from the State of West Virginia.

PLEASE NOTICE THE CONDITION OF THE BOOKS AS CHECKED ABOVE.

SIGNED _____
Parent or Guardian



Tyler County Schools

PO Box 25
Middlebourne, WV 26149

<https://www.tylercountypublicschools.com>

Phone: 304-758-2145

Fax: 304-758-4566

Dear Parents/Guardians,

As we begin the new school year, Tyler County Schools remains committed to providing nutritious meals that meet the diverse needs of our students. If your child has a medical condition, food allergy, disability, or other dietary concern that requires changes to school meals, please review the following information.

Accommodating Special Dietary Needs

Tyler County Schools works to provide safe and appropriate meal accommodations for students with documented dietary needs.

Students with Disabilities Requiring Meal Modifications

Federal regulations require schools to provide reasonable meal accommodations for students whose disabilities restrict their diet. Examples may include, but are not limited to:

- Severe food allergies that substantially limit a major life activity
- Celiac disease
- Diabetes requiring specific meal accommodations
- Metabolic disorders such as Phenylketonuria (PKU)
- Swallowing disorders (dysphagia)
- Conditions requiring texture-modified foods (pureed, chopped, minced, etc.)
- Other medical conditions that qualify as a disability and affect a student's diet

For these accommodations, a completed Medical Plan of Care for School Food Service signed by a licensed physician is required.

Students with Other Medical or Special Dietary Needs

Tyler County Schools may also consider accommodations for students with other documented medical or dietary needs that may not meet the federal definition of a disability. Examples may include:

- Gastrointestinal disorders
- Acid reflux
- Food sensitivities or intolerances
- Temporary medical conditions affecting food intake
- Other medically documented dietary restrictions

For these requests, documentation from a recognized medical authority, such as a physician, nurse practitioner, or physician assistant, may be accepted.

All approved meal modifications are provided at no additional charge.

Fluid Milk Substitutes at School Lunch

Students whose disabilities restrict their consumption of fluid milk may request a fluid milk substitute for school lunch.

A request may be made through:

- A written statement from a parent or legal guardian; or
- Documentation from a licensed healthcare professional or registered dietitian.

Please note:

- This option currently applies only to the National School Lunch Program.
- Schools are required to provide reasonable accommodations for students whose disabilities restrict their diet.
- There is no federal requirement that schools provide a specific brand or flavor of milk substitute.
- If a specific brand or flavor is medically necessary, additional medical documentation should be provided.
- Requests for meal modifications beyond a fluid milk substitution continue to require appropriate medical documentation.

Medical Plan of Care for School Food Service

To ensure we can safely and appropriately meet your child's dietary needs, a completed Medical Plan of Care for School Food Service form must be submitted when required.

Forms can be obtained from your school nurse or downloaded from our website. Please return completed forms to your child's school as soon as possible.

Key Reminders

- Appropriate documentation must be received before most meal accommodations can be implemented.
- Forms should be reviewed and updated annually or whenever your child's dietary needs change.
- Please notify your school immediately of any food allergies or dietary concerns.

Why This Matters

Having accurate and up-to-date information allows us to provide safe, nutritious meals that meet your child's individual needs while ensuring compliance with federal and state requirements.

If you have questions about meal accommodations or special dietary needs, please contact your child's school nurse or the Tyler County Schools Child Nutrition Department. We appreciate your partnership in supporting your child's health and well-being.

Amanda Kimble

Amanda Kimble

Tyler County Schools: Child Nutrition Director

Nondiscrimination Statement:

In accordance with federal civil rights law and USDA civil rights regulations and policies, the USDA, its agencies, offices, employees, and institutions participating in or administering USDA programs are prohibited from discriminating based on race, color, national origin, religion, sex, disability, age, marital status, family/parental status, income derived from a public assistance program, political beliefs, or reprisal or retaliation for prior civil rights activity, in any program or activity conducted or funded by USDA (not all bases apply to all programs). Remedies and complaint filing deadlines vary by program or incident.

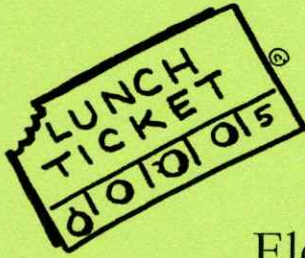
Persons with disabilities who require alternative means of communication for program information (e.g., Braille, large print, audiotape, American Sign Language, etc.) should contact the state or local agency that administers the program or contact USDA through the Telecommunications Relay Service at 711 (voice and TTY). Additionally, program information may be made available in languages other than English.

To file a program discrimination complaint, complete the [USDA Program Discrimination Complaint Form, AD-3027](#), found online at How to File a Program Discrimination Complaint 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,
Mail Stop 9410,
Washington, D.C. 20250-9410
2. **fax:**
(202) 690-7442
3. **email:**
program.intake@usda.gov

USDA is an equal opportunity provider, employer, and lender.

FREE SCHOOL MEALS



Tyler County Schools

offers free meal service to all students in grades Pre K—12 at Arthur I. Boreman Elementary, Sistersville Elementary, Tyler Consolidated Middle, and Tyler Consolidated High Schools.

This is made possible by USDA and its Community Eligibility Provision (CEP). CEP is a universal free meal service option in which schools receive both breakfast and lunch at no charge. Tyler County Schools highly encourages all students to take advantage of this free program for both breakfast and lunch. If a cold lunch student currently purchases an extra milk for \$.40, please consider allowing the student to go through the line to receive an extra milk with additional breakfast/lunch items for free. The additional food items can be used to help supplement the cold lunch as well as to help benefit the continuation of this program in future years. Your help and support to continue this program for all students is greatly appreciated.

If you have any questions or concerns, please do not hesitate to contact Amanda Kimble at **1(304) 758-2145**.

USDA is an equal opportunity provider, employer, and lender.

TYLER COUNTY SCHOOLS
PO Box 25
MIDDLEBOURNE, WV 26149
PHONE: (304) 758-2145 FAX: (304) 758-4566

**Child Nutrition Department
School Year 2026-2027
Letter to Household**

Dear Parent or Guardian:

We are pleased to inform you that Tyler County Schools will be implementing a new provision available to select schools participating in the National School Lunch and School Breakfast Programs called the Community Eligibility Provision (CEP) for School Year 2026-2027.

What does this mean for you and your children attending the school(s) identified below?

**Arthur I. Boreman Elementary
Sistersville Elementary
Tyler Consolidated Middle School
Tyler Consolidated High School**

Great news for you and your students! Your child(ren) is/are eligible to receive a healthy breakfast and lunch at school at **no charge** to your household each day of the 2026-2027 school year. Your child(ren) will be able to participate in these meal programs without having to pay a fee or submit a meal application.

If you have any questions, contact Amanda Kimble @ (304) 758-2145.

Sincerely,

Amanda S. Kimble

Amanda S. Kimble, Director
Child Nutrition Department

Nondiscrimination Statement: In accordance with federal civil rights law and USDA civil rights regulations and policies, the USDA, its agencies, offices, employees, and institutions participating in or administering USDA programs are prohibited from discriminating based on race, color, national origin, religion, sex, disability, age, marital status, family/parental status, income derived from a public assistance program, political beliefs, or reprisal or retaliation for prior civil rights activity, in any program or activity conducted or funded by USDA (not all bases apply to all programs). Remedies and complaint filing deadlines vary by program or incident.

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 state or local agency that administers the program or contact USDA through the Telecommunications Relay Service at 711 (voice and TTY). Additionally, program information may be made available in languages other than English.

To file a program discrimination complaint, complete the USDA Program Discrimination Complaint Form, AD-3027, found online at How to File a Program Discrimination Complaint 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,
Mail Stop 9410,
Washington, D.C. 20250-9410
2. **fax:**
(202) 690-7442
3. **email:**
program.intake@usda.gov

USDA is an equal opportunity provider, employer, and lender.



Tyler County Schools AUGUST 2026



Menu is subject to change due to market conditions, availability of food, and special school activities.

