SUMMERSVILLE

ELEMENTARY SCHOOL

HANDBOOK



2026-2027

Mrs. Laura Young, Principal

Ms. DeAnna Chapman, Secretary

304 872 1421 (Phone) | 304 872 1444 (Fax)

Students' success in life begins at SES.
Less Than Nine You're Doing Fine,
Bears Show Up and Always Shine!

SES Bears

WELCOME AND OVERVIEW

WELCOME

Welcome to Summersville Elementary School, where we take pride in our dedicated and experienced staff, as well as our enthusiastic and curious learners.

At Summersville Elementary, we believe every student is entitled to a high-quality, equitable education. Our team—comprised of teachers, parents, support staff, and administrators—works together as a united family to ensure the safety, well-being, and academic success of all children. We strive to provide a learning environment that is both challenging and rewarding, helping students reach their fullest potential.

We believe it is the shared responsibility of the entire school community to empower our students with the creativity, critical thinking, and decision-making skills needed to thrive academically, socially, physically, and emotionally.

MISSION STATEMENT

Students' success in life begins at SES.



CORE BELIEFS

At Summersville Elementary School, we believe our students can achieve lifelong success through the collaborative efforts of students, staff, families, and the broader community. Together, we are committed to building a strong foundation for every child's future.

ATTENDANCE SLOGAN

LESS THAN NINE YOU'RE DOING FINE

BEARS SHOW UP AND ALWAYS SHINE.

SES Bears

STRATEGIC PLAN GOALS

STUDENTS' SUCCESS IN LIFE BEGINS AT SES.

1. ACADEMIC ACHIEVEMENT IN ELA AND MATH

Description:

By the end of the 2026-2027 school year, Summersville Elementary ELA proficiency rate will be 47% or higher in both ELA and math as determined by the WVGSA scores utilizing overarching school goals for progress monitoring from IXL. All students at Summersville Elementary will show at least a years worth of growth on IXL from the beginning of the year assessment to the end of the year assessments or be on grade level.

★ (2025-2026 data exceeds the target for this year showing to be 46% for ELA and 47% in math proficient which is higher than the 2027 target). The actual state target for SES by the end of 2027 is 42.36%

2. ATTENDANCE

Description:

SES will maintain a 93% or above monthly average of students present each month of the 2026-2027 school year. This current school year SES was above a 93% 7 out of the 10 months with an average attendance rate of 92.76% with the tenth month contributing to the drop. The first 9 months average was 94.15%. The overall 80% for the tenth month dropped our average significantly. This most likely is caused by the extension of the school year into June due to inclement weather days.

3. BEHAVIOR

Description:

SES will implement PBIS Tier I to 80% fidelity by the end of 2026-2027 school year. Currently, SES is 65% proficient.

★ LESS THAN NINE YOU'RE DOING FINE, ★

BEARS SHOW UP AND ALWAYS SHINE!

SES Bears CONTACT INFORMATION

SUMMERSVILLE ELEMENTARY SCHOOL

Nicholas County Schools, West Virginia

Principal:
Laura Young

School Secretary:
Deanna Chapman

School Nurse:
Martha Roop

School Counselor:
TBA

School Social Worker:
Natasha Tucker

Address:
108 McKees Creek Rd
Summersville, WV 26651

Phone:
(304) 872-1421

Fax:
(304) 872-1444

Website:
https://ses.nich.k12.wv.us

NICHOLAS COUNTY BOARD OF EDUCATION

400 Old Main Drive
Summersville, WV 26651

Phone: (304) 872-3611

Website: https://boe.nich.k12.wv.us/

LESS THAN NINE YOU'RE DOING FINE,
BEARS SHOW UP AND ALWAYS SHINE!

SES Bears STAFF DIRECTORY

Stronger Together. Better Every Day.



ROOM NUMBER	TEACHER	ASSIGNMENT	SECOND ADULT: AIDE / NURSE / SOCIAL WORKER / COUNSELOR
1.			
2.			
3.	Priscilla Jamison pjamison@k12.wv.us	GATE/ESL	
4.			
5.	Leslie Gibson leslie.gibson@k12.wv.us	Fifth	
6.	Betsy Strickland bstrickland@k12.wv.us	Special Education	Jackie Knight- floating SPED Aide jackie.knight@k12.wv.us
7.	Abigail Hoover abigail.walton@k12.wv.us	Fifth	
8.	DATA Work Room / Meeting Room		
9.	Shannon LeRose slerose@k12.wv.us	Fourth	
10.	Jeffrey Anderson jeffrey.s.anderson@k12.wv.us	Fourth	
11.	Amanda Gooch amanda.gooch@k12.wv.us	SPED /Vision / Hearing	
12.	Katelynn Talbert	Special Education	Angel Jones SPED Aide angel.jones@k12.wv.us
13.	Maria Spurlock maria.spurlock@k12.wv.us	Third	Ashley Holley – Aide ECCAT ashley.holley@k12.wv.us
14.	Emily Tacadena emilymegan.tacadena@k12.wv.us	Third	Tina Brown – Aide ECCAT t.brown@k12.wv.us
15.	Deanna Chapman ddamick@k12.wv.us	Clerk	
16.	Laura Young lmyoung@k12.wv.us	Principal	
17.	Natasha Tucker natasha.tucker@k12.wv.us TBA Martha Roop mroop@k12.wv.us	Social Worker School Counselor School Nurse	
18.	Kelly Thompson kdthompson@k12.wv.us	Second	Rita Hanshaw - Aide ECCAT rhanshaw@k12.wv.us
19.	Brandy Crawford brandy.crawford@k12.wv.us	Special Education	Angel Jones SPED Aide angel.jones@k12.wv.us

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ROOM NUMBER	TEACHER	ASSIGNMENT	SECOND ADULT: AIDE / NURSE / SOCIAL WORKER / COUNSELOR
20.	Nikki Swiger raevin.swiger@k12.wv.us	Second	Tamera Brown – Aide ECCAT tamera.brown@k12.wv.us
21.	STEM Lab		
22.	Erin Thomas eethomas@k12.wv.us	Art	
23.	Clothing Closet		
24.	Miranda Thomas miranda.thomas@k12.wv.us	Library Family Engagement	
25.	Tammy Rader tammy.j.rader@k12.wv.us	Special Education	Rebel Deitz – SPED Aide rebel.deitz@k12.wv.us Rebecca Johnson – SPED Aide rebecca.johnson@k12.wv.us Adonnica Keiffer - SPED Aide adonnica.keiffer@k12.wv.us
26.	GYM		
27.	Kathee Dorsey kdorsey@k12.wv.us	PE/ Health	
28.	Kelly Aldridge kaldridge@k12.wv.us	Kindergarten	Alicia Keiffer – Aide ECCAT akeiffer@k12.wv.us
29.	Cassie Blair cblair.hs@ncapwv.org	Headstart Preschool	Alyson Childers - Aide ECCAT Headstart achilders.hs@ncapwv.org
30.	Christi Weidensall christina.weidensall@k12.wv.us	First	Amanda Woodall – Aide ECCAT amanda.woodall@k12.wv.us
31.	Ann Tinnel atinnel.hs@ncapwv.org	Headstart Preschool	Beth Childers -Aide ECCAT Headstart bchilders.hs@ncapwv.org
32.	Sandy Demoss sandy.demoss@k12.wv.us	First	Angie Miller – Aide – ECCAT angela.miller@k12.wv.us
33.	Amanda Hanks amanda.hanks@k12.wv.us	Kindergarten	Tami Kiser- – Aide – ECCAT tamara.kiser@k12.wv.us
34.	Theresa Dennison	STC Literacy	Ashley Murphy- Aide ECCAT ashley.murphy@k12.wv.us
35.			
36.	Julia Stull julia.stull@k12.wv.us Jenna Bishop jenna.bishop@k12.wv.us Kylie Price	Pre-K SPED Itinerant Occupational Therapist	

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BEARS SHOW UP AND ALWAYS SHINE!

SES Bears STAFF DIRECTORY

Stronger Together. Better Every Day.



ROOM NUMBER	TEACHER	ASSIGNMENT	SECOND ADULT: AIDE / NURSE / SOCIAL WORKER / COUNSELOR
37.	Ann Bishop Physical Therapist	Physical Therapist	
	Andrea Brogan abrogan@k12.wv.us Amy Cowan acowan@k12.wv.us	Speech Therapist Itinerant	
38.	Susan Withee swithee@k12.wv.us	Pre-k	Kathy McCutcheon – Aide ECCAT kathryn.mccutcheon@k12.wv.us
39.	Julie Blankenship jablankenship@k12.wv.us	Pre-k	Charlene Morriston- Aide ECCAT charlene.morriston@k12.wv.us
40.	Therapy Room		
41.	Leta Boggs Puff lmberry@k12.wv.us Rosemary Miller rosemary.miller@k12.wv.us Zach Whitlock zach.whitlock@k12.wv.us	Kitchen Manager Kitchen Kitchen	
43.	Cafeteria		
	Annetta Hanks annetta.hanks@k12.wv.us Ethan Lilly ethan.lilly@k12.wv.us Courtenay Richmond courtenay.richmond@k12.wv.us	Day Shift Custodian Evening Shift Custodian Evening Shift Custodian	

LESS THAN NINE YOU'RE DOING FINE,
BEARS SHOW UP AND ALWAYS SHINE!

SES SUMMERSVILLE ELEMENTARY FLOOR PLAN

Playground / Courts / Field



Storage Building

Playground Drive

Clinic Parking SES Morning Drop off Parking

Camden Family Health Clinic

Walkway

UPPER LEVEL

Door 9 | Door 10 | Door 11 | Door 12 | Door 13 | Door 14

PE Office | Staff Rest Room | Room 24 Library | Room 24 & Art /Science | Room 20 2nd Grade | Room 18 1st Grade | Room 16 2nd Grade | Room G3 Girls | Room B3 Boys | Room 15 Principal | Room 14 3rd Grade | Room 1 SPED | Room 12 SPED

Door 8 | Gym Room 26 | AED / Stop the Bleed

Room 25 Monitored Contained SPED | Video Self-Pantry | Room 23 Clothing Pantry | Room 21 | Room 19 SPED | Copy Room | Room 17 | Main Entrance Door 1 | Custodial Room 15 A & B | Staff Room 13 A&B | Room 13 3rd Grade | Room 11 SPED | Room 10 4th Grade

AED / Stop the Bleed is on the wall in the hallway between Room 20 and Room 22

Lift Panel - Rooms 11 and 15. Walk to the stairs in Basement Lower Level.

Basement Lower Level 44 Room | Room Boiler | Room G2 Girls | Room B2 Boys | Room 9 4th Grade

Door 7 | Room 29 Headstart Preschool | Room 31 Headstart Preschool | Room 33 Kindergarten | Room 35 STC | Stairs

Stairs | Room 28 Kindergarten | Room 30 1st Grade | Room G4 Girls | Room B4 Boys | Room 32 1st Grade | Room 34 STC | Stairs | Room 7 5th Grade | Room 8 Meeting Room

Room 5 5th Grade | Room 6 SPED | Door 15

LOWER LEVEL

Room 42 Bathroom | Room 40 | Room 38 PreK | Room 36 PT/OT

Room 43 Cafeteria | Stairs | Door 7 | Door 2

Room 41 Kitchen | Laundry/ Electrical | Custodial Closet | Room 39 PreK | Room 37 SPEECH | Stairs

Door 6 | Door 5 | Door 3 | Door 3

Main Entrance Door 1

Parking / Handicap Parking

LOWER LEVEL

Room G1 Girls Employee | Custodial Closet

Room B1 Boys | Room 4

Room 3 | Stairs

Room 1 | Room 2

Door 16

Side Walk

Side Walk

Student Drop Off Lane / Parent Pick Up Lane PK - 1st grade and siblings

Curb No Crossing | Pedestrian Crossing | Curb No Crossing | Pedestrian Crossing | Curb No Crossing | Pedestrian Crossing | Curb No Crossing

Grade School Lane / Parent Pick Up Lane 2-5



Soccer / Baseball Fields

SES

STRONGER TOGETHER.
BETTER EVERY DAY.

SUMMERSVILLE ELEMENTARY FLOOR PLAN

UPPER LEVEL & LOWER LEVEL

SES Bears

Storage Building

Camden Family Health Clinic

Clinic Parking SES Morning Drop off Parking

WALKWAY

UPPER LEVEL

Door 9 | Door 10 | Door 11 | Door 12 | Door 12 | Door 13 | Door 14

PE Office | PE Storage | Room 24 Library | Room 22 Art / Science | Room 20 2nd Grade | Room 18 1nd Grade | Room 12 1st Grade | Room 12 2nd Grade | Room G3 Girls | Room B3 Boys | Room 16 Principal | Room 14 3rd Grade | Room 12 SPED

Door 8

Gym Room 26

AED / Stop the Bleed

Room 25 Monitored Contained SPED | Video Self-Pantry | Room 23 Clothing Pantry | Room 21 | Room 19 SPED | Copy Room | Room 17 | Main Entrance Door 1 | Custodial Room 15 A & B | Stairs Room 44 BR | Room 13 3rd Grade | Room 11 SPED | Room 10 4th Grade | Room 9 4th Grade | Stairs | Room 8 Meeting Room | Room 6 SPED

AUD / Stop the Bleed is on the wall in the main hall between Room 20 and Room 22

Lift Panel - Rooms 11 and 15. Walk to the stairs in Basement Lower Level.

Basement Lower Level Room 44 Rom | Room Boiler | Room G2 Girls | Room B2 Boys | Room 7 5th Grade | Room 5 5th Grade

Room 29 Headstart Preschool | Elec. | Shower | Room 31 Headstart Preschool | Room 33 Kindergarten | Room 35 STC

Stairs | Room 28 Kindergarten | Closet | Room 30 1st Grade | Room G4 Girls | Room B4 Boys | Room 32 1st Grade | Room 34 STC | Stairs

Door 15

LOWER LEVEL

Room 42 Bathroom | Mech | Boil | Room 40 | Room 38 PreK | Room 36 PT/OT

Door 7 | Stairs | Room 43 Cafeteria | Door 2

Room 41 Kitchen | Laundry/ Electrical | Custodial Closet | Room 39 PreK | Room 37 SPEECH | Stairs

Door 6 | Door 5 | Door 3 | Door 3

Main Entrance Door 1

Parking / Handicap Parking

LOWER LEVEL

Room G1 Girls Employee Restroom | Room B1 Boys | Room 3 | Room 1 | Custodial Closet | Room 4 | Stairs | Room 2

Door 16

Side Walk

Side Walk

STRONGER TOGETHER.
BETTER EVERY DAY.

SES

SES BEARS

II. GENERAL SCHOOL INFORMATION



LESS THAN NINE YOU'RE DOING FINE, BEARS SHOW UP AND ALWAYS SHINE!

STUDENTS' SUCCESS IN LIFE BEGINS AT SES.

SCHOOL HOURS & DAILY SCHEDULE

To ensure a safe and structured learning environment, Summersville Elementary School follows the schedule below. Please review this information carefully and help your child arrive on time each day.

