



South Lewis Central School District Newsletter September - October 2023

One District. One Building. One Family.



Celebrating our future. Honoring our past.

**Featuring
Required District
Notifications**

SOUTH LEWIS CENTRAL SCHOOLS 2023-24 INSTRUCTIONAL CALENDAR

<p>July</p> <table style="width: 100%; text-align: center;"> <tr><th>S</th><th>M</th><th>T</th><th>W</th><th>T</th><th>F</th><th>S</th></tr> <tr><td></td><td></td><td></td><td></td><td></td><td></td><td>1</td></tr> <tr><td>2</td><td>3</td><td>4</td><td>5</td><td>6</td><td>7</td><td>8</td></tr> <tr><td>9</td><td>10</td><td>11</td><td>12</td><td>13</td><td>14</td><td>15</td></tr> <tr><td>16</td><td>17</td><td>18</td><td>19</td><td>20</td><td>21</td><td>22</td></tr> <tr><td>23</td><td>24</td><td>25</td><td>26</td><td>27</td><td>28</td><td>29</td></tr> <tr><td>30</td><td>31</td><td></td><td></td><td></td><td></td><td></td></tr> </table>	S	M	T	W	T	F	S							1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21	22	23	24	25	26	27	28	29	30	31						<p style="text-align: center;">August (2)</p> <table style="width: 100%;"> <tr><td style="width: 10%;">30</td><td>Superintendent's Conference Day</td></tr> <tr><td>31</td><td>Superintendent's Conference Day</td></tr> </table> <p style="text-align: center;">September (19)</p> <table style="width: 100%;"> <tr><td style="width: 10%;">4</td><td>Labor Day</td></tr> <tr><td>5</td><td>First Day with Students</td></tr> </table> <p style="text-align: center;">October (21)</p> <table style="width: 100%;"> <tr><td style="width: 10%;">9</td><td>Columbus Day</td></tr> </table> <p style="text-align: center;">November (18)</p> <table style="width: 100%;"> <tr><td style="width: 10%;">10</td><td>Veterans Day</td></tr> <tr><td>22-24</td><td>Thanksgiving Holiday</td></tr> </table> <p style="text-align: center;">December (15)</p> <table style="width: 100%;"> <tr><td style="width: 10%;">22</td><td>Christmas Holiday</td></tr> <tr><td>25-29</td><td>Christmas Holiday</td></tr> </table> <p style="text-align: center;">January (21)</p> <table style="width: 100%;"> <tr><td style="width: 10%;">1</td><td>New Year's Holiday</td></tr> <tr><td>15</td><td>Martin Luther King Day</td></tr> <tr><td>23-26</td><td>Regents Exams</td></tr> </table> <p style="text-align: center;">February (16)</p> <table style="width: 100%;"> <tr><td style="width: 10%;">19</td><td>President's Day</td></tr> <tr><td>20-23</td><td>Winter Recess</td></tr> </table> <p style="text-align: center;">March (20)</p> <table style="width: 100%;"> <tr><td style="width: 10%;">29</td><td>Good Friday</td></tr> </table> <p style="text-align: center;">April (16)</p> <table style="width: 100%;"> <tr><td style="width: 10%;">1</td><td>Easter Monday</td></tr> <tr><td>22-26</td><td>Spring Recess</td></tr> </table> <p style="text-align: center;">May (22)</p> <table style="width: 100%;"> <tr><td style="width: 10%;">27</td><td>Memorial Day</td></tr> </table> <p style="text-align: center;">June (17)</p> <table style="width: 100%;"> <tr><td style="width: 10%;">4</td><td>Regents Days</td></tr> <tr><td>14-18</td><td>Regents Days</td></tr> <tr><td>20-25</td><td>Regents Days</td></tr> <tr><td>19</td><td>Juneteenth Holiday</td></tr> <tr><td>26</td><td>Regents Rating Day</td></tr> <tr><td>26</td><td>Last Day of School</td></tr> </table> <p style="text-align: center;">Total number of days 187</p>	30	Superintendent's Conference Day	31	Superintendent's Conference Day	4	Labor Day	5	First Day with Students	9	Columbus Day	10	Veterans Day	22-24	Thanksgiving Holiday	22	Christmas Holiday	25-29	Christmas Holiday	1	New Year's Holiday	15	Martin Luther King Day	23-26	Regents Exams	19	President's Day	20-23	Winter Recess	29	Good Friday	1	Easter Monday	22-26	Spring Recess	27	Memorial Day	4	Regents Days	14-18	Regents Days	20-25	Regents Days	19	Juneteenth Holiday	26	Regents Rating Day	26	Last Day of School	<p>January</p> <table style="width: 100%; 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NOTE: If additional days must be used for emergency closings, the Board of Education reserves the right to determine which makeup days will be used from any scheduled recess periods and/or holidays.