MONDAY

TUESDAY

WEDNESDAY

THURSDAY

FRIDAY



Wednesday, August 19th

First Day of School

Students Grades 1 - 12

Pre-K & Kindergarten Group A: August 26th

Pre-K & Kindergarten Group B: August 27th

ALL Kindergarten: August 28th

ALL Pre-K August 31st

**BACK TO
SCHOOL FAIR**

**Tuesday,
August 4th**

at SES

4PM - 7PM

17

18



19

Banana Bread
Chicken Tenders
Mac & Cheese
Peas
Watermelon
Milk - Variety

20

Sausage Gravy / Biscuit
Taco Salad
Refried Beans
Mixed Fruit Cup
Churro
Milk - Variety

21

Cereal Bar / Yogurt
Pepperoni Roll
Carrot/Celery Sticks
Fruit Smoothie
Cookie
Milk - Variety

24

Cinnamon Roll
Chicken Sandwich
French Fries
Broccoli
Pears
Milk - Variety

25

Chocolate Muffin
Hot Dog
Fritos
Cherry Tomatoes
Fruit Cup
Milk - Variety

26

Scrambled Eggs/Toast
BBQ Pork Sandwich
Baked Beans
Veggie Sticks
Strawberries
Rice Krispy Treat
Milk - Variety

27

Sausage Biscuit
Salisbury Steak
Mashed Potatoes
Green Beans
Breadstick
Apple Slices
Milk - Variety

28

Pancakes / Syrup
Homemade Pizza
Corn
Salad
Peaches
Ice Cream
Milk - Variety

**MONTHLY
NEWS**



This institution is an equal opportunity provider, employer and lender.

**ALL Students may eat
Breakfast & Lunch FREE of
charge!**

Breakfasts are served
DAILY with assorted
cereal, juice, fresh fruit
& milk!



Tyler County Schools

SEPTEMBER 2026



Menu is subject to change due to market conditions, availability of food, and special school activities.

MONDAY

31 Breakfast Sandwich
Chicken Fajita Strips
Tortilla, Lettuce, Tomato
Corn
Fruit Cocktail
Churro
Milk - Variety

TUESDAY

1 Pancakes / Syrup
Corn Dog
Yogurt
Baked Beans
Salad
Peaches
Milk - Variety

WEDNESDAY

2 Sausage & Egg Croissant
Baked Chicken / Biscuit
Au Gratin Potatoes
Carrot Sticks
Pear
Milk - Variety

THURSDAY

3 Breakfast Pizza
Rotini
Italian Breadstick
Garden Salad
Pineapple
Milk - Variety

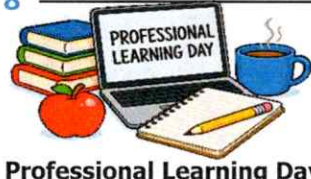
FRIDAY

4 Banana Bread
Pepperoni Roll
Caesar Salad
Peaches
Cheese Stick
Milk - Variety

7 No School



8 No School for Students



Professional Learning Day

9 Sausage Gravy / Biscuit
Spaghetti
Breadstick
Italian Dressing Salad
Fresh Fruit
Milk - Variety

10 Pancakes / Syrup
Chicken Bacon Ranch Sub
Potato Wedges
Carrot Sticks
Strawberries
Milk - Variety

11 Cereal Bar / Yogurt
Homemade Pizza
Tossed Salad
Celery Sticks / Dip
Fresh Fruit
Ice Cream
Milk - Variety

14 Cinnamon Roll
Hot Dog / Bun
Potato Tots
Cole Slaw
Apple
Rice Krispy Treat
Milk - Variety

15 Donut Holes
Meatloaf
Mashed Potatoes
Roll
Green Beans
Mandarin Oranges
Milk - Variety

16 Eggs / Toast
Popcorn Chicken
Steamed Broccoli
Rice
Pineapple
Milk - Variety

17 French Toast Sticks
Taco Salad
Refried Beans
Fresh Fruit
Churro
Milk - Variety

18 Sausage Pizza
Pepperoni Roll
Cheese Stick
Garden Salad
Carrot Sticks
Pears
Milk - Variety

21 Sausage Flapstick
Meatball Sub
Potato Wedges
Carrot Sticks
Strawberries
Cookie
Milk - Variety

22 Waffles/Syrup
Calzone
Veggie Sticks
Salad
Fruit Smoothie
Milk - Variety

23 Sausage & Cheese Bagel
Sloppy Joe
Sweet Potato Fries
Baked Beans
Mixed Fruit Cup
Milk - Variety

24 Banana Bread
Chicken Noodles
Biscuit
Steamed Broccoli
Peaches
Milk - Variety

25 Egg & Cheese Wrap
Weiner Wrap
Tater Tots
Peas
Apple Crisp
Milk - Variety

28 Donuts
BREAKFAST FOR LUNCH
FFA/4-H Sausage Gravy
Egg Patty, Biscuit
Hash Brown
Banana
Milk - Variety

29 Cinnamon Roll
Chili
Grilled Cheese Sandwich
Carrot Sticks
Mixed Fruit
Milk - Variety

30 Banana Bread
Chicken Drumsticks
Mac & Cheese
Peas
Watermelon
Milk - Variety



**MONTHLY
NEWS**



Johnny Appleseed's Birthday
September 26, 1774!!

This institution is an equal
opportunity provider, employer
and lender.

Breakfasts are served
DAILY with assorted
cereal, juice, fresh fruit
& milk!

Who is homeless?

(McKinney-Vento Homeless Assistance Act of 2001 – Title X, Part C, of the No Child Left Behind Act – Sec 725)

The term “homeless children and youth” means:

- A. individuals who lack a fixed, regular, and adequate nighttime residence;
- B. children and youths who are sharing the housing of other persons due to loss of housing, economic hardship, or similar reason;
 - i. children and youth living in motels, hotels, trailer parks, or camping grounds due to the lack of alternative accommodations, are living in emergency or transitional shelters, are abandoned in hospitals;
 - ii. children and youths who have a primary nighttime residence that is a public or private place not designed for or ordinarily used as a regular sleeping accommodation for human beings;
 - iii. children and youths who are living in cars, parks, public spaces, abandoned buildings, substandard housing, bus or train stations, or similar settings; and
 - iv. migratory children, qualifying as homeless.

Educational Rights under the McKinney-Vento Act

Students who are homeless have the right to attend school, no matter where or how long they lived there

- Attend either the local school or the school of origin, if this is in their best interest; (*The school of origin is the school the child attended when he/she was permanently housed or the school in which the child was last enrolled*)
- Transportation to and from the school of origin;
- Enroll in school immediately, even if missing records and documents normally required for enrollment such as a birth certificate, proof of residence, previous school records, or immunization/medical records are not available;
- Enroll, attend classes, and participate fully in all school activities while the school arranges for the transfer of records;
- Access to the same programs and services that are available to all other students including transportation and supplemental educational services;
- Attend school with children not experiencing homelessness; segregation based on a student's status as homeless is prohibited;
- Referrals to health services, housing, and other appropriate services;
- Access to early interventions such as Head Start, public preschool, and early interventions;
- Assist students with credit recovery from previous coursework completed;
- Go to school where all staff have received professional development in identifying, enrolling, and providing assistance with post-secondary education, stability and success for student experiencing homelessness.



**Supporting the
Education of Children
Experiencing
Homelessness to
Ensure Every Student
Succeeds**

**TYLER COUNTY SCHOOLS
Homeless Liaison, Melinda Walton**

What is NCHE?

The National Center for Homeless Education (NCHE) supports educators, service providers, parents, community members, and others interested in the education of children and youth experiencing homelessness

NCHE HELPLINE 1 800-308-2145

Students experiencing Homelessness

One-half million children attended more than three schools between first and third grade.

15 to 18 percent of school-age children changed residences from the previous year. Frequent school changes have been correlated with lower academic achievement, many elementary students change schools frequently, harming their education. It may take 4 to 6 months to recover academically.

Mobile students are twice as likely to repeat a grade.

Mobile students are half as likely to graduate from high school.

Students who move frequently have lower attendance rates. A 20% absentee rate results in achievement scores 20 points lower than those of stable peers.

Mobile students have not had the opportunity to build the relationships needed to be successful in school or life.

DISCRIMINATION PROHIBITED

In accordance with federal law and the United States Department of Agriculture policy, this institution is prohibited from discriminating on the basis of race, color, national origin, gender, age, disability, or retaliation. To file a complaint of discrimination, write to USDA, Director, Office of Civil Rights, Room 326-W, Whitten Building, 1400 Independence Avenue SW, Washington, DC 20250-9410 or call 202-720-5964 (voice and TDD). USDA is an equal opportunity provider and employer.