DOORS OPEN: 7:15 AM

PARENT DROP-OFF: 7:15 AM – 7:45 AM

INSTRUCTIONAL DAY BEGINS: 7:45 AM

- Students are considered tardy after 7:45 AM
- Students must be signed in at the office if arriving late

GRAB AND GO BREAKFAST: 7:15 AM – 8:00 AM

- Students may eat in the classroom after arrival

BELL-TO-BELL INSTRUCTION: 7:45 AM – 2:30 PM

- Students must remain in class for the full instructional day unless signed out by a parent or guardian at the main office.
- Students are considered tardy if they leave before 2:30 PM

BUS DISMISSAL: 2:30 PM

PARENT PICK-UP: Begins after bus dismissal at approximately **2:35 PM**

LUNCH SCHEDULE (3 ROTATIONS)

FIRST LUNCH	10:25 – 10:55 AM
SECOND LUNCH	11:10 – 11:40 AM
THIRD LUNCH	11:55 – 12:25 PM

DISMISSAL & PICK-UP

BUS DISMISSAL: 2:30 PM

PARENT PICK-UP:
Begins after bus dismissal at approximately **2:35 PM**

STAFF HOURS

STAFF ARRIVAL TIME: 7:10 AM

STAFF DISMISSAL TIME: 3:10 PM

Every Day.
Every Student.
Every Opportunity.

SES

STUDENTS' SUCCESS IN LIFE BEGINS AT SES.

SES Bears

STUDENTS' SUCCESS IN LIFE BEGINS AT SES.

LESS THAN NINE YOU'RE DOING FINE, BEARS SHOW UP AND ALWAYS SHINE!



ARRIVAL AND DISMISSAL PROCEDURES

MORNING ARRIVAL
(PARENT DROP-OFF: 7:15 AM – 7:45 AM)



Students who are dropped off by a parent or guardian in the morning must enter the building through Door 7, beginning at 7:15 AM and continuing until 7:45 AM.

Students arriving after 7:45 AM will be marked tardy. *Please note: Tardiness may impact eligibility for certain attendance-based incentive celebrations.*

Any student arriving after 7:45 AM must be escorted into the building by a parent/guardian through the main entrance, where they will need to be signed in at the office.

To promote independence and maintain building security, parents/guardians are not permitted to walk students to class, unless prior approval has been granted by school administration due to extenuating circumstances.

School staff members are stationed in hallways to monitor arrival and provide assistance to students as needed.



SES

Every Day. Every Student. Every Opportunity.

★ WE ARE SES BEARS! ★

PARENT DROP OFF ROUTE

LESS THAN NINE YOU'RE DOING FINE, BEARS SHOW UP AND ALWAYS SHINE!

DOOR 7 IS MARKED WITH THE RED ARROW.

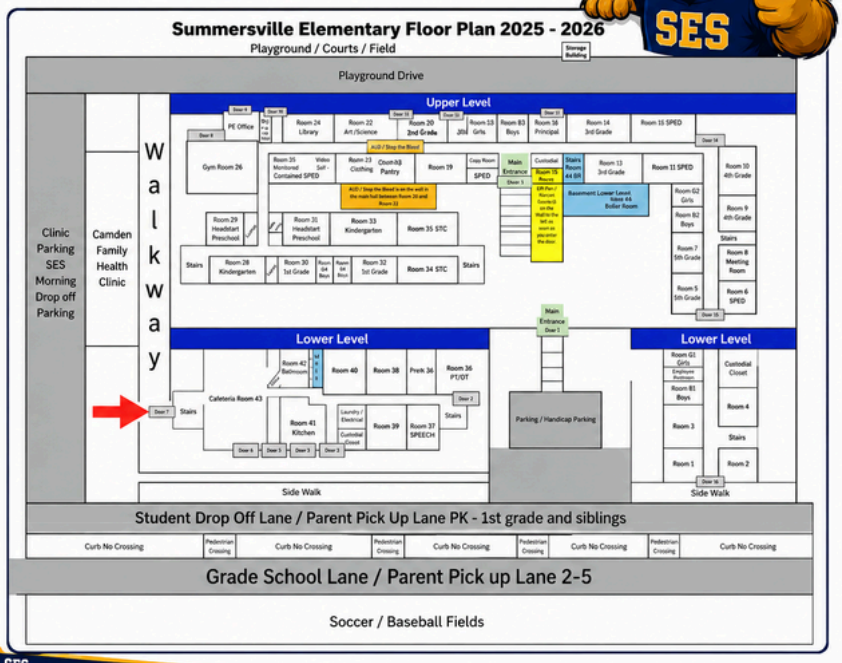
Parents this is the new entry door for students who are not bussed to SES. This will allow you two options for drop off.

OPTION 1:

Parent stops and the student walks in from vehicle unescorted by an adult. SES staff are present to oversee.

OPTION 2:

Parent parks in Clinic parking circle and walks their child to door 7. Preschool parents must use this option to sign their child in.



SES

★ STUDENTS' SUCCESS IN LIFE BEGINS AT SES.

BUS / HANDICAP DROP OFF ROUTE

LESS THAN NINE YOU'RE DOING FINE, BEARS SHOW UP AND ALWAYS SHINE!

OPTION 2:

★ **DOOR 10 – BUS ENTRANCE**

- This is the designated entrance for all buses.

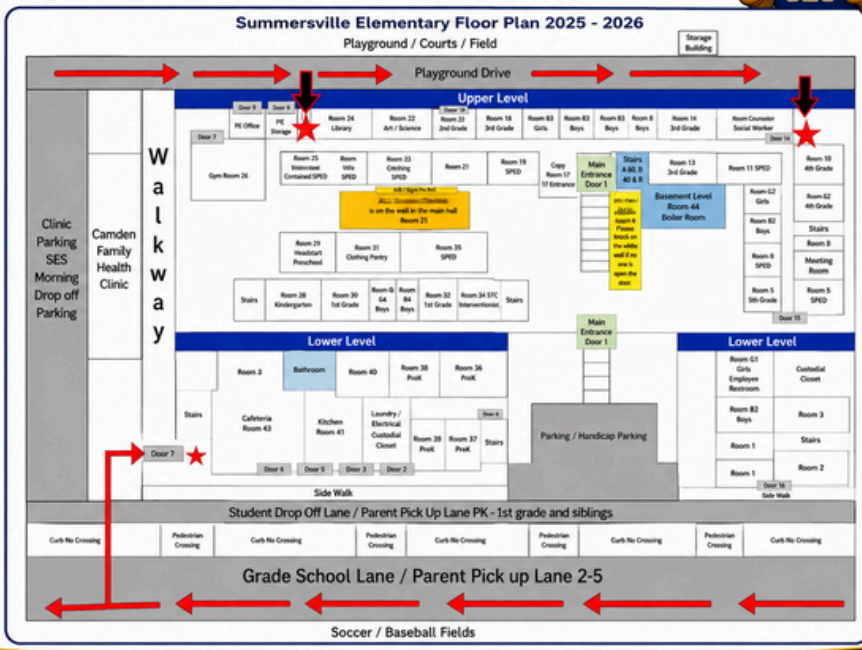
★ **DOOR 10 OR DOOR 15 – HANDICAP ENTRANCE**

- Handicap accessible entrances are available at Door 10 and Door 15.

PARENT / GUARDIAN ROUTE

- Parent / guardian walks their child to door 10 or door 14 based on location desired in building.

Students' success
★ IN LIFE BEGINS AT SS. ★



★ STUDENTS' SUCCESS IN LIFE BEGINS AT SS. ★

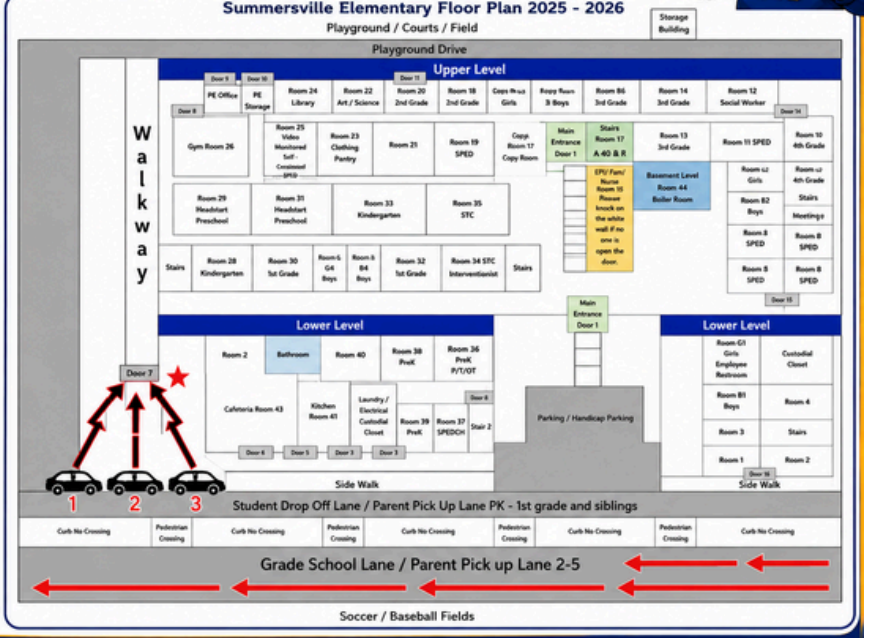
PARENT DROP OFF ROUTE OPTION 1

LESS THAN NINE YOU'RE DOING FINE,
BEARS SHOW UP AND ALWAYS SHINE!

OPTION 1:

- Door 7 - Student Morning Entrance
- Parent stops and the student walks in from vehicle unescorted by an adult. SES staff are present to oversee.
- This allow space for 3 vehicles to unload at one time in the spaces marked 1, 2, and 3. Look at the images of the car on the map to your right.
- When exiting the line you must look to your left and yield to traffic in the left lane of the school.
- Black Arrow with Red Outline - Student Walking Path
- Red Arrow - Vehicle path.

Students' success
IN LIFE BEGINS AT SES.



STUDENTS' SUCCESS IN LIFE BEGINS AT SES.

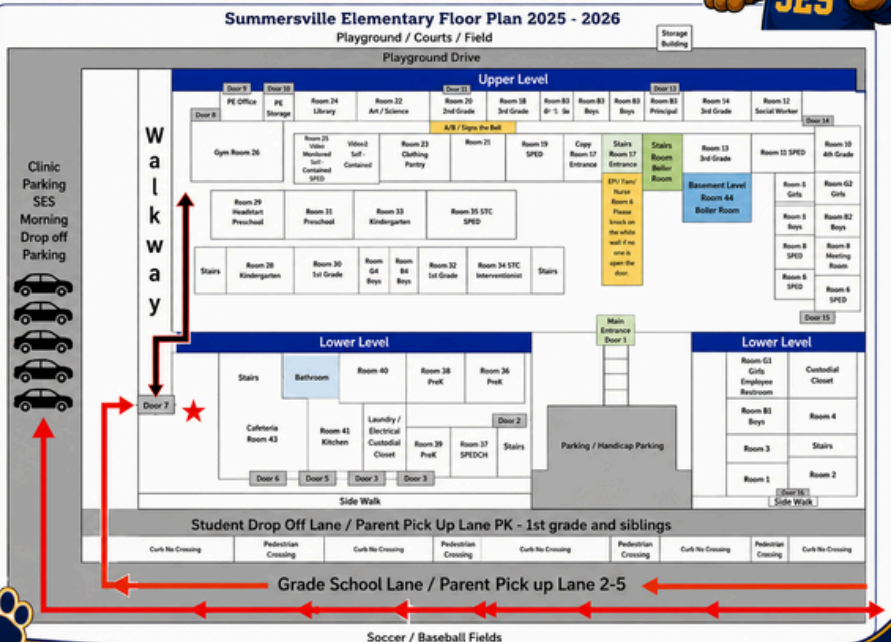
PARENT DROP OFF ROUTE OPTION 2

LESS THAN NINE YOU'RE DOING FINE,
BEARS SHOW UP AND ALWAYS SHINE!

OPTION 2:

- Door 7 – Student Morning Entrance
- Parent / guardian parks in Clinic parking circle.
- Parent / guardian walks their child to door 7.
- Preschool parents must use this option to sign their child in.
- Black Arrow with Red Outline – Student Walking Path
- Red Arrow – Vehicle Path

Students' success
IN LIFE BEGINS AT SES.



BUS DISMISSAL

SUMMERSVILLE ELEMENTARY SCHOOL FLOOR PLAN

SES Bears





BUS LOADING PROCEDURES:

- Bell rings at 2:30.
- Aides are assigned bus numbers for students in kindergarten and first.
- Aides will escort all students in kindergarten and first to their assigned bus number they represent.
- All students riding bus 160 will report to door 14 and load.
- All busses will load at the same time just at different doors.
- Bus line up TBA

PLEASE REMEMBER:

Safety is our priority! Thank you for helping us make dismissal smooth and safe for everyone.

Upper Level

Door 9 — PE Storage

Door 10 — Room 24 Library | Room 22 Art / Science | Room 21 At / Science

Door 11 — Room 20 2nd Grade

Door 13 — Room G3 Girls | Room B3 Boys

Room 14 3rd Grade

Door 14 — Room 12 12 Counselor Social Worker

WALKWAY

Door 8 — Gym Room 26 | Room 25 Video Monitored Self - Contained SPED | Room 23 Clothing Pantry | Room 21 SPED | Room 19 SPED

ALL STOP: The Bell is on the wall in the main hall between Room 41 and Room 22

Main Entrance Door 1 | Care 2 Custodial Room 15 Girls | Room 13 3rd Grade

EPI/Fam/ Nurse Room 6 Please knock on the white wall if no one is open the door.

Basement Level Room 44 Boiler Room

Door 14 — Room 13 3rd Grade | Room 11 SPED | Room 10 4th Grade | Room G2 Girls | Room B2 Boys | Stairss | Stairse | Moom 8 Mlocimg Roo | Room 7 5th Grade | Room 5 5th Grade

Room 29 Headstart Preschool | Room 31 Headstart Preschool | Room 33 Kindergarten | Room 35 SPED

Stairs | Room 28 Kindergarten | Room 30 1st Grade | Room G4 Boys | Room B4 Boys | Room 32 1st Grade | Room 34 Interventionist | Stairs

Door 15

Lower Level

Stairs | Bathroom | Room 40 | Room 38 PreK | Room 36 PreK

Door 7 — Cafeteria Room 43 | Kitchen Room 41 | Laundry / Electrical Custodial Closet

Door 2 — Room 39 PreK | Room 37 PreK | Stairs

Parking / Handicap Parking

Door 6 | Door 5 | Door 3 | Door 3

Side Walk

Lower Level

Room G1 Girls Employee Restroom | Custodial Closet

Room B1 Boys | Room 4

Room 3 | Stairs

Room 1 | Room 2

Door 16

Side Walk



ALL STUDENTS RIDING BUS 160 WILL REPORT TO DOOR 14 AND LOAD.

ALL BUSSES WILL LOAD AT THE SAME TIME JUST AT DIFFERENT DOORS.