BOE APPROVED: March 28, 2023

South Lewis Parent Portal

South Lewis Central School District uses a system called SchoolTool to secure student information. Student contact information, schedule, attendance, and grades are stored in this system and used as a resource every day for teachers and administrators. We believe that parents are an important partner in our efforts to make all children successful. In an effort to strengthen this partnership, we are continuing to make student information available to parents through a secure website.

You may sign up for a parent portal account by going to your child’s school office where you may fill out the correct form. You must have valid identification with you in order to obtain an account. Once your form has been validated by the school secretary, an account will be set up and directions emailed to you.

Disclosure To Military Recruiters

We are required to provide, upon request, the names and addresses of all Juniors and Seniors to Military Recruiters. If you or your son/daughter do not want us to release this information, please complete the form on the right and return it to the High School Office, PO Box 40, Turin, NY 13473.



Name of Student: _____
 I **do not** want my (son’s / daughter’s) name released to a military recruiter.

Signature _____
 Print Name _____
 Relationship to Student _____

Please note: This form **must be returned** to the High School Office **by October 1** in order for your child’s name **not** to be placed on the list provided to military recruiters.

PERMISSION TO SURVEY STUDENTS (PPRA)

If a survey contains one or more of the following categories, schools and contractors must protect student privacy and give parents the right to inspect the survey.

The eight categories are:

1. Political affiliations or beliefs of the student or parent
2. Mental and psychological problems of the student or the student's family
3. Sex behavior or attitudes
4. Illegal, anti-social, self-incriminating, or demeaning behavior
5. Critical appraisals of other individuals with whom respondents have close family relationships
6. Legally recognized privileged or analogous relationships, such as those of lawyers, physicians, and ministers
7. Religious practices, affiliations, or beliefs of the student or parent
8. Income (other than that required by law to determine eligibility for participation in a program or for receiving financial assistance under such program).

Parents or guardians have the right to inspect, upon request, a survey created by a third party before the survey is administered or distributed by a school to students.

Parents have the right to remove their child from participation in any survey containing one or more of the eight categories of information noted above.

If you do not want your child(ren) surveyed or would like to see the survey before it is given, please complete the following form and return the form to the office of the school that your child(ren) attend.



Please circle appropriate response:

I **do not** want my (son/daughter) to take any survey given in school.

I **want to see** a copy of the survey prior to the survey being given in school.

Name of Student _____

Signature _____

Print Name _____

Relationship to Student _____

Please Note: This form **must be returned** to the school office your child(ren) attend by October 1st if they are not to take surveys or you want to review the survey prior to it being given.

**EQUAL OPPORTUNITY IN
EDUCATIONAL PROGRAMS
(NON-DISCRIMINATION POLICY)**

The South Lewis Central School District, in accordance with Title IX of the Educational Amendments of 1972, Title VI of The Civil Rights Act of 1964, Section 504 of the Rehabilitation Act of 1973, Title II of the Americans With Disabilities Act, or the Age Discrimination Act of 1975, does not discriminate on the basis of race, color, creed, religion, national origin, political affiliation, sex, age, marital or veteran status, or disability. The Board of Education recognizes its responsibility to provide an environment free from harassment and intimidation in the educational programs or activities it operates.

We do not permit discrimination by employees, school volunteers, students and non-employees such as contractors and vendors, as well as any third parties participating in, observing or otherwise engaged in activities subject to the supervision of the district. This includes recruitment and employment practices, pay and benefits, counseling services for students, access by students to educational programs, courses and activities. The Board also prohibits harassment based upon an individual's opposition to the discrimination or participation in a related investigation or complaint proceeding under the anti-discrimination statutes.

This policy of non-discrimination and anti-harassment will be enforced on school district premises, in school buildings and at all school sponsored events, programs and activities including those that take place off school premises. Inquiries or complaints should be forwarded to the Superintendent of Schools.

**GRIEVANCE PROCEDURE (FOR
NON-DISCRIMINATION POLICY)**

The compliance officers for Title IX, Section 504 and other grievances related to student activities are Mr. Chad Luther, High School Principal, and Julie Birmingham, School Counselor. The compliance officer for all employee related activities is Mr. Chad Luther. Both can be contacted at the School District Office, PO Box 10, Turin, NY 13473.

The compliance officer, upon request, will provide a copy of the district's grievance procedure to any employee, student or other covered person.

A copy of each of the Acts and Regulations upon which this notice is based will be made available, upon written request to the district compliance officer.

Homeless Students In The South Lewis District

Parents, students, and community members are to be aware that all homeless students have the right and responsibility to attend school. They may attend the school district they live in or their school of origin. Being homeless should not interfere with their right and responsibility to an education.

Homeless children must be provided transportation services, educational services and meals through school meal programs comparable to those offered to other children in the school they would attend.

For more information, please contact Mrs. Deborah Domagala who is the local liaison for homeless children. Her address is South Lewis Central School, PO Box 10, Turin, NY 13473. Her telephone number is (315) 348-2517.

AHERA NOTIFICATION

The South Lewis Central School District has had an inspection for the presence of asbestos-containing materials in accordance with the Asbestos Hazard Emergency Response Act (AHERA) of 1986. Under the Federal guidelines, each building in the district was completely inspected for all asbestos-containing materials. A copy of the Survey Report and the Management Plan is available in each building's office and in the District Office. If you have any questions, please contact Richard Poniktera, Supervisor of Buildings & Grounds, at 348-2504.

School - Home Messaging

South Lewis Central School District has the service to enable school administrators to record, schedule, send, and track personalized voice messages to South Lewis students, parents, and staff in minutes. The purpose of this service is to provide up-to-date and immediate feedback to parents/guardians about school closings, delays, early dismissals, emergency situations and other information.

The service will dial a number three times if no one answers or the answering machine does not pick-up. The call service can leave a message at the primary telephone number or up to six telephone numbers (including emergency contacts) if an emergency situation occurs. We hope this service improves home-school communication to keep parents/guardians informed of what is going on at school.

New York State ESSA-Funded Programs Complaint Procedures

Purpose

Below is the process for resolving complaints submitted to the New York State Education Department's (NYSED) Office of ESSA-Funded Programs alleging that a local educational agency (LEA), grantee or NYSED has violated a law, rule, or regulation in the administration of any "covered Federal program" under the Elementary and Secondary Education Act (ESEA), as amended by the Every Student Succeeds Act (ESSA) identified below.

These procedures offer parents and other stakeholders a process to file complaints and allow for the timely resolution of such complaints. Complaints filed against a local entity such as a school district, charter school, or grantee will be reviewed by NYSED's Office of ESSA-Funded Programs. Complaints filed against NYSED will be reviewed by NYSED's legal counsel.

A complainant may include any of the following: parents, public agencies, and other individuals or organizations. If the complainant is a minor, the complaint or appeal shall also be signed by his or her guardian, unless the statute or rule under which the complaint or appeal is filed prohibits this requirement.

Complaints regarding equitable services for non-public schools should follow the procedures detailed at <http://www.p12.nysed.gov/nonpub/Ombudsman.html>. Each LEA in New York State is required to disseminate, free of charge, adequate information about these complaint procedures to parents of students, and appropriate private school officials or representatives.

Authorization:

The procedures contained in this document meet the requirements of ESSA Section 8304(a)(3)(C) and 34 CFR Part 299, Subpart F - Complaint Procedures.

Covered Federal Programs:

The ESEA programs for which an individual or entity may submit a complaint to NYSED include:

Title I, Part A: Grants to Local Educational Agencies

Title I, Part C: Education of Migratory Children

Title I, Part D: Prevention and Intervention Programs for Children and Youth Who Are Neglected, Delinquent, or At-Risk

Title II, Part A: Supporting Effective Instruction

Title III, Part A: Language Instruction for English Learners and Immigrant Students

Title IV, Part A: Student Support and Academic Enhancement Grants

Title IV, Part B: 21st Century Community Learning Centers

Title V, Part B: Rural Education Initiative

Step 1: Attempt to Resolve the Complaint at the Local Level

Complaints/appeals regarding the administration and implementation of any of the programs listed above should first be addressed at the local level.

- For all LEAs located outside of New York City, complaints must be sent first to the Superintendent of the LEA or his/her designee. For complaints related to Title I, Part D programming provided at a neglected and/or delinquent facility, the complaint should also be sent to the Director of the Facility. If the local LEA fails to resolve the complaint within 30 business days or fails to resolve the issue to the satisfaction of the complainant, the complaint may then be sent to NYSED.
- Complaints/appeals regarding a regional Migrant Education Tutorial and Support Services (METS) Program Center's administration and implementation of services for migrant-eligible students should be sent first to the Director of the regional METS Program Center. Complaints/appeals regarding student eligibility for the NYS Migrant Education Program, should be sent first to the Director of the Identification and Recruitment (I D&R) Statewide Program Center. METS Program Centers and ID&R contact information is available at <https://www.nysmigrant.org/mets>(link is external). If the METS Program Centers and the ID&R Program Center fails to resolve the complaint within 30 business days or fails to resolve the issue to the satisfaction of the complainant, the complaint may then be sent to NYSED.

Step 2: Submission of Complaint to NYSED

To initiate a complaint with NYSED, a complainant must submit a written, signed complaint including the following:

1. A statement that the State, LEA, neglected and/or delinquent facility, or METS Program Center has violated a requirement of a federal statute or regulation that applies to any applicable program listed above.
2. The facts on which the statement is based, including sufficient information as to when, where and the nature of activity that is perceived to be in violation of law and/or regulation.
3. Documentation of attempts to resolve the issue with appropriate personnel at the local level where the child, subject to the complaint, attends (e.g. school building, school district, neglected and/or delinquent facility, METS Program Center, or grantee administrators). Appropriate personnel could include the child's teacher, building principal, pupil personnel director, METS Director, Director of the Facility, the superintendent and/or local board of education.
4. The complainant's recommendation for resolving the complaint. Complaints may be emailed to CONAPPTA@nysed.gov(link sends e-mail) with "COMPLAINT" in the subject line of the email. Alternately, a complaint may be mailed to NYSED at the following address:

New York State Education Department
Office of ESSA Funded Programs
Attention: Complaint Coordinator
89 Washington Avenue, Room 320EB
Albany, New York 12234

(Continued on Page 7)

Step 3: Review of Complaint

Once a complaint is received, the complaint coordinator will issue a Letter of Acknowledgment, via mail or email with confirmation, to the complainant that contains the following information:

1. The date that NYSED received the complaint;
2. The name and contact information of the assigned complaint coordinator;
3. How the complainant may provide additional information; and
4. A Statement of the ways in which the complaint coordinator may investigate the complaint.

The complaint coordinator retains authority for determining the manner in which the allegations will be investigated, which may include, but are not limited to, a review of written documentation, interviews, and/or on-site investigations.

During the investigative process, the complaint coordinator may contact the entity in question ("the alleged") to inform them of the complainant's allegations and request documentation necessary to determine whether a law, rule or regulations related to the administration of the covered programs was violated.

The complaint coordinator may, if necessary, request additional information from either party. Unless the complaint coordinator grants an extension, based on extenuating circumstances, the documentation from the alleged must be received within the stated timelines in the Letter of Allegations.

Step 4: Resolution of Complaint

Within 60 State agency work days of receiving the complaint, a Letter of Resolution will be sent via mail or email with confirmation to the alleged with a copy to the complainant. The letter will specify whether the allegation is sustained by the complaint coordinator and if any corrective action is required. If corrective action is required, the Letter of Resolution will specify the actions needed, timeline for implementation and the acceptable documentation for resolution. If the complaint coordinator finds an additional violation, which was not cited in the original Letter of Allegations, the complaint coordinator will add this violation to the Letter of Resolution.

In the case of exceptional circumstances, an extension of the 60-day complaint resolution period may be required. The State Education Department has determined that exceptional circumstances may include, but need not be limited to, such occurrences as:

- illness of involved parties;
- cancellation of scheduled on-site reviews due to unscheduled school closings;
- the need for extended review activities beyond those specified in the original written notification; and/or
- any other mutual agreement to changes in review scope or activity.

(Continued on Page 8)

When exceptional circumstances are identified, the revised date for the completion of the complaint review will be provided in writing to all parties involved in the complaint or appeal. All parties to the complaint have the right to initiate a request for an extension beyond the 60-business-day complaint resolution period based on exceptional circumstances. All such requests must be presented to the State Education Department.

Step 5: Appeal of Resolution to U.S. Department of Education

Both parties have the right to appeal the complaint coordinator's Letter of Resolution to the United States Secretary of Education within 30 days of receiving the letter.

Such appeals should be submitted to:

United States Department of Education
Compensatory Education Programs
400 Maryland Avenue, S.W.
Room 3W230, FOB #6
Washington, D.C. 20202-6132



Parental Rights Regarding the Referral and evaluation of Children For the Purposes of Special Education Services or Programs

Upon a child's enrollment or attendance at a public school in New York State, the child's parent, guardian, or person in parental relation to that child, has the right to refer the child to the school district's Committee on Special Education to have the child evaluated and a determination made on whether the student is a student with a disability and therefore, eligible for special education and/or related services.

For additional information regarding this process, please visit the State Education Department's website and review "A Parents Guide to Special Education" at:

<https://www.nysed.gov/special-education/parents-guide-special-education>

You may also contact the district's Committee on Special Education (CSE) chairperson, Catherine Littlefield at 315-348-2535.

Disclosure of Student Information

In certain circumstances, the law permits us, and it is our policy, to disclose personally identifiable information about a student without obtaining specific consent from the student or the student's family. Among these circumstances are:

- * Disclosure to officials of another school, school district, or BOCES in which the student seeks or intends to enroll, or is already enrolled, when the other school requests the information to facilitate the enrollment or transfer;
- * Disclosure to school officials with legitimate educational interests. We consider the following to be school officials for purposes of this Notice: a person employed by the school or school district as an administrator, supervisor, instructor, or support staff member (including health or medical staff and law enforcement unit personnel); a person serving on the school board; a volunteer, contractor, or consultant who, while not employed by the school, performs an institutional service or function for which the school would otherwise use its own employees and who is under the direct control of the school with respect to the use and maintenance of personally identifiable information from education records, such as an attorney, auditor, medical consultant, therapist; or employees of a BOCES or other school district who are providing educational services to students or providing technology support or other shared services to students or providing technology support or other shared services to the District. A school official typically has a legitimate educational interest if the official needs to review an education record in order to fulfill his or her professional responsibility.

TITLE I PARENT AND FAMILY ENGAGEMENT POLICY

The District will collaborate with parents and other family members to help students participating in Title I programs reach their full academic potential and to improve the District's overall academic quality. As part of its collaboration, the District will conduct outreach; plan and implement programs, activities, and procedures for parent and family member engagement; and consult meaningfully with parents and family members.

District-Wide Parent and Family Engagement

To facilitate parent and family participation, the District will:

- a) Involve parents and family members in jointly developing this policy, its Title I Plan, and its support and improvement plans. If the parents or family members indicate that the Title I plan is not satisfactory, the District will submit their comments to the State Education Department along with the plan;
- b) Improve student academic achievement and school performance through coordination, providing technical assistance, and giving support necessary to assist and build the capacity of all participating schools in planning and implementing effective parent and family engagement activities, which may include meaningful consultation with employers, business leaders, and philanthropic organizations, or individuals with expertise in effectively engaging parents and family members in education;
- c) Coordinate and integrate parent and family engagement strategies with other relevant federal, state, and local programs including, but not limited to the Headstart Program, Literacy Collaborative, Universal Pre-K, and other programs;
- d) Conduct, with the meaningful involvement of parents and family members, an annual evaluation of the content and effectiveness of the parent and family engagement policy in improving the academic quality of its Title I schools. The evaluation will include identifying:
 1. Barriers to greater participation by parents and family members in Title I activities, with particular attention to parents who are economically disadvantaged, are disabled, have limited English proficiency, have limited literacy, or are of any racial or ethnic minority background;
 2. The needs of parents and family members to assist with their child's learning, including engaging with school personnel and teachers; and
 3. Strategies to support successful school and family interactions.

The annual evaluation content will include attendance records from the Title I Open House/Parent Night, results of any parent/family member surveys conducted in identifying items one through three as itemized above, and appropriate achievement data.

- e) Use the evaluation's findings to design evidence-based strategies for more effective parent and family member engagement, and to revise the policy, if needed;
- f) Involve parents in Title I activities, which may include establishing a parent advisory board comprised of a sufficient number and representative group of parents or family members served by the District to adequately represent the students' needs, to develop, revise, and review the parent and family engagement policy. The annual Title I Open House/Parent Night will be utilized for this purpose; and
- g) Involve parents and family members in decisions regarding how it spends funds reserved for parent and family engagement activities. The annual Title I Open House/Parent Night will be utilized for this purpose.

School-Level Parent and Family Member Engagement

The Board directs each school receiving Title I funds to develop a building-level parent and family member engagement plan with that school's parents and family members. In addition to the content included above, each school building-level plan will:

- a) Describe how to convene an annual meeting, at a convenient time, to inform parents and family members of their school's participation in Title I programs, to explain Title I requirements, and to identify the right of the parents and family members to be involved. All parents and family members of these children will be invited and encouraged to attend the meeting;
- b) Offer flexibility in scheduling meetings, and may provide transportation, child care, or home visits related to parent and family member engagement, using Title I funds;
- c) Involve parents and family members in an organized, ongoing, and timely way in planning, reviewing, and improving Title I programs, including this policy;
- d) Provide parents and family members with timely information about programs, a description and explanation of the curriculum in use, the forms of academic assessment used to measure student progress, the achievement levels of the challenging state academic standards, and, if requested by parents or family members, opportunities for regular meetings to formulate suggestions and to participate in decisions relating to their child's education. The District will respond to any suggestions as soon as practicably possible; and
- e) Develop a compact jointly with parents and family members that outlines how they, school staff, and students will share responsibility for improved student academic achievement. The compact will also detail the means by which the school and parents and family members will build and develop a partnership to help all children achieve the state's standards.
- f) Have a compact that:
 1. Describes the school's responsibility to provide high-quality curriculum and instruction in a supportive and effective learning environment to enable these students to meet the challenging state academic standards;
 2. Describes the ways in which each parent or family member will be responsible for supporting the child's learning, volunteering in the child's classroom, and participating, as appropriate, in decisions relating to the child's education and positive use of extracurricular time; and
 3. Addresses the importance of communication between teachers and parents or family members on an ongoing basis through, at a minimum:
 - (a) Parent or family member-teacher conferences in elementary schools, at least annually, during which the compact will be discussed as it relates to the individual child's achievement;
 - (b) Frequent reports to parents or family members on the child's progress;
 - (c) Reasonable access to staff, opportunities to volunteer and participate in the child's class, and observing their classroom activities. This can be accomplished through conferences with parents and appropriate materials being sent home as needed/requested.
 - (d) Ensuring regular two-way, meaningful communication between family members and school staff, and, to the extent practicable, in a language that family members can understand.

If the parents or family members believe that the building-level parent and family engagement plan is not satisfactory, the school will submit their comments when it makes the plan available to the District.

To ensure effective involvement of parents or family members and to support a partnership among the school involved, parents or family members, and the community, to improve student academic achievement, the District and each school will:

- a) Provide assistance to parents or family members of children served by the District or school to understand topics such as the challenging state academic standards, state and local academic assessments, the requirements of this part, and how to monitor a child's progress and work with educators to improve the achievement of the children. This can be accomplished through conferences with parent, informational handouts/materials and the use of the annual Title I Open House/Parent Night;
- b) Provide materials and training to help parents or family members to work with the children to improve their achievement, such as literacy training and using technology (including education about the harms of copyright piracy) to foster parent and family member engagement. This can be accomplished through conferences with parent, informational handouts/materials and the use of the annual Title I Open House/Parent Night;
- c) Educate teachers, specialized instructional support personnel, principals, and other school leaders, with the assistance of parents or family members, in the value and utility of parent or family member contribution, and in how to reach out to, communicate with, and work with parents or family members as equal partners; implement and coordinate parent or family member programs; and build ties between parents or family members and the school. This can be accomplished through conferences with parent, informational handouts/materials and the use of the annual Title I Open House/Parent Night;
- d) Coordinate and integrate, to the extent feasible and appropriate, parent and family member engagement programs and activities with federal, state, and local programs, including public preschool programs that encourage and support parents and family members in more fully participating in the education of the children. This can be accomplished through conferences with parent, informational handouts/materials and the use of the annual Title I Open House/Parent Night;
- e) Ensure that information related to school and parent and family member programs, meetings, and other activities is sent to the parents or family members of participating children in a format and, to the extent practicable, in a language the parents or family members can understand;
- f) Provide other reasonable support for parent and family member engagement activities as parents or family members may request.

In addition, the District and each school may:

- a) Involve parents or family members in developing training for teachers, principals, and other educators to improve the effectiveness of this training;
- b) Provide necessary literacy training from funds received under this part if the District has exhausted all other reasonably available sources of funding for the training;
- c) Pay reasonable and necessary expenses associated with local parent and family member engagement activities, including transportation and child care costs, to enable parents and family members to participate in school-related meetings and training sessions;
- d) Train parents or family members to enhance the involvement of other parents or family members;
- e) Arrange school meetings at a variety of times, or conduct in-home conferences between teachers or other educators, who work directly with participating children, with parents or family members who are unable to attend these conferences at school, to maximize parent and family engagement and participation;
- f) Adopt and implement model approaches to improving parent and family engagement;
- g) Establish a District-wide parent and family member advisory council to provide advice on all matters related to parent and family member engagement in supported programs; and
- h) Develop appropriate roles for community-based organizations and businesses in parent and family member engagement activities.

In carrying out the parent and family member engagement requirements, the District and its schools, to the extent practicable, will provide opportunities for the informed participation of parents and family members (including parents and family members who have limited English proficiency, parents and family members with disabilities, and parents and family members of migratory children), including providing information and school reports in a format and, to the extent practicable, in a language they understand.

Procedures for Filing Complaints/Appeals

The District will disseminate free of charge to parents and family members of children in Title I programs, and to appropriate private school officials or representatives, adequate information regarding the District's written complaint procedures for resolving Title I issues.

***Comparability of Services**

The District will ensure equivalence among its schools of the same grade span and levels of instruction with regard to teachers, administrators, and auxiliary personnel, as well as equivalence in providing curriculum materials and instructional supplies in Title I programs.

CODE OF CONDUCT

The New York State Legislature requires every school in New York State to have a code of conduct in place to assure security and safety in schools.

The South Lewis Code of Conduct establishes regulations regarding maintenance and order on school property, including school functions. The code governs the conduct of students, teachers, other school personnel and visitors. Provisions in the South Lewis Central School Code of Conduct address: 1) conduct, dress and language deemed appropriate and acceptable or inappropriate and unacceptable; 2) acceptable and respectful treatment of teachers, administrators, school personnel, students and visitors; 3) appropriate range of disciplinary measures for violation of the code; and 4) the role of teachers, administrators, other school personnel, the Board of Education and parents.

The South Lewis Central School Code of Conduct addresses the following areas:

- Introduction
- Definitions
- Student Rights and Responsibilities
- Essential Partners
- Dignity for all Students Act (Dignity Act)
- Student Dress Code • Prohibited Student Conduct
- Reporting Violations • Disciplinary Penalties, Procedures and Referrals
- Alternative Instruction
- Discipline of Students with Disabilities
- Corporal Punishment
- Student Searches and Interrogations
- Visitors to the Schools
- Public Conduct on School Property
- Dissemination and Review



The entire South Lewis Central School District Code of Conduct is available on the District website or upon request in the South Lewis Central School District Office, P.O. Box 10, Turin, NY 13473.

COMPREHENSIVE STUDENT ATTENDANCE POLICY

Statement of Overall Objectives

The District is an active partner with students and parents in the task of ensuring that all students meet or exceed the New York State Learning Standards. The District recognizes that consistent school attendance, academic success, and school completion have a positive correlation, and therefore has developed, and, if necessary, will revise a Comprehensive Student Attendance Policy to meet the following objectives:

- a) Increase school completion for all students;
- b) Raise student achievement and close gaps in student performance;
- c) Identify attendance patterns in order to design attendance improvement efforts;
- d) Know the whereabouts of every student for safety and other reasons;
- e) Verify that individual students are complying with education laws relating to compulsory attendance;
- f) Determine the District's average daily attendance for state aid purposes.

Description of Strategies to Meet Objectives

The District will:

- a) Create and maintain a positive school building culture by fostering a positive physical and psychological environment where the presence of strong adult role models encourages respectful and nurturing interactions between adults and students. This positive school culture is aimed at encouraging a high level of student bonding to the school, which in turn should lead to increased attendance.
- b) Maintain accurate record-keeping via a Register of Attendance to record attendance, absence, tardiness, or early departure of each student.
- c) Utilize data analysis systems for tracking individual student attendance and individual and group trends in student attendance problems.
- d) Develop strategies to improve school attendance for all students.

Determination of Excused and Unexcused Absences, Tardiness, and Early Departures

Based upon the District's education and community needs, values, and priorities, the District has determined that absences, tardiness, and early departures will be considered excused or unexcused according to the following standards:

- a) **Excused:** An absence, tardiness, or early departure may be excused if due to personal illness, illness or death in the family, religious observance, quarantine, required court appearances, attendance at health clinics, doctor appointments, approved college visits, obtaining learner permits, road tests, approved cooperative work programs, military obligations, or other reasons as may be approved by the Principal.

- b) **Unexcused:** An absence, tardiness, or early departure is considered unexcused if the reason for the lack of attendance does not fall into the above categories (e.g., family vacation, hunting, babysitting, haircut, oversleeping).

A written excuse, signed by a parent or person in parental relation should be presented by the student when returning to school following each absence. An email or phone call to the school is also acceptable.

Student Attendance Record-keeping/Data Collection

The record of each student's presence, absence, tardiness, and early departure will be kept in a register of attendance in a manner consistent with Commissioner's regulations. An absence, tardiness, or early departure will be entered as "excused" or "unexcused" along with any District code for the reason.

Attendance will be taken and recorded in accordance with the following:

- a) For students in non-departmentalized pre-kindergarten through grade 4 (i.e., self-contained classrooms and supervised group movement to other scheduled school activities such as physical education in the gym, assembly, etc.), the student's presence or absence will be recorded after the taking of attendance once per school day.
- b) For students in grades 5 through 12 or in departmentalized schools at any grade level (i.e., students pass individually to different classes throughout the day), each student's presence or absence will be recorded after the taking of attendance in each period of scheduled instruction.
- c) Any absence for a school day or portion thereof will be recorded as excused or unexcused in accordance with the standards articulated in this policy.
- d) In the event that a student at any instructional level from grades K through 12 arrives late for, or departs early from, scheduled instruction, the tardiness or early departure will be recorded as excused or unexcused in accordance with the standards articulated in this policy.



A record will be kept of each scheduled day of instruction during which the school is closed for all or part of the day because of extraordinary circumstances including adverse weather conditions, impairment of heating facilities, insufficiency of water supply, shortage of fuel, destruction of or damage to a school building, or other cause as may be found satisfactory to the Commissioner of Education.

Attendance records will also indicate the date when a student withdraws from enrollment or is dropped from enrollment in accordance with Education Law Section 3202(1-a).

At the conclusion of each class period or school day, all attendance information will be compiled and provided to the designated school personnel who are responsible for attendance. The nature of the absence, tardiness, or early departure will be coded on a student's record in accordance with the established District or building procedures.

Student Attendance and Course Credit

The District believes that classroom participation is related to, and affects, a student's performance and grasp of the subject matter and, as such, is properly reflected in a student's final grade. For purposes of this policy, classroom participation means that a student is in class and prepared to work.

Consequently, for each marking period, a certain percentage of a student's final grade will be based on classroom participation as well as the student's performance on homework, tests, papers, projects, etc., as determined by the classroom teacher and approved by the building principal.

Students are expected to attend all scheduled classes. Consistent with the importance of classroom participation, student absences, tardiness, and early departures may affect a student's grade, including credit for classroom participation, for the marking period.

However, the District may not deny course credit to a student who, regardless of absences, has taken all tests, completed missed class work, and secured a passing grade.

Students will be considered in attendance if the student is:

- a) Physically present in the classroom or working under the direction of the classroom teacher during the class scheduled meeting time; or
- b) Working under an approved independent study program; or
- c) Receiving approved alternative instruction.

Students who are absent from class due to their participation in a school-sponsored activity must arrange with their teachers to make up any work missed in a timely manner as determined by the student's teacher. Attendance at school-sponsored events where instruction is substantially equivalent to the instruction which was missed will be counted as the equivalent of regular attendance in class.

Upon returning to school following an absence, tardiness, or early departure, it will be the responsibility of the student to consult with his or her teacher(s) regarding arrangements to make up missed work, assignments, and/or tests in accordance with the time schedule specified by the teacher.

Chronic Absenteeism

Chronic absenteeism is defined as missing at least 10% of enrolled school days in a year for any reason, excused or unexcused. Chronic absenteeism differs from truancy because it emphasizes missed instructional time rather than unexcused absences. Missed instructional time can increase a student's risk for disengagement, low achievement, and dropping out, among other things.

In light of this, the District will:

- a. Work to ensure that parents or persons in parental relation are informed of the Comprehensive Student Attendance policy.
- b. Encourage student attendance through grade-level and/or building-level appropriate incentives.
- c. Effectively intervene with consequences and/or supports when an identified pattern of absences, tardiness and/or early departure exists for a student.

Parent Attendance Review

A parent or person in parental relation may request a building-level review of his or her child's attendance record.

Building Review of Attendance Records

The building principal will periodically work in conjunction with the building attendance clerk and other designated staff in reviewing attendance records. This review is conducted to identify

individual and group attendance patterns and to initiate appropriate action to address the problem of absences, tardiness, and early departures.

Review by the Board

The Board may make any revisions to the Policy and plan deemed necessary to improve student attendance.

Community Awareness

The Board will promote necessary community awareness of the District's Comprehensive Student Attendance Policy by providing copies of the policy to any member of the community upon request.

STUDENT ACCIDENT INSURANCE

The South Lewis Central School District provides the opportunity for the parents to purchase student accident insurance through the Pupil Benefit Plan. The Pupil Benefits Plan, Inc. operates on a non-profit basis and is under the supervision of the New York State Public School Athletic Association. The plan is available to all students in elementary, middle, and high school. The basic philosophy of the plan is to assist parents with expenses. The parent's or guardian's insurance is the primary insurance and the Pupil Benefits Plan is in the excess coverage position. The reimbursement is based on a schedule - so many dollars for each type of injury.

Parents will have an opportunity during the month of September to review the policy, premium rates and coverage through the online Family ID beginning of the year form completion/registration process. Parents can choose to purchase student insurance based on three types of coverage. Parents are required to complete the form online through FamilyID to indicate whether or not they intend to purchase insurance. **Coverage does not become effective until payment is received.** Questions concerning the Pupil Benefits Plan can be directed to the District Office at 315-348-2511.

NEW YORK STATE HEALTH DEPARTMENT SURVEY ON BODY MASS INDEX

As part of a required school health examination, a student is weighed and his/her height is measured. These numbers are used to figure out the student's body mass index or 'BMI'. The BMI helps the doctor or nurse know if the student's weight is in a healthy range or is too high or too low. Recent changes to the New York State Education Law require that BMI and weight status group be included as part of the student's school health examination. Our school has been selected to take part in a survey by the New York State Department of Health. We will be reporting to New York State Department of Health information about our students' weight status groups. Only summary information is sent. No names and no information about individual students are sent. However, you may choose to have your child's information excluded from this survey report.

The information sent to the New York State Department of Health will help health officials develop programs that make it easier for children to be healthier.

If you do not wish to have your child's weight status group information included as part of the Health Department's survey this year, please print and sign your name below and return this form to:

Mr. Chris Villiere
Director of Physical Education, Health, and Athletics
South Lewis High School
PO Box 40
Turin, NY 13473



Please do not include my child's weight status information in the 2023 - 2024 school survey.

Print Child's Name

Print Parent's Name

Parent's Signature

Date

PARENTS' RIGHTS REGARDING INFORMATION ABOUT QUALIFICATIONS OF THEIR CHILDREN'S TEACHERS

Parents and guardians have the right to request the following specific information about the professional qualifications of their children's classroom teachers:

- If the teacher has met New York State qualifications and licensing criteria for the grade levels and subject areas he or she teaches
- Whether the teacher is teaching under emergency or other provisional status through which State qualification or licensing criteria have been waived
- The teacher's college major; whether the teacher has any advanced degrees and, if so, the subject of the degrees
- The qualifications of any instructional aide(s) or similar paraprofessionals if they provided services to your child

Requests for information about the qualifications of your child's teacher(s) can be directed to their school principal. All requests will be honored in a timely manner.

PESTICIDE NOTIFICATION

New York State Education Law Section 409-H, effective July 1, 2001, requires all public and nonpublic elementary and secondary schools to provide written notification to all parents, guardians, faculty, and staff regarding the potential use of pesticides periodically throughout the school year and during summer school. The South Lewis Central School District is required to maintain a list of parents, guardians, faculty, and staff who wish to receive 48-hour prior written notification of certain pesticide applications. In the event of an emergency application necessary to protect against an imminent threat to human health, a good faith effort will be made to supply written notification to those on the 48-hour prior notification list. If you would like to receive 48-hour prior notification of pesticide applications that are scheduled to occur in your school, please complete the form below and return it to Mr. Richard Poniktera at South Lewis Central School, PO Box 10, Turin, NY 13473 or by fax to (315) 348-2510.

South Lewis Central School District
Request for Pesticide Application Notification
September 2023

Name: _____

Address: _____

Daytime Phone: _____

Evening Phone: _____

South Lewis Central Schools

SOUTH LEWIS CENTRAL SCHOOL

District Office
P.O. Box 10
Turin, NY 13473

Non-Profit Org.
U.S. Postage
Turin, New York
Bulk Rate
Permit No. 4

CAR-RTE-SORT

Occupant or Box Holder



South Lewis Central School

Home of the Falcons