

BOARD MEETING: Regular
DATE: Wednesday, March 16, 2016
TIME: 6:30 p.m.
PLACE: Naples High School Cafeteria

- I. Meeting Called to Order
- II. Roll Call
- III. Adopt the Agenda of the Regular Meeting of March 16, 2016 (Board Action)
- IV. Executive Session (Board Action)

V. Pledge of Allegiance

VI. Public Comments: The Board of Education invites you, the residents of our school community, to feel comfortable in sharing matters of interest or concern that you might have with us. The Board President will be happy to recognize those of you who wish to speak. We would ask that you come forward and please identify yourself before presenting your thoughts.

Those items brought to the attention of the Board during this time may be taken under consideration for future response or action. *(Individual comments will be limited to three minutes.)*

As a matter of courtesy, we ask that issues related to specific School District personnel or students be brought to the attention of the Superintendent of Schools privately. Thank you for this consideration.

Board Response: The Board of Education is committed to keeping communication open and transparent. The Board of Education President will be working with the Board and the Superintendent to make every effort to respond to public comments directed to the Board of Education at previous meetings, during the next scheduled meeting.

- VII. Points of Interest
- VIII. Superintendent Recognitions & Updates
 - NCS Bright Spots
 - Food Service Department Update
 - 3-8 Math and ELA Testing
 - Special Education Policy Review
 - Student Heroin and Opioid Abuse Assembly
 - Building Condition Survey Overview and Identification of Concerns

IX. Board Reports

- Facilities Committee
- Budget Committee

X. Minutes (Board Action)

- February 24, 2016

XI. Annual Meeting (Board Action)

- Bus Purchases
- Library Trustees

XII. Business (Board Action)

- Policy Updates
- Establish Hours of Annual Vote
- District Independent Auditor
- Discard
- Naples Central School 2016-2017 Calendar
- Student Trips: Marching Band
- Non-Resident Enrollment

XIII. Personnel (Board Action)

- Resignations
 - Cleaner
 - Food Service Helper
- Appointment
 - Cook
- Extra-Curricular Appointment
 - Mentor

XIV. Consent Agenda Items (Board Action)

- CSE & CPSE Recommendations
- Student Teachers
- Volunteers
- Substitute(s)
 - Account Clerk/Typist
 - Typist
 - Teacher Aide

XV. Adjournment (Board Action)

Regular Meeting

March 16, 2016

Minutes of a Regular Meeting of the Board of Education of Naples Central School held on Wednesday, March 16, 2016 at 6:34 p.m. in the Naples High School Cafeteria.

Members Present: Joseph Callaghan Maura Sullivan
Carter Chapman Margo Ulmer
Jacob Hall Elizabeth Friend
Gail Musnicki

Members Absent: Robert Brautigam Brent Gerstner
Robert Hotchkiss

Also Present: Matthew Frahm, Mitchell Ball, Kristina Saucke, Ralph Undercoffler, and Karen Mead.

Guests: Shirley Riffle, Barbara Howard, Dahl Schultz, Diann Payne, Lita Hazlett, and John McCabe

A quorum being present, the meeting was called to order at 6:34 p.m. by Board President Margo Ulmer.

Motion: Jacob Hall
2nd: Maura Sullivan

Resolved, that the Board of Education approves the agenda of the Regular Meeting of March 16, 2016 as presented.

Voting Yes: 6 Motion Carried
Voting No: 0

Motion: Carter Chapman
2nd: Jacob Hall

Resolved, that the Board of Education approves calling an executive session at 6:35 p.m. for the purpose of discussing the employment history of a particular person or persons.

Voting Yes: 6 Motion Carried
Voting No: 0

Time out of Executive Session: 7:05 p.m.

Public Comments

None

Board Response

None

Points of Interest

Board of Education 1st Vice President Joseph Callaghan spoke about Junior Patrol Training.

Superintendent Recognitions & Updates

Superintendent Matthew Frahm recognized Annie Clearman for her recent swimming accomplishments and outlining her 500 meter record and noted that she is the focus of his “Bright Spot”.

Food Service Manager Deena Kingston and Business Administrator Mitchell Ball gave a Food Service Department Update noting the various changes that have occurred in the High School Cafeteria, the upcoming changes to the Elementary Cafeteria, and spoke about participation and financial data.

Mr. Frahm discussed 3-8 Math and ELA testing noting that last year approximately 27% of students opted out and explained the various reasons for opt outs. Mr. Frahm outlined reasons why standardized tests are useful for districts and spoke about revisions to the New York State Common Core Standards.

Director of Pupil Personnel Karen Mead gave a reviewed some new special education policies including providing copies of students’ IEPs and the use of time out rooms.

Mr. Frahm spoke about the Student Herion and Opioid Abuse Assembly that was held on Friday, March 11th for high schoolers noting that the presentation was very impactful for students and staff.

Mr. Frahm spoke about the Building Conditions Survey performed by architects SEI Design, noting the purpose, timeline, and identified needs including the transportation department, parking lot and bus loop at the Elementary School and the safety concerns at the Elementary entry.

Board Reports

Board of Education Budget Committee Member Gail Musnicki reviewed items as discussed in the Budget Committee Meeting including state aid, the budget discussion items, the vote date and time, vote ballots, advocacy, bullet aid, the capital reserve for transportation vehicles, and petitions for the Board of Education.

Motion: Gail Musnicki
2nd: Carter Chapman

Resolved, that the Board of Education approves the minutes of the following meeting:
Regular Meeting of February 24, 2016

Voting Yes: 6 Motion Carried
Voting No: 0

Regular Meeting

March 16, 2016

Motion: Gail Musnicki
2nd: Carter Chapman

Resolved by the Board of Education as follows:

1. The following notices shall be added to the notice of annual meeting and election:

AND NOTICES ARE ALSO GIVEN that the following propositions will be submitted for voter approval at such time:

PROPOSITION # 1

Shall the following resolution be adopted to wit:

RESOLVED THAT THE BOARD OF EDUCATION OF THE NAPLES CENTRAL SCHOOL DISTRICT IS HEREBY AUTHORIZED TO UNDERTAKE THE ACQUISITION OF SCHOOL BUSES, AT AN ESTIMATED MAXIMUM AGGREGATE COST OF \$229,862, LESS TRADE-IN VALUE, IF ANY, AND THAT SUCH COSTS, OR SO MUCH THEREOF AS MAY BE NECESSARY, SHALL BE RAISED BY THE LEVY OF A TAX TO BE COLLECTED IN ANNUAL INSTALLMENTS; AND, IN ANTICIPATION OF SUCH TAX, DEBT OBLIGATIONS OF THE SCHOOL DISTRICT AS MAY BE NECESSARY NOT TO EXCEED SUCH ESTIMATED MAXIMUM AGGREGATE COST SHALL BE ISSUED, OR THE SCHOOL DISTRICT MAY ENTER INTO AN INSTALLMENT PURCHASE CONTRACT IF THE BOARD OF EDUCATION DETERMINES THAT IT IS IN THE BEST INTEREST OF THE SCHOOL DISTRICT TO FINANCE THE PURCHASE IN THAT METHOD.

2. At such meeting taxes to be levied by installments will be proposed for authorized indebtedness providing for payment of the acquisition of school buses at an estimated aggregate maximum cost of not to exceed \$229,862. Such taxes shall be levied upon all the taxable property of the District, shall be levied in annual installments and shall be of such amounts and levied in such years as may be determined by the Board of Education.

3. The District Clerk or the Clerk's designee is hereby directed to add the above to the notice of the annual meeting of the School District.

4. This resolution shall take effect immediately upon its adoption.

PROPOSITION # 2

Shall the following resolution be adopted to wit:

RESOLVED, that the Board of Education of the Naples Central School District is hereby authorized to establish a capital reserve fund to be used to finance in whole or part the cost of acquisition of transportation vehicles in accordance with Education Law section 3651, in an ultimate amount not to exceed \$750,000. The fund shall have a probable term of ten (10) years. The Board of Education is hereby authorized to pay into the fund in the 2016-2017 school year and annually thereafter funds of the school district in an amount determined by the Board of Education up to the maximum authorized amount, from the fund balance or other legally available fund, and from such other monies as the voters may direct.

1. The District Clerk or the Clerk’s designee is hereby directed to add the above to the notice of the annual meeting of the School District.
2. This resolution shall take effect immediately upon its adoption.

PROPOSITION # 3

Shall the following resolution be adopted to wit:

NOTICE IS HEREBY GIVEN, that at such election the vote upon a proposition will be presented to the residents of the Naples Central School District for the election of two (2) members of the Library Board of Trustees of the public library to serve terms of five (5) years commencing July 1, 2016 and expiring on June 30, 2021 to succeed Colleen Betrus and Adam Corcoran, whose terms expire on June 30, 2016.

AND FURTHER NOTICE IS HEREBY GIVEN, that petitions nominating candidates for the office of member of Library Board of Trustees shall be filed with the District Clerk of said School District at the Clerk’s office of the Naples Central School District, not later than Monday, April 18, 2016, between 8:00 A.M. and 5:00 P.M. Each petition shall be directed to the Clerk of the District and shall be signed by at least twenty-five (25) voters of the District, must state the name and residence of the candidate and shall describe (where applicable) the specific vacancy for which the candidate is nominated. Petitions may be obtained at the District Clerk’s Office of the Naples Central School District, 136 North Main Street, Naples, NY and the Naples Public Library, 118 South Main Street, Naples, NY.

1. The District Clerk or the Clerk’s designee is hereby directed to add the above to the notice of the annual meeting of the School District.
2. This resolution shall take effect immediately upon its adoption.

Duly put to a vote as follows:

<u>AYES</u>		<u>NAYS</u>
Joseph Callaghan	Gail Musnicki	None
Carter Chapman	Maura Sullivan	
Jacob Hall	Margo Ulmer	

Motion: Carter Chapman
2nd: Jacob Hall

Resolved, that upon the recommendation of the Superintendent, the Naples Central School District Board of Education approves the following Business resolution as presented:

- Resolved, that the Board of Education approves the following policies, regulations and forms as presented:
 - Administrative Regulation #5675R: Grade Change Form
 - Administrative Regulation #7640: Providing Copies of Students’ IEPs
 - Policy #5675: Student Grading Information Systems
 - Policy #6110: Code of Ethics for all District Personnel
 - Policy #6170: Safety of Students – Fingerprinting Clearance - New Hires
 - Policy #6214: Probation and Tenure
 - Policy #6220: Temporary Personnel

Regular Meeting

March 16, 2016

- Policy #7618: Use of Time Out Rooms
- Policy #8211: Prevention Instruction
- Resolved that the polling hours of the Annual School District Meeting and Election are hereby established to be 7:00 a.m. through 8:00 p.m.
- Resolved that the contractual agreement between the Board of Education of Naples Central School District and the firm of EFPR Group, for the provision of services as District Independent Auditor from July 1, 2016 through June 30, 2021 is hereby approved as presented.
- Resolved, that approval be given for the following discards to be declared surplus property and approval given to discard as per Policy #5250:

Elementary Library Discard:

Book - The Perfect Season

- Resolved, that the Board of Education approves the 2016-2017 Naples Central School District Calendar as presented.(Calendar Attached)
- Resolved, that the Board of Education authorizes the annual Naples Marching Band trip to 1000 Islands to participate in the Theresa Memorial Cup Competition from Saturday, May 28, 2016 through Sunday, May 30, 2016. (Itinerary attached)
- Resolved, that authorization be given as per Board of Education Policy #7132, for the son of Naples Central School employee Mary Cloninger, Noah Cloninger, to be allowed to attend Naples Central School District on a tuition-free basis.

Voting Yes: 6
Voting No: 0

Motion Carried

Motion: Jacob Hall
2nd: Joseph Callaghan

Resolved, that upon the recommendation of the Superintendent, the Naples Central School District Board of Education approves the following personnel item(s) as presented.