BUS LINE UP TBA

LESS THAN NINE YOU'RE DOING FINE, BEARS SHOW UP AND ALWAYS SHINE!



VEHICLE PICK UP

SUMMERSVILLE ELEMENTARY FLOOR PLAN 2025 - 2026

PLAYGROUND / COURTS / FIELD



SES BEARS

Storage Building

CLINIC PARKING

SES MORNING DROP OFF PARKING

CAMDEN FAMILY HEALTH CLINIC

WALKWAY

UPPER LEVEL

Door 9 | Door 10 | Door 11 | Door 12 | Door 14

PE Storage | Room 24 Library | Room 22 Art / Science | Room 20 2nd Grade | Room 18 3rd Grade | Room B3 Girls Principal | Room 14 3rd Grade | Room 12 Counselor Social Worker

Door 6

Gym Room 26 | Room 25 Video Monitored Self - Contained SPED | Room 23 Clothing Pantry | Room 21 SPED | Room 19 SPED | Main Entrance Door 1 | Custodial Room 15 Girls | Room 11 1 SPED | Room 10 4th Grade

Room G2 Girls | Room B2 Boys | Stairs | Room 8 Meeting Room | Room 7 5th Grade | Room 6 SPED

ALL STOP: The Bell is on the wall in the main hall between Room 41 and Room 22

EPI/ Fam/ Nurse Room 6 Please knock on the white wall is open the door.

Basement Level Room 44 Boiler Room

Room 29 Headstart Preschool | Room 31 Headstart Preschool | Room 33 Kindergarten | Room 35 SPED

Stairs | Room 28 Kindergarten | Room 30 1st Grade | Room G4 Boys | Room B4 Boys | Room 32 1st Grade | Room 34 Interventionist | Stairs

Door 18

LOWER LEVEL

Stairs | Bathroom | Room 40 | Room 38 PreK | Room 36 PreK

Door 7

Cafeteria Room 43 | Kitchen Room 41 | Laundry / Electrical Custodial Closet | Door 2 | Room 39 PreK | Room 37 PreK | Stairs

Door 6 | Door 5 | Door 3 | Door 3

SIDE WALK

PARKING / HANDICAP PARKING

LOWER LEVEL

Room G1 Girls Employee Restroom | Custodial Closet

Room B1 Boys | Room 4

Room 3 | Stairs

Room 1 | Room 2

Door 16

SIDE WALK

STUDENT DROP OFF LANE / PARENT PICK UP LANE PK - 1ST GRADE AND SIBLINGS

CURB NO CROSSING | PEDESTRIAN CROSSING | CURB NO CROSSING | PEDESTRIAN CROSSING | CURB NO CROSSING | PEDESTRIAN CROSSING | CURB NO CROSSING | PEDESTRIAN CROSSING | CURB NO CROSSING | PEDESTRIAN CROSSING

GRADE SCHOOL LANE / PARENT PICK UP LANE 2-5

RED ROUTE

2ND GRADE - 5TH GRADE

- Red Arrow — Vehicle Path
- Red Star — Student Exit Door

ORANGE ROUTE

PREK - 1ST GRADE

- Orange Arrows — Vehicle Path
- Orange Star — Student Exit Door

- Vehicle Path Around the Loop
- Enter / Exit for PreK - 1st Grade Pick Up Lane
- Student Exit Doors

AFTERNOON DISMISSAL

- The dismissal bell rings at 2:30 PM.
- Bus riders will be dismissed first and report immediately to their designated bus exit doors. Buses will be loaded and will depart from the school grounds promptly.
- Parent pick-up students (vehicle riders) will be dismissed after all buses have exited. They will report to the designated parent pick-up area.
- For safety reasons, no vehicle riders will be released until all buses have left campus.

LESS THAN NINE YOU'RE DOING FINE, BEARS SHOW UP AND ALWAYS SHINE!

BUS PROCEDURES

★ A Social Story for Students and Parents ★

SUMMERSVILLE ELEMENTARY

SES BEARS



When I ride the bus, I am safe.
When I follow the rules, everyone has a safe and happy ride!

1 GENERAL SAFETY EXPECTATIONS



- I treat the bus like a classroom. My behavior shows respect.
- Riding the bus is a privilege, not a right. Unsafe or disrespectful behavior can lead to disciplinary action or loss of bus privileges.
- I am on time at the bus stop. I arrive at least 10 minutes early.
- I wait safely and stand away from the road or street.
- I am kind and respectful to others at the bus stop.
- I form a single line as the bus approaches and wait until the bus has fully stopped.

2 BOARDING THE BUS



- I wait for the driver's signal before I go to the bus.
- I use the handrail and board calmly, one step at a time.
- I go directly to my seat.
- I sit facing forward with my feet on the floor.

3 WHILE RIDING THE BUS



- I follow the driver's instructions at all times.
- I stay seated and keep my hands, feet, and belongings to myself.
- I use respectful language. I do not yell, bully, or use profanity.
- I do not eat, drink, or chew gum (unless allowed by the school).
- I keep the aisle clear of backpacks, feet, and other items.
- I do not throw objects inside or out of the bus.
- I do not damage seats or other parts of the bus.

4 EXITING THE BUS



- I stay seated until the bus comes to a complete stop.
- I exit the bus calmly using the handrail.
- I move away from the bus promptly and safely.
- I cross the road only when the driver gives a clear signal and always in front of the bus.

BUS PRIVILEGES

Students riding the school bus must be aware that it is a privilege and can be lost.
All guidelines and rules can be found in WVDE Policy 4336.

DEAR PARENTS



Please review these expectations with your child and remind them that safe choices lead to a positive bus experience for all!

I can help make the bus a safe place by following the rules every day!

Thank you for helping me have a great ride to and from school!

SES

NICHOLAS COUNTY SCHOOLS STUDENT BUS PASS

PRINT CLEARLY: (Parents please read back of card)

This request is for: (check one) ☐ Morning run ☐ Evening run

on the date of: _____

This request is for _____ today only _____ as needed

on these days (M T W T F) Circle days

I hereby give permission for _____
(name of student)

to ride bus # _____ to: _____

Child will be in the care of: _____ Phone #: _____

Name of school that child attends: _____

Parent signature: _____ daytime phone number _____

Signature of School Secretary/Principal: _____

Note to office _____ Phone Call to office _____

Today's Date: _____

PARENTS: Please begin using this form to request that your child ride a different bus or get off a different stop other than his/her regular bus stop. Return this form to the school office. The office will verify the information and return this pass to your child at the end of the day. The child will then use this pass to give to the bus driver. Make sure all information is accurate and complete. Incomplete information may prevent your child from using this pass. If the designated person is not available at the time of drop-off, the CHILD WILL BE RETURNED TO THE SCHOOL FOR YOU TO PICK UP. You may request additional bus notes from your school. Schools are NOT REQUIRED TO ACCEPT BUS PASSES OVER THE PHONE.

BUS NOTES

All changes to your child's transportation must be turned in, in writing.

Students are to ride their assigned buses to and from school. If your child's bus route changes from the original route, you must send a YELLOW BUS NOTE. The only exceptions are emergencies.

If your child's transportation changes during the day, please DO NOT message teachers/staff on social media or Class Dojo to update transportation information, call the office.

It is difficult to notify students and teachers of evening dismissal changes. Please try to make arrangements prior to the beginning of the school day.

THANK YOU FOR HELPING US KEEP EVERY STUDENT SAFE!

PARENT COMMUNICATION

SUMMERSVILLE ELEMENTARY

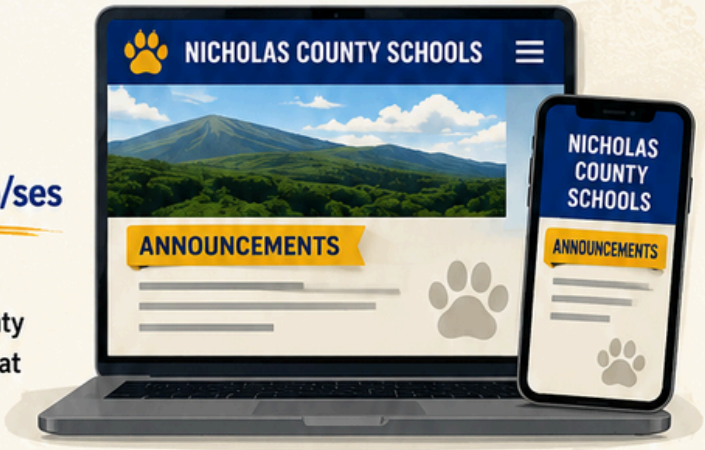
SES BEARS

Working Together. Staying Connected. Helping Students Succeed!

WEBSITE

We have a website:
https://boe.nich.k12.wv.us/o/ses

School closings and other countywide announcements are often on the county website. SES posts announcements that deal only with our school.



FORMS OF COMMUNICATION WITH SES

THE ONLY ACCEPTABLE FORMS OF COMMUNICATION WITH SES

- Summersville Elementary Website (announcements only)
- Class Dojo
- WVEIS Parent Portal
- Facebook (announcements only)
- All calls (announcement only)
- In-person
- Letters/Notes
- Phone Calls
- Emails
- Scheduled In-Person Meetings

Together, we can make a PAWSitive difference in the lives of our Bears!

ATTENDANCE POLICY

NC ATTENDANCE POLICY



NICHOLAS COUNTY ATTENDANCE SLOGAN:
"Attendance Matters:
9 Days or Less for School Success"

SUMMERSVILLE ELEMENTARY ATTENDANCE SLOGAN:
"Less than 9, You're Doing Fine –
Bears Show Up and Always Shine"

The West Virginia Board of Education and the Nicholas County Board of Education recognize that a direct relationship exists between students' daily school attendance and academic performance, graduation, and good work habits. This attendance policy promotes students' daily school attendance. Daily attendance is necessary for students to meet their schools' academic program standards as each day's learning builds on the work previously completed.

Please refer to the Attendance Policy on the Nicholas County Board of Education website.

When a student has been absent from school for a full day, any part of the day, or has been signed out, the student must bring a written signed note from their parent/guardian or a physician statement upon returning to school. Failure to bring the proper documentation for absences will result in the absence being recorded as unexcused. All unexcused absences over five days will result in the principal reporting the absences to the attendance director. Continued excessive unexcused absences could result in a court date in the presence of a prosecuting attorney.

NOTE

Notes from home are limited to ten per year. When sending a note to school regarding your child's absences, please include Student's Name, Student's Number, Grade, Reason for Absence, Date(s) of Absence, Date of Note, and Parent/Guardian Signature.

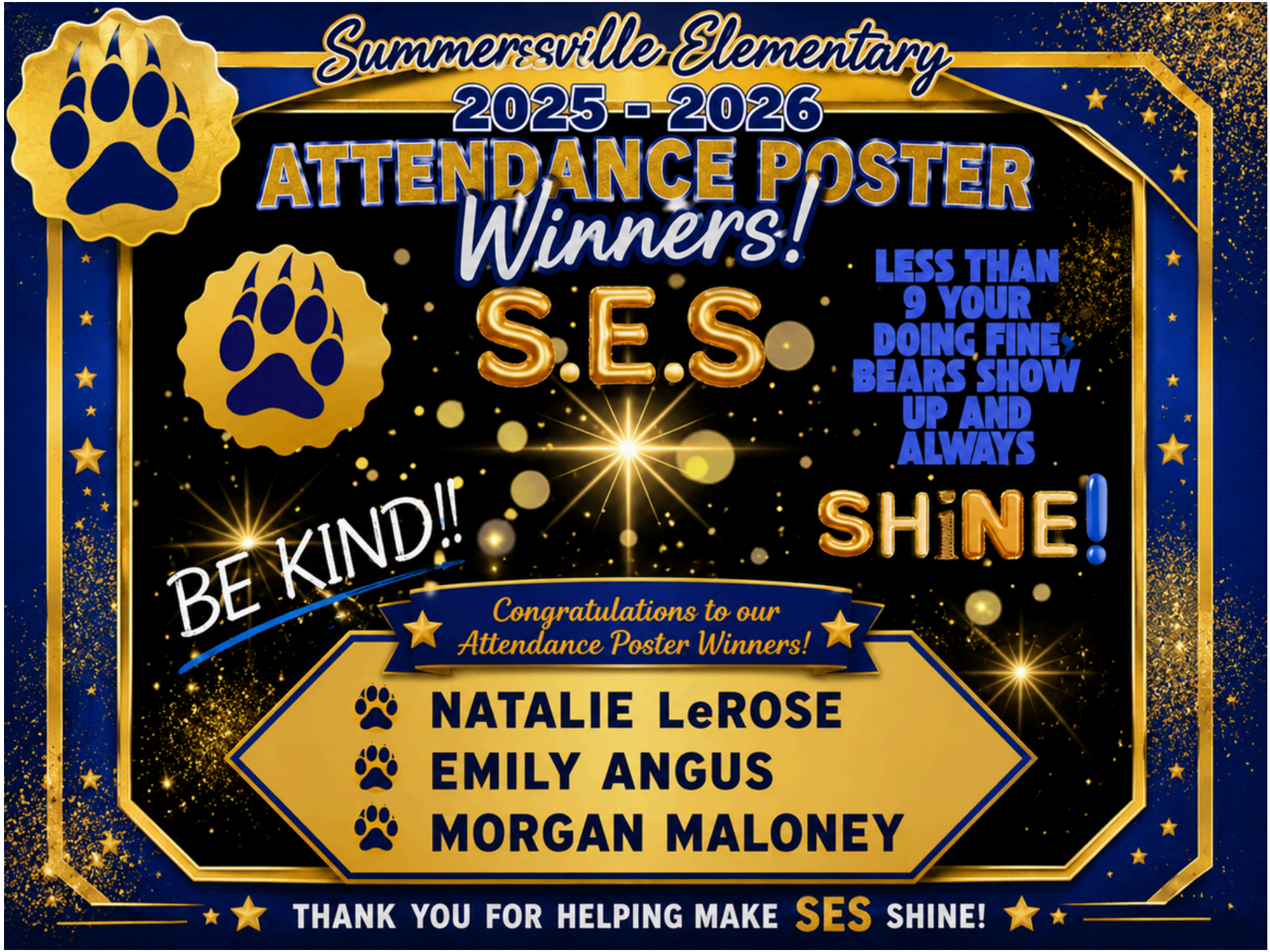
LEAVING EARLY/ARRIVING LATE

Leaving school early or arriving late throughout the school day will be coded in WVEIS as a tardy. Parents are encouraged to schedule dental and doctor appointments for after-school hours or during holiday vacations. Missing any part of class is counted as an absence or tardy regardless of check in or check out time.

ATTENDANCE ACTION STEPS (WHOLE SCHOOL)

- Attend & Win in every classroom.
- Attendance Poster Competition – more information to be announced.
- REPORT CARD A+ — Attendance Report Card – Sent out with regular report cards every nine weeks.

LESS THAN 9, YOU'RE DOING FINE – BEARS SHOW UP AND ALWAYS SHINE!


Summersville Elementary
2025 - 2026
ATTENDANCE POSTER
Winners!
S.E.S
LESS THAN 9 YOUR DOING FINE, BEARS SHOW UP AND ALWAYS
SHINE!
BE KIND!!
Congratulations to our Attendance Poster Winners!
NATALIE LeROSE
EMILY ANGUS
MORGAN MALONEY
THANK YOU FOR HELPING MAKE SES SHINE!

SES



Less Than Nine
You're Doing Fine,
Bears Show Up
and Always Shine.

Success in Life
Begins at SES.

Student Name: _____

Date of Absence: _____

Reason for Absence:

_____

_____

Parent/Guardian Signature: _____

SES



Less Than Nine
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Success in Life
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Student Name: _____

Date of Absence: _____

Reason for Absence:

_____

_____

Parent/Guardian Signature: _____

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Student Name: _____

Date of Absence: _____

Reason for Absence:

_____

_____

Parent/Guardian Signature: _____

SUMMERSVILLE ELEMENTARY

SCHOOL CALENDAR 2026-2027 SCHOOL YEAR

For Nicholas County Schools

Using Equivalent Time Option: YES WVEIS: 0062

Month	Monday	Tuesday	Wednesday	Thursday	Friday	Monday	Tuesday	Wednesday	Thursday	Friday	Monday	Tuesday	Wednesday	Thursday	Friday	Monday	Tuesday	Wednesday	Thursday	Friday	Monday	Tuesday	Wednesday	Thursday	Friday	Monday	Tuesday	Wednesday	Thursday	Friday	Monday	Tuesday	Wednesday	Thursday	Friday	Instructional Days	Professional Days (Not Taught Days)	Total Employee Days
AUGUST	P FS	CD 08/11	08/12	08/13	08/14	08/17	08/18	08/19	08/20	08/21	08/24	08/25	08/26	08/27	08/28	08/31	09/01	09/02	09/03	09/04																	17	3	20
SEPTEMBER	H 09/07	09/08	09/09	09/10	09/11	09/14	09/15	PL 09/16	09/17	09/18	09/21	09/22	09/23	09/24	09/25	09/28	09/29	09/30	10/01	10/02																	19	1	20
OCTOBER	10/05	10/06	10/07	10/08	10/09	PLH FS 09/17	10/13	10/14	10/15	10/16	10/19	10/20	10/21	10/22	10/23	10/26	10/27	10/28	10/29	10/30																	20	0	20
NOVEMBER	E 11/02	11/03	11/04	11/05	11/06	11/09	11/10	H 11/11	11/12	11/13	11/16	11/17	11/18	11/19	11/20	O 11/23	O 11/24	O 11/25	H 11/26	O 11/27	11/30	12/01	12/02	12/03													17	3	20
DECEMBER					12/04	12/07	12/08	12/09	12/10	12/11	12/14	12/15	12/16	12/17	PLH FS 12/18	O 12/21	O 12/22	O 12/23	O 12/24	H 12/25	O 12/28	O 12/29	O 12/30	O 12/31	H 01/01	PL 01/04	01/05	01/07	01/08	01/11	01/12						18	2	20
JANUARY			01/13	01/14	01/15	H 01/18	01/19	01/20	01/21	01/22	02/25	01/26	01/27	01/28	01/29	02/01	02/02	02/03	02/04	02/05	02/08	02/09															19	1	20
FEBRUARY		02/10	02/11	02/12	02/15	PLH FS 02/16	02/16	02/17	02/18	02/19	02/22	02/23	02/24	02/25	02/26	03/01	03/02	03/03	03/04	03/05	03/08	03/09															20	0	20
MARCH			03/10	03/11	03/12	03/15	03/16	03/17	03/18	03/19	03/22	03/23	03/24	03/25	03/26	O 03/29	O 03/30	O 03/31	OS 04/01	OS 04/02	04/05	04/06	04/07	04/08	04/09												18	2	20
APRIL	04/12	04/13	04/14	04/15	04/16	PLH FS 04/19	04/20	04/21	04/22	04/23	04/26	04/27	04/28	04/29	04/30	05/03	05/04	05/05	05/06	05/07																	20	0	20
MAY	05/10	05/11	05/12	05/13	05/14	05/17	05/18	05/19	05/20	05/21	05/24	PL 05/25	CD 05/26	P 05/27	TP 05/28	H 05/31	OS 06/01	OS 06/02	OS 06/03	OS 06/04																	12	8	20

Important Dates	
08/10/2026	First Day Employment Term
08/13/2026	First Day Instructional Term
08/13/2026	First Student Instruction
12/18/2026	Last Day First Semester
05/25/2027	Last Day Instructional Term
06/04/2027	Last Day Employment Term
10/02/2026	Last Day Second Month
12/16/2026	82nd Instructional Day
03/09/2027	130th Instructional Day
05/18/2027	175th Instructional Day

Faculty Senate	FS	6
08/10/2026	1st Meeting	
10/12/2026	2nd Meeting	
12/18/2026	3rd Meeting	
02/15/2027	4th Meeting	
04/19/2027	5th Meeting	
05/27/2027	6th Meeting	

Prof. Learning	PL(H)	5
09/16/2026	Full Day (1.0)	
10/12/2026	Half Day (0.5)	
12/18/2026	Half Day (0.5)	
01/04/2027	Full Day (1.0)	
02/15/2027	Half Day (0.5)	
04/19/2027	Half Day (0.5)	
05/25/2027	Full Day (1.0)	

School Holidays
West Virginia Code 18A-5-2
September 07, Labor Day
November 03, Election Day
November 11, Veterans Day
November 26, Thanksgiving Day
December 25, Christmas Day
January 01, New Years Day
January 18, Martin Luther King Jr.'s Birthday
May 31, Memorial Day

Non-instructional Days – Recap		
CD	3	Curriculum Development
P	2	Prep. for Opening/Closing Schools
TP	1	Teacher-Pupil-Parent Conference
OS	6	Outside School Environment
E	1	Primary/General Election
H	7	Holidays
PM	0	Professional Meeting
	20	Total Non-Instructional Days

Out-of-Calendar (Non-paid) Days		
O	15	Out-of-Calendar Days

Totals	20	200

Dates of Graduation

School	Nicholas County High School	Graduation Date	05/21/2027	School	Graduation Date
School	Richwood High School	Graduation Date	05/20/2027	School	Graduation Date
School		Graduation Date		School	Graduation Date
School		Graduation Date		School	Graduation Date
School		Graduation Date		School	Graduation Date

03/17/2026
Date

Scott Cochran
Name of County Superintendent

LESS THAN 9, YOU'RE DOING FINE – BEARS SHOW UP AND ALWAYS SHINE!

NICHOLAS COUNTY SCHOOLS
2026–2027
CALENDAR HIGHLIGHTS

NICHOLAS COUNTY
SCHOOLS

FIRST DAY OF SCHOOL
Thursday, August 13

SCHEDULED LAST DAY OF SCHOOL
Monday, May 24

PD/FS DAYS
(NO SCHOOL FOR STUDENTS)

- Wednesday, September 16
- Monday, October 12
- Friday, December 18
- Monday, January 04
- Monday, February 15
- Monday, April 19
- Tuesday, May 25

OSE DAYS
(NO SCHOOL UNLESS NEEDED TO MAKE UP FOR MISSED TIME)

- Thursday, April 1
- Friday, April 2
- Tuesday, June 1
- Wednesday, June 2
- Thursday, June 3
- Friday, June 4

HOLIDAYS & BREAKS
(NO SCHOOL)

- Monday, September 7 ~ Labor Day
- Tuesday, November 3 ~ Election Day
- Wednesday, November 11 ~ Veteran's Day
- Monday, November 23-Friday, November 27 ~ Thanksgiving Break
- Monday, December 21-Friday, January 1 ~ Winter Break
- Monday, January 18 ~ MLK Day
- Monday, March 29-Friday, April 2 ~ Spring Break
- Monday, May 31 ~ Memorial Day

GRADUATIONS

- Thursday, May 20 ~ Richwood High School
- Friday, May 21 ~ Nicholas County High School

FIRST DAY OF PRE-K
THURSDAY, AUGUST 20



LESS THAN 9, YOU'RE DOING FINE –
BEARS SHOW UP AND ALWAYS SHINE!

SES Bears

VISITORS

AT SUMMERSVILLE ELEMENTARY SCHOOL



At Summersville Elementary School, the safety and security of our students and staff are our highest priorities. To help maintain a safe learning environment, SES operates as a **Closed Campus** during the school day.

MAIN ENTRANCE



All visitors are required to enter the building through the main entrance using the visual entry system located outside the front doors. Please ring the doorbell and wait for a staff member to verify your identity and grant access to the building.

CHECK IN



Once admitted, all visitors must report directly to the main office to sign in, present identification if requested, receive a visitor badge, and state the purpose of their visit. Visitor badges must be worn and remain visible while in the building and returned to the office before leaving campus.

To minimize disruptions to classroom instruction and maintain a secure environment, visitors should remain in their approved destination unless accompanied by a staff member. Parents and guardians who need to deliver items to students, check students in or out, or conduct school business should do so through the main office.

For the privacy and safety of our students, student restrooms are reserved exclusively for student use. Adult restroom facilities are available for visitors upon request through the main office.

We appreciate your cooperation in following these procedures. By working together, we help ensure that Summersville Elementary School remains a safe, welcoming, and positive learning environment where **Students' Success in Life Begins at SES.**

LESS THAN 9, YOU'RE DOING FINE – BEARS SHOW UP AND ALWAYS SHINE!

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EMERGENCY PROCEDURES CARD





All students **MUST** have an emergency procedures card (Green Card) signed by the parent or guardian and on file in the office.



Please notify the office staff immediately of address and phone number changes as well as adults authorized to sign your child out from school.



Contact information listed on the green card is used to contact parents regarding inclement weather, attendance, transportation changes, or accidents at school.

LESS THAN 9, YOU'RE DOING FINE –
BEARS SHOW UP AND ALWAYS SHINE!

SES Bears

EMERGENCY DRILLS



Each classroom teacher will explain proper procedures for executing emergency drills. Students are to remain quiet and together during all drills. Drills will be conducted throughout the school year to permit the student to become familiar with the codes and drills for the student's safety. All students that are present will participate in the drill as instructed.

LOCKDOWN
Lockdown Information

EVACUATION
Evacuation Information

EVACUATION SPECIAL NEEDS PLANNING
Evacuation-Special-Needs Information

SEVERE WEATHER/TORNADO
Severe-Weather-Tornado Information

MEDICAL EMERGENCY
Medical-Emergency Information

SHELTER IN PLACE/EVACUATION
Shelter In Place Information

FIRE
Fire Drill Information

LESS THAN 9, YOU'RE DOING FINE –
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SES Bears

BREAKFAST & LUNCH





Grab-N-Go Breakfast will be served daily in the cafeteria for the students to eat in their classroom beginning at 7:15 AM.

Breakfast is free of charge.



Lunch will be free of charge for all students.



Extra Milk can be purchased for $0.35.

Adult meals for are Breakfast $4.82 and Lunch $6.42 when invited to eat.

Thank you for supporting our school!

LESS THAN 9, YOU'RE DOING FINE – BEARS SHOW UP AND ALWAYS SHINE!

SES Bears

NON-TRADITIONAL INSTRUCTIONAL DAYS

SNOW PACKETS



The county all-call will specify when it is a **Non-Traditional Instructional Day.**

PRE K:

The pre-K students have a parent activity calendar. The parent activity calendar has multiple academic, social, and gross motor skills on it. Each day, students choose three activities from the calendar. Activities include reading with an adult, counting objects, letter practice with multi-media, sorting objects, dancing, singing, etc. Teachers will be available for questions or assistance through Class Dojo and email.



KINDERGARTEN – 5TH GRADES

Students will be provided with work packets via paper or class dojo instructions for ELA, Math, Art, Science, and Physical Education. Teachers will communicate with students and parents using email, class dojo, and school phone (if available in person at the school).

General Education teachers will provide standards aligned assignments for ELA and Math. This could include videos, skills practice, projects, questions and answers, reading assignments, choice boards, experiments etc. The General Education teacher will make sure all accommodations and modifications are made for the assignment per SAT, 504, IEP.

Special Education will work with the general education teacher to provide modifications and accommodations for the students. Special Education teachers will send home packets to focus on critical goals on the IEP.

Physical Education teacher will provide physical activities or health assignments.

Art will provide an art activity.

The requirement of 100% completion is the expectation.

Credit for assignments and due dates will be at teacher discretion.

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III. ACADEMIC EXPECTATIONS

CURRICULUM OVERVIEW



Wonders 2020 - Grade Levels: K-5

Wonders is designed to foster a love of reading in all children. Through exploration of texts and daily development of their skills as readers, writers, speakers, and active listeners, students experience the power of literacy. Our focus on teaching the whole child – and every child – prepares students to be lifelong learners and critical thinkers.

About the Program: Wonders is designed to foster a love of reading in all children. Through exploration of texts and daily development of their skills as readers, writers, speakers, and active listeners, students experience the power of literacy. Our focus on teaching the whole child – and every child – prepares students to be lifelong learners and critical thinkers. By providing a comprehensive set of connected resources for all learners in grades K-6, Wonders offers educators the ability to adapt instruction with confidence as students grow. Combining the work of literacy experts with research on social emotional learning, Wonders helps you strengthen skills, bolster learning, and encourage independence, enhancing the important and inspiring work you do in your classroom, every day.

West Virginia Reveal Math® K–5

Help students develop positive mindset, confidence, and skills to become problem solvers and mathematical thinkers with inquiry-focused or teacher-guided instructional strategies throughout each lesson. Brochure Here

Studies Weekly - Science

Engage ALL K-6 students in SOCIAL STUDIES, SCIENCE, and SOCIAL EMOTIONAL LEARNING

Studies Weekly does not need a bunch of heavy textbooks to be an engaging core curriculum. Aligned to state standards and frameworks, Consumable and Hands-On, Organized through themes, Ready for your Language Arts block, Culturally relevant, post-2020 equity lens.

Teacher Created Materials TCM- Social Studies K-5

Unlock authentic learning with *Exploring Social Studies: West Virginia*. This integrated program combines social studies and literacy, aligned with the 2025 West Virginia College and Career-Readiness Standards, using a Science of Reading approach.

Heggerty Phonics K-2

Heggerty Phonics Awareness Curriculum provides up to 35 weeks of daily lessons, focusing on eight phonemic awareness skills, along with two additional activities to develop letter and sound recognition, and language awareness. Lessons are designed for a classroom setting, and only take 8-12 minutes.

IXL K-5

Comprehensive curriculum and guidance. IXL's curriculum is built on 8,500+ skills that are finely scaffolded to help you target specific areas of need. Covering 4 core subjects, IXL is aligned to the Common Core and all state standards, as well as a popular textbook series. Wherever a student is in their personal learning journey, IXL has the right content to support them.

Handwriting Without Tears K/1

A Modern Evolution for a Timeless Practice. Research-backed curriculum designed to be easy to teach and easy to learn. Developmentally appropriate sequence flows from Pre-K–5. Explicit instruction combined with guided practice to promote handwriting automaticity. Multisensory learning engages visual, audio, and kinesthetic learners. Hands-on tools to build vocabulary, fine motor, and alphabet knowledge prior to writing letters. Handwriting student editions foster student success with a clean, simple and intuitive design. Online platform connects teachers, students, and families

Quaver Health / PE

Sets itself apart with an innovative platform that unites Health and PE, providing 408 ready-to-go lessons for a full school year. Aligned with SHAPE America National Standards, our curriculum supports various teaching styles and makes learning seriously fun for students.

Top Score Writing 2nd – 5th

Top Score Writing is a structured, research-based curriculum designed to help 2nd-5th grade students master the writing process and excel on state assessments. It heavily emphasizes a structured "formula" that breaks writing down into repetitive, manageable steps—focusing heavily on planning, topic sentences, transitions, and detailed middle paragraphs.

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ASSESSMENT OVERVIEW



WVGSA 3RD – 5TH

TENTATIVE SES SUMMATIVE TESTING WINDOW
May 4th – May 12th

MIDDLE OF THE YEAR BENCHMARK WINDOW K-5TH
January – February
exact dates to be announced

The West Virginia General Summative Assessment (WVGSA) for students in grades 3-8 is an online summative test given toward the end of the school year to measure student performance on the state's content standards, which provide clear, consistent guidelines for what students should know and be able to do at each grade level. Students in grades 3-8 are assessed in English language arts (ELA) and mathematics. Students in grades 5 and 8 also are assessed in science. Interim Assessments are assessments available for grades 3-8 that can be administered prior to the WVGSA that allow local school districts and staff to monitor students' progress toward mastery of the West Virginia Board of Education (WVBE)-approved content standards.

STAR Assessments

STAR ASSESSMENTS – K-5TH *exact dates to be announced*

BEGINNING OF THE YEAR WINDOW
August – September

MIDDLE OF THE YEAR WINDOW K-5TH
January

END OF THE YEAR WINDOW
3RD – 5TH April – May
K-2ND May

- Accelerate growth with Pre-K–12 reading and in English and Spanish for screening, progress monitoring, and instructional planning.
- **Star Reading** - Perfect for in-person, remote, and hybrid instruction, this comprehensive reading assessment gives you the information you need to ensure your students reach high levels of literacy. For universal screening, progress monitoring, goal setting, and more.
- **Star Early Literacy** - Quickly measure Pre-K–3 students' early literacy and early numeracy skills with a computer-adaptive assessment designed just for young learners. For universal screening, progress monitoring, goal setting, and more. Administer in-person or remotely.

STAR SES SNAPSHOT WINDOWS – K-5TH SUMMERSVILLE ELEMENTARY

- August 17 - 21
- September 21 - 25
- October 19 - 23
- November 16 - 20
- December 14 - 17
- January 19 - 22
- February 22 - 26
- March 22 - 26
- April 20 - 23

IXL UNIVERSAL SCREENER K-5TH

IXL UNIVERSAL SCREENER K-5TH *exact dates to be announced*

BEGINNING OF THE YEAR WINDOW
August – September

MIDDLE OF THE YEAR WINDOW K-5TH
January

END OF THE YEAR WINDOW
3RD – 5TH April – May
K-2ND May

Accurately assess student knowledge. IXL's Real-Time Diagnostic pinpoints students' grade-level proficiency in key math and English language arts strands in just 45 minutes per subject.

ELRS
EARLY LEARNING REPORTING SYSTEM
PreK - K

EARLY LEARNING REPORTING SYSTEM (ELRS) PreK - K

WVDE ELRS DATES FOR THE 26-27 SCHOOL YEAR

PRE-KINDERGARTEN
- Window 1: August 10, 2026 – October 26, 2026
- Window 2: January 4, 2027 – February 15, 2027
- Window 3: April 19, 2027 – June 1, 2027

KINDERGARTEN
- Window 1: August 10, 2026 – October 12, 2026
- Window 2: November 2, 2026 – December 14, 2026
- Window 3: January 25, 2027 – March 8, 2027
- Window 4: April 19, 2027 – June 1, 2027

The WV Early Learning Reporting System (ELRS): Pre-K and kindergarten is a formative assessment system used in West Virginia's preschool and kindergarten programs. It helps educators track student progress, inform instruction, and communicate with families. The ELRS: is a data collection and reporting system that utilizes ongoing observation-based assessments to gather information about children's development.

LESS THAN 9, YOU'RE DOING FINE –
BEARS SHOW UP AND ALWAYS SHINE!

SES Bears

WV CONTENT STANDARDS



★ *Students' Success in Life Begins at SES.* ★



The West Virginia Content Standards are **critical blueprints** that define the knowledge and skills students need to successfully transition into higher education and the workplace.

THESE STANDARDS ENSURE THAT EVERY STUDENT DEVELOPS:

- A clear understanding of potential career opportunities
- Insight into the educational pathways required for their chosen field
- A strategic plan for achieving their professional and academic goals

THESE STANDARDS ENSURE THAT EDUCATORS:

- Deliver instruction aligned to clearly defined learning goals that support **college and career readiness**
- Guide students in connecting academic content to **real-world applications and career pathways**
- Use **data-driven strategies and assessments** to monitor progress and support individualized learning needs

LESS THAN 9, YOU'RE DOING FINE – BEARS SHOW UP AND ALWAYS SHINE!

SES Bears

HOMEWORK & MAKEUP WORK



★ *Students' Success in Life Begins at SES.* ★



Homework is an important extension of classroom learning and is designed to reinforce skills, provide additional practice, encourage responsibility, and help students develop positive study habits. Homework assignments should be purposeful, meaningful, and aligned with classroom instruction.

Students at Summersville Elementary School are expected to complete and submit all homework and classroom assignments within the timeframes established by their classroom teacher. Parents and guardians are encouraged to support their child's learning by providing a quiet place to work, monitoring the completion of assignments, and communicating with the teacher if concerns arise.

MAKEUP WORK GUIDELINES

Students are responsible for completing all assignments missed due to an absence. Upon returning to school, students will be provided the opportunity to make up missed work according to the following guidelines:



Students will be allowed **one school day for each day** of excused or unexcused absence to complete and submit missed assignments.



Assignments that were due on the first day of the student's absence must be submitted on the **day the student returns to school**, unless other arrangements have been approved by the classroom teacher.



Long-term projects, reports, or assignments announced prior to the student's absence may still be due on the **original due date** unless an extension has been granted by the teacher.



Teachers will make reasonable efforts to provide students with the materials and guidance necessary to complete missed work.



It is the responsibility of the **student** to request missed assignments and complete them within the established timeline. **Parents and guardians** are encouraged to communicate with the teacher when a student experiences an extended illness or other circumstances that may affect the completion of schoolwork.



Assignments that are not completed within the designated makeup period, and for which no alternative arrangements have been approved, may receive a **grade of zero** in accordance with classroom grading procedures.



Our goal is to ensure that **every student** has the opportunity to demonstrate learning while also developing responsibility, organization, and accountability for their academic success.

LESS THAN 9, YOU'RE DOING FINE –
BEARS SHOW UP AND ALWAYS SHINE!

SES Bears

GRADING AND REPORT CARDS



★ *Students' Success in Life Begins at SES.* ★

Report Cards, IEP Progress Reports, and Attendance Report Card go home

1ST NINE WEEKS	2ND NINE WEEKS	3RD NINE WEEKS	4TH NINE WEEKS AWARDS DAY
October 19th, 2026	January 5th, 2027	March 12th, 2027	May 17th or 18th, 2027

MAY 17TH AWARDS

- ★ 3RD Grade at 9:00
- ★ 2ND Grade at 11:00
- ★ 1ST Grade at 1:00

MAY 18TH AWARDS

- ★ 5TH Grade at 9:00
- ★ Kindergarten at 11:00
- ★ 4TH Grade at 1:00

PROGRESS REPORTS

1ST PROGRESS REPORT	2ND PROGRESS REPORT	3RD PROGRESS REPORT	4TH PROGRESS REPORT
September 17th, 2026	November 20th, 2026	February 5th, 2027	April 21st, 2027

GRADES 3RD – 5TH

Grades are administered four times a year through a report card using number and letter grades for 3rd – 5th.

3rd – 5th students have a WVEIS parent portal where students and parents can check their grades at any time.

NICHOLAS COUNTY SCHOOLS GRADING SCALE

A	B	C	D	F
90–100	80–89	70–79	60–69	59 AND BELOW

KINDERGARTEN

A standard based report card with ***Above Standard, At Standard, Progressing,*** and ***Emerging.***

1ST AND 2ND GRADES

A standard based report card with WVCCRS with a range of 1–4.

- 1 – **Novice** – does not meet standard
- 2 – **Partial Mastery** – partially meets the standard
- 3 – **Mastery** – meets standard
- 4 – **Above Mastery** – above the standard

EARLY LEARNING SCALES

Kindergarten uses the Early Learning Scale and will send a beginning and end of year report.

Preschool uses the Early Learning Scale and will schedule meetings beginning of the year, mid-year, and end of year.

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PARENT CONFERENCES

Students' Success in Life Begins at SES.



Save the Date!!

OPEN HOUSE

AUGUST 12TH, 2026

3:00 TO 5:00

PARENT TEACHER CONFERENCES

OCTOBER 23RD, 2026

3:00 TO 6:00

MARCH 19TH, 2027

3:00 TO 6:00

FAMILY ENGAGEMENT OPPORTUNITIES

LUNCH AND LEARN

- August 28, 2026 – 5th Grade Only - Math
- September 11, 2026 – 4th Grade Only - Math
- September 25, 2026 – 3rd Grade Only - Math
- October 8, 2026 – 2nd Grade Only - Math
- Tentative October 16, 2026 – 1st Grade Only - Math
- Tentative October 23, 2026 – 1st Grade Only - Math
- November 6, 2026 – Kindergarten Only - Reading

LUNCH AND LEARN

- January 8, 2027 – 5th Grade Only - Reading
- January 22, 2027 – 4th Grade Only- Reading
- February 5, 2027 – 3rd Grade Only - Reading
- February 19, 2027 – 2nd Grade Only - Reading
- March 5, 2027 – 1st Grade Only - Reading
- March 19, 2027 – Kindergarten Grade Only - Math

SCHOOL LITERATURE FAIR

OCTOBER 2ND

SCHOOL SOCIAL STUDIES FAIR

DECEMBER 4TH

MATH FIELD DAY

TO BE ANNOUNCED

LESS THAN 9, YOU'RE DOING FINE –

Bears Show Up and Always Shine!

SUMMERSVILLE ELEMENTARY SCHOOL



MATH

FIELD DAY PARTICIPATION

(4TH AND 5TH GRADES)

Student scores for Math Field Day Participation will be calculated using the following weights:

70% — **QUALIFYING TEST**
Given to determine Math Field Day qualification.

15% — **WVGSA END OF THE YEAR SUMMATIVE MATH ASSESSMENT**
State summative assessment score.

15% — **IXL UNIVERSAL SCREENER**
Math screener score.

Strong Math Skills Today,
BRIGHT FUTURES TOMORROW!

TRACK & FIELD

PARTICIPATION

SES

Track and Field will be held every year sometime in May.

The PE teacher will begin practicing with 5th grade.

Guidelines for Choosing Participants:

1. Track and Field positions will be filled by the 5th grade students who have the best times in each category. However, students are only allowed to participate in 2 events so it may be necessary to place students who have the 2nd–3rd or even 4th best times in other events.
2. If there are not enough 5th graders to fill the positions, 4th graders will be chosen to fill in the gaps.
3. If 4th graders are chosen, the choices will be based on individuals with the best running times and abilities. This includes alternates.
5. All 5th graders will attend track and field as an experiential trip.

GO BEARS!

LESS THAN NINE YOU'RE DOING FINE, BEARS SHOW UP AND ALWAYS SHINE!

Book	Policy Manual	*Students' Success in Life Begins at SES.*	
Section	5000 Students	Code	po5410
Title	PROMOTION, ACCELERATION, PLACEMENT, AND RETENTION	Status	Active
Adopted	July 1, 2022	Last Revised	May 13, 2026

5410 - PROMOTION, ACCELERATION, PLACEMENT, AND RETENTION

The Board of Education recognizes that the personal, social, physical, and educational growth of children will vary and that they should be placed in the educational setting most appropriate to their needs at the various stages of their growth.

A transcript or other credential provided by a public school program, private school program, homeschool program, microschool program, or HOPE scholarship program shall be accepted by the County as a record of a student's previous academic performance for the purposes of placement and credit assignment.

It shall be the policy of the Board that each student be moved forward in a continuous pattern of achievement and growth that is in harmony with his/her own development. The teacher's recommendation relating to whether a student should be promoted to the next grade level shall be a primary consideration when making such a determination.

PROMOTION

A student shall be promoted to the succeeding grade level when s/he has:

- in the opinion of the professional staff, achieved the instructional objectives set for the present grade;
- demonstrated sufficient proficiency to permit him/her to move ahead in the educational program of the next grade;
- demonstrated the degree of social, emotional, and physical maturation necessary for a successful learning experience in the next grade.

ACCELERATION AND PLACEMENT

A student may be accelerated when his/her demonstrated achievement, as well as measured ability, significantly exceeds that of his/her grade level peers. Consideration may be given to promoting him/her to a grade other than the next succeeding one, or permitting him/her to enroll in a course other than the next one in the academic sequence. A student shall be accelerated in this manner when s/he has:

- demonstrated sufficient proficiency to permit him/her to be accelerated in the educational program;
- demonstrated the degree of social, emotional, and physical maturation necessary for a successful learning experience in the grade/course to which s/he shall be promoted or enrolled.

RETENTION

A student may be retained at his/her current grade level when s/he has, in the opinion of the professional staff, failed to achieve the instructional objectives set forth at the current grade level that are requisite for success at the succeeding grade level.

Beginning July 1, 2026, third-grade students who demonstrate a minimal understanding of grade-level English language arts (ELA) or mathematics, as indicated on the West Virginia General Summative Assessment (WVGSA), shall upon the recommendation of the classroom teacher, the Student Assistance Team (SAT), and the Individual Education Program (IEP) team (if applicable) be retained for the next school year. "Minimal understanding" is defined as achieving a score in the "does not meet standard" range for ELA, mathematics, or both subjects on the WVGSA. The recommendation for retention will be made based on the student's score on the WVGSA, proficiency with the subject matter, and preparedness for the next grade level. Before recommending a third-grade student for retention, the following eight (8) exemptions outlined in state code must be considered. If an exemption to retention is applicable, parents should be notified that the student scored as having minimal understanding of grade-level material, but that retention is not recommended based on the exemption.

1. **Exemption 1:** A student with disabilities whose IEP indicates participation in the statewide alternative summative assessment.
2. **Exemption 2:** A student with disabilities who participates in the statewide summative assessment, has an Individual Education Program or Section 504 plan that reflects that the student has received intensive intervention for more than two (2) years (seven [7] continuous benchmark assessment periods) and still demonstrates a deficiency or who was previously retained in any of the grades kindergarten through grade three (3), making this third grade retention the second retention.
3. **Exemption 3:** A student who is in the process of a special education referral or evaluation for placement in special education, has been diagnosed as having a significant impairment, including dyslexia or dyscalculia, or is a child with a disability, if the student's individualized education program team and the student's parent or guardian agree that promotion is appropriate based on the student's Individualized Education Program.
4. **Exemption 4:** A student identified as an English language learner who has had less than three (3) years of instruction in English as a second language.
5. **Exemption 5:** A student who has received intensive intervention for two (2) or more years, still demonstrates a deficiency, and who was previously retained in any of the grades kindergarten through grade three (3) for a total of two (2) years: Provided, That the student shall continue to receive intensive intervention in grade four (4).
6. **Exemption 6:** A student who demonstrates an acceptable level of performance on an alternative standardized assessment approved by the State Board (the third-grade WVGSA – West Virginia General Summative Assessment).
7. **Exemption 7:** A student who attends an extended year learning program following the third grade and has attained proficiency on an alternative standardized assessment approved by the State Board (the third grade WVGSA – West Virginia General Summative Assessment).
8. **Exemption 8:** A student may receive a good cause exemption if the parent or guardian submits a request within the deadline set by the County Board and the Superintendent, or their designee, determines that the exemption is in the student's best interest. The good cause exemption is intended for special circumstances where promotion may be appropriate even when a student has minimal understanding, as reflected on the WVGSA, attended extended year summer learning opportunities, and retook the WVGSA when provided the second opportunity. However, it is not designed to override a teacher's professional judgment, which will include factors beyond assessment (WVGSA) scores, such as a student's overall mastery of content, classroom performance, and readiness for the next grade.

Students who are third graders in the 2026-27 school year would require promotion/retention recommendations and decisions prior to the beginning of the 2027-28 school year.

A student may be placed at the next grade level when retention would no longer serve any good purpose.

The Superintendent shall develop administrative guidelines for promotion, acceleration, placement, and retention of students that:

- require school personnel to notify parents upon discovery of a student's learning deficiencies, provide updates on the student's progress, and provide strategies to support learning at home;
- require the recommendation of the relevant staff members for promotion, acceleration, placement, or retention;
- require that parents are informed in advance of the possibility of retention of a student at a grade level;
- assure that efforts shall be made to remediate the student's difficulties before s/he is retained;
- assign to the principal the final responsibility for determining the promotion, acceleration, placement, or retention of each student;
- provide parents the opportunity to request the acceleration, assignment, or retention of their child;
- provide parents the opportunity to appeal the decision about their child's acceleration, assignment, or retention.

SES Bears

TITLE IX

Students' Success in Life Begins at SES.



As required by federal laws and regulations, the Nicholas County Board of Education does not discriminate on the basis of sex, race, color, religion, disability, age and national origin in employment and in the administration of any of its education programs and activities.

Any person may report sex discrimination, including sexual harassment (whether or not the person reporting is the person alleged to be the victim of conduct that could constitute sex discrimination or sexual harassment), in person, by mail, by telephone, or by electronic mail, using the contact information listed for the Title IX Coordinator, or by any other means that results in the Title IX Coordinator receiving the person's verbal or written report.

Such a report may be made at any time (including during non-business hours) by using the telephone number or electronic mail address, or by mail to the office address, listed for the Title IX Coordinator.

Inquiries may be directed to:

Denise Fletcher
Assistant Superintendent
Title IX Coordinator
Nicholas County Board of Education
400 Old Main Drive, Summersville, WV 26651.

Telephone (304) 872-3611 ext.1229

ldfletcher@k12.wv.us

U.S. Department of Education
Director of the Office for Civil Rights
(215) 596-6793

Investigators:
Mike Williams
Nicholas County Board of Education
400 Old Main Drive, Summersville, WV 26651.
Telephone (304) 872-3611
m.w.williams@k12.wv.us

All polices, trainings, and complaint/grievance procedures can be found on the NCOBE Website at

https://boe.nich.k12.wv.us/page/title-ix-compliance-information-complaints



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BEARS SHOW UP AND ALWAYS SHINE!

PERSONAL COMMUNICATION ELECTRONIC DEVICES

SES Bears

★ Students' Success in Life Begins at SES. ★



Book:	Policy Manual	Code:	po5136
Section:	5000 Students	Status:	Active
Title:	PERSONAL COMMUNICATION ELECTRONIC DEVICES		
Adopted:	July 1, 2022	Last Revised:	September 8, 2025

5136 – PERSONAL COMMUNICATION ELECTRONIC DEVICES

"Personal communication devices" (PCDs) as used in this policy are defined in Bylaw 0100.

Students may use PCDs before and after school, during their lunch break, in between classes as long as they do not create a distraction, disruption or otherwise interfere with the educational environment, during after school activities (e.g., extra-curricular activities). Use of PCDs, except those approved by a teacher or administrator, at any other time is prohibited and they must be powered completely off (i.e., not just placed into vibrate or silent mode) and stored out of sight.

Students may not use PCDs on school property or at a school-sponsored activity to access and/or view Internet websites that are otherwise blocked to students at school.

Students may use PCDs while riding to and from school on a school bus or other Board-provided vehicles or on a school bus or Board-provided vehicle during school-sponsored activities, at the discretion of the bus driver, classroom teacher, or sponsor/advisor/coach. Distracting behavior that creates an unsafe environment will not be tolerated.

During after school activities, PCDs shall be powered completely off (not just placed into vibrate or silent mode) and stored out of sight when directed by the administrator or sponsor.

Under certain circumstances, a student may keep his/her PCD "On" with prior approval from the building principal.

PRIVACY AND RECORDING

Except as authorized by a teacher, administrator or IEP team, students are prohibited from using PCDs during the school day, including while off-campus on a field trip, to capture, record and/or transmit the words or sounds (i.e., audio) and/or images (i.e., pictures/video) of any student, staff member or other person. Using a PCD to capture, record and/or transmit audio and/or pictures/video of an individual without proper consent is considered an invasion of privacy and is not permitted. Students who violate this provision and/or use a PCD to violate the privacy rights of another person shall have their PCD confiscated and held until the end of the school day a parent/guardian picks it up, and may be directed to delete the audio and/or picture/video file while the parent/guardian is present. If the violation involves potentially illegal activity, the confiscated-PCD may be turned over to law enforcement.

RESTRICTED LOCATIONS

PCDs, including but not limited to those with cameras, may not be activated or utilized at any time in any school situation where a reasonable expectation of personal privacy exists. These locations and circumstances include, but are not limited to, classrooms, gymnasiums, locker rooms, shower facilities, rest/bathrooms, and any other areas or others may others may change rbe in any stage or degree of disrobing or changing clothes. The Superintendaet it and building principals are authorized to determinn other specific locations and situations where use of a PCD is absolutely prohibited.

NO EXPECTATION OF CONFIDENTIALITY

Students shall have no expectation of confidentiality with respect to their use of PCDs on school premises/property.

APPROPRIATE USE

Students may not use a PCD in any way that might reasonably create in the mind of another person an impression of being threatened, humiliated, harassed, embarrassed or intimidated. See Policy 5517.01 – Bullying and Other Forms of Aggressive Behavior. In particular, students are prohibited from using PCDs to:

(1) transmit material that is threatening, obscene, disruptive, or sexually explicit or that can be construed as harassment or disparagement of others based upon their race, color, national origin, sex (including sexual orientation/transgender identity), disability, age, religion, ancestry, or political beliefs; and

(2) engage in "sexting" – i.e., sending, receiving, sharing, viewing, or possessing pictures, text messages, e-mails or other materials of a sexual nature in electronic or any other form.

Violation of these prohibitions shall result in disciplinary action. Furthermore, such actions will be reported to local law enforcement and child services as required by law.

Students are also prohibited from using a PCD to capture, record, and/or transmit test information or any other information in a manner constituting fraud, theft, cheating, or academic dishonesty. Likewise, students are prohibited from using PCDs to receive such information.

Possession of a PCD by a student at school during school hours and/or during extra-curricular activities is a privilege that may be forfeited by any student who fails to abide by the terms of this policy, or otherwise abuses this privilege.

CONSEQUENCES FOR VIOLATIONS

Violations of this policy may result in disciplinary action and/or confiscation of the PCD. The building principal will also refer the tho law enforcement or child services if the violation involves an illegal activity (e.g., child pornography, sexting).

Discipline will be imposed on an escalating scale ranging from a warning to an expulsion based on the number of previous violations and/or the nature of circumstances surrounding a particular violation.

If the PCD is confiscated, it will be released/returned to the student's parent/guardian after the student complies with any other disciplinary consequences that are imposed, unless the violation involves potentially illegal activity in which case the PCD may be turned over to law enforcement.

A confiscated device will be marked in a removable manner with the student's name and held in a secure location in the building's central office until it is retrieved by the parent/guardian or turned over to law enforcement. School officials will not search or otherwise tamper with PCDs in District custody unless authorized to by law.

ELEMENTARY OFFENSE SEQUENCE

1st OFFENSE	Device is confiscated and turned in to the office. Parent/guardian must pick up the device from the office. Parent/guardian will be contacted.
2nd OFFENSE	Device is confiscated and turned in to the office. Parent/guardian must pick up the device from the office. Lunch detention and parent/guardian will be contacted.
3rd OFFENSE	Device is confiscated and turned in to the office. Parent/guardian must pick up the device from the office. After school detention and parent/guardian will be contacted.
4th OFFENSE	Device is confiscated and turned in to the office. Parent/guardian must pick up the device from the office. Inside suspension and parent/guardian will be contacted.
5th OFFENSE	DISCIPLINE DETERMINED BY ADMINISTRATOR AND POSSIBLE EXPULSION

LESS THAN 9, YOU'RE DOING FINE –
Bears Show Up and Always Shine!

DRESS AND APPEARANCE

★ Students' Success in Life Begins at SES. ★



Book:	Policy Manual	Code:	po5511
Section:	5000 Students	Status:	Active
Title:	DRESS AND APPEARANCE		
Adopted:	July 1, 2022	Last Revised:	September 8, 2025

5511 – DRESS AND APPEARANCE

The Board of Education recognizes that each student's mode of dress and appearance is a manifestation of personal style and individual preference. The Board will not interfere with the right of students and their parents to make decisions regarding their appearance, except when their choices interfere with the educational program and process of the schools.

Accordingly, the Superintendent shall establish such dress and appearance guidelines as are necessary to promote discipline, maintain order, secure the safety of students, and provide a healthy environment conducive to academic purposes.

- present a hazard to the health, safety, or welfare of the student himself/herself or to others in the school;
- interfere with school work, create disorder, or disrupt the educational program, including dress that promotes or depicts illegal activity, such as illegal drug use, underage alcohol consumption, or similar activities;
- cause excessive wear or damage to school property;
- prevent the student from achieving his/her own educational objectives because of blocked vision or restricted movement.

Such guidelines shall establish the dress requirements for members of the athletic teams, bands, and other school groups when representing Nicholas County School District at a public event. Where appropriate, a uniform or specific dress requirement shall be used for students when representing the County as described.

In enforcing the dress code, the following procedures shall be used:

- the principal shall serve as the initial arbiter of student dress and appearance within the building or at school-sponsored events or activities;
- before taking action to enforce dress code requirements, including by requiring that a student remove, cover, or otherwise conceal the item or depiction at issue, the principal shall determine whether the item constitutes protected speech insofar as the item independently makes a statement of a discinable nature to the observer by depiction, words, or combination of the two (2) that does not require separate explanation.

Expressive dress may not be protected speech if it involves:

- obscenity;
- language or depictions intended to incite violence or hatred of others.

- Dress that is protected speech may still be prohibited if it is likely to cause a substantial disruption to the educational environment. This may include dress that includes the use of vulgarity, discriminatory language, including racial or ethnic slurs, negative stereotypes, violence, or other communication when the clear intent is to invoke strong reactions in observers so as to impair the ability of teachers and/or students to engage in educational pursuits.
- No protected speech may be prohibited on the basis of disagreement by County officials with the specific point of view expressed if the topic is otherwise permitted (e.g., permitting depictions of support for one political party, but prohibiting depictions of support for the other).

Development of Dress Code

Each school shall engage in efforts to develop a dress code that prescribes certain types of dress and that identifies building-specific dress expectations. The development of the dress code shall be completed using the following guidelines: instruct staff members to demonstrate, by example and precept, personal neatness, cleanliness, propriety, modesty, and good sense in attire and appearance.

If the clothing cannot be removed or concealed, the student may be sent home after contact is made with the student's parent.

LESS THAN 9, YOU'RE DOING FINE –
Bears Show Up and Always Shine!

SES Bears

DRESS CODE DON'TS



★ We dress for success at SES! ★

Help us keep our school safe, respectful, and focused on learning.
Please remember these specific **DON'TS**:

NO SPAGHETTI STRAPS



Straps must be at least two fingers wide.

NO MIDRIFF OR CROP TOPS



Shirts must cover your stomach at all times.

NO INAPPROPRIATE LANGUAGE OR IMAGES



Clothing with words or pictures that are inappropriate, offensive, or promote illegal activities is not allowed.

NO SHORT SHORTS



Shorts and skirts must be mid-thigh length or longer.

NO SEE-THROUGH CLOTHING



Clothing must not be see-through.

NO PAJAMAS OR SLIPPERS (unless it is pajama days)



Pajamas and slippers are for bedtime, not school!

NO HOODY ON YOUR HEAD



Hoody on your head is not allowed unless you have teacher permission as long as it is not disruptive.

NO CHAINS, SPIKES, OR ACCESSORIES THAT ARE UNSAFE



Accessories that can cause harm or are a distraction are not allowed.

NO EXCESSIVELY TORN OR HOLES IN CLOTHING



Clothing with holes above the mid-thigh or that is excessively torn is not allowed.

STUDENTS' SUCCESS IN LIFE BEGINS AT SES!

Less than 9, You're Doing Fine,
Bears Show Up and Always Shine!

GYM Dress

BE PREPARED. BE ACTIVE. BE SAFE!



Students will have gym alternating schedules 2 or 3 days a week.
On scheduled PE days, students are expected to **wear or bring a pair of tennis shoes.**

WHY TENNIS SHOES ARE NECESSARY:

SAFETY FIRST
Tennis shoes provide traction and stability, helping to prevent slips, trips, and falls during physical activities.

SUPPORT & PROTECTION
They support growing feet and ankles, reducing the risk of sprains and other injuries.

ACTIVE PERFORMANCE
Proper footwear helps students run, jump, climb, and play with confidence.

HEALTHY HABITS
PE helps build fitness, coordination, teamwork, and lifelong healthy habits.

EVERYONE'S SAFETY
Wearing the right shoes helps keep all students safe and able to fully participate.



SHOES THAT ARE NOT SAFE FOR GYM CLASS:

Sandals, Crocs, flip-flops, slides, dress shoes, boots, or shoes with high heels can increase the risk of slips, trips, falls, and injuries.

For your safety, these shoes are not allowed during gym class.

BE PREPARED FOR SUCCESS!

Remember your tennis shoes on PE days so you can safely participate in all activities and get the most out of your Physical Education class! Thank you for helping keep our school safe, active, and ready to learn!



SES Bears

STUDENTS' SUCCESS IN LIFE BEGINS AT SES!

Less Than 9, You're Doing Fine, Bears Show Up and Always Shine!



BOOK VENDING MACHINE



PARENT INFORMATION



Our school is excited to provide students with the opportunity to select books from our Book Vending Machine. This program is designed to encourage a love of reading and allow students to build their own collection of books at home.



Books available in the vending machine are generally obtained through Scholastic and other educational book sources, including bulk orders, book collections, donations, and assorted book lots. Due to the number and variety of books received, school staff may not be able to individually read or review every book in its entirety before it is placed in the vending machine.



We make every reasonable effort to provide books that are educational, age-appropriate, and free from content related to political issues (including race, gender, lifestyle, etc.). However, books may contain a variety of characters, family structures, life experiences, viewpoints, topics, themes, and reading levels. We recognize that families may have different preferences and expectations regarding the reading material they consider appropriate for their child.





After selecting a book from the Book Vending Machine, students will be instructed to place the book in their book bag and take it home so that a parent or guardian has the opportunity to review the book and determine whether it is appropriate for their child and family before the child reads it.





If you review the book and decide it is not a good fit, simply send it back to school. We will gladly exchange it for another book so that every student can find something they are excited to read.

Thank you for partnering with us!

Less Than Nine You're Doing Fine,
BEARS SHOW UP AND ALWAYS SHINE!
Students' success in life begins at SES.

SES

STOP IT APP



The Stop It app is on all student devices.

It can be used to report school threats, bullying, or anything they want the administration to know about.



YOU CAN USE STOP IT TO REPORT:

SCHOOL THREATS

BULLYING



ANYTHING YOU WANT US TO KNOW

IT'S EASY. IT'S SAFE. IT'S CONFIDENTIAL.

- Your report goes directly to school administrators.
- You can choose to have your report anonymous.
- We take every report seriously.



FIND STOP IT ON YOUR DEVICE

Look for the Stop It app on your school device's home screen.

SEE SOMETHING? SAY SOMETHING!

★ Help keep our school safe for everyone. ★

SES Bears

Students' Success in Life Begins at SES!

Less Than 9, You're Doing Fine,
Bears Show Up and Always Shine!

SUMMERSVILLE ELEMENTARY SCHOOL

believes in

PBIS

POSITIVE BEHAVIOR INTERVENTION SUPPORT



At SES, we are committed to creating a **safe, positive,** and **supportive** learning environment for all **Bears!**

WHAT IS PBIS?

PBIS is a proactive approach that helps our school create a positive school culture where all students can learn, grow, and succeed.

- **TEACHES EXPECTED BEHAVIORS**
- **REINFORCES POSITIVE BEHAVIORS**
- **PREVENTS PROBLEM BEHAVIORS**

PBIS is not a program – it's a school-wide commitment to building a community where every Bear can thrive!

★ PBIS IN ACTION AT SES ★

SCHOOL-WIDE EXPECTATIONS
We teach and model our PAWS expectations in all areas of our school.

CONSISTENT & POSITIVE REINFORCEMENT
Students are recognized and celebrated for showing PAWS behavior.

DATA-DRIVEN DECISIONS
We use data to support student success and improve our school every day.

FAMILY & COMMUNITY PARTNERSHIPS
We work together with families and our community to support all Bears.

OUR PAWS EXPECTATIONS

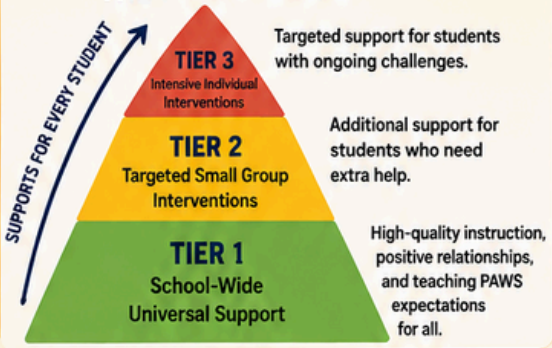
P — PREPARE FOR SUCCESS
Be ready to learn and make good choices.

A — ACT RESPONSIBLY
Make safe and respectful choices every day.

W — WORK TOGETHER
Show kindness, cooperation, and

S — STAY SAFE
Keep hands, feet, and objects to yourself.

THE PBIS PYRAMID



WHY PBIS MATTERS

- Improves student behavior and reduces problem behavior
- Creates a positive and predictable environment
- Increases time for learning
- Builds a strong school community
- Helps every Bear reach their full potential!

Bears lead the way!

LESS THAN NINE YOU'RE DOING FINE,

★ *Bears Show Up and Always Shine!* ★

PAWSitive OFFICE REFERRAL

Less Than Nine You're Doing Fine, Bears Show Up and Always Shine!



Student Name: _____ Date: _____

Referred By: _____ Grade: _____ Location: _____

★ PAWS IN ACTION! ★

This student is being recognized for demonstrating outstanding behavior!

- **P** — **PREPARE FOR SUCCESS** — Ready to learn and make good choices. ☐
- **A** — **ACT RESPONSIBLY** — Making safe and respectful choices every day. ☐
- **W** — **WORK TOGETHER** — Showing kindness, cooperation, and teamwork. ☐
- **S** — **STAY SAFE** — Keeping hands, feet, and objects to yourself. ☐

★ GREAT JOB! ★

- ☐ Positive Attitude
- ☐ Helpful
- ☐ Hard Worker
- ☐ Team Player
- ☐ Respectful
- ☐ Self-Control
- ☐ Great Listener
- ☐ Honesty/Integrity

ADDITIONAL COMMENTS:

_____

_____

_____

_____

Way to GROWL!

ATTENDANCE: _____

BEARS LEAD THE WAY!

Administrator Signature: _____

PAWSitive OFFICE REFERRAL

Less Than Nine You're Doing Fine, Bears Show Up and Always Shine!

SES

Student Name: _____ Date: _____

Referred By: _____ Grade: _____ Location: _____

★ PAWS IN ACTION! ★

This student is being recognized for demonstrating outstanding behavior!

P — PREPARE FOR SUCCESS — Ready to learn and make good choices. ☐

A — ACT RESPONSIBLY — Making safe and respectful choices every day. ☐

W — WORK TOGETHER — Showing kindness, cooperation, and teamwork. ☐

S — STAY SAFE — Keeping hands, feet, and objects to yourself. ☐

★ GREAT JOB! ★

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ATTENDANCE: _____

BEARS LEAD THE WAY!

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SUMMERSVILLE ELEMENTARY SCHOOL

SES

BEHAVIOR FLOW CHART

1 Does the behavior significantly impact other students or staff members?

- **YES** → Complete an Office Referral Form (SAT).
- **NO** → **2** Have you tried classroom management strategies to address and correct this behavior?

2 Have you tried classroom management strategies to address and correct this behavior?

→ Meet with student one-on-one and implement classroom management strategies including reteaching. Reevaluate and decide if interventions were successful in reducing or eliminating the behavior.

→ **3** Were those interventions successful?

- **YES** → Monitor and continue classroom management strategies.
- **NO** → Complete Tier 1 Referral, Think Sheet 1, and contact parent(s).

→ **4** After discipline completion, has the behavior improved?

- **YES** → Monitor and continue classroom management strategies.
- **NO** → Complete Tier 2 Referral (Guidance Counselor Referral, Think Sheet 2, Contact Parent(s), Implement Additional Strategies).

→ **5** After Tier 2, has the behavior improved?

- **YES** → Monitor and continue classroom management strategies.
- **NO** → Complete Tier 3 Referral (Think Sheet 3, Contact Parent(s), Implement Additional Strategies, Office or SAT Referral, Behavior Support Plan).

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TEACHER MANAGED BEHAVIORS

- Calling out
- Inappropriate language
- Inattentive behavior
- Minor disruption
- Lying
- Minor aggression (i.e., grabbing items or pushing past someone)
- Unsafe play
- Disrespectful tone

OFFICE MANAGED BEHAVIORS

- Aggressive contact (i.e., hitting, kicking)
- Fighting
- Bullying/harassment
- Property destruction
- Weapons
- Leaving property
- Threats
- Theft, insubordination, repeated offenses

Students' success in life

BEGINS AT SES.

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EVERY STUDENT. EVERY DAY. EVERY OPPORTUNITY.



SUMMERSVILLE ELEMENTARY SCHOOL

Be Safe. Be Respectful. Be a Bear!

SES

CLASSROOM BEHAVIOR EXPECTATIONS	ARRIVAL	TRANSITIONS	WHOLE GROUP	SMALL GROUP
P PREPARE FOR SUCCESS	• Unpack • Sharpen Pencils • Use the Restroom	Wait for ALL Instructions Before Moving	Listen to ALL Instructions Before Beginning	Come Prepared
A ACT RESPONSIBLY	Throw Away Breakfast Use a "Quiet" Voice	Move Quietly, Stay in Your Space	Raise Your Hand and Wait to Speak	Stay on Task, Take Turns
W WORK TOGETHER	Complete Morning Work	Clean Your Area, Put Supplies Where They Belong	Actively Participate	Work Quietly and Be Kind
S STAY SAFE	Bottoms in Seat, Walking Feet	Push in Your Seat, Use Walking Feet	Keep Hands and Feet to Yourself and Bottoms in your Seat	Use all Materials Safely

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Summersville Elementary School

BE SAFE. BE RESPECTFUL. BE A BEAR!

School Wide Behavior Expectations

	Cafeteria	Hallway	Bathrooms	Playground
P Prepare for Success	Get Everything You Need Before Sitting Down	Face Forward	Use the Toilet	Agree on Rules
A Act Responsibly	Keep Your Area Neat	Hands To Yourself	Flush the Toilet Don't "Play" in the Bathroom	Return Equipment Take Turns
W Work Together	Inside Voices, Respect Your Neighbors Space	Quiet	Wash Your Hands, Throw Away Trash	Include Others
S Stay Safe	Bottoms in Seat, Walking Feet	Hands to Yourself and Walking Feet	Report Incidents	Follow Equipment Rules and Use Equipment Appropriately

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SUMMERSVILLE ELEMENTARY SCHOOL GYM EXPECTATIONS

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GYM BEHAVIOR EXPECTATIONS	P PREPARE FOR SUCCESS	A ACT RESPONSIBLY	W WORK TOGETHER	S STAY SAFE
BEFORE ACTIVITY	Wear gym shoes and appropriate clothing.	Keep hands, feet, and objects to yourself.	Include others and encourage good sportsmanship.	Follow all rules and listen to directions.
DURING ACTIVITY	Be ready, be focused, be a good listener.	Use equipment correctly and take turns.	Work as a team and support your classmates.	Move safely and stay in your own space.
WHOLE GROUP INSTRUCTIONS	Listen to ALL instructions before beginning.	Raise your hand and wait to be called on.	Face forward and show respect.	Pay attention to safety guidelines.
SMALL GROUP & STATIONS	Go to your station and be prepared to work.	Use equipment properly and return it to its place.	Take turns, share, and help others.	Keep hands and feet to yourself.
END OF ACTIVITY	Clean up and return equipment to the correct place.	Line up quickly and quietly when the activity is over.	Thank others and celebrate good effort.	Walk to your next destination quietly and safely.

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SUMMERSVILLE ELEMENTARY SCHOOL CAFETERIA

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CAFETERIA EXPECTATIONS	GET EVERYTHING YOU NEED BEFORE SITTING DOWN	EAT YOUR FOOD & STAY IN YOUR SEAT	CLEAN UP YOUR AREA	USE QUIET VOICES
P PREPARE FOR SUCCESS	Use the lunch line calmly and make healthy choices.	Eat your own food and take only what you will eat.	Throw away trash and wipe your table.	Keep your voice low so others can enjoy lunch.
A ACT RESPONSIBLY	Go through the line quickly and be ready to sit.	Use table manners. No yelling or talking your food.	Return your tray to the correct place.	Speak quietly and use kind words.
W WORK TOGETHER	Be patient and respect others in line.	Include others and be a good friend.	Work together to keep our cafeteria clean.	Listen to staff instructions the first time.
S STAY SAFE	Walk at all times in the cafeteria.	Keep hands, feet, and food to yourself.	Report spills or problems to an adult.	Follow all rules so everyone stays safe.

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SUMMERSVILLE ELEMENTARY SCHOOL

SES

POLICY 4373

PROCEDURES FOR ADDRESSING ALLEGATIONS OF INAPPROPRIATE BEHAVIORS

SECTION 1 REPORTING COMPLAINTS

Everyone has the right to a safe and supportive school environment. Inappropriate behaviors must be reported.

Reports can be made by students, staff, or guests to the appropriate school/county official.

County boards and WVDE provide an accessible way to report alleged violations.

Reporting does not prevent anyone from pursuing other legal options (Human Rights Commission, civil action, criminal statutes, or Title IX).

Procedures exist for investigating and taking action if an employee fails to respond appropriately. This supports respect and accountability.

SECTION 2 INVESTIGATING ALLEGATIONS

The designee immediately begins an investigation upon receiving a report.

Includes interviews with involved parties and others with knowledge; may include review of additional evidence.

Parents/guardians are notified for Level 3 or 4 behaviors (encouraged for Level 2; discretionary for Level 1).

THE PRINCIPAL SHALL:

- Determine if a policy violation occurred.
- Take immediate steps to protect those involved.
- Complete the investigation within 10 school days.
- Ensure educational services for all students continue.

UPON COMPLETION:

- A written WVEIS report is provided.
- The report is filed at the county/school level.
- The complainant/guardian is informed of the conclusion (not the full report).

Confidentiality is essential. Information is shared only with those who need to know. Violations may result in disciplinary action.

SECTION 3 PREVENTING REPRISAL

Retaliation against anyone who reports, testifies, assists, or participates in an investigation is prohibited.

The county will take appropriate action against anyone who retaliates.

Protecting those who speak up helps ensure a safe, respectful, and supportive school community.

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SUMMERSVILLE ELEMENTARY SCHOOL

POLICY 4373

PROCEDURES FOR TAKING ACTION ON SUBSTANTIATED INAPPROPRIATE BEHAVIORS

1. Interventions & Consequences

Inappropriate behavior is addressed with meaningful interventions using a MTSS framework.

- Consider the surrounding circumstances
- Intent of the behavior
- Past incidents or patterns of behavior
- Relationships and context

★ Out-of-school suspension is not recommended for Level 1 & 2 behaviors. ★

2. Alternatives to Exclusion

We focus on support first! Alternatives may include:

- Restorative Practices
- Mentoring
- Mental Health Supports
- Civil Citations
- Academic & Behavior Supports
- Behavior Contracts
- Community Service
- School-wide PBIS
- Community Health

3. Exclusion

REMOVAL FROM CLASSROOM

A student may be removed from a classroom or school bus. Requirements for re-entry are outlined in W. Va. Code §18A-5-1.

BUS EXCLUSION

Bus operators must follow state regulations and notify the principal.

Parents are notified and students are transported until notification.

Transportation rights may be suspended if behavior persists.

4. Suspension

Suspension protects students, staff, and the learning environment and is a temporary solution.

Types of Suspension:

- **In-School Suspension**
  Student remains at school under direct supervision and receives instruction.
- **Out-of-School Suspension**
  Student is removed from school to another setting. Not under direct supervision of school personnel.

5. Expulsion

May be recommended for severe or repeated Level 3 behaviors or for any Level 4 behavior.

- Recommended by the principal and county superintendent
- Approved by the county board of education
- Minimum of 12 consecutive months for Level 4 behaviors (Safe Schools Act)

6. Student Rights

- Right to an informal hearing for out-of-school suspension of 10 days or less.
- Notification to parent/guardian is required.
- Students may not be suspended from final exams.
- Educational services continue to the greatest extent possible.

7. WVEIS Reporting

Principals must report substantiated Level 3 & 4 behaviors in WVEIS within 5 school days.

Reports include: behavior, consequences, interventions, demographic & program data, and incident details.

8. Alternative Education

May be used for expelled students or other situations as determined by the county board.

Programs are tailored to support student success.

9. Conflict Resolution

Students are encouraged to resolve conflicts through:

- Student mediation
- Peer mediation
- Peace circles
- Help from staff

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SUMMERSVILLE ELEMENTARY SCHOOL

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POLICY 4373

LEVEL 1: MINIMALLY DISRUPTIVE BEHAVIORS

LEVEL 1: Minimally Disruptive Behaviors disrupt the educational process and the orderly operations of the school but do not pose a direct danger to self or others.

BEHAVIOR	DEFINITION
Cheating	Plagiarizing or copying the work of others or breaking rules to gain advantage in a competitive situation. Interventions could result in academic sanctions.
Cell Phone Violation	Not adhering to classroom, school, or county rules or policies regarding the use of cell phones, tablets, or other electronic devices.
Deceit	Deliberately concealing or misrepresenting the truth, deceiving another, or causing another to be deceived by false or misleading information.
Disruptive Conduct	Exhibiting behavior that violates classroom/school rules and results in distraction and/or obstruction of the educational process.
Failure to Serve Detention	Failing to serve an assigned detention of which the student and/or parent or guardian have been notified.
Falsifying Identity	Providing false identification to any school official with intent to deceive school personnel or falsely obtain money or property.
Inappropriate Appearance	Dressing or grooming in a manner that is in violation of the county board of education's dress code policy.
Inappropriate Display of Affection	Engaging in inappropriate displays of intimate affection, such as kissing or embracing.
Inappropriate Language	Using profanity in a general context (not directed toward any individual or group), whether orally, in writing, electronically, or with photographs or drawings.
Possession of Inappropriate Personal Property	Possessing personal property that is prohibited by school rules or that is disruptive to the educational process.
Skipping Class	Failing to report to the student's assigned class or activity without prior permission, knowledge, or excuse by the school or by the parent or guardian.
Tardiness	Failing to be in his/her place of instruction at the assigned time without a valid excuse.
Unauthorized Zone	Accessing a prohibited area of the school or campus.
Vehicle Parking Violation	Engaging in improper parking of a motor vehicle on school property.

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SUMMERSVILLE ELEMENTARY SCHOOL

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POLICY 4373

LEVEL 2: DISRUPTIVE AND POTENTIALLY HARMFUL BEHAVIORS

LEVEL 2: Disruptive and Potentially Harmful Behaviors disrupt the educational process and/or pose potential harm, danger, or educational detriment to self and/or others. The behavior is committed willfully but not in a manner that is intended maliciously to cause harm or danger to self and/or others.

BEHAVIOR	DEFINITION
Disruptive/ Disrespectful Conduct	Exhibiting behavior that violates classroom/school rules and results in distraction and/or obstruction of the educational process. Conduct is considered disruptive and disrespectful when the student fails to comply with redirection in a discourteous, rude, impolite, or bad-mannered way.
Habitual Violation of School Rules or Policies	Persistently refusing to obey the reasonable and proper orders or directions of school employees, school rules, or policies. Violations of school rules or policies shall be considered to be habitual when a student has had three or more previous discipline referrals for such violations.
Insubordination	Ignoring, refusing to comply with directions, or a general unwillingness to cooperate with instructions given by school authorities.
Leaving School Without Permission	Leaving the school building, campus, or school activity without permission from authorized school personnel.
Physical Fight Without Injury	Engaging in a physical altercation using blows with intent to harm or overpower another person or persons.
Possession of Imitation Weapon	Possessing any object fashioned to imitate or look like a weapon.
Possession of knife not meeting the definition of a dangerous weapon set forth in W. Va. Code §61-7-2	Possessing a knife or knife-like implement under 3½ inches in length.
Profane Language/ Obscene Gesture/ Indecent Act Toward an Employee or a Student	Directing profane language, obscene gestures, or indecent acts towards a school employee or a fellow student. This includes, but is not limited to, verbal, written, electronic, and/or illustrative communications intended to offend and/or humiliate.
Technology Misuse	Violating W. Va. 126CSR41, Policy 2460, Educational Purpose and Acceptable Use of Electronic Resources, Technologies, and the Internet.
Reckless Conduct	Creating an unsafe environment through actions that are not intentionally directed towards someone. Carelessly throwing a door open, shoving a chair or other object that inadvertently strikes or nearly strikes another, would both be examples of reckless conduct.

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SUMMERSVILLE ELEMENTARY SCHOOL

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POLICY 4373

LEVEL 3 BEHAVIOR DEFINITIONS

LEVEL 3: Severely Disruptive, Imminently Dangerous, Illegal, and/or Aggressive Behaviors are willfully committed and are known to be illegal and/or harmful to people and/or property. (Specific behaviors are outlined in W. Va. Code §18A-5-1a(c) and the principal shall address these inappropriate behaviors accordingly.)

BEHAVIOR	DEFINITION
Battery Against a Student	Injuring another student unlawfully and intentionally.
Disruptive/ Defiant Conduct	Exhibiting escalating behavior that violates classroom/school rules, resulting in distraction and obstruction of the overall educational process. Conduct becomes defiant when the student refuses to comply with any redirection and will not obey the directives they have been provided, responding in an aggressive or insubordinate manner.
Defacing School Property/ Vandalism	Defacing or damaging property of the school or others. Actions such as writing in school textbooks or library books, writing on desks or walls, carving into woodwork, desks, or tables, and spray-painting surfaces are acts of defacement. Examples of damage to school property include, but are not limited to, ruining bulletin boards, intentionally clogging the plumbing system, breaking light bulbs or fixtures, and damaging school equipment to the point where repair is necessary.
False Fire Alarm	Setting off a fire alarm knowingly and willingly without cause.
Fraud/ Forgery	Deceiving another or causing another to be deceived by false or misleading information or signing the name of another person in order to obtain anything of value or defrauding authorities.
Gambling	Engaging in any game of chance or contest wherein money or other items of monetary value are awarded to the winner, except for those games and contests authorized as official school functions.
Gang Related Activity	Using violence, force, coercion, threat of violence, or engaging in gang activity that causes disruption or obstruction to the educational process. Gangs are defined as organized groups of students and/or adults who engage in activities that threaten the safety of the general populace, compromise the general community order, and/or interfere with the school county's educational mission. Gang activity includes: • wearing or displaying any clothing, jewelry, colors, or insignia that intentionally identifies the student as a member or otherwise symbolizes support of a gang; • using any word, phrase, written symbol, or gesture that intentionally identifies a student as a member, or otherwise symbolizes support of a gang; • gathering of two or more persons for purposes of engaging in activities or discussions promoting gangs; and • recruiting student(s) for gangs.
Harassment/ Bullying/ Intimidation **Sexual Harassment** **Racial Harassment** **Religious/Ethnic Harassment** **Sexual Violence** **Racial Violence**	W. Va. Code §18-2C-2 defines harassment, intimidation, or bullying as any intentional gesture, or any intentional electronic, written, verbal, or physical act, communication, transmission, or threat that: • a reasonable person should know will have the effect of harming a student, damaging a student's property, placing a student in reasonable fear of harm to his/her person, and/or placing a student in reasonable fear of damage to his/her property; • is sufficiently severe, persistent, or pervasive that it creates an intimidating, threatening, or emotionally abusive educational environment for a student; or • disrupts or interferes with the orderly operation of the school and/or educational process. An electronic act, communication, transmission, or threat includes, but is not limited to, one which is administered via telephone, computer, pager, or any electronic or wireless device, and includes, but is not limited to, transmission of any image or voice, email, or text message using any such device. Acts of harassment, intimidation, or bullying that are reasonably perceived as being motivated by any actual or perceived differentiating characteristic, or by association with a person who has or is perceived to have one or more of these characteristics, shall be reported using the following list: race; color; religion; ancestry; national origin; gender; socioeconomic status; academic status; gender identity or expression; physical appearance; sexual orientation; mental/physical/developmental/ sensory disability; or other characteristic. When harassment, intimidation, or bullying are of a racial, sexual, and/or religious/ethnic nature, the above definition applies to all cases whether or not they involve students, staff, or the public. Detailed definitions related to inappropriate behavior of this nature are as follow. **Sexual Harassment:** Sexual advances, requests for sexual favors, sexually motivated physical conduct, or other verbal or physical conduct or communication of a sexual nature when submission to the conduct or communication is made a term or condition, either explicitly or implicitly, of obtaining an education; or submission to or rejection of that conduct or communication by an individual is used as a factor in decisions affecting that individual's education; or that conduct or communication has the purpose or effect of substantially or unreasonably interfering with an individual's education by creating an intimidating, hostile, or offensive employment or educational environment. Amorous relationships between county board of education employees and students are prohibited, pursuant to W. Va. Code §1-8B-8-11b. **Racial Harassment:** Physical, verbal, or written conduct relating to an individual's race when the conduct has the purpose or effect of creating an intimidating, hostile, or offensive working or academic environment; or otherwise adversely affects an individual's academic opportunities. **Religious/Ethnic Harassment:** Physical, verbal, or written conduct relating to an individual's religion or ethnicity when the conduct has the purpose or effect of creating an intimidating, hostile, or offensive working or academic environment; or otherwise adversely affects an individual's academic opportunities. **Sexual Violence:** Any sexual act directed against another person, without consent of the victim, including instances where the victim is incapable of giving consent. **Sexual Violence:** A crime directed against another person, without consent of the victim, when the victim is targeted because of their race.
Fighting	A physical altercation or mutual combat between two or more persons.
Leaving School Property Without Permission	Leaving school property, including off-campus school-sponsored activities, without proper authorization.
Inappopriate Use of Technology	Using technology to engage in illegal activities, bullying, harassment, threats, or other behaviors that disrupt the educational environment or violate school policy.

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SUMMERSVILLE ELEMENTARY SCHOOL

SES

★ POLICY 4373 ★

★ LEVEL 4 BEHAVIOR DEFINITIONS ★

LEVEL 4: Safe Schools Act Behaviors are defined in W. Va. Code §18A-5-1 and §18A-5-1a. These laws require that the principal, county superintendent, and county board of education address Level 4 behaviors in a specific manner as outlined in W. Va. Code §18A-5-1a and paraphrased in this chapter.

	SHALL SUSPEND	SHALL EXPEL
 W. Va. Code §18A-5-1 and §18A-5-1a require mandatory out-of-school suspension by the principal and mandatory expulsion for a period of not less than 12 consecutive months by the county board of education for possession of a deadly weapon, battery on a school employee, or sale of a narcotic drug. A student will not commit a battery by unlawfully and intentionally making physical contact of an insulting or provoking nature with the person of a school employee or causing physical harm to a school employee as outlined in W. Va. Code §61-2-15. A student who violates this code section shall be suspended and expelled.	✓ Shall Suspend	✓ Shall Expel
 A student will not commit an act or engage in conduct that would constitute a felony under the laws of this state if committed by an adult as outlined in W. Va. Code §18A-5-1a(b)(i). Such acts that would constitute a felony include, but are not limited to, arson as outlined in W. Va. Code §61-3-1; malicious assault and unlawful assault, as outlined in W. Va. Code §61-2-9; bomb threat, Code §61-6B-3; terrorist act or false information about a terrorist act, hoax terrorist act, as outlined in W. Va. Code §61-6-24; and grand larceny, as outlined in W. Va. Code §61-3-13. The principal shall suspend a student from school and from transportation if the principal determines the student committed an act or engaged in conduct that would constitute a felony. The principal shall request that the superintendent recommend to the board that the student be expelled. **Threats of mass or whole school violence, including but not limited to, school shootings or gun violence shall be considered a felony in WVEIS.*	✓ Shall Suspend	✓ Shall Expel
 A student will not sell, possess, or distribute a narcotic drug as defined in W. Va. Code §60A-1-101 on the premises of an educational facility, at a school-sponsored function, or on a school bus. A student guilty of this behavior shall be suspended and expelled.	✓ Shall Suspend	✓ Shall Expel
 A student will not unlawfully possess, use, be under the influence of, distribute, or sell any substance containing alcohol, over-the-counter drugs, prescription drugs, any other substance included in the Uniform Controlled Substances Act as described in W. Va. Code §60A-1-101, et seq., or any paraphernalia intended for the manufacture, sale, and/or use of illegal substances in any building/area under the control of a county school system, including all activities or events sponsored by the county school district. This includes violations of W. Va. 126CSR25A, Policy 2422.7, Standards for Basic and Specialized Health Care Procedures and Standards for the Possession and Use of Medical Cannabis By a Student, and instances of prescription drug abuse (Policy 2442.7). This also includes the possession, use, or distribution of electronic cigarettes or vaporizing devices that possess any level of THC, or its derivative. The principal shall suspend a student from school and/or from transportation and may recommend expulsion for possession of a controlled substance governed by the Uniform Controlled Substance Act. The principal determines consequences for other violations listed herein. **Provisions for medical cannabis can be found in Policy 2422.7.*	✓ Shall Suspend	✓ May Expel
 According to W. Va. Code §18A-5-1a(a), a student will not possess a firearm or deadly weapon as defined in W. Va. Code §61-7-2, on any school bus, on school property, or at any school-sponsored function as defined in W. Va. Code §61-7-11a. As defined in W. Va. Code §61-7-2, a deadly weapon means any device intended to cause injury or bodily harm, any device used in a threatening manner that could cause injury or bodily harm, or any device that is primarily used for self-protection. Deadly weapons include, but are not limited to, blackjack, gravity knife, knife, knife-like implement, switchblade knife, nunchaku, metallic or false knuckles, pistol, revolver, or other firearm. A deadly weapon may also include the use of a legitimate tool, instrument, or equipment as a weapon including, but not limited to, pens, pencils, compasses, or combs, with the intent to harm another. The student shall be suspended and expelled for violating W. Va. Code §61-7-11a.	✓ Shall Suspend	✓ Shall Expel

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SUMMERSVILLE
ELEMENTARY SCHOOL
2026-2027
SCHOOL YEAR

Thank you for reviewing the
Summersville Elementary School Student Handbook.

We look forward to working together to create
a safe, positive, and successful learning
environment for all students.

If you have any questions about the policies, schedules,
or expectations in this handbook,
please contact our school office:

SUMMERSVILLE ELEMENTARY SCHOOL
108 McKees Creek Rd
Summersville, WV 26651
(304) 872-1421



Go Bears!