YOU can STILL Enroll in School!

Do you live in one of these situations?

Is your residence or housing uncertain?
Do you live at a temporary address?
Do you lack a permanent physical address?

The McKinney-Vento Act and West Virginia state law and policy guarantee that you can enroll in school if you live:

In a shelter (family shelter, domestic violence shelter, youth shelter or transitional living program);

In a motel, hotel or weekly rate housing;

In a house or apartment with more than one family because of economic hardship or loss;

In an abandoned building, a car, at a campground or on the street;

In substandard housing (no electricity, no water, and/or no heat);

With friends or family because you are a runaway or unaccompanied youth.

You May Be Eligible to....

Continue to attend the school in which you were last enrolled, even if you have moved away from that school's attendance zone or district, *if feasible and in the best interest of the child*;

Receive transportation from the current residence back to the school of origin;

Participate fully in all school activities and programs for which you are eligible.

Enrolling in School

Contact the new school for immediate enrollment.

Contact the district's liaison for help in enrolling in a new school or for transportation consideration to the previous school.

Contact the district liaison to resolve any disputes that arise during the enrollment process.

Provide any information necessary to assist teachers in helping your child adjust to new circumstances.

Ask the local liaison, shelter staff, or a social worker for assistance with records, clothing and supplies, if needed.

Questions to ask the school

- What transportation is available to stay in the same school?
- If I have to change schools, can someone help transfer records quickly?
- Are any tutoring services available?
- If special education services are needed, how long is the wait for testing?
- Are there special classes to benefit a talent I have?
- Are there sports, music or other activities available to me?
- Are school supplies available?
- Will I be able to go on class field trips if unable to pay?

Contact Us:

Melinda Walton, Tyler County Schools Homeless Liaison
P.O. Box 25
Middlebourne, WV 26149
304.758.2145
mwalton@k12.wv.us

WVDE for Homeless Ed
Bldg 6 Rm 728
1900 Kanawha Blvd., E.
Charleston, WV 25305



Tyler Consolidated Middle School

Marcus Winters, Principal
Logann Kehrer, Asst. Principal
304-758-9000

2026

Dear TCS Parent/Guardian:

Tyler County Schools follows the state standards for administration of medication (WVDE Policy 2422.8) in West Virginia public school systems.

- Of particular importance are students who are prescribed **LIFESAVING MEDICATIONS** as detailed below in WVDE Policy 2422.7 10.1g.

*10.1.g. Designated school personnel shall receive and review the emergency medication and medication authorization form and obtain authorization from the certified school RN to administer the medication. **The student shall not attend school until both the administration form and medication are signed and received to prevent risking the safety and welfare of the student.** The SAT, Section 504, or IEP team shall consider the lack of emergency lifesaving medication(s) as child neglect.*

If your child requires a rescue asthma inhaler, Epi-Pen, glucagon, insulin, seizure rescue medication or any type of emergency medication at school, then the school nurse must receive the medication AND the medication order form PRIOR to the first day of the new school year to ensure your child can attend school safely.

- If there is an over-the-counter medication that your child may need to take while at school, please complete a medication order form and sign it (*does not require physician signature*). This medication must be sent in the original sealed container with product directions available.
- If your student will be receiving a prescribed medication (ie. ADHD medication) that is not a lifesaving medication, then a medication order form completed by the provider and parent/guardian must be provided to the school nurse along with the medication.

Any medication that will be administered to a student on school premises must be brought to school by the parent/guardian along with the signed order form on or prior to the first day of school. Please ensure that the medication has not expired. Expired medications will not be accepted.

All physician orders must be renewed at the beginning of each school year. If your child will be receiving any medications during school or during co-curricular activities, then a current completed medication order form must be provided to the school nurse. Thanks for your cooperation in this matter.

Sincerely,

Sierra Stackpole, BSN, RN--School Nurse

TYLER COUNTY SCHOOLS

Medication Order for West Virginia Public Schools

School Year _____ (Includes Extended School Year/Summer Programs)

Student Name: _____ DOB: _____ Grade: ____ School: _____

Diagnosis: _____ Allergies: _____

Medication: _____ Dosage: _____ Time: _____ Route: _____

Intended Use: _____ Possible Side Effects: _____

Other Prescribed Medications: _____

Initial if emergency seizure medication can be administered by trained unlicensed personnel _____

Initial if student may self-administer this medication in accordance to policy _____

Initial if student may carry this medication on his/her person in accordance to policy _____

Prescriber's Name (please print): _____ Telephone Number: _____ Fax Number: _____

Prescriber's Signature: _____ Date: _____

TO BE COMPLETED BY PARENT/GUARDIAN

I understand that, whenever possible, all medications should be given at home. I give permission for my child to take the above medication at school according to county policy. I understand that a photograph may be taken and utilized to assist in the medication administration process. I further understand that the school, county board of education and its employees and agents are exempt from any liability, except for willful and wanton conduct, as a result of any injury, loss to persons or property, arising from the self-administration of medication by the student. I also agree to indemnify and hold harmless the school, the county board of education and its employees and agents against any claims arising from medication administration and/or self-administration of medications.

The medication must be hand delivered by the parent/guardian to designated school personnel, in original labeled pharmaceutical container or manufactured labeled container.

Parent/Guardian signature to approve administration of medication: _____

Date: _____ School Nurse Signature: _____ Date: _____

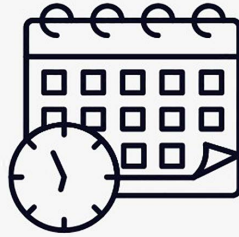
TYLER CONSOLIDATED MIDDLE SCHOOL ATTENDANCE MATTERS



Marcus Winters, Principal
Logann Kehrer, Assistant Principal
Joe Asturi, Communities in Schools
Cami Williamson, Social Worker

Why Attendance Matters

REGULAR ATTENDANCE
SUPPORTS ACADEMIC
SUCCESS AND SOCIAL
EMOTIONAL WELL BEING



Key Terms to Know

EXCUSED ABSENCES: ILLNESS,
MEDICAL APPOINTMENTS OR
PRINCIPAL APPROVED REASONS

UNEXCUSED ABSENCES: ANY
ABSENT THAT IS NOT EXCUSED

FULL DAY: PRESENT AT LEAST
74% OF THE DAY

HALF DAY: PRESENT 50% OF THE
DAY



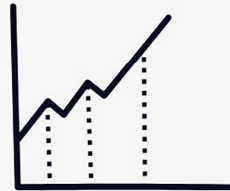
Parent Responsibilities

ENROLL CHILD IN SCHOOL
AND COMPLETE ANY
REQUIRED FORMS

SUBMIT ABSENCE EXCUSES
TO THE SCHOOL WITHIN 48
HOURS



Monitoring Absences



SCHOOLS MONITOR AND
REPORT ON ATTENDANCE
ON A DAILY BASIS

Consequence of Unexcused Absences

AT 3 DAYS: PARENT RECEIVES
WRITTEN NOTICE

AT 5 DAYS: PARENT AND
STUDENT MUST ATTEND MEETING

AT 10 DAYS: TRUANCY
COMPLAINT MAY BE FILED

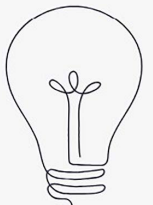


Tips for Parents

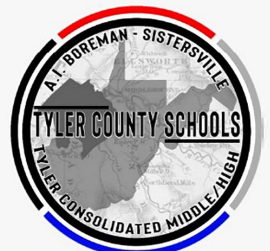
RESPOND PROMPTLY TO SCHOOL
ATTENDANCE NOTICES

DISCUSS ANY ATTENDANCE
CONCERNS WITH SCHOOL STAFF

SEEK SUPPORT IF NEEDED



Melinda Walton
Tyler County Schools
Attendance Director
mw Walton@k12.wv.us
304-758-8644



ASBESTOS NOTIFICATION

01 July 2026

Dear Parents, Teachers, Building Occupants, and Employee Organizations:

In the past, asbestos was used extensively in building materials because of its insulating, sound absorbing, and fire retarding capabilities. Virtually any building constructed before the late 1970s contained some asbestos. Intact and undisturbed asbestos materials generally do not pose a health risk. Asbestos materials, however, can become hazardous when, due to damage or deterioration over time, they release fibers. If the fibers are inhaled, they can lead to health problems, such as cancer and asbestosis.

In 1986, Congress passed the Asbestos Hazard Emergency Response Act (AHERA) which requires schools to be inspected to identify any asbestos-containing building materials. Suspected asbestos-containing building materials were located, sampled (or assumed) and rated according to condition and potential hazard. Every three years, Tyler County Schools has conducted a reinspection to determine whether the condition of the known or assumed asbestos-containing building materials (ACBM) has changed and to make recommendations on managing or removing the ACBM. At the last reinspection conducted on November 2025, all materials listed in the Management Plan as asbestos-containing (or assumed to be asbestos-containing) were inspected and found to be in good condition.

The law further requires an asbestos management plan to be in place by July 1989. Tyler County Schools developed a plan, as required, which has been continually updated. The plan has several ongoing requirements: publish a notification on management plan availability and the status of asbestos activities; educate and train its employees about asbestos and how to deal with it; notify short-term or temporary workers on the locations of the asbestos-containing building materials; post warning labels in routine maintenance areas where asbestos was previously identified or assumed; follow set plans and procedures designed to minimize the disturbance of asbestos-containing building materials; and survey the condition of these materials every six months to assure that they remain in good condition.

It is the intention of Tyler County Schools to comply with all federal and state regulations controlling asbestos and to take whatever steps are necessary to ensure students and employees a healthy and safe environment in which to learn and work. You are welcome to review a copy of the asbestos management plan in the school district administrative office or the administrative office of the school during regular business hours. Kari Grize is our designated asbestos program coordinator, and all inquiries regarding the asbestos plan and asbestos-related issues should be directed to him at (304) 758-2112.

TYLER COUNTY SCHOOLS

P.O. Box 25
Middlebourne, WV 26149
Phone (304) 758-2145
Fax (304) 758-4566



Pesticide Application Notification Request

Tyler County Schools adheres to an Integrated Pest Management Plan in accordance with Title 61, Series 12J rules of the West Virginia Department of Agriculture. Pests are controlled primarily through preventive measures. When pesticides are required, the least hazardous materials will be used.

Pest management methods are classified as Level 1, Level 2, Level 3, and Level 4, depending upon their toxicity and the degree of hazard associated with their application.

Level 1	Non-chemical (preventive)
Level 2	Least hazardous (low toxicity, non-volatile baits or dusts)
Level 3	EPA Caution (limited volatility liquids)
Level 4	EPA Caution (broadcast), Warning or Danger (any application method)

As a parent or guardian, you have the right to be notified if and when Level 3 or Level 4 pesticides are to be applied. To receive such notification, please complete the information requested below and return this form to the principal.

Please Note: Level 3 and Level 4 pesticides will not be applied when students are in the areas being treated.

To: Marcus Winters, Principal of Tyler Consolidated Middle School Date: _____

Please notify me at least 24 hours prior to the application of Level 3 or Level 4 pesticides at this facility.

From: _____
Student Name Signature of Parent/Guardian

Address: _____

Telephone: Home - _____ Cell - _____

CHARACTER COUNTS!



CHARACTER COUNTS!, the most widely used character education program reaches over 7 million kids around the world.

WHAT IS CHARACTER COUNTS!?

A character development framework used in schools, youth, sports, civic and community organizations that:

- Is based on shared beliefs and consensus values called the **Six Pillars of Character** that transcend cultural, socioeconomic and religious differences.
- Is a way of life for children and adults.
- Creates a physically and emotionally safe learning environment.
- Promotes academic success and social and emotional life skills of children and young people.

✓ Children learn best when they learn the **Six Pillars of Character:**
Trustworthiness, Respect, Responsibility, Fairness, Caring, and Citizenship.

- ✓ Children may not always listen to what we say but they will believe all that we do.
- ✓ A community is a great place to live, work and learn when the Six Pillars are respected and highly recognized by parents, community members, businesses, and youth organizations.

The **CHARACTER COUNTS!** initiative is designed to effectively align with the mission, beliefs and goals established by the Buffalo Public School District.

WHAT CAN YOUR SCHOOLS AND FAMILIES DO?

Many adults' overriding concern about their children is not health, safety or poverty, rather **character and values**. "The public believes values are a vaccine; if you inoculate kids with them, they will be able to resist the world's many troubles." (Kids These Days - What Americans Really Think About the Next Generation - Public Agenda)

As teachers and parents, we can use the **T.E.A.M** process to intentionally and explicitly teach desired values and character traits.

T (TEACH): Teach children their character counts. People of character know the difference between right and wrong when their actions being guided by the pillars.

E (ENFORCE): Instill the pillars by rewarding good behavior while discouraging negative instances with fair and consistent consequences. Demonstrate the courage to enforce pillars even when it's tough to do.

A (ADVOCATE): Encourage children to live up to Six Pillars. Do not be neutral about their importance.

M (MODEL): Set an example: "Preach what we practice."

A PERSON OF CHARACTER

- Is a good person, someone to look up to and admire.
- Knows the difference between right and wrong and always tries to do what is right.
- Sets a good example for everyone.
- Lives according to the **Six Pillars of Character**.

TRUSTWORTHINESS: *Think true blue*

- Be honest
- Don't deceive, cheat, or steal
- Be reliable - do what you say you'll do
- Have the courage to do the right thing
- Be loyal

RESPECT: *Think the Golden Rule*

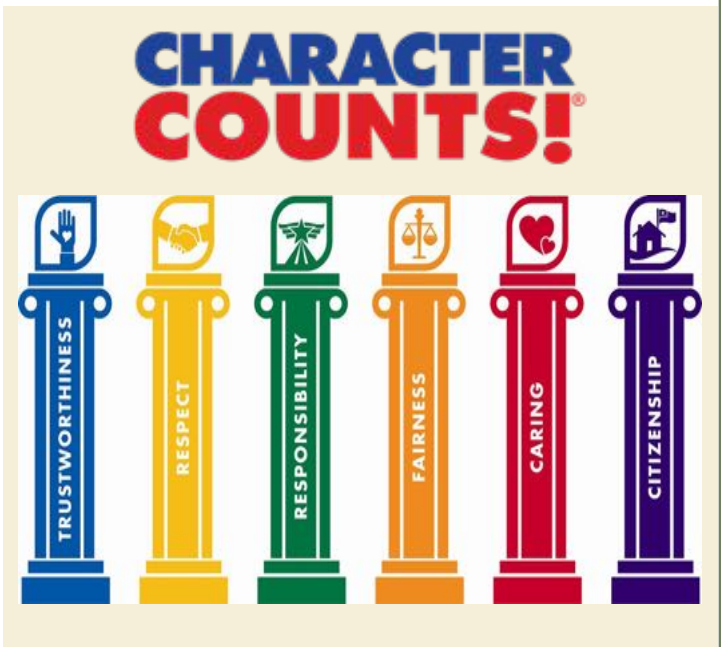
- Be tolerant of differences
- Use good manners, not bad language
- Be considerate of the feelings of others
- Don't threaten, hit, or hurt anyone
- Deal peacefully with anger, insults, and disagreements

RESPONSIBILITY: *Think solid like a tree*

- Do what you are supposed to do
- Always do your best
- Use self-control
- Be self-disciplined
- Think before you act - consider the consequences
- Be accountable for your choices

FAIRNESS: *Think of sharing an orange*

- Play by the rules
- Take turns and share
- Be open-minded and listen to others
- Don't take advantage of others
- Don't blame others carelessly

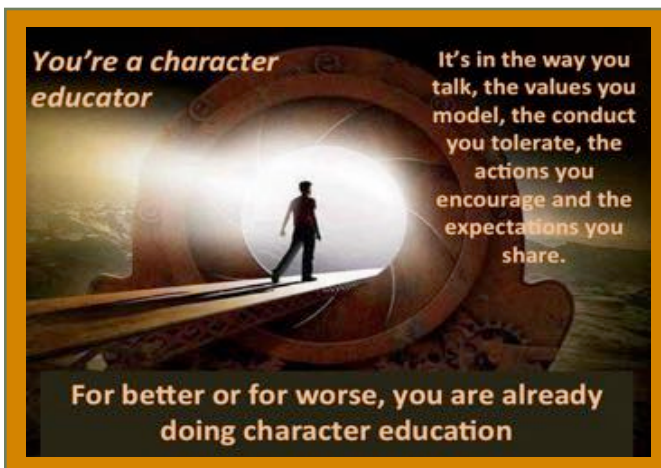


CARING: *Think of a heart*

- Be kind
- Be compassionate and show you care
- Be thankful
- Express gratitude for what people do for you
- Forgive others
- Help people in need

CITIZENSHIP: *Think royalty or purple majesty*

- Do your share to make your school and community better
- Cooperate
- Be a good neighbor
- Obey laws and rules
- Respect authority
- Protect the environment



OVERARCHING THEMES OF CHARACTER COUNTS!

Beliefs

- Our basic beliefs and convictions are called values.
- Our values are reflected in the attributes that make up our character, and drive our actions.

Behaviors

- Our values influence how we respond to situations.
- Our conduct (behavior) is determined by our choices.
- Our choices are influenced by our values, which regulates our ability to do the right thing.

Here for you, 24/7

988

**SUICIDE
& CRISIS
LIFELINE**



CALL



TEXT



CHAT
WV988.ORG



FIRST CHOICE SERVICES

Funding provided by the WV Department of Health and Human Resources,
Bureau for Behavioral Health with a federal grant from SAMHSA



West Virginia DEPARTMENT OF
EDUCATION

**FOR
IMMEDIATE
RELEASE**

May 21, 2024

West Virginia Department of Education Offers New Resource to Support Student Mental Health and Well-being

Charleston, W.Va. - As part of National Mental Health Awareness Month, the West Virginia Department of Education (WVDE) is pleased to announce a new resource available to families, educators, caregivers and others to support student mental health. [ParentGuidance.org](https://parentguidance.org), a 24/7 online platform, assists those who care for children to address and elevate mental health wellness and self-care. These tools are designed to enhance the human connections vital for school communities to thrive.

Throughout the United States, [ParentGuidance.org](https://parentguidance.org) works with schools and their communities to empower families to support the mental health needs of children. In West Virginia, there is now free access to an array of tools including:

- Regular one-on-one parent coaching with cognitive behavioral health coaches
- On-demand parenting sessions taught by licensed therapists
- “Ask a Therapist,” a frequently updated question-and-answer forum

These resources are made possible through a three-year contract the WVDE has entered with the national nonprofit [The Cook Center for Human Connection](https://thecoockcenter.org) to make [ParentGuidance.org](https://parentguidance.org) immediately available for West Virginia families. Across the country, 361 districts and 6,308 schools are using the organization’s model offering more than 3.3 million families in 46 states access to services.

In 2021, the American Academy of Pediatrics declared a national emergency, noting that child and adolescent healthcare professionals are “caring for young people with soaring rates of depression, anxiety, trauma, loneliness and suicidality that will have lasting impacts on them, their families and their communities.”

West Virginia, like the rest of the country, is facing a shortage of traditional mental health services. More than [700,000 people](#) in the state live in communities that do not have enough mental health professionals. The WVDE will open access to underserved communities throughout West Virginia through [ParentGuidance.org](#). Regardless of financial means, those needing help will have a direct line of support. Counties may also customize professional development sessions with The Cook Center to meet their individual needs. Bullying mitigation, isolation and absenteeism are examples of nationally recognized programs available at reduced costs for counties.

“Our educators are experiencing several mental health behaviors in our children that they have not seen previously,” said State Superintendent of Schools Michele L. Blatt. “[ParentGuidance.org](#) will provide resources that have never been reasonably available to many West Virginia families and communities. This will be a great asset and will make a difference in the lives of our children, the stability of our families, the mental health of teachers and school employees, and the progress of our schools.”

“We are proud to collaborate with the West Virginia Department of Education for the benefit of West Virginia families. This shows that they truly care about the role of parents in their children's emotional well-being,” said Cook Center for Human Connection President and CEO Anne Brown. “By providing education, resources, and direct support to families, we look forward to helping the people who love and care for their children most: the parents.”

West Virginia families can learn more at [wvde.us](#) or [ParentGuidance.org](#), and counties will also offer direct access on their websites as plans are rolled out statewide.

About the Cook Center for Human Connection

The mission of the Cook Center for Human Connection is to bring together the best organizations, programs and products to prevent suicide, provide mental health support and enhance the human connections vital for people to thrive. The foundation's current focus is on supporting children, families and schools with youth mental health resources and with the goal of eradicating suicide. This work is accomplished through various grants to schools, programs for parents and global resources to bring greater awareness to the support needed for those affected by mental health needs and suicide. Their free resources created to support child mental health and prevent suicide include [My Life Is Worth Living™](#), the first animated series about teen mental health and suicide prevention and [ParentGuidance.org](#), a mental health resource giving parents the tools to have important conversations at home. Learn more at [CookCenterforHumanConnection.org](#).

Top 10 Facts FOR PARENTS ABOUT

TUTOR WV



1 Safe and anonymous

All tutors must pass a rigorous application process and undergo ongoing background checks and quality control. No personal information is shared between students and tutors. All work is completed in our recorded classroom.

2 Available at no cost for eligible students

Eligible students can access the program at no cost, and you will not be asked to purchase anything.

3 Personalized learning sessions

Every session is personalized to meet the needs of each student, from remedial to advanced levels. Sessions focus on conceptual learning and critical thinking—not just quick answers.

4 Wide variety of subjects

Students can get help in math, science, English, writing, social studies, Spanish, computer literacy, AP® course topics, and more.

5 More than just homework help

Tutors assist students with specific homework problems, but they can also help with concept review, writing assignments, test prep, and more.

6 Learning day extension

Whether it's 4:00 PM on Tuesday or 10:00 AM on a Saturday, TutorWV can help every student in their moment of need—on demand, 1-to-1.

7 Accelerated achievement

96% of students who use Tutor.com say it helps them complete their homework, and 95% say it helps them improve their grades.* Students come to class better prepared and ready to learn.

8 Confidence-building support

Students of all skill levels can get help from a tutor. In fact, 96% of students responding to our post-session surveys have said that using Tutor.com makes them feel more confident in their learning.*

9 Easy to use and accessible from anywhere

Wherever students have online access—at home, at school, and anywhere in between—they can connect to a tutor using a computer or mobile device.

10 Endorsed by parents

"This service has been excellent and wonderful. My 7-year-old son is actually motivated to do his homework because of it. Thank you so much!"

Our tutors are standing by to help students—anytime, anywhere.

Visit www.TutorWV.com to log on or learn more.

tutor.com™
A Service of **The Princeton Review**

TCMS Handbook Updates 2026-2027

TCMS Field Trip Policy - Updated

At Tyler Consolidated Middle School (TCMS), field trips serve as both academic enrichment opportunities and incentives for students. To participate in an incentive-based field trip, students must meet specific academic, attendance, and behavior requirements. Eligibility is determined 10 days before the trip.

Eligibility for Incentive Field Trips

Students are not eligible for incentive field trips if they do not meet any of the following requirements:

- **Attendance:** No more than 4 unexcused absences during the school year **AND the student must not be identified as chronically absent at the time of the 10-day eligibility review.** (Chronic absenteeism is defined in accordance with West Virginia Board of Education Policy 4110: Attendance as missing 10% or more of enrolled school days, regardless of whether absences are excused or unexcused. Students are allowed up to 5 parent notes per semester for excused absences.)
- **Academics:** No more than 1 failing grade (F) in core subjects at the time of eligibility review. (Core subjects: Math, English Language Arts, Science, Social Studies.)
- **Behavior:** No more than 1 day assigned to ALOP (Alternative Learning Opportunity Program) during the school year. (Two or more ALOP days make a student ineligible for field trips. Exceptions may be granted at the principal's discretion.)

Impact of Lunch Detentions on Field Trip Eligibility

The TCMS discipline system converts repeated lunch detentions into ALOP days, which may affect field trip eligibility.

- Five lunch detentions equal one ALOP day. Lunch detentions are counted as sentences, not individual days.
- Each time a student reaches five lunch detentions, they serve ALOP the next school day, and their count resets.
- If a student accumulates another five lunch detentions, they receive two ALOP days, and the pattern continues as needed.

Since two or more ALOP days result in automatic field trip ineligibility, repeated lunch detentions can lead to exclusion from incentive trips

Additional Clarifications for ALOP and Field Trip Eligibility

Some offenses automatically result in three or more ALOP days, which immediately disqualifies a student from field trips.

A student is ineligible for field trips if:

- They have been assigned two or more ALOP days in total.
- They have committed a Level II or Level III offense, which results in a minimum of three ALOP days.

In other words, if a student is assigned to ALOP for any reason beyond a single day, they cannot attend an incentive field trip.

TCMS Handbook Updates 2026-2027

Honors Course Placement and Withdrawal Policy - Addition

Honors courses at Tyler Consolidated Middle School (TCMS) provide advanced academic instruction for students who consistently demonstrate high achievement, strong work ethic, and responsible school habits. Placement is a privilege and requires ongoing performance.

Honors Course Placement

Students must meet all of the following criteria for placement:

- **Prior Year Grades:** An A average in the specific subject area (English Language Arts and/or Math) corresponding to the honors course.
- **WVGSA Scores:** A score of Proficient in the corresponding subject area (ELA and/or Math) on the prior year's West Virginia General Summative Assessment (WVGSA).
- **Attendance:** The student must not have been identified as chronically absent during the prior school year. (Chronic absenteeism is defined in accordance with West Virginia Board of Education Policy 4110: Attendance as missing 10% or more of enrolled school days.)
- **Teacher Recommendation:** Based on academic readiness, work quality, effort, and overall classroom performance.

Meeting minimum criteria does not guarantee placement. Final decisions are made by school administration following review of student data.

Ongoing Eligibility Requirements

To remain in an honors course, students must:

- Maintain at least a C average in the honors course at the end of each grading period.
- Demonstrate appropriate effort, academic responsibility, and behavior consistent with TCMS expectations, as supported by teacher documentation and aligned with Field Trip Policy behavior standards.
- Not be identified as chronically absent during the current school year, as defined by West Virginia Board of Education Policy 4110.

Probationary Period and Withdrawal

- Eligibility is reviewed at the end of each nine-weeks grading period.
- If a student fails to meet any eligibility requirement, the student will be placed on probation for the following nine weeks.
- If eligibility criteria are not met by the end of the probationary period, the student may be withdrawn from the honors course.
- A student may also be withdrawn based on documented teacher recommendation or administrative review aligned with placement criteria.
- Students may not request voluntary withdrawal.
- Withdrawals occur only at the end of a grading period.
- All placement and withdrawal decisions are final and not subject to appeal.

TCMS Handbook Updates 2026-2027

Student Use of Artificial Intelligence (AI) - Addition

Tyler Consolidated Middle School supports the responsible and ethical use of artificial intelligence (AI) in alignment with Tyler County Schools guidance.

AI is a learning support tool, not a replacement for student thinking, decision-making, or accountability.

For student use, **MagicSchool is the school-approved AI platform**. MagicSchool is designed specifically for K–12 education and includes built-in safety protections and guardrails to ensure appropriate student use. These safeguards include:

- Full transparency in AI-supported interactions
- Protection of student data and restricted data input
- Teacher supervision and instructional oversight
- Alignment with district technology and academic integrity policies

MagicSchool's platform is designed to align with and operate in compliance with applicable student data privacy and security laws and standards, including the Family Educational Rights and Privacy Act (FERPA), the Children's Online Privacy Protection Act (COPPA), SOC 2 security standards, the General Data Protection Regulation (GDPR), and relevant state student data privacy laws.

Students may use MagicSchool only when permitted by the teacher and must follow all classroom and district AI expectations. AI may support learning, such as brainstorming, studying, reviewing concepts, or checking understanding, but may not replace original thinking or be used dishonestly.

Misuse of AI, including plagiarism, cheating, harassment, impersonation, or submission of AI-generated work as original, will result in disciplinary consequences consistent with the TCMS Student Handbook and Tyler County Schools policies.

Because AI technology continues to evolve, TCMS will review and update AI guidance as needed to ensure continued student safety, privacy, and responsible use.

TCMS Handbook Updates 2026-2027

1:1 IPAD DAILY PROCEDURES - Addition

TCMS utilizes a school-based 1:1 iPad program. Students are assigned an iPad for educational use during the school day. Unless prior approval is granted by a teacher or administrator, iPads are to remain at school and may not be taken home.

Students will store their iPads in their advisor's classroom. Each morning, students are responsible for retrieving their iPad before 1st period and carrying it throughout the school day. iPads are to be used for educational purposes only and only when directed by a teacher. Unless a teacher has provided permission or instruction to use the device, iPads should remain closed and stored out of sight. At the end of the day, students must return their iPad to their advisor's classroom following bus pass announcements.

Students who are approved to take an iPad home must complete the iPad Sign-In/Sign-Out Log, located on their advisor's iPad cart, when checking the device out and returning it. Approved devices must be returned the following school day unless otherwise authorized. Failure to follow iPad procedures may result in disciplinary action and/or loss of device privileges.

To support this procedure, students will be provided adequate opportunities during the school day, including tutoring and Homework Club, to complete independent assignments and coursework.



Tyler Consolidated Middle School

Marcus Winters, Principal
Logann Kehrner, Asst. Principal
304-758-9000

2026–2027 TCMS Handbook Updates Acknowledgment Form

Dear Parent/Guardian,

We are committed to keeping you informed of important updates to our school handbook. As part of our ongoing efforts to support a safe and productive learning environment, we have made revisions to the **Tyler Consolidated Middle School Handbook** for the 2026–2027 school year.

Please note that these updates reflect our expectations and procedures regarding student behavior, technology usage, and eligibility for school activities. We kindly ask that you review these changes with your child.

The updated policies include:

- **Field Trip Policy** - Updated
- **Honors Course Placement and Withdrawal** - Addition
- **Student Use of Artificial Intelligence** - Addition
- **1:1 iPad Daily Procedures** - Addition

By signing below, you acknowledge that you and your child have reviewed and understand the updated policies listed above. The full handbook, including these updates, is available on the TCMS website or upon request from the school office.

Thank you for your continued support in helping us maintain a positive school culture.

Sincerely,
Marcus F. Winters, Principal

Acknowledgment Form

I have reviewed the 2026–2027 TCMS Handbook updates and understand the expectations outlined in the updates listed above.

Student Name: _____ **Grade:** _____

Parent/Guardian Name (Printed): _____

Parent/Guardian Signature: _____

Date: _____

Please return this signed form to your child's Advisory Teacher along with their first day packet.

TYLER CONSOLIDATED MIDDLE SCHOOL FIELD TRIP POLICY

Students must meet the following requirements 10 SCHOOL DAYS
prior to the day of the field trip in order to attend:

ATTENDANCE



- Students must have fewer than 5 unexcused absences
- **Students must NOT be identified as Chronically Absent**
 - **Chronically Absent = absent for 10% or more of enrolled school days**
- ALL excuses must be turned in 48 hours following an absence
- Students may use up to 5 parent notes each semester, with a total of 10 for the school year.
- Using more than the allotted (10) parent notes will result in unexcused absences

ACADEMICS



- Students cannot be failing more than 1 core class by the 10-day cutoff date (59% or below)
- Students cannot request bonus points or extra credit specifically to meet this requirement

BEHAVIOR



- Students cannot have 2 or more days of ALOP or any suspension during the school year.
- Five lunch detention sentences equal 1 day of ALOP.
- When a student reaches an ALOP day by accumulating 5 lunch detentions, the count starts over until they reach 10.
- See Lunch Detention details on the following page.

TYLER CONSOLIDATED MIDDLE SCHOOL LUNCH DETENTION GUIDELINES

IMPACTS OF LUNCH DETENTION ON FIELD TRIP ELIGIBILITY

- **Five (5) lunch detentions equal one (1) ALOP day. Lunch detentions are counted as sentences, not individual days.**
- **Each time a student reaches five (5) lunch detentions, they serve ALOP the next school day, and their count resets.**
- **If a student accumulates another five (5) lunch detentions (10 total), they will receive two (2) ALOP days, and the pattern continues as needed.**

ADDITIONAL CLARIFICATION

Certain disciplinary offenses lead to automatic disqualification from field trips due to ALOP days. A student is ineligible if:

- **They have two or more total ALOP days.**
- **They have committed a Level II or III offense, resulting in at least three ALOP days.**

Essentially, any ALOP assignment beyond one day excludes a student from incentive field trips.

Tyler Consolidated Middle School



Our Mission

The mission of Tyler Consolidated Middle School is to make it possible for ALL students to learn the academic and social skills needed to succeed in high school.

Overview of Opportunities

Knight Time	Knight Time is a dedicated period within our daily schedule designed to provide enhanced support and opportunities for academic, social, and emotional development. This time includes club days, math and reading intervention sessions, computer science classes, life skills training, and student-selected enrichment activities. On Fun Fridays, students have the opportunity to participate in a variety of enrichment activities offered through the Flex program.
CTE at TCMS	Discover Your Future: (DYF) is a specialized course for middle schoolers that explores 16 career clusters and fosters essential career-related skills. It emphasizes career awareness, personal growth, and goal setting, helping students make informed educational and career choices. Project Lead The Way: (PLTW) is a national program for middle school students that focuses on hands-on, project-based learning in STEM fields. It emphasizes real-world challenges and collaborative problem-solving, helping students develop critical thinking skills and preparing them for high school, college, and future careers. High School CTE Rotation: 8th grade students at TCMS will explore four CTE courses: Agriculture, Radio/Broadcasting, Business, and STEM, offered at TCHS. This rotation builds on the DYF and PLTW programs, aiding students in identifying their preferred CTE pathways for high school.
Extra-Curricular Activities	TCMS offers a wide range of extra-curricular opportunities designed to enhance students' educational experience, foster personal growth, and encourage the exploration of diverse interests. Our extra-curricular opportunities include: NJHS Student Council Quiz Bowl TSA 4H Band Choir Esports Fall Sports Winter Sports Spring Sports Archery
Student Success Center	The SSC is situated just inside the front doors of TCMS/TCHS and is the hub for our student support staff, which includes the school counselors, social worker, psychologist, CIS Coordinator, and Harmony Mental Health. The SSC team collaborates closely to ensure that the needs of all students are addressed.
Field Trips	Fall Field Trips: In the fall, academic field trips are organized for each grade level to discover local sites and learn about the diverse historical, cultural, and industrial aspects of our region. Spring Field Trips: During the spring, students vote on recreational field trips for each grade level. These outings are incentivized based on attendance, academic performance, and behavior, providing students with goals to strive for throughout the academic year.



www.tylerconsolidatedmiddleschool.org



(304)-758-9000



Tyler Consolidated Middle School



1993 Silver Knight Dr., Sistersville, WV 26175

TC KNIGHT TIME

at Tyler Consolidated Middle School

SUPPORTING EVERY STUDENT. EVERY DAY.



Knight Time is our daily advisory period from **12:28–1:04 PM**.
It is a dedicated time each day for every student to receive support,
build connections, explore interests, and grow academically,
socially, emotionally, and behaviorally.

WE MEET STUDENTS WHERE THEY ARE AND HELP THEM BECOME THEIR BEST.

OUR WHOLE CHILD APPROACH



ACADEMIC GROWTH

- Targeted Math and ELA intervention for students who need extra support
- Enrichment for students on or above grade level
- Homework support and progress monitoring



SOCIAL & EMOTIONAL WELLNESS

- Daily connections with trusted adults
- Wellness activities and open play opportunities
- Build relationships, resilience, and leadership



POSITIVE BEHAVIOR

- Schoolwide PBIS supports
- Accountability systems
- Positive recognition
- Character development and goal setting



STUDENT ENGAGEMENT

- Student clubs and interest-based activities
- Fun Friday experiences
- Student voice and choice
- Build friendships and school community

WHAT DOES A TYPICAL WEEK LOOK LIKE?

MONDAY



STUDENT CLUBS

Students participate in interest-based clubs that encourage leadership, creativity, and connection.

TUESDAY



MATH FOCUS

Students who need additional Math support receive targeted intervention while others engage in enrichment activities.

WEDNESDAY



WELLNESS WEDNESDAY

Students build relationships through supervised recreation, social activities, and wellness experiences that promote healthy adolescent development.

THURSDAY



ELA FOCUS

Students receive targeted Reading/ELA intervention or participate in literacy enrichment based on their individual needs.

FRIDAY



FUN FRIDAY

Students choose from a variety of activities that celebrate positive behavior, responsibility, and student voice.

HOW WE SUPPORT EVERY STUDENT

Using our Multi-Tiered System of Supports (MTSS), teachers regularly review academic, attendance, and behavior data to ensure students receive the right support at the right time.

SUPPORT MAY INCLUDE:

- ✓ Academic intervention
- ✓ Enrichment opportunities
- ✓ Attendance support
- ✓ Behavioral supports
- ✓ Social-emotional assistance
- ✓ Individual goal setting
- ✓ Family communication



OUR GOAL:
TO DEVELOP THE WHOLE CHILD.
EVERY DAY. EVERY STUDENT.



At TCMS, we aren't just preparing students for their next class—we're preparing them for high school, college, careers, and life.

MAKING IT POSSIBLE...



Tyler Consolidated Middle School

Marcus Winters, Principal
Logann Kehrner, Asst. Principal
304-758-9000

Dear Parent or Guardian,

We're excited to welcome your child to a new school year at Tyler Consolidated Middle School! As part of our continued efforts to improve communication and to support every student, we want to make you aware of a platform we use regularly: **Intellispark**.



Intellispark is a staff-facing tool that helps us stay connected, organized, and proactive in supporting your child's academic, behavioral, and social-emotional needs. Through Intellispark, our staff can:

- Maintain running records on student progress or concerns
- Collaborate with other teachers and support staff
- Send student surveys
- Communicate directly with students and parents

Your email address on file with the school will be directly linked to your child's Intellispark account.

This means that throughout the school year, you may receive emails from Intellispark on behalf of our staff. These emails are an important part of our communication system and may include:

- **Positive Messages**, such as a "High Five" to celebrate something great your child did
- **Attendance Alerts (emails)**, if your child has missed a concerning amount of school
 - **Attendance Emails are automated when a student misses 5, 7, 10, 15, and 18 days of school.**
- **Disciplinary Notices**, such as a lunch detention

Some of these messages are sent directly by a staff member, while others may be automatically generated by the system based on our records.

We want you to know that any message you receive through Intellispark is intended to keep you informed and engaged in your child's school experience. Please be sure we have a current and active email address on file, as this is how you will receive these important updates.

Thank you for partnering with us to support your child's success. If you have any questions about Intellispark or your child's account, don't hesitate to reach out.

Sincerely,

Marcus Winters
Principal
Tyler Consolidated Middle School



Dear Parents/Guardians,

We're kicking off the year with something special: [MagicSchool](#)—an educator-built AI platform designed to save teachers time and give every student a more personalized, engaging learning experience.

What MagicSchool does:

MagicSchool is a platform that uses Artificial Intelligence (AI) to help make learning more fun and personalized for your child.

- Personalized support: Suggests age-appropriate prompts and resources so each child can learn at the right pace.
- Teacher support: Handles routine planning and grading tasks, freeing our teachers to focus on meaningful, human-first moments with your child.
- Built-in safety: Developed by former educators, MagicSchool meets strict privacy standards and never uses student data to train public models.

Using AI ethically:

We want to make sure everyone understands how to use AI in a safe and thoughtful way. Just like we teach good behavior in the classroom, it's important to treat AI with respect. We'll discuss with the students how to use MagicSchool responsibly and to appreciate the assistance it provides.

Safety with AI:

Your child's safety is our top priority. MagicSchool is designed with [safety measures in place](#). Our teachers will guide all students on how to use AI responsibly, and introduce them to AI literacy best practices. If you have any concerns or questions about safety, please feel free to reach out.

What can you do to support?

As parents, your involvement is crucial. Talk to your child about their experiences with MagicSchool. Ask them what they're learning and how it is helping them. If your child has any questions or concerns, encourage them to share with us.

Next Steps:

We'll be having a special session to introduce MagicSchool to the students, explaining what AI is, how to use it responsibly, and ensuring they understand the safety measures in place. If you have any specific questions or would like more information, please don't hesitate to get in touch.

We're excited to embark on this AI-powered learning journey with your child, and we know it will add a touch of magic to their educational experience!

Thank you for your support.

Best Regards,

Marcus Winters

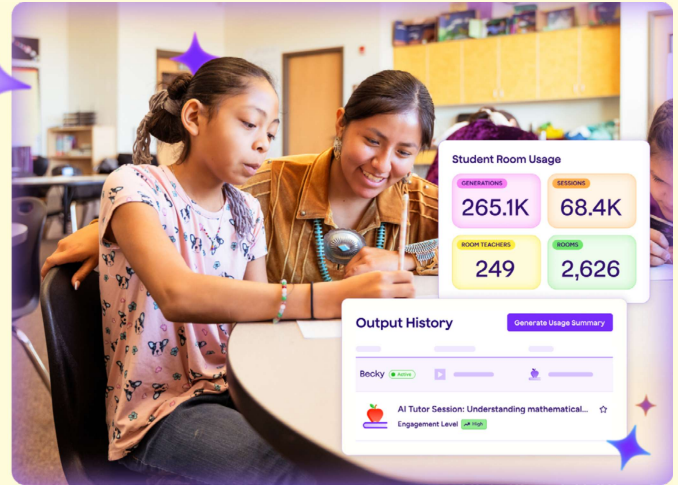
Tyler Consolidated Middle School – Principal

MAGiCSCHOOL®

MagicStudent

Where students learn to use AI the right way

AI is already part of students' world. We help students use it thoughtfully and safely in ways that strengthen learning.



Students use AI to support:



Writing and revision



Research and study skills



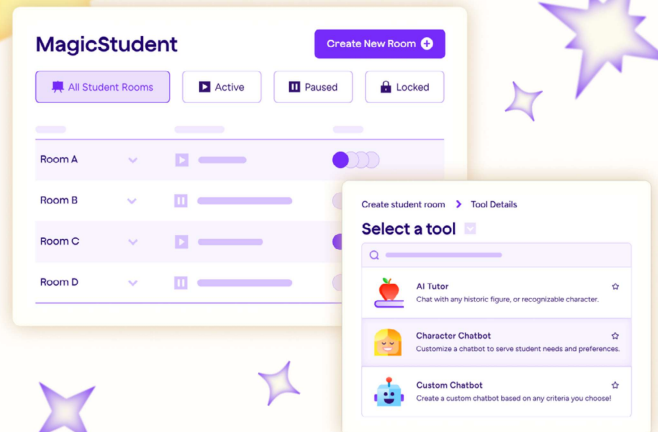
Language learning



Creative projects



Skill practice



Teachers choose which tools are used and when. MagicStudent encourages critical thinking and creativity while helping students build skills for the future.

Loved by millions of educators.
Trusted by schools nationwide.





Why this matters

As AI becomes more common, students need to know how to use it well. With MagicStudent, students learn to:

- **Ask better questions**
- **Evaluate AI responses thoughtfully**
- **Use emerging tools responsibly**
- **Build skills for college and their careers**

MagicStudent is a secure AI platform built specifically for K–12 classrooms. We know families want students to be both prepared and protected. MagicStudent is designed to do both.



Student safety comes first

MagicStudent was designed specifically for schools, with multiple layers of protection.

- **Designed for classroom learning and tied to academic goals**
- **Teacher oversight and classroom controls**
- **Built-in guardrails and content moderation**
- **Compliant with FERPA and COPPA**
- **Built for learning, not companionship**
- **Student data is encrypted and never used to train AI models**



To learn more, scan the QR code
or visit www.magicschool.ai/magicstudent
to see how students are building skills and using AI responsibly.

MAGICSCHOOL®



Tyler Consolidated Middle School MagicSchool AI Student Contract

I, _____, understand and agree to the following guidelines when using
(Student Name)
MagicSchool in our classroom:

1. Respectful Use of MagicSchool:

- I will use MagicSchool as a tool for learning and understand that it's here to help me with my studies.
- I will treat MagicSchool with respect, just like I would treat my classmates and teachers.

2. Responsible Behavior:

- I will use MagicSchool responsibly and follow the teacher's instructions on how to incorporate it into my learning.
- I understand that MagicSchool is a tool for education and will not use it for any inappropriate or non-educational purposes.

3. Privacy and Safety:

- I will be cautious about the information I share while using MagicSchool. I will not share personal information without checking with my teacher or a trusted adult.
- If I come across anything that makes me uncomfortable or seems unsafe while using MagicSchool, I will immediately inform my teacher.

4. Ethical Use of AI:

- I will follow the guidelines provided by the teacher on how to use AI ethically.
- I understand that AI is here to assist and enhance my learning experience, and I will use it in a positive and respectful manner.

5. Communication:

- I will communicate with my teacher and classmates about my experiences with MagicSchool.
- If I have any questions or concerns about MagicSchool, I will ask for help from my teacher or a trusted adult.

6. Learning and Improvement:

- I will use MagicSchool as a tool to enhance my learning and seek help when needed.
- I will share my thoughts on how MagicSchool is helping me learn better and how it can be improved.

I understand that by signing this contract, I am agreeing to follow these guidelines to ensure a positive and safe learning environment for myself and my classmates.

Student's Signature: _____

Date: _____



INTEGRATED Community Engagement Collaborative

Building strong, supportive communities for our youth, so they can thrive and be healthy.

Who We Are

The ICE Collaborative brings schools, families, and communities together to prevent youth substance use before it starts. Using collaborative strategies from the Icelandic Prevention Model, we create supportive environments where young people can thrive and be healthy.

Our Approach



Primary Prevention

We stop problems before they start. Working together with schools, families, and professionals, we focus on strengthening protective factors and reducing risk factors to create a healthy and safe social environment for youth.



Community Collaboration

Schools are a natural hub for communities, and it takes a village to prevent youth substance use. We bring together researchers, policymakers, practitioners, and the community at-large to work together as equal partners.



Local Data, Local Solutions

We don't impose solutions from outside. We empower communities to identify their own strengths and needs, make decisions, and take action. Based on real-time local data, each community designs their own solutions for their specific situation.



What We Do

The ICE Collaborative follows this simple 10-step process each year:

Form Coalition: Bring together community stakeholders

Secure Resources: Identify funding and volunteer support

Prepare Community: Explain the process and answer questions before starting

Collect Data: Conduct confidential annual student surveys

Engage Community: Invite community participation through meetings and conversation

Share Results: Present findings to community members

Plan Together: Use local data and community input to guide prevention strategies

Policy-to-Practice: Align local and school policies and programs to better reflect community -chosen goals

Take Action: Create positive environments that surround youth with supportive activities and opportunities

Repeat Annually: Continue learning and improving each year

When communities work together, real change happens.

"For me, this is the first thing that I've actually seen and witnessed in my community where **we're changing lives**, and we're changing the trajectory of things through prevention, and through engagement."

- Community Member, Davis et al.

Our Impact

The ICE Collaborative model works - and the numbers speak for themselves.

Decrease in Youth Substance Use

From 2019 - 2024, the ICE Collaborative worked with two West Virginia counties, surveying over 3,000 high school youth each year. In just five years, data has shown that fewer young people are using substances or starting substance use before the age of 13.

	Tobacco	E-Cigarette	Alcohol	Cannabis
Overall Substance Use	↓ 50% from 13% of all student respondents to 8%*	↓ 43% from 8% of all student respondents to 7%	↓ 38% from 19% of all student respondents to 13%	↓ 41% from 9% of all student respondents to 5%
Early Initiation (starting before age 13)	↓ 38% from 13% of all student respondents to 8%	↓ 12% from 8% of all student respondents to 7%	↓ 32% from 19% of all student respondents to 13%	↓ 44% from 9% of all student respondents to 5%

*Data represents approximately 3,000 students surveyed annually across two participating counties, from 2019-2023.

Added Value to Communities

Beyond preventing substance use, working with the ICE Collaborative brings lasting benefits to communities. Here is what our partner counties accomplished from 2019 - 2024:

\$5.1M+

Additional Funding Secured

16,811

People Reached through Meetings

47

New Prevention Programs Created

40

New Jobs Added

Get Involved

Ready to build a stronger, healthier community for your youth? Contact our team to learn more about the ICE Collaborative.

Jessica Coffman: jecoffman@hsc.wvu.edu
Dr. Alfgeir Kristjansson: Alkristjansson@hsc.wvu.edu
West Virginia Prevention Research Center
PO Box 9190, Morgantown, WV, 26506



ICE Collaborative