- Resolved, that upon the recommendation of the Superintendent, the Naples Central School District Board of Education approves the following resignation:
 - Mai T. Do, Cleaner, with regret, effective March 31, 2016
 - Christine Wheaton, Food Service Helper, effective March 17, 2016, contingent upon her appointment as Cook, effective March 17, 2016.
- Resolved, that upon the recommendation of the Superintendent, the Board of Education approves the following probationary appointment:
 - Christine Wheaton, 20 West Avenue, Atlanta, NY 14808, as Cook, effective March 17, 2016 at a rate of \$13.56.
- Resolved, that the Board of Education approves the following Extra-Curricular Appointment effective January 22, 2016 through the remainder of the 2015-2016 School Year:
 - Mentor: Chad Ayers

Voting Yes: 6
Voting No: 0

Motion Carried

Motion: Carter Chapman
2nd: Gail Musnicki

Resolved, that the Board of Education, upon the recommendation of Superintendent Matthew Frahm, approves the Consent Agenda Items as presented:

a. Resolved, that the Board of Education approves committee recommendations from the following meetings:

Committee on Special Education actions of February 23, 2016; March 2, 2016; March 7, 2016; and March 9, 2016.

Committee on Preschool Special Education actions of February 23, 2016, March 8, 2016 and March 9, 2016.

b. Resolved, that the Board of Education approves the following Student Teacher:

<u>Name</u>	<u>Placement</u>	<u>Supervising Teacher</u>
Samantha Jones	Elementary: April 4, 2016-May 20, 2016	Carrie Grove
Celina Lopez	Special Education: April 4, 2016-May 20, 2016	Mary Phillips
Erik Mussaw	Elementary: April 4, 2016-May 20, 2016	Elizabeth Dormer
Taylor O'Neil	Elementary: April 4, 2016-May 20, 2016	Jeffrey Liebentritt
Jennifer Vigo	Elementary: April 4, 2016-May 20, 2016	Jean Becker

c. Resolved, that the Board of Education hereby approves the following list of Volunteers:

<u>Name</u>	<u>Position</u>	<u>Address</u>
Jason Inda	Volunteer	6880 Hemlock Drive, Naples, NY 14512
Bernadette Fetter-Miller	Volunteer	2598 Wheeler Station Rd., Bloomfield, NY 14469
Cheryl Schneckenberger	Volunteer	173 South Main Street, Apt. 1, Naples, NY 14512

d. Resolved, that the Board of Education hereby approves the following list of Substitutes Appointments:

<u>Name</u>	<u>Position</u>	<u>Address</u>
JoAnne Alliet	Account Clerk/Typist	174 South Main Street, Naples, NY 14512
JoAnne Alliet	Teacher Aide	174 South Main Street, Naples, NY 14512
JoAnne Alliet	Typist	174 South Main Street, Naples, NY 14512

Voting Yes: 5 Motion Carried

Voting No: 0

Abstain: 1 Jacob Hall

Motion: Joseph Callaghan
2nd: Jacob Hall

Resolved, that the Board of Education approves calling an executive session at 8:35 p.m. for the purpose of discussing the employment history of a particular person or persons.

Voting Yes: 6 Motion Carried

Voting No: 0

Time out of Executive Session: 9:22 p.m.

Regular Meeting

March 16, 2016

Motion: Joseph Callaghan

2nd: Carter Chapman

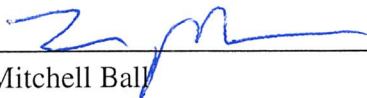
There being no further business, the Regular Meeting of March 16, 2016 is hereby adjourned at 9:22 p.m.

Voting Yes: 6

Motion Carried

Voting No: 0

Dated this 16th day of March, 2016



Mitchell Ball
District Clerk

**NAPLES CENTRAL SCHOOL DISTRICT
GRADE-CHANGE FORM**

Student Name: _____ Date of request: _____

Grade level: _____

Class: _____ Teacher: _____

School year class was taken: _____

Change grade from _____ to _____

Reason(s) for grade change:

<p>_____ Data entry error</p> <p>_____ Computational error</p> <p>_____ Incomplete to grade (requirements done)</p> <p>_____ Administrative change</p>	<p>_____ Grade modified based on work submitted or considered after lockout date</p> <p>_____ Credit recovery coursework</p> <p>_____ Other (specify below)</p>
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Requesting party's signature in support

Date

Teacher's signature in support

Date

Administrator's signature in support

Date

DATE OF GRADE CHANGE: _____

GRADE CHANGE MADE BY: _____

Students

SUBJECT: GUIDELINES FOR PROVIDING COPIES OF STUDENTS' INDIVIDUALIZED EDUCATION PROGRAMS (IEPs) AND INFORMING SCHOOL PERSONNEL OF IEP RESPONSIBILITIES

Factors/Issues to Consider in the Development of Administrative Practices and Procedures

School District administrators and other personnel, as applicable, should consider the following issues as they relate to the development of administrative practices and procedures to ensure copies of students' individualized education programs (IEPs) (including amendments) are provided and appropriate school personnel informed of their IEP implementation responsibilities:

- 1) Copies of a student's IEP will be provided in electronic format, paper format or both.
- 2) The process (e.g., at the CSE or CPSE meeting) used to determine for each student which general education teachers, special education teachers, related service providers and other service providers have responsibility to implement the recommendations on a student's IEP. For purposes of implementing regulatory requirements, "*other service provider*" means a representative of another public school district, charter school, Board of Cooperative Educational Services (BOCES), child care institution school, Special Act school district, State-supported school, approved private in-state or out-of-state school, and an approved preschool provider where the student receives or will receive IEP services.
- 3) The factors (e.g., administrative, supervisory, timelines) or procedures (e.g., documentation, timelines) the Chairperson of the CSE or Subcommittee/CPSE should consider in the designation of the professional employee(s) of the School District who will inform the teachers and others of their IEP implementation responsibilities.
- 4) The procedures that will be used to ensure *supplementary school personnel (i.e., a teaching assistant or a teacher aide* as defined in Commissioner's Regulations) and each other provider responsible for assisting in the implementation of a student's IEP have an opportunity to review the IEP (including amendments), prior to its implementation, and have ongoing access to a copy provided to the special education teachers or related service providers.
- 5) The documentation the District will use to maintain a record of the personnel who have received IEP copies for each student.
- 6) The training and information the School District will provide to school personnel to ensure the confidentiality of such information in all formats.
- 7) The procedures that will be followed to ensure that copies of students' IEPs are stored in secure locations and retrieved or destroyed when such professionals are no longer responsible for implementing a student's IEP.

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SUBJECT: GUIDELINES FOR PROVIDING COPIES OF STUDENTS' INDIVIDUALIZED EDUCATION PROGRAMS (IEPs) AND INFORMING SCHOOL PERSONNEL OF IEP RESPONSIBILITIES (Cont'd.)

Confidentiality Requirements

In accordance with the confidentiality requirements in the Individuals with Disabilities Education Act (IDEA) and the Family Educational Rights and Privacy Act (FERPA), any copy in any format of a student's IEP must remain confidential and shall not be disclosed to any other person other than the parent of such student, except in accordance with federal and state laws and/or regulations.

Under FERPA, school districts may disclose personally identifiable information in a student's education records, including the student's IEP, to school personnel with "legitimate educational interests." An IEP contains important instructional information that teachers, related service providers, supplementary school personnel and others need to know to implement the IEP. An IEP often also contains sensitive personal information about the student. As paper or electronic copies of IEPs are provided and individuals are informed of their IEP implementation responsibilities, school personnel must take steps to protect the student's right to confidentiality.

Consistent with the federal confidentiality requirements, the School District must minimally:

- 1) Protect the confidentiality of the IEPs provided to teachers and others at access, collection, storage, disclosure and instructions stages;
- 2) Designate the official at the District who retains responsibility to ensure the confidentiality of the IEPs;
- 3) Ensure that all persons collecting or using the IEPs receive training or instruction regarding FERPA requirements;
- 4) Ensure that the teachers, related service providers and other service providers who the District determines to have a legitimate educational interest and who receive or have access to a copy of the IEP do not disclose personally identifiable information from the IEP of a student without consent of the parent; and
- 5) Upon request, provide the parents with a list of the types and locations of education records, including the IEPs, collected, maintained or used by the School District.

Providing Copies of IEPs

- 1) A copy of an IEP can be provided in electronic format. An electronic copy of an IEP could be a copy provided on a computer disk, an encrypted flash drive, or in a computer file that provides

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SUBJECT: GUIDELINES FOR PROVIDING COPIES OF STUDENTS' INDIVIDUALIZED EDUCATION PROGRAMS (IEPs) AND INFORMING SCHOOL PERSONNEL OF IEP RESPONSIBILITIES (Cont'd.)

the means to either print the document or to readily reference it on an ongoing basis. The format of the copy must be considered by the teacher, related service provider or other service provider to be his/her copy to which he/she can readily refer to implement the student's IEP. To ensure confidentiality, security systems must be implemented to prevent unauthorized internal and external access to the student's IEP when copies are transmitted and/or provided electronically.

- 2) A summarized version of an IEP cannot be provided to teachers and other providers as a basis for compliance with Education Law Section 4402(7) and implementing Commissioner's Regulations.
- 3) *Each teacher who is specifically responsible for implementing a service, accommodation and/or program modification to a student with a disability in accordance with the student's IEP must be provided a copy of the student's IEP (including amendments).* This may include any or all of the student's general education subject area teachers. However, the District is not required to provide a copy of a student's IEP to a general education teacher if that teacher is not required to implement a service, accommodation and/or program modification on the student's IEP. *The determination of those teachers who will need to have a copy of the student's confidential IEP should be made on a case-by-case basis.* It is recommended that this determination be made at the CSE or CPSE meeting for each student.
- 4) With regard to "other service providers" (as defined above), the District must ensure that there is no delay in the implementation of the IEP and, therefore, must provide a copy of the student's IEP to the representative of the other service provider prior to the student's enrollment.
- 5) When a District student is placed by the CSE outside the District (e.g., in an approved private school, BOCES, preschool program, or out-of-state residential program), the District must provide one copy (paper or digital format) of the student's IEP, prior to implementation, to such programs. It is then the responsibility of these other service providers to implement the IEP requirements of Section 200.4 of Commissioner's Regulations, including providing copies of the IEP to teachers and related service providers with IEP implementation responsibility, providing ongoing access to the IEP by supplementary school personnel and other providers responsible for the implementation of the IEP, and informing all individuals of their specific IEP implementation responsibilities.

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Students

SUBJECT: GUIDELINES FOR PROVIDING COPIES OF STUDENTS' INDIVIDUALIZED EDUCATION PROGRAMS (IEPs) AND INFORMING SCHOOL PERSONNEL OF IEP RESPONSIBILITIES (Cont'd.)

- 6) Supplementary school personnel (i.e., teaching assistants and teacher aides) who have IEP implementation responsibilities for the student **must**, prior to implementation, **have the opportunity to review** the student's IEP (including amendments) and **be informed** of his/her specific IEP responsibilities by the professional staff person designated by the Chairperson of the CSE or Subcommittee/CPSE prior to the implementation of the IEP. In addition, the supplementary school personnel **must have ongoing access** to a copy of the IEP, which may be the IEP copy provided to the teacher or related service provider under whose direction the supplementary school personnel work. The District *may, at its discretion, provide a copy* of the IEP to supplementary school personnel.
- 7) If special transportation is listed on the IEP, the bus driver - as a support staff - *must be informed* of his/her specific IEP implementation responsibilities relevant to his/her assigned duties that results in direct contact with that student. However, the District is *not required to provide a copy* of the student's IEP.
- 8) The District shall provide the special education teachers and related service providers who are responsible to provide IEP programs and services to a student with a disability enrolled in a nonpublic school program with IEP copies and ensure supplementary school personnel and other providers with IEP implementation responsibilities have access to a copy of the IEP. *The nonpublic school receives a copy of the student's school record and, for a student with a disability, a copy of the IEP would be included in the school record.*
- 9) When the CSE recommends that a student be declassified and continue to receive accommodations, modifications and/or other support services, such recommendation must be documented on the student's last IEP, which must be made available to teachers and other service providers consistent with Education Law Section 4402(7) and implementing Commissioner's Regulations.
- 10) When a student's IEP has been revised during the school year, the District must disseminate copies of the revised IEP in accordance with law, regulatory requirements, and established administrative practices and procedures.

Informing School Personnel of IEP Responsibilities

- 1) The Chairperson of the CSE or Subcommittee/CPSE must designate one or, as appropriate, more than one professional staff person who will be responsible to inform school personnel of their IEP implementation responsibilities. This designation should be made on a student-by-student

(Continued)

Students

SUBJECT: GUIDELINES FOR PROVIDING COPIES OF STUDENTS' INDIVIDUALIZED EDUCATION PROGRAMS (IEPs) AND INFORMING SCHOOL PERSONNEL OF IEP RESPONSIBILITIES (Cont'd.)

basis, based on who has knowledge of the student's disability and education program. In selecting the professional staff person(s), the Chairperson could select him/herself for this responsibility, another administrator, or a teacher, related service provider or other professional.

Commissioner's Regulations allow more than one individual to be designated, thereby providing flexibility to address administrative, supervisory, timeliness, workload responsibilities, unique needs of the student and other issues. For example, the Chairperson could designate the special education teacher to inform teaching assistants and teacher aides, the school psychologist to inform related service providers, the School Principal to inform the regular education teachers and auxiliary school personnel, and the Director of Special Education to inform transportation personnel.

- 2) Disseminating copies of the student's IEP, as appropriate, is one step to ensure the recommendations of the Committee for the student will be implemented. However, each individual with responsibility to provide a program, service, accommodation, modification or support must also be directly informed of his/her specific responsibilities. This *includes* the student's special education teachers, related service providers, regular education teachers, and other service providers who must receive copies of the IEP; teaching assistants and teacher aides who have IEP implementation responsibilities for the student and who must have the opportunity to review the student's IEP and have ongoing access to a copy of the IEP; as well as other school support personnel (e.g., bus drivers, cafeteria workers) who will have direct contact with the student based on his/her assigned duties and will have a responsibility to provide a service, accommodation and/or program modifications for the student in accordance with the IEP.
- 3) If designated school personnel are informed of their IEP implementation responsibilities in a written format and it contains confidential student information, appropriate safeguards shall be implemented to ensure the confidentiality of that information.
- 4) Administration shall implement procedures to document who and how professional staff and others were informed of their IEP implementation responsibilities to the extent it demonstrates compliance with Board of Education policy.

Adopted: 03/16/16

SUBJECT: STUDENT GRADING INFORMATION SYSTEMS

Student performance is assessed in many ways, but primarily through assigned grades. The District will help ensure the integrity of student grades by controlling access to its grading information system and by approving modifications to grades where warranted.

The System

The District utilizes an electronic software system that contains a record of student performance, credit accumulation, report cards, and a transcript. More specifically, the system includes class rosters where teachers enter student grades and track their students' academic progress. The system is used to generate student report cards and transcripts, and to maintain all student grading records.

To protect student data in the system, the District will first establish who has the authority to grant, change, or terminate user access. The personnel with this authority will be very limited. Further, if the grading system has a feature that allows one user or account to assume the identity of another user or account, the District will restrict or disable that feature. These types of features could allow a user greater access than intended, including inheriting permissions of another user that are greater than the user's.

System Access

The District will create categories of system users and assign appropriate system permissions to each. Users' permissions will be compatible with and restricted by their roles and job duties; their access will be as restrictive as possible. Typically, teachers will have the ability to enter, update, and modify grades each marking period before a pre-determined lockout date. The lockout function will be consistently used throughout the school year to help prevent grade modifications without authorization after a marking period closes. Through increased system permissions, other individuals—such as non-classroom teachers, guidance counselors, information technology (IT) staff, clerical staff, and support staff—will be able to view or modify grades.

The District will work with its IT, human resources, and other appropriate departments to determine how best to timely establish access rights, add users, deactivate or modify user accounts, and monitor user accounts. The District will develop further IT controls to protect against improper access, if needed.

Grade Changes

Once the lockout period begins, only authorized users identified by the District may change grades, and only under certain circumstances. The system will recognize when grades change, and a log of modified grades may then be viewed and printed. Any grade mismatches will be reconciled before the next marking period closes or before the end of the school year, whichever is earlier.

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SUBJECT: STUDENT GRADING INFORMATION SYSTEMS (Cont'd.)

The staff member seeking to change a grade will submit a grade-change form signed by the requesting party, the teacher who assigned the original grade, and the appropriate administrator. This form and all other documents supporting a grade modification will be electronically filed in the grading system or filed in a non-electronic system—if electronic filing is impossible or impractical—and maintained for six years. The personnel seeking the modification should specify one or more reasonable grounds for the grade change on the form. There must be reasonable grounds to alter a grade. The reasons may include:

- a) Data entry error;
- b) Computational error;
- c) A modification based on work submitted or considered after the lockout date;
- d) Changing an incomplete grade to a regular grade because a student completed course requirements;
- e) Credit recovery coursework;
- f) Administrative change; or
- g) Other acceptable justifications.

Audit Log and Monitoring

The District's grading system will have an audit log or grade-change report function that records certain system activities, including modifications to grades. The District will periodically monitor audit logs or grade-change reports to confirm the integrity of the system, to ensure proper access by personnel, and to confirm that modifications within the system are appropriate and completed in a timely manner. The District will also periodically monitor user accounts and rights so that the permissions granted are proper and the minimum necessary for each user or user group. To the extent feasible, the District will make sure that user accounts are current and updated regularly. The District will be able to print user information, logs, reports, and other documents from the student grading information system, as needed.

Student Transcripts

Student transcripts may show all credit-bearing classes; final grades; test scores; grade-point average; class rank; diploma type; SAT, ACT, and other standardized test scores; and graduation date. The same controls, protections, and monitoring applicable to student grading information apply equally to student transcripts.

SUBJECT: CODE OF ETHICS FOR BOARD MEMBERS AND ALL DISTRICT PERSONNEL**General Provisions**

Officers and employees of the Naples Central School District hold their positions to serve and benefit the public, and not to obtain unwarranted personal or private gain in the exercise of their official powers and duties. The Board of Education recognizes that, in furtherance of this fundamental principle, there is a need for clear and reasonable standards of ethical conduct. This policy establishes those standards.

The provisions of this policy are intended to supplement Article 18 of General Municipal Law Sections and any other law relating to ethical conduct of District officers and employees, and should not be construed to conflict with those authorities.

Standards of Conduct

The following rules and standards of conduct apply to all officers, including Board members and employees of the Naples Central School District.

Gifts

No person may directly or indirectly solicit, accept, or receive any gift having a value of seventy-five dollars (\$75) or more under circumstances in which it could reasonably be inferred that the gift was intended or expected to influence the individual in the performance of his/her official duties or was intended as a reward for any official action on the part of the individual. This prohibition applies to any gift, including money, services, loan, travel, entertainment, hospitality, thing or promise, or any other form.

Confidential Information

No person may disclose confidential information acquired by him/her in the course of his/her official duties or use this information to further his or her personal interests.

Conflicts of Interest

Except as permitted by law, no person may have an interest in any contract with the District when he/she, individually, or as a member of the Board, has the power or duty to: negotiate, prepare, authorize, or approve the contract or authorize or approve payment under the contract; audit bills or claims under the contract; or appoint an officer or employee who has any of these powers or duties.

Likewise, unless permitted by law, no chief fiscal officer, treasurer, or his/her deputy or employee, may have an interest in a bank or trust company designated as a depository, paying agent, registration agent, or for investment of funds of the District.

(Continued)

Personnel

SUBJECT: CODE OF ETHICS FOR BOARD MEMBERS AND ALL DISTRICT PERSONNEL (Cont'd.)

"Interest," as used in this policy, means a direct or indirect pecuniary or material benefit accruing to a District officer or employee as the result of a contract with the District. A District officer or employee will be considered to have an interest in the contract of: his/her spouse, minor children and dependents, except a contract of employment with the District; a firm, partnership or association of which he/she is a member or employee; a corporation of which he/she is an officer, director or employee; and a corporation any stock of which is owned or controlled directly or indirectly by him/her.

The provisions of the preceding three paragraphs should not be construed to preclude the payment of lawful compensation and necessary expenses of any District officer or employee in one or more positions of public employment, the holding of which is not prohibited by law.

Representing Others in Matters Before the District

No person may receive, or enter into any agreement, express or implied, for compensation for services to be rendered in relation to any matter before the District. Likewise, no one may receive, or enter into any agreement, express or implied, for compensation for services rendered in relation to any matter before the District, where the individual's compensation is contingent upon any action by the District with respect to the matter.

Disclosure of Interest in Contracts and Resolutions

Any District officer or employee who has, will have, or later acquires an interest in or whose spouse has, will have or later acquires an interest in any actual or proposed contract, purchase agreement, lease agreement, or other agreement, including oral agreements, with the District must publicly disclose the nature and extent of that interest in writing. The disclosure must be made when the officer or employee first acquires knowledge of the actual or prospective interest, and must be filed with the person's immediate supervisor and the Board of Education. Any written disclosure will be made part of and included in the official minutes of the relevant Board meeting.

Investments in conflict with official duties

No person may invest or hold any investment directly or indirectly in any financial, business, commercial, or other private transaction, that creates a conflict with his/her official duties, or that would otherwise impair his/her independence of judgment in the exercise or performance of his/her official powers or duties.

Private employment

No person may engage in, solicit, negotiate for, or promise to accept private employment or render services for private interests when that employment or service creates a conflict with or impairs the proper discharge of his/her official duties.

(Continued)

**SUBJECT: CODE OF ETHICS FOR BOARD MEMBERS AND ALL DISTRICT
PERSONNEL (Cont'd.)**

Future employment

No person may, after the termination of service or employment with the District, appear before the District in relation to any case, proceeding, or application in which he/she personally participated during the period of his/her service or employment or which was under his or her active consideration.

Notice of Code of Ethics and General Municipal Law Sections 800-809

The Superintendent will ensure that a copy of this code of ethics is distributed to every District officer and employee, and that a copy of General Municipal Law Sections 800-809 is posted conspicuously in each District building. The failure to distribute this code of ethics or to post General Municipal Law Sections 800-809 will have no effect on either the duty of District officers and employees to comply with their provisions, or the ability of the District or other relevant authorities to enforce them.

Education Law Section 410
General Municipal Law Article 18 and §§800-809

Adopted: 06/27/07
Revised: 03/16/16

Personnel

SUBJECT: SAFETY OF STUDENTS (FINGERPRINTING CLEARANCE OF NEW HIRES)

Unless otherwise authorized, the District will not employ or utilize a prospective school employee unless the prospective school employee has been granted "full" clearance for employment by the State Education Department (SED). The District will require a prospective school employee who is not in the SED criminal history file database to undergo a fingerprint supported criminal history background check. "Criminal history record" means a record of all criminal convictions and any pending criminal charges maintained on an individual by the Division of Criminal Justice Services (DCJS) and the Federal Bureau of Investigation (FBI). The District will obtain the applicant's consent to the criminal history records search.

The SED joined the Statewide Vendor Management System (SVMS) operated by MorphoTrust in conjunction with DCJS for the capture and transmission of the fingerprint application, fee, and digital fingerprint images. The District will use SVMS as directed by SED. The District will still request clearance for employment, view information regarding an applicant's status, and enter hire/termination dates through SED's Web-based application known as TEACH.

Safety of Students

The District will develop internal building and/or program procedures to help ensure the safety of students who have contact with an employee holding conditional appointment or emergency conditional appointment. These procedures will address the safety of students in the classroom, students attending off-campus activities under the supervision of the District, and students participating in extracurricular and/or co-curricular activities (including sports and athletic activities).

Safety procedures to be addressed include, but are not limited to supervision of the employee holding conditional appointment/emergency conditional appointment as determined appropriate by the applicable building/program administrator and periodic visitations by the building/program administrator to the classroom, program and/or activity assigned to the employee holding conditional appointment/emergency conditional appointment.

Correction Law Article 23-A

Education Law Sections 305(30), 305(33), 1604, 1709, 1804, 1950, 2503, 2554, 2590-h, 2854, 3004-b, 3004-c and 3035

Executive Law Section 296(16)

Social Services Law Article 5, Title 9-B

8 New York Code of Rules and Regulations (NYCRR) Sections 80-1.11 and Part 87

Adopted: 06/27/07

Revised: 05/19/10

Revised: 02/16/11

Revised: 07/11/12

Revised: 03/16/16

SUBJECT: PROBATION AND TENURE**Probation**

Certified staff members shall be appointed to a probationary period by a majority vote of the Board upon recommendation of the Superintendent.

Teachers, all other members of the teaching staff, administrators, directors, supervisors, principals, and all other members of the supervisory staff, except associate, assistant, and other superintendents, will be appointed to a probationary period of four (4) years. The probationary period will not exceed three (3) years for teachers previously appointed to tenure in this or another school district or BOCES within the state, provided that the teacher was not dismissed from the prior district or BOCES and met the required annual professional performance review (APPR) rating in his/her final year of service there. Additionally, up to two (2) years of service as a regular substitute teacher may be applied toward probationary service. (This is sometimes referred to as Jarema Credit.)

During the probationary period, a staff member will be given assistance in adjusting to the new position, but the essential qualifications for acceptable performance will be assumed because the staff member attained the required certification or license.

A staff member's appointment may be discontinued at any time during his/her probationary period upon the recommendation of the Superintendent and by majority vote of the Board. Any person not recommended for tenure appointment will be notified in writing by the Superintendent no later than sixty (60) days before his/her probationary period expires.

Tenure

The Board will follow all applicable laws and regulations regarding tenure.

At the expiration of the probationary period or within six months prior, the Superintendent will make a written report to the Board recommending for appointment to tenure 1) those non-teaching certified staff members who successfully completed their probationary period in the District, and 2) teachers and principals who have been found competent, efficient, and satisfactory, and who have received the APPR rating of effective or highly effective in at least three of the preceding four years. If a teacher or principal receive an APPR rating of ineffective in their final probationary year, the Board may not award tenure, but may extend that teacher's or principal's probationary time by an additional year. The teacher or principal may be eligible for immediate tenure if he/she successfully appeals the ineffective rating. The Board may then—by a majority vote—appoint to tenure any or all of the persons recommended by the Superintendent.

When the initial probationary period expires, a teacher or principal will remain on probationary status until the end of the school year in which he/she received APPR ratings of effective or highly effective. The Board may also grant tenure contingent upon a teacher's or principal's receipt of a minimum APPR rating in the final year of the probationary period.

(Continued)

SUBJECT: PROBATION AND TENURE (Cont'd.)**Resolutions Making Appointments**

Each Board resolution making a probationary appointment or an appointment on tenure will specify:

- a) The name of the appointee;
- b) The tenure area or areas in which the professional will devote a substantial portion of his/her time;
- c) The date probationary service or service on tenure commences in each area; and
- d) The expiration date of the appointment, if made on a probationary basis. For appointments of classroom teachers and principals, the resolution must state that:
 1. To receive tenure, the individual must receive composite or overall APPR ratings of effective or highly effective in at least three of four preceding years; and
 2. If the teacher or principal receive an ineffective composite or overall APPR rating in their final year of probation, they will not be eligible for tenure at that time; and
- e) The certification status of the appointee in reference to the position to which the individual is appointed.

Education Law §§ 2509, 2573, 3012, 3012-c, 3012-d, 3014, and 3031
8 NYCRR §§ 30-1.3, 80-3.6, 80-3.9, and 80-3.10

Adopted: 06/27/07
Revised: 11/04/15
Revised: 03/16/16

Personnel

SUBJECT: TEMPORARY PERSONNEL

District's needs may sometimes require temporary appointments. The terms of these appointments shall be defined by the Board of Education on a case-by-case basis.

Student Teachers

The Naples Central School District shall cooperate with teacher training institutions in the placement of student teachers in order to provide beginning teachers with the best possible student teaching experience.

Schools are required to allow student teachers to videotape themselves providing instruction in a classroom to meet their instruction component of their teaching certification. The video must remain confidential and is not subject to viewing or disclosure to an individual or entity other than the student teacher applicant and relevant personnel.

Student teachers shall be protected from liability for negligence or other acts resulting in accidental injury to any person by the School District, as provided by law.

Student Teachers shall not be allowed to substitute teach until they have completed all requirements for student teaching.

Substitute Teachers

A substitute teacher qualified to teach in the Naples Central School District shall be employed, whenever possible, by the Superintendent of Schools in the absence of a regular teacher. It is recognized that fully certified persons will not always be available for employment as substitute teachers.

A teacher substitute is required to have at least two (2) years of higher education. Exceptions must be approved by the school superintendent.

Eligibility for Service

Per Commissioner's Regulations Section 80-5.4, there shall be three (3) categories of substitutes as follows:

- a) Substitutes with valid teaching certificates or certificates of qualification. Service may be rendered in any capacity, for any number of days. If employed on more than an "itinerant" basis, such persons will be employed in an area for which they are certified.

(Continued)

Personnel

SUBJECT: TEMPORARY PERSONNEL (Cont'd)

- b) Substitutes without a valid certificate, but who are completing collegiate study towards certification at the rate of not less than six (6) semester hours per year. Service may be rendered in any capacity, for any number of days, in any number of school districts. If employed on more than an "itinerant" basis, such persons will be employed in the area for which they are seeking certification.
- c) Substitutes without a valid certificate and who are not working towards certification. Service may be rendered for no more than forty (40) days per school year.

The placement of a person on the approved substitute list requires Board of Education approval.

Substitute Tutor: \$30.00/hour

Per Diem Substitute Teacher Pay

The Naples Central School District shall pay substitute teachers at the rates listed below. All salaries are for continuous service in one assignment. There is no retroactivity. When substituting for a particular teacher, salary will be adjusted when the appropriate number of days of service has been met. At that point, the new rate will go into effect. Any modifications of the policy will be at the discretion of the Board of Education.

Days of Service

1 to 20 days

Salary

\$85/day: Certified

\$70/day: Uncertified

21 days up to one semester

1/200th of step 1 BS/day (Commencing day 21)

Long-term substitute teachers will be those people who take over a regular teacher's assignment for one (1) semester or longer. They will be placed on contract for the duration of their assignment at the following rate of pay as per their degree: Step 1 Teachers Salary Distribution Schedule –Bachelors; or Step 1 of the Teachers Salary Distribution Schedule -Masters. Benefits will include Health Insurance; Dental Insurance; and Sick/Personal leave as specified in the Naples Teachers' Association contract. Costs for Fingerprinting: Fingerprinting costs will be the responsibility of the substitute; costs will be reimbursed to the substitute upon completion of 10 days of substitute employment. (Financial Assistance is available to qualified individuals)

(Continued)

Personnel

SUBJECT: TEMPORARY PERSONNEL (Cont'd)**Substitute Nurse**

Certified RN or LPN: \$110.00/day

Substitute Non-Instructional

Substitute Non-Instructional Employees shall be paid at the following rates:

Food Service Helper, Bus Monitor, School Monitors Teacher Aides & Cleaners:

The Current New York State Minimum Wage, Effective 12/31/2014

Night Cleaner: Second and Third shift differential pay shall run concurrent with the current CSEA Contract and/or Memorandums of Agreement pertaining to night cleaner differential pay, effective for the 2013-14 school year and thereafter.

Lifeguards: \$12.00/hour

Teacher Assistant: \$9.00/hour

Typist: \$9.25/hour effective 12/31/2014

Building Maintenance Mechanic: \$11.50/hour

Building Maintenance Assistant: \$10.00

Automotive Mechanic/Bus Driver: \$11.50/hour

Bus Driver: \$18.00/hour

Special or Outside Hourly Rate: As per Article XXIII, Section 23.2 of the current CSEA contract – Extra Duties, Item 2

Layover Rate: As per Article XXIII, Section 23.2 of the current CSEA contract – Extra Duties, Item 5

Bus Driver Refresher Course - \$10.00/hour up to a maximum of \$20.00 per session

Special provisions relative to Substitute Bus Drivers:

The Naples Central School District shall pay substitute bus drivers *at the current minimum wage* for the following:

Training in the operation of a school bus up to a maximum of forty (40) hours.

Time for actual seat hours in the required three (3) hour pre-service course and thirty (30) hour course will be paid at the current minimum wage/hour.

A driver is required to complete the following before request for payment can be made, including reimbursement for fingerprinting or *permit and licensing fees:

The thirty (30) hour course – to be completed within one year

A minimum of six months of service and 30 bus runs

(Continued)

Personnel

SUBJECT: TEMPORARY PERSONNEL (Cont'd)

*The Naples Central School District will reimburse substitute drivers for permit and licensing fees upon presentation for a voucher for payment and related receipts. The licensing fees will be reimbursed as the difference between a regular driver's license and a Class D, Class CDL, and Class B license.

The Naples Central School District shall pay substitute school bus monitors *at the current minimum wage* for the following:

NYS Attendant/Monitor Pre-Service Instruction up to a maximum of two (2) hours.

Required training for School Bus Monitor up to a maximum of ten (10) hours; Required by state law that this class must be taken within one (1) year of employment as a school bus monitor.

The Naples Central School District shall pay substitute school bus monitors at the following rate for the Two (2) Hour Refresher Course; Required by state law two (2) times per year. \$10.00/hour up to a maximum of \$20.00 per session

Costs for Fingerprinting: Fingerprinting costs will be the responsibility of the substitute; costs will be reimbursed to the substitute upon completion of 10 days of substitute employment. (Financial Assistance is available to qualified individuals)

Education Law Section 3023

8 New York Code of Rules and Regulations (NYCRR) Sections 80-1.5 and 80-5.4

NOTE: Refer also to Policy #7240 – Student Records: Access and Challenge

Adopted: 6/27/07

Revised: 11/18/09 - Effective 07/01/2010

Revised: 03/17/10 - Effective 07/01/2010

Revised: 01/05/11

Revised: 04/27/11

Revised: 07/13/11

Revised: 12/07/11

Revised: 03/21/12

Revised: 07/11/12

Revised: 02/13/13

Revised: 10/16/13

Revised: 01/22/14

Revised: 03/19/14

Revised: 12/17/14

Revised: 02/25/15

Revised: 10/07/15

Revised: 12/02/15

Revised: 03/16/16

Students

SUBJECT: USE OF TIME OUT ROOMS

"Time out" is a technique used to interrupt an unacceptable behavior by removing the student from the situation where the misbehavior is occurring. SED does not regulate the use of time outs, but does regulate the use of a separate room where a student may be removed for a time out.

Except as provided pursuant to 8 NYCRR Section 200.22(c) as referenced below, the School District shall not employ the use of time out rooms as a means of regulating student behavior.

Pursuant to Commissioner's Regulations, a time out room is defined "as an area for a student to safely deescalate, regain control and prepare to meet expectations to return to his/her education program." If a time out room is to be used, it must be used in conjunction with a behavioral intervention plan (that is designed to teach and reinforce alternative appropriate behaviors). The student is then removed to a supervised area in order to facilitate self-control. Time outs may also be used in unanticipated situations that pose an immediate concern for the physical safety of a student or others. Such unanticipated or emergency use requires proper documentation as outlined in Commissioner's Regulation Section 200.22(d)(4).

The District has adopted and implemented the following policy and procedures governing school use of time out rooms as part its behavior management approach consistent with Commissioner's Regulations, including the physical and monitoring requirements, parental rights and individualized education program (IEP) requirements for students with disabilities.

At a minimum, the use of time out rooms shall be governed by the following rules and standards:

- a) The District prohibits placing a student in a locked room or space or in a room where the student cannot be continuously observed and supervised. The time out room shall be unlocked and the door must be able to be opened from the inside. The use of locked rooms or spaces for purposes of time out or emergency interventions is prohibited.

Staff shall continuously monitor the student in a time out room. The staff must be able to see and hear the student at all times.

Under no circumstances shall a time out room in a school program be used for seclusion of the student, where the term "seclusion" is interpreted to mean placing a student in a locked room or space or in a room where the student is not continuously observed and supervised.

- b) Factors which may precipitate the use of the time out room:

Behaviors creating an unsafe environment for the students or others such as, but not limited to, hitting, biting, spitting, kicking or throwing of objects.

(Continued)

SUBJECT: USE OF TIME OUT ROOMS (Cont'd.)c) Time limitations for the use of the time out room:

The time limitation for use of the time out room will be a maximum of sixty (60) minutes per incident.

Further, a student's IEP shall specify when a behavioral intervention plan includes the use of a time out room for a student with a disability, including the maximum amount of time a student will need to be in a time out room as a behavioral consequence as determined on an individual basis in consideration of the student's age and individual needs.

School administration or other personnel shall be notified in the event a student is placed in a time out room for excessive amounts of time; and such information shall be considered when determining the effectiveness of the student's behavioral intervention plan and the use of the time out room for the student. Whether the student requires a debriefing following the use of a time out room shall be left to the staff knowledgeable about the individual student.

d) Staff training on the policies and procedures related to the use of time out rooms shall include, but not be limited to, the following measures:

1. The Director of Special Education shall be responsible to the Superintendent for establishing administrative practices and procedures for training all District personnel responsible for carrying out the provisions of Commissioner's Regulations relating to the use of time out rooms, including members of the Committee on Special Education (CSE) and Committee on Preschool Special Education (CPSE).
2. Staff utilizing and supervising the time out room will be trained in de-escalation techniques and appropriate physical restraints to utilize as needed.

e) Data collection to monitor the effectiveness of the use of time out rooms:

District schools shall establish and implement procedures to document the use of time out rooms, including information to monitor the effectiveness of the use of the time out room to decrease specified behaviors. Such data would be subject to review by the State Education Department (SED) upon request.

Such data collection should appropriately include, but is not limited to, the following information:

1. A record for each student showing the date and time of each use of the time out room;
2. A detailed account of the antecedent conditions/specific behavior that led to the use of the time out room;

(Continued)

SUBJECT: USE OF TIME OUT ROOMS (Cont'd.)

3. The amount of time that the student was in the time out room; and
 4. Information to monitor the effectiveness of the use of the time out room to decrease specified behaviors which resulted in the student being placed in the room.
- f) Information to be provided to parents.

The School District shall inform the student's parents prior to the initiation of a behavioral intervention plan that will incorporate the use of a time out room for a student, and shall give the parent the opportunity to see the physical space that will be used as a time out room and provide the parent with a copy of the school's policy on the use of time out rooms.

Additionally, parents should be notified if their child was placed in a time out room. Minimally, *whenever a time out room is used as an emergency intervention* pursuant to Commissioner's Regulations Section 200.22(d), the parent shall be notified of the emergency intervention. Such notification will be provided the same day whenever possible.

The parent is a member of the CSE and the use of a time out room must be included on the student's IEP. The parent receives prior notice as to the recommendations on a student's IEP and may request due process in the event the parent does not agree with the CSE recommendations.

Parent reports of alleged inappropriate interventions used in a time out room should be directed to school administrators.

Physical Space Used as a Time Out Room

The physical space used as a time out room must meet certain standards.

- a) The room shall provide a means for continuous visual and auditory monitoring of the student.
- b) The room shall be of adequate width, length and height to allow the student to move about and recline comfortably.
- c) Wall and floor coverings should be designed to prevent injury to the student, and there shall be adequate lighting and ventilation.
- d) The temperature of the room shall be within the normal comfort range and consistent with the rest of the building.

(Continued)

SUBJECT: USE OF TIME OUT ROOMS (Cont'd.)

- e) The room shall be clean and free of objects and fixtures that could be potentially dangerous to a student and shall meet all local fire and safety codes.

Education Law §§ 207, 210, 305, 4401, 4402, 4403, and 4410
8 NYCRR §§ 19.5, 200.1, 200.4, 200.7, 200.22, and 201.2

Adopted: 03/16/16

Instruction

SUBJECT: PREVENTION INSTRUCTION**AIDS Instruction in Health Education**

The Board of Education will provide a health education program that will include appropriate instruction for all students concerning Acquired Immune Deficiency Syndrome (AIDS). Accurate information concerning the nature of the disease, methods of transmission, and means of prevention will be provided in an age-appropriate manner and will be consistent with community values and will stress that abstinence is the most appropriate and effective premarital protection against AIDS.

A representative community advisory group consisting of appropriate school personnel, School Board members, parents, religious representatives, and other community members will be established in order to make recommendations for curriculum content, implementation, and evaluation of an AIDS instructional program. Appropriate training will be provided for instructional staff.

No student will be required to receive instruction concerning the methods of AIDS prevention if his/her parent or legal guardian files with the principal a written request that the student not participate in this instruction, with an assurance that the student will receive this instruction at home.

AIDS instruction in the elementary grades will be taught by the regular classroom teachers, while this instruction in the middle and high school grades will be a part of the required health education curriculum.

Hands-Only Cardio Pulmonary Resuscitation and Automated External Defibrillator Instruction

High school students will be provided instruction in hands-only cardiopulmonary resuscitation and the use of an automated external defibrillator. Standards for this instruction will be based on a nationally recognized instructional program that utilizes the most current guidelines for cardiopulmonary resuscitation and emergency cardiovascular care issued by the American Heart Association or a substantially equivalent organization, that are consistent with the requirements of the programs adopted by the American Heart Association or the American Red Cross, and will incorporate instruction designed to:

- a) Recognize the signs of a possible cardiac arrest and to call 911;
- b) Provide an opportunity to demonstrate the psychomotor skills necessary to perform hands-only compression cardiopulmonary resuscitation; and
- c) Provide awareness in the use of an automated external defibrillator.

The Committee on Special Education or a Multidisciplinary Team, in accordance with Section 504 of the Rehabilitation Act, may determine, on an individual student basis, if a student with a disability should be excused from the requirement for instruction in hands-only CPR and the use of AEDs.

(Continued)

SUBJECT: PREVENTION INSTRUCTION (Cont'd.)**Substance Abuse - Prevention Instruction**

The Board of Education recognizes the need to educate students on the hazards of alcohol, tobacco and drug abuse. An educationally sequential health prevention program, utilizing as appropriate community, staff and student input, will be developed to inform students of:

- a) Causes for substance abuse;
- b) Physical and psychological damage associated with substance abuse;
- c) Avoidance of alcohol, tobacco and drugs;
- d) Dangers of driving while under the influence of alcohol or drugs.

Environmental Conservation Instruction

The Board of Education supports and encourages the development of a District-wide, articulated curriculum of environmental conservation integrated into other program disciplines.

Fire and Arson Prevention/Injury Prevention/Life Safety Education

The Board of Education directs the administration to provide instruction in fire and arson prevention, injury prevention and life safety education relating to protection against injury or death and property loss or damage as a result of criminally initiated or other preventable fire.

This instruction will include materials to educate children on the dangers of falsely reporting a criminal incident, an impending explosion or fire emergency involving danger to life or property, an impending catastrophe, or a life safety emergency.

The Board of Education directs the administration to provide this instruction for all students for a period of not less than forty-five (45) minutes in each month that school is in session.

Student Safety

Instruction in courses in technology education, science, home and career skills, health and safety, physical education, and art will include and emphasize safety and accident prevention.

Safety instruction will precede the use of materials and equipment by students in applicable units of work in the courses listed above, and instructors will teach and enforce all safety procedures relating to the particular courses. These procedures will include wearing protective eye devices during appropriate activities.

Emergency Planning

The District will maintain updated plans and operating procedures to be followed in the event of natural or manmade disasters or enemy attack. Students will be provided instruction to respond effectively in emergency situations.

(Continued)

Instruction

SUBJECT: PREVENTION INSTRUCTION (Cont'd.)**Instruction on Prevention of Child Abduction**

All students in grades K through 8 in District schools will receive instruction designed to prevent the abduction of children. This instruction will be provided by or under the direct supervision of regular classroom teachers and the Board of Education will provide appropriate training and curriculum materials for the regular classroom teachers who provide this instruction. However, at the Board's discretion, this instruction may be provided by any other public or private agency.

The Commissioner of Education will provide technical assistance to assist in developing curricula for these courses of study which must be age appropriate and developed according to the needs and abilities of students at successive grade levels in order to provide awareness skills, information, self-confidence, and support to aid in the prevention of child abduction.

For purposes of developing these courses of study, the Board of Education may establish local advisory councils or utilize the school-based shared decision making and planning committee established under the Commissioner's regulations to make recommendations concerning the content and implementation of these courses. Alternatively, the District may utilize courses of instruction developed by consortia of school districts, boards of cooperative educational services, other school districts, or any other public or private agency. The advisory council will consist of, but not be limited to, parents, school trustees and Board members, appropriate school personnel, business and community representatives, and law enforcement personnel having experience in the prevention of child abduction.

Instruction on Child Development and Parenting Skills

Instruction regarding child development and parenting skills may be offered by the District. The curriculum will include instruction on the consequences and prevention of shaken baby syndrome, which may include the viewing of a video presentation for students in secondary schools.

AIDS Instruction: 8 New York Code of Rules and Regulations (NYCRR) Sections 135.3(b)(2) and 135.3(c)(2)

Cardiopulmonary Resuscitation and Automated External Defibrillators:

Education Law § 804-d, 8 NYCRR § 100.2(c)(11)

Civil Preparedness: New York State Office of Disaster Preparedness

Fire and Arson/Injury Prevention/Life Safety: Education Law § 808; 8 NYCRR § 100.2(c)(5)(11)

Prevention of Child Abduction: Education Law Section 803-a

Student Safety: Education Law Section 808

8 New York Code of Rules and Regulations (NYCRR) Sections 107 and 155

Substance Abuse: Education Law Section 804

8 New York Code of Rules and Regulations (NYCRR) Section 135.3(a)

Instruction on Child Development and Parenting Skills

Education Law § 804

(Continued)

Instruction

SUBJECT: PREVENTION INSTRUCTION (Cont'd.)

NOTE: Refer also to Policies #3410 -- Code of Conduct on School Property
#5640 -- Smoking/Tobacco Use
#7320 -- Alcohol, Tobacco, Drugs and Other Substances (Students)
District Code of Conduct on School Property

Adopted: 06/27/07
Revised: 12/02/15
Revised: 03/16/16

February 29, 2016

TO: Pam Claes

FROM: Barb Hawks

RE: Deletions – Naples Elem. February 2016

Hi Pam

Only one deletion for Naples Elementary this month:


The Perfect Season NAE9100437 - dog chewed book



No deletions for the high school for February


Thanks!






NAPLES CENTRAL SCHOOL
2016-2017 CALENDAR

INITIAL

JULY						AUGUST						SEPTEMBER						OCTOBER					
S	M	T	W	T	F	S	M	T	W	T	F	S	M	T	W	T	F	S	M	T	W	T	F
					1		1	2	3	4	5					1	2						1
3	4	5	6	7	8	7	8	9	10	11	12	4	5	6	7	8	9	2	3	4	5	6	7
10	11	12	13	14	15	14	15	16	17	18	19	11	12	13	14	15	16	9	10	11	12	13	14
17	18	19	20	21	22	21	22	23	24	25	26	18	19	20	21	22	23	16	17	18	19	20	21
24	25	26	27	28	29	28	29	30		31		25	26	27	28	29	30	23	24	25	26	27	28
31												30	31					30	31				

NOVEMBER						DECEMBER						JANUARY						FEBRUARY					
S	M	T	W	T	F	S	M	T	W	T	F	S	M	T	W	T	F	S	M	T	W	T	F
		1	2							1	2	1	2	3	4	5	6				1	2	3
6	7	8	9	10	11	4	5	6	7	8	9	8	9	10	11	12	13	5	6	7	8	9	10
13	14	15	16	17	18	11	12	13	14	15	16	15	16	17	18	19	20	12	13	14	15	16	17
20	21	22	23	24	25	18	19	20	21	22	23	22	23	24	25	26	27	19	20	21	22	23	24
27	28	29	30			25	26	27	28	29	30	29	30	31				26	27	28			

MARCH						APRIL						MAY						JUNE					
S	M	T	W	T	F	S	M	T	W	T	F	S	M	T	W	T	F	S	M	T	W	T	F
			1	2	3						1		1	2	3	4	5					1	2
5	6	7	8	9	10	2	3	4	5	6	7	7	8	9	10	11		4	5	6	7	8	9
12	13	14	15	16		9	10	11	12	13	14	14	15	16	17	18	19	11	12	13	14	15	16
19	20	21	22	23	24	16	17	18	19	20	21	21	22	23	24	25	26	18	19	20	21	22	23
26	27	28	29	30	31	23	24	25	26	27	28	28	29	30	31			25	26	27	28	29	30
						30																	

- CODES: Vacation/Holiday  Teacher & Support Staff Conference Day - HS & Elem - Full Student Day Off
-  Teacher Conference Day - HS & Elem - Full Student Day Off  Teacher Conference Day - HS & Elem - 1/2 Student Day Off
-  ELEM ONLY - 1/2 Student Day Off PM for Parent/Teacher Conferences & Evening Parent/Teacher Conferences for both HS & Elem
-  HS & Elem - 1/2 Student Day Off PM - Parent/Teacher Conferences PM **Regents Exam**

Date	Description	Pupils	Teachers
July 4	Independence Day Holiday	0	0
August 17 & 18	Regents Examinations & Competency Tests		
August 31	Teacher & Support Staff Conference Day	0	1
September 1	Teacher Conference Day		
September 5	Labor Day Holiday		
September 6	First Student Day	19	20
October 10	Columbus Day Holiday		
October 21	Teacher Conference Day (1/2 Student Day Off)	20	20
November 3	Parent / Teacher Conferences - <u>Elementary ONLY</u> - 1/2 Student Day PM		
November 3	Parent / Teacher Conferences - <u>EVENING</u> - High School and Elementary		
November 4	Parent / Teacher Conferences - <u>High School & Elementary</u> - 1/2 Student Day P.M.		
November 11	Veterans' Day Holiday		
November 23, 24, & 25	Thanksgiving Day Holiday	18	18
December 23 - 31	Holiday Recess	16	16
January 2	Holiday Recess		
January 3	School Reopens		
January 16	Martin Luther King, Jr. Day Holiday		
January 24-27	Regents Examinations & Competency Tests		
January 25-27	Teacher Conference Day (1/2 Student Day Off)	20	20
February 20-24	Presidents' Week Recess	15	15
March 17	Teacher Conference Day		
March 28-30	ELA Grades 3-8 Testing	22	23
April 14-21	Spring Recess	14	14
May 2-4	Math Grades 3-8 Testing		
May 12	Teacher Conference Day (1/2 Student Day Off)		
May 29	Memorial Day Holiday	22	22
June 14-22	Regents Examinations & Competency Tests		
June 19-20	Elementary Students will have 11:15 a.m. dismissal		
June 20	Last <i>Elementary</i> Student Day		
June 22	Last <i>High School</i> Student Day		
June 23	Last Teacher Day, Rating Day		
June 24	Graduation Day	16	17
TOTAL NUMBER OF DAYS		182	186

(Includes Teacher Conference Days)

Local Mid-Term Exams: January 25-27, 2017

EMERGENCY MAKE-UP DAYS: If needed, will be made up during Spring Recess in April

Approved: _____, 2016

2016 Marching Band Trip to 1000 Islands:

Dates: May 28-May 30, 2016

Purpose of trip: to have fun and represent NAPLES HIGH SCHOOL in Theresa Memorial Cup Competition

Expenses (estimated):

Transportation	
Chartered Buses	
Covered Wagon Tours	4,690.00
Chartered 3 Triple Deck Tour Boat	
Uncle Sam's Boat Tours, Alexandria Bay	
Includes DJ and Food	4,575.00
Ramada Inn -40 rooms	3,000.00
Total Costs:	\$12,265.00

Student Expenses: \$100.00 plus 3 meals.

Families of 2 or students in marching band: \$175.00 plus meals

Remainder to be covered by both the student activity account Naples Marching Band and the Naples Band Boosters, if a student can not afford the, the band boosters will cover the amount (**no student will miss the trip due to lack of personal finances**).

Remainder to be paid by Naples Band Boosters

Approximate Total # of students: 65-75

Chaperones:

1. Mr. Philip Bariteau-Director	14. Mrs. Lisa Quarterman
2. Mrs. Kristen Bariteau	15. Mrs. Barb Mark
3. Mrs. Barb Hawks-Color Guard Inst.	16. Mr. Steven Mark
4. Mr. Kevin McCloud-Color Guard Inst.	17. Mrs. Tammy Brace
5. Mr. DJ Stephens	18. Mrs. Jodi Schwartz
6. Mr. Jim Collins	19. Ms. Emmalouise St. Amand
7. Mrs. Michelle Collins	20. Mrs. Nicole Fox
8. Mrs. Chris Brautigam	21. Mrs. Rachel Miller
9. Mr. Rob Brautigam	22. Mr. Tim Houghteling
10. Mr. Bob Hotchkiss	23. Mr. David Wright
11. Mrs. Laurel Hotchkiss	24. Mr. Erik Kastner
12. Mrs. Siobhan Baker-Nurse	25. Mrs. Monica Kastner
13. Mrs. Laurie Erb	

Proposed Naples Marching Band Trip 2016

Itinerary:

Saturday, May 28, 2016

6:00 am All students must be at Naples High School
6:00 –6:45 am Luggage check and load equipment trucks
6:45-7:00 am Load buses and depart – NCS
9:00 am Parade line up at Fulton (Fulton Memorial Day Parade)
12:00 noon-12:45pm Load equipment truck and buses
12:45 pm Leave for Pulaski
1:30 pm Eat lunch at McDonald's in Pulaski (315) 298-5565
3:30 pm Check in at Ramada Inn, Watertown, NY (315) 788-0700
5:30 pm Load buses
5:45 pm Leave hotel on bus for Alexandria Bay
6:45 pm Board Uncle Sam's Boat Tours in Alexandria Bay (315) 482-2611
3 Hour chartered Boat Tour with Lyme CS Band
10:00 pm Load buses, leave Alexandria Bay, NY
10:45 pm Arrive at hotel
11:00 pm Lights out

Sunday, May 29, 2016

8:45 am WAKE-UP-can exit your rooms
9:00 am Buffet Breakfast at Ramada Inn in Watertown
10:00 am Sign out of rooms/Load buses
10:15 am Leave Ramada Inn
10:30 am arrive at Thompson Park (Watertown, NY)
11:15 am Leave Thompson Park to go to Salmon Run Mall
11:30 am Brunch/shopping at Salmon Run Mall,
Watertown, NY (315) 788-9210
1:00 pm Board Buses from Mall to drive to Theresa, NY
2:00 pm parade line-up and warm-up
3:00 pm Rotary Memorial Day Cup Parade/Competition
4:15 pm Awards Ceremony
5:30 pm Eat at fast food restaurant in Watertown, NY
9:50 pm Arrive at NCS

Monday, May 30, 2016

9:00 am Meet at field across from Joseph's Wayside Market for Memorial Day Parade to run through music

March 3, 2016

Dear Chad Hunt, Matt Frahm, Mitchell Ball, Kris Saucke, and members of the Board of Education,

It is with a heavy heart, that I submit my letter of retirement. I have enjoyed my many years of employment here at Naples Central School but it is time for me to retire. I wish to thank all of you for the opportunity to serve the school district. It has been an honor and a pleasure. My last day of employment will be March 30, 2016. Thank you all!!

Respectfully,

A handwritten signature in black ink that reads "Mai Thi Do". The signature is written in a cursive style with a loop at the end of the last name.

Mai Thi Do

Committee Recommendations for Board of Education Review with Details (March 16, 2016)

Meeting	Alt ID#	Age	Grade	Committee Reason	Decision	Disability	Recommended School
02/23/2016		8:3	02	Sub CSE Annual Review	Classified	Learning Disability	Naples Elementary School

<u>Program/Service</u>	<u>Start Date</u>	<u>End Date</u>	<u>Ratio</u>	<u>Freq.</u>	<u>Period</u>	<u>Duration</u>
Consultant Teacher Services	03/01/2016	02/28/2017	Direct and Indirect	1	Weekly	1 hr
Consultant Teacher Services	03/01/2016	02/28/2017	Direct and Indirect	1	Weekly	1 hr

BOE Info: Recommendation: Continue special education services and supports per current IEP.

03/09/2016	9189	7:0	01	CSE	Reevaluation/Annual Review	Classified	Learning Disability	Naples Elementary School
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<u>Program/Service</u>	<u>Start Date</u>	<u>End Date</u>	<u>Ratio</u>	<u>Freq.</u>	<u>Period</u>	<u>Duration</u>
Integrated Co-teaching Services	09/06/2016	03/31/2017		1	Daily	1 hr
Resource Room Program	04/01/2016	03/31/2017	5:1	1	Daily	40 mins
Special Class	04/01/2016	06/24/2016	12:1+1	1	Daily	45 mins
Occupational Therapy	04/01/2016	03/31/2017	Individual	2	Weekly	30 mins
Physical Therapy	04/01/2016	03/31/2017	Individual	2	Weekly	30 mins
Physical Therapy	04/01/2016	03/31/2017	Small Group	1	Weekly	30 mins
Speech/Language Therapy	04/01/2016	03/31/2017	Small Group	3	Weekly	30 mins
Special Class	07/06/2016	08/16/2016	12:1+1	5	Weekly	3 hrs

BOE Info: Recommendation: Continue special education supports and services per current IEP.

03/09/2016		7:2	01	CSE	Annual Review	Classified	Other Health Impairment	Naples Elementary School
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<u>Program/Service</u>	<u>Start Date</u>	<u>End Date</u>	<u>Ratio</u>	<u>Freq.</u>	<u>Period</u>	<u>Duration</u>
Occupational Therapy	04/01/2016	03/31/2017	Small Group (2:1)	2	Weekly	30 mins

BOE Info: Recommendation: Continue special education services and supports per current IEP.

02/23/2016		4:0	Preschool CPSE	Reevaluation Review	Classified Preschool	Preschool Student with a Disability	Home
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<u>Program/Service</u>	<u>Start Date</u>	<u>End Date</u>	<u>Ratio</u>	<u>Freq.</u>	<u>Period</u>	<u>Duration</u>
Speech/Language Therapy	11/16/2015	05/26/2016	Individual	2	Weekly	45 mins

BOE Info: Recommendation: Continue special education services and supports per current IEP.

03/08/2016	9471	4:3	PK	CPSE	Initial Eligibility Determination Meeting	Classified Preschool	Preschool Student with a Disability	Naples Elementary School
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<u>Program/Service</u>	<u>Start Date</u>	<u>End Date</u>	<u>Ratio</u>	<u>Freq.</u>	<u>Period</u>	<u>Duration</u>
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Special Education Itinerant Teacher Services	04/04/2016	06/24/2016	1:1	2	Weekly	1 hr
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BOE Info: RECOMMENDATION - Child qualifies as a Preschool Child with a Disability. Provide special education supports and services per current IEP.

02/23/2016	08-17	11:3	Ungraded CSE	Requested Review	Classified	Autism	Midlakes Education Center
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<u>Program/Service</u>	<u>Start Date</u>	<u>End Date</u>	<u>Ratio</u>	<u>Freq.</u>	<u>Period</u>	<u>Duration</u>
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Special Class	05/16/2015	05/15/2016	6:1+1	1	Daily	6 hrs
Occupational Therapy	09/08/2015	05/15/2016	Individual	2	Weekly	30 mins
Occupational Therapy	09/08/2015	05/15/2016	Individual	1	Weekly	30 mins
Speech/Language Therapy	05/16/2015	05/15/2016	Individual	3	Weekly	30 mins
Special Class	07/06/2015	08/14/2015	6:1+1	1	Daily	6 hrs
Occupational Therapy	07/06/2015	08/14/2015	Individual	3	Weekly	30 mins
Speech/Language Therapy	07/06/2015	08/14/2015	Individual	3	Weekly	30 mins

BOE Info: Recommendation: Continue special education programs and services as indicated on the current IEP.

03/08/2016	4:7	Preschool	CPSE	Initial Eligibility Determination Meeting	Classified Preschool	Preschool Student with a Disability	Home
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<u>Program/Service</u>	<u>Start Date</u>	<u>End Date</u>	<u>Ratio</u>	<u>Freq.</u>	<u>Period</u>	<u>Duration</u>
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Speech/Language Therapy	04/04/2016	03/07/2017	Individual	2	Weekly	30 mins
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BOE Info: RECOMMENDATION - Child qualifies as a Preschool Child with a Disability. Provide special education supports and services per current IEP.

03/02/2016	8:5	02	Sub CSE	Annual Review	Classified	Learning Disability	Naples Elementary School
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<u>Program/Service</u>	<u>Start Date</u>	<u>End Date</u>	<u>Ratio</u>	<u>Freq.</u>	<u>Period</u>	<u>Duration</u>
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Integrated Co-teaching Services	09/06/2016	03/31/2017		1	Daily	45 mins
Integrated Co-teaching Services	09/06/2016	03/31/2017		1	Daily	45 mins
Resource Room Program	04/09/2015	06/24/2016	5:1	1	Daily	40 mins

BOE Info: Recommendation - Continue special education services and supports per current IEP.

03/02/2016 9426 7:11 02 CSE Reevaluation/Annual Review Classified Autism Naples Elementary School

<u>Program/Service</u>	<u>Start Date</u>	<u>End Date</u>	<u>Ratio</u>	<u>Freq.</u>	<u>Period</u>	<u>Duration</u>
Consultant Teacher Services	04/01/2016	03/31/2017	Direct and Indirect	1	Weekly	2 hrs
Speech/Language Therapy	04/01/2016	03/31/2017	Small Group	2	Weekly	30 mins

BOE Info: Recommendation: Continue special education services and supports per current IEP.

03/09/2016 7:3 01 CSE Annual Review Classified Other Health Impairment Naples Elementary School

<u>Program/Service</u>	<u>Start Date</u>	<u>End Date</u>	<u>Ratio</u>	<u>Freq.</u>	<u>Period</u>	<u>Duration</u>
Consultant Teacher Services	04/01/2016	03/31/2017	Direct and Indirect	1	Weekly	2 hrs
Occupational Therapy	04/01/2016	03/31/2017	Individual	2	Weekly	30 mins
Physical Therapy	04/01/2016	03/31/2017	Individual	1	Weekly	30 mins
Physical Therapy	04/01/2016	03/31/2017	Small Group	1	Weekly	30 mins

BOE Info: Recommendation - Continue special education supports and services per current IEP.

03/09/2016 6:5 Kdg. Sub CSE Annual Review Classified Learning Disability Naples Elementary School

<u>Program/Service</u>	<u>Start Date</u>	<u>End Date</u>	<u>Ratio</u>	<u>Freq.</u>	<u>Period</u>	<u>Duration</u>
Resource Room Program	03/08/2016	03/07/2017	5:1	5	Weekly	40 mins
Occupational Therapy	03/08/2016	03/07/2017	Small Group	2	Weekly	30 mins
Speech/Language Therapy	03/08/2016	03/07/2017	Small Group	2	Weekly	30 mins
Special Class	07/06/2016	08/16/2016	12:1+1	1	Daily	3 hrs

BOE Info: Recommendation: Continue special education services and supports per current IEP.

03/02/2016 7:6 02 CSE Reevaluation/Annual Review Declassified Support Services Other Health Impairment Naples Elementary School

BOE Info: Recommendation: Student is Declassified with Support Services. Modifications and test accommodations per the current Declassification with Support Services Plan.

03/09/2016 6:3 01 Sub CSE Annual Review Classified Learning Disability Naples Elementary School

<u>Program/Service</u>	<u>Start Date</u>	<u>End Date</u>	<u>Ratio</u>	<u>Freq.</u>	<u>Period</u>	<u>Duration</u>
Integrated Co-teaching Services	09/06/2016	03/31/2017		1	Daily	1 hr
Resource Room Program	04/01/2016	03/31/2017	5:1	1	Daily	40 mins
Special Class	04/01/2016	06/24/2016	12:1+1	1	Daily	45 mins

Speech/Language Therapy	04/01/2016	03/31/2017	Small Group	3	Weekly	30 mins
Special Class	07/06/2016	08/16/2016	12:1+1	1	Daily	3 hrs

BOE Info: Recommendation: Continue special education programs and services as indicated on the current IEP.

03/02/2016	8:0	02	CSE	Annual Review	Classified	Learning Disability	Naples Elementary School
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<u>Program/Service</u>	<u>Start Date</u>	<u>End Date</u>	<u>Ratio</u>	<u>Freq.</u>	<u>Period</u>	<u>Duration</u>
Consultant Teacher Services	04/01/2016	06/24/2016	Direct and Indirect	1	Weekly	1 hr
Integrated Co-teaching Services	09/06/2016	03/31/2017		1	Daily	45 mins
Integrated Co-teaching Services	09/06/2016	03/31/2017		1	Daily	45 mins
Resource Room Program	04/01/2016	06/24/2016	5:1	1	Daily	40 mins

BOE Info: Recommendation: Continue special education services and supports per current IEP.

03/09/2016	4:0	Preschool CPSE	Amendment - Agreement No Meeting	Classified Preschool	Preschool Student with a Disability	Home
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<u>Program/Service</u>	<u>Start Date</u>	<u>End Date</u>	<u>Ratio</u>	<u>Freq.</u>	<u>Period</u>	<u>Duration</u>
Occupational Therapy	03/09/2016	10/07/2016	Individual	1	Weekly	1 hr
Speech/Language Therapy	10/08/2015	10/07/2016	Individual	2	Weekly	30 mins

BOE Info: RECOMMENDATION - Continue special education services and supports per current IEP.

Jr./Sr. High School

Naples Central School District

43-12-01-04-0-001-012

Description		
ADDITIONS		
Y	Fitness Addition / Corridor Addition (remove Canopy)	HS-ADD1
N	Cafeteria Addition	HS-ADD2
N	Kitchen Addition	HS-ADD3
N	Main Entry Addition	HS-ADD4
N	Main Office / Guidance Addition	HS-ADD5
N	Pool Addition	HS-ADD6
N	Pool Storage Addition	HS-ADD7
N	Fitness / Toilet-Locker Rooms	HS-ADD8
N	Tech Classroom Addition	HS-ADD8a
N	Kitchen Addition, Equipment incl. ventilation	HS-ADD9
N	Mechanical Mezzanine with Stairs	HS-ADD10
N	Reinforcing roof structure to support HVAC outside the Auditorium area.	HS-ADD11
*Grossing Factor (1.5) allows for corridors/circulation, toilet rooms, nurse, custodial and mechanical spaces.		

ALTERATIONS

<u>Architectural Recommendations</u>		HS-MR
Majot Renovations - Interior: Recommended Renovations to update the building to meet current standards and needs.		
Y	Auditorium / Stage	HS-MR6
Y	Classroom Renovation (Room 104)	HS-MR19
Y	Resources Room (Expansion of Aud / Stage into these spaces, both floors).	HS-MR21
Y	Fitness Room Renovations	HS-MR34
N	Pool Demolition	HS-MR1
N	Pool Renovation	HS-MR2
N	Pool (Shell / Equipment)	HS-MR3
N	Locker Room Renovations	HS-MR4
N	Gymnasium Renovation (cost includes new bleachers, new wood floor, new paint, new lights?)	HS-MR5a
N	District Office Minor Renovations / perhaps expand into adjacent Classroom	HS-MR7
N	Guidance Office	HS-MR8
N	Nurse Suite	HS-MR9
N	Boys' Toilet Room	HS-MR10

Jr./Sr. High School

Naples Central School District

43-12-01-04-0-001-012

Description		
N	Girl's Toilet Room	HS-MR11
N	Toilet Rooms (Across from existing Guidance)	HS-MR12
N	Corridor to Courtyard	HS-MR13
N	New Ramp at Corridor 125	HS-MR14
N	Main Corridor / Hallway (Lighting, Ceiling, Updating) 1st Flr.	HS-MR15
N	Other Corridors / Hallways (Lighting, Ceiling, Updating) 1st Flr.	HS-MR16
N	Athletic Corridor(s)	HS-MR16a
N	New Stair connecting Basement, 1st Floor and 2nd Floor	HS-MR17
N	Classroom Renovation (Previously District Office)	HS-MR20
N	Misc. Room (Across from District Office)	HS-MR22
N	Technology Classroom Renovation (Room CAD)	HS-MR23
N	Technology Classroom Renovation (Room 132)	HS-MR24
N	2nd Floor Main Corridor / Hallway (Lighting, Ceiling, Updating)	HS-MR25
N	2nd Floor Tele/Data (Room 200A)	HS-MR26
N	2nd Floor Faculty (Room 213B)	HS-MR27
N	2nd Floor Office (Room 213E)	HS-MR28
N	2nd Floor Skylight Over Lockers	HS-MR29
N	2nd Floor Toilet Rooms	HS-MR30
N	2nd Floor Locker Area	HS-MR31
N	2nd Floor Toilet Rooms	HS-MR32
N	2nd Floor Resource	HS-MR33
	Health and Safety: Codes and Regulations of the State of New York (NYSCR&R) State Education Department (SED Manual of Planning Standards) Commissioner of Education Regulations Sect. 155.3; Applicable to Existing Buildings.	HS-A
Y	Vinyl Asbestos Tile Removal: Remove existing VAT and replace with Vinyl Composition Tile (VCT) in rooms: 105, 107, 109A, 122, 222, 223	HS-A21a
N	Doors: Many corridor doors are aged and/or are not fire-rated in accordance with current code requirements. Additionally, many of these doors lack operational door closers, and have old lock sets and door knobs that are not handicap accessible. These doors should be replaced with fire rated doors and frames as required by current code. Several other interior doors that are not required to be fire related are in poor condition and should be replaced. Quantity (40) rated doors and frames + (16) non-rated doors and frames.	HS-A1

Jr./Sr. High School

Naples Central School District

43-12-01-04-0-001-012

Description		
N	Doors: Many corridor doors are aged and/or are not fire-rated in accordance with current code requirements. Additionally, many of these doors lack operational door closers, and have old lock sets and door knobs that are not handicap accessible. These doors should be replaced with fire-rated doors and frames as required by current code. Several other interior doors that are not required to be fire related are in poor condition and should be replaced. Quantity (40) rated doors and frames + (16) non-rated doors and frames.	HS-A2
N	Stair Wells: Stair wells 1, 3, 4, and 5 do not have rated fire enclosures as outlined by current code. Rated stair well enclosures and areas of rescue assistance should be provided as outlined by current code. Stairwell 5 has approximately 9 sf of terrazzo that requires patching, and the door at the bottom of the stairs should be considered to be replaced. Replacing the old ceiling hatch at stairwell 5A should also be considered. Stair Well 1 in Phase 2.	HS-A2a
N	Stair Wells: Stair wells 1, 3, 4, and 5 do not have rated fire enclosures as outlined by current code. Rated stair well enclosures and areas of rescue assistance should be provided as outlined by current code. Stairwell 5 has approximately 9 sf of terrazzo that requires patching, and the door at the bottom of the stairs should be considered to be replaced. Replacing the old ceiling hatch at stairwell 5A should also be considered. Stair Well 4 in Phase 3.	HS-A2b
Physically Disabled Access: Americans with Disabilities Act (ADA) Council of American Building Officials/American National Standards Institute (CABO/ANSI).		
N	Door Knobs: Aside from doors that have been previously recommended for replacement, many doors through out the building have door knobs that are not considered handicap accessible. These door knobs should be replaced with accessible level style mechanisms as outlined by current code. Quantity: (20) door knobs. SEI Note: Some have been replaced by the District.	HS-A6
N	Vestibule 117E: The handicap ramp at this vestibule easily exceeds the maximum allowable slope according to current code. Alternate access should be provided in the form of a lift or exterior ramping. Additionally, the exterior doors at this location should receive a new paint finish on both sides, and the two pieces of broken glass at the transom should be replaced. The wood interior vestibule doors and frames should also be considered to be refinished.	HS-A9
N	Toilet Rooms 128A and 128B: These toilet rooms are not designed for handicap accessibility and are in generally poor condition. A complete renovation of these toilet rooms in accordance with current codes and design standards should be considered.	HS-A11
N	Classroom 107 - Sink: The sink at the kitchen style countertop in this classroom is not handicap accessible. Updating this sink to a handicap accessible sink as outlined by current code should be considered.	HS-A13
N	Room Signage: There is currently no handicapped accessible room signage throughout this building. Handicapped accessible room signage is recommended to be provided as outlined by current code. Quantity (150) room signs.	HS-A20
N	Asbestos Removal; Gym ceiling, Cafeteria Ceiling.	HS-A21b
N	Asbestos Removal; Pipe Insulation	HS-A21c

Jr./Sr. High School

Naples Central School District

43-12-01-04-0-001-012

Description		
N	Asbestos Removal; Pipe Insulation	HS-A21d
	General Building Renovations - Interior: Recommended Renovations to update the building to meet current standards and needs.	
Y	Casework: Classrooms 103, 404, 105, 107, 115, 120, 121, 123, 203, 204, 205, 207, 215, 217, 219, 223 have aged metal storage systems that were originally comprised of seven tall storage units and one smaller taller storage unit. Several of these storage systems are missing doors and/or components and have reached the end of their useful life. These storage systems should be considered to be replaced with casework in accordance with current design standards.	HS-A22a
Y	Other Casework: Corridor 125 and Classrooms 206, 248, 220, 225 have pieced together open shelving storage that is unsightly and worn. Providing these rooms with some new casework with doors in accordance with current design standards should be considered. Classroom 201 has wood casework that could be refinished and fitted with new appropriate hardware in order to increase its useful life.	HS-A23a
Y	Dry Erase Boards/Tack Surfaces: Many old chalkboard/tack surface units exist throughout the building that should be considered to be replaced with new dry erase board/tack surface units. Quantity (46) dry erase/tack board units @ 15'x5' average size.	HS-A24
Y	9"x9" Vinyl Asbestos Floor Tile: Classrooms 121, 123, 206 have vinyl asbestos floor tile that is in poor condition and should be considered to be replaced.	HS-A25
Y	Classroom Wall Finishes: The following classrooms have wall finishes that are aged and should be considered to be removed and refinished. Classroom 120 has a painted faux wood panel at two walls, classroom 121 has 4"x4" glazed ceramic wall tile at one wall, classroom 123 has 6"x6" glazed ceramic wall tile, classroom 203 has 9"x9" vinyl asbestos tile wainscot at two walls, classroom 214 has 9"x9" vinyl asbestos tile wainscot at two walls, classroom 225 has faux wood paneling at two walls.	HS-A26
Y	Wall Bases: Several classrooms and offices have wall bases that are in poor condition and should be replaced. Quantity: (25) classrooms.	HS-A27
Y	Window Shades: There are multiple window shades that are torn in rooms 217 and 219 that should be considered to be replaced. Quantity (5) window shades.	HS-A28
Y	Painting - Interior Walls: The walls of the following rooms should be considered to receive minor patching and new paint finish: 100C (walls and floor), 112A, 412D, 412E, 412G, 412H, 117A (walls, floor and ceiling) Corridor 125, 428C (floor and ladder), 135B (walls and ceiling), 135A (walls and ceiling), 200A (wall, floor and ceiling), 207, 213C, 222.	HS-A29a
Y	Storage 201B: The wood parquet floor in this room should be considered to be refinished or removed and replaced with vinyl composition tile.	HS-A53

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Description		
Y	Vestibule 100A: The interior doors at this location should be considered to be refinished. There are also two panes of glass at the exterior transom that are broken and should be replaced. The exterior side of the exterior doors and transom should be considered to receive a new paint finish.	HS-A37
Y	Vestibule 108A: The exterior doors at this location should be considered to receive minor repairs and a new paint finish. The interior doors should be considered for replacement. Some minor wall patching and painting should also be considered.	HS-A38
Y	Vestibule 117F: The two exterior doors and the two interior doors at this location should be considered to be replaced.	HS-A39
Y	Vestibule 116C; The two exterior doors at this location should be considered to be replaced. The two interior doors should be considered to be refinished.	HS-A40
Y	Lobby 116 - Display Case: The display case at the main lobby should be considered to be resorted, and missing shelving replaced.	HS-A42
Y	Classroom 222: There are several old wood "lockers" in this room that should be considered to be refinished and receive new appropriate hardware in order to increase their useful life. Additionally, there are two sink and countertop units in this room that should be considered to be updated, along with some other aged casework and countertops.	HS-A44
N	Corridor 125, 128, and 131: The 6"x6" glazed ceramic wall tile wainscot at this location is outdated and should be considered to be replaced. Additionally, the slate window sills at this location should be considered to be repaired or replaced, and the storefront columns should receive a new paint finish. Additionally, twelve double lockers exist at passage 131 that are in very poor condition and should be considered to be replaced.	HS-A36
N	Lobby 126: Most of this lobby has full height 6"x6" glazed ceramic wall tile that is outdated and should be considered for replacement. Additionally, the raised plaster portion of the ceiling should be considered to receive a new paint finish. The display case within this space, and the display wall to the left of it, should also be considered to be refinished.	HS-A43
N	Basement: Providing additional fire rated storage in the basement should be considered. Additionally, four doors should be considered for replacement. Patching of the plaster ceilings should also be considered. The toilet in the basement is not handicap accessible and has finishes that are in poor condition. Upgrading this toilet in accordance with current codes and design standards should be considered.	HS-A48
N	Student Lockers: Student lockers are in generally poor condition and small (9" w x 5' tall) compared to current standards. The lockers are fastened to blocking that is attached directly to the finished face of the corridor wall, and lack sloped tops. Quantity (78) existing on first floor + (480) existing on second floor.	HS-A21

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Description		
	General Building Renovations - Exterior: Recommended renovations to update the building to meet current standards and needs.	
Y	Greenhouse: Rebuild.	HS-A61a
Y	Window Screens: Providing additional good quality window screens to allow fresh air flow and to deter insects should be considered. Quantity (65) screens.	HS-A62
N	Exterior Grate: The metal grate located immediately outside the emergency egress door at room 132 has degraded and has large gaps in it that pose a hazard. This grate should be replaced.	HS-A65
N	ROOFING at Technology Replacement in these areas	HS-A55b
N	ROOFING at Gym and Gym Corridor Replacement in all these areas	HS-A55c
N	ROOFING at Corridor to Cafeteria: Needs Replacement in these areas	HS-A55h
N	Exterior Roof Access Ladders: Roof access ladders should be provided at the pool and auditorium roofs.	HS-A56
N	Roof Hatches: The roof hatch above 128C is degraded and should be considered to be replaced. Additionally, the elevator smoke hatch is aged and should be considered to be replaced.	HS-A57
N	B01-Exterior Stairs: The railing at this stair are loose and should be resecured and painted. It should also be noted that water collects at the bottom of the stair and does not drain adequately, causing a safety hazard. This sidewalk areas should be regraded to avoid ponding water.	HS-A60
N	Add NEW exterior ELECTRONIC MESSAGE SIGN (Estimate includes GC / EC work)	HS-A66a
	Educational Space Needs: Recommendations to improve the functionality and effects of learning and administrative spaces in relation to the current and future administrative and educational needs.	
	<u>Mechanical Recommendations</u>	
	Health and Safety: Codes and Regulations of the State of New York (NYSCR&R) State Education Department (SED Manual of Planning Standards) Commissioner of Education Regulations Sect. 155.3; Applicable to Existing Buildings.	HS-M
N	Home Economics Classroom: The home economics classroom (222) should have a general exhaust system. Install a fan and ductwork to exhaust the space.	HS-M3
N	Rooms 116D, 119A, 119: Rooms 116 and 119A have no ventilation. Room 119 is served by a unit ventilator from 1937. Install central air handler with outside air and above ceiling ductwork to ventilate and heat all spaces.	HS-M4
	General Building Renovations: Recommended renovations to update the building to meet current standards and needs.	
N	Hot Water holding tank, currently 500 gals. Leaking. Replace with new Hot Water tank. (SEI meeting notes)	HS-M13
N	NEW BOILER WORK incl. Pumping Room Rebuilt. (NRG Concepts recommends)	HS-M14
N	BALANCE OF NEW BOILER WORK: (3) boilers and associated piping, new chimney and stack.	HS-M17
N	Auditorium Ventilation; RTU & duct work. All forced air (no radiation) Air conditioning sized for Phase 3. Run off of the hot water system.	HS-M19
N	Technology Classrooms; Convert to Hot Water	HS-M20

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Description		
N	Controls Upgrade (Full); DDC Control Upgrade throughout existing building including shafts/controls/fans.	HS-M22
N	Classroom Relief Air	HS-M23
<u>Electrical Recommendations</u>		
Health and Safety: Codes and Regulations of the State of New York (NYSCR&R) State Education Department (SED Manual of Planning Standards) Commissioner of Education Regulations Sect. 155.3; Applicable to Existing Buildings.		HS-E
N	Emergency Lights: Provide outside light units on egress doors	HS-E2
N	Provide Fire Alarm Strobes in all classrooms. (NRG Concepts recommends)	HS-E2a
N	Identify and replace cloth covered cables. (NRG Concepts recommends)	HS-E2b
General Building Renovations: Recommended renovations to update the building to meet current standards and needs.		
N	Electrical Power Distribution Panels: Provide additional panels around the school to provide needed breaker space. Replace panel located in pool machine room.	HS-E3
N	HVAC Support Wiring: Provide power for additional HVAC units.	HS-E4a
N	Standby Power Generator: Provide a standby power generator and associated panels to provide for power for boilers, PA, etc., in case of power outage.	HS-E5
N	Classroom Receptacles: Provide additional receptacles in classrooms to distribute the electrical load.	HS-E6
N	Occupancy Sensors: Provide occupancy sensors for lighting for first floor areas.	HS-E7
N	Technology Electrical Support: Provide electrical support for additional technology items, such as cameras, door contacts, etc.	HS-E8
N	Clock System: Install a satellite based wireless clock system, complete with new clocks, receiver/transmitters, and accessories. System to provide coverage for High School, Elementary School, and Bus Garage.	HS-E10
N	Exterior Wall Packs: Replace outdated exterior wall packs.	HS-E11
N	Provide (5) floor mounted receptacles in Science Room 100. (SEI meeting notes)	HS-E12
<u>Technology Recommendations</u>		
General Building Renovations - Interior: Recommended renovations to update the building to meet current standards and needs.		HS-T
N	Network Data Infrastructure: All Technology (Data, Infrastructure and Wireless Network) per Eric. Includes \$25,000 for HVAC and Electric Support.	HS-T1
N	Access Control: Install an access control system to interface with keyless card readers on key entrance doors. At high traffic entrances, add an intercom solution that connects to the office area to view who is requesting building access. The access control system should use Ethernet technologies so that management control would be to all buildings with other access controllers.	HS-T3
N	Video Surveillance: Install a few additional exterior and interior cameras to improve to the existing IP surveillance system. All existing interior cameras should have enclosures install to secure the device from vandalism and tampering.	HS-T4
N	Provide Digital Video Capability	HS-T6a
<u>Food Service Recommendations</u>		
Health and Safety: Codes and Regulations of the State of New York (NYSCR&R) State Education Department (SED Manual of Planning Standards) Commissioner of Education Regulations Sect. 155.3; Applicable to Existing Buildings.		HS-FS

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43-12-01-04-0-001-012

Description	
<p><u>Performance Sound and Lighting Recommendations</u></p> <p>General Audio-Visual Recommendations: Recommended renovations to update the theatrical lighting and sound systems to meet current standards and needs.</p>	HS-PS

SITWORK

<u>Site Recommendations</u>		
	Physically Disabled Access: Americans with Disabilities Act (ADA) Council of American Building Officials/American National Standards Institute (CABO/ANSI).	HS-L
N	Handicapped Ramp: The concrete handicapped ramp at the southeast entrance does not meet current slope requirements. Remove existing ramp and handrails and construct new ramp and handrail system.	HS-L1
	General Site Renovations: Recommended renovations to update the site to meet current standards and needs.	
N	East Sidewalk: Eastern concrete sidewalk has significant surface damage and cracking. Remove sidewalk and replace with cast-in-place concrete walkway.	HS-L3
N	Southern Sidewalk: Southern concrete sidewalk has significant surface damage and cracking. Remove sidewalk and replace with cast-in-place concrete walkway.	HS-L4
N	North Sidewalk and Drive: H.D.A. Drive, Concrete Walk and Curb Replacement.	HS-L5
N	Courtyard Pavement: H.D.A. Replacement.	HS-L6
N	Sanitary: Replace / Upgrade Septic and Leach	HS-L7
N	Expand / New Parking Area	HS-L8
N	Drop Off Loop	HS-L10

Elementary School

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43-12-01-04-0-002-010

	Description	Scope No.
ALTERATIONS		
	<u>Architectural Recommendations</u>	
	Major Renovations - Interior: Recommended Renovations to update the building to meet current standards and needs.	ES-MR
Y	Media Room/Library to Main Office.	ES-MR1
Y	Main Office to Media Room/Library.	ES-MR2
Y	Library Skylights.	ES-MR3
Y	Existing Kindergarten Classroom Renovation.	ES-MR4
Y	New Covered Canopy and Doors at Gym Entrance.	ES-MR5
Y	New Covered Canopy and Doors Main Office.	ES-MR6
Y	Consider full Kitchen / Equipment update	ES-MR6-a
N	Relocate Tennis Courts and add new.	ES-MR7
N	Lighting (5) Tennis Courts	ES-MR8
N	Relocate Playscape.	ES-MR9
N	Playscape Item: Provide EPL (plastic finish) coating to existing wood playscape.	ES-MR10
N	Playscape Item: SpaceNet Climber	ES-MR11
N	Playscape Item: Running Loop	ES-MR112
	Health and Safety - Codes and regulations of the State of New York (NYSCR&R) State Education Department (SED Manual of Planning Standards) Commissioner of Education Regulations Sect 155.3; Applicable to existing buildings.	ES-A
Y	Corridor Doors: Many corridor doors are aged and/or are not fire rated in accordance with current code requirements. Additionally, many of these doors lack operational door closers, and have old lock sets and door knobs that are not handicap accessible. These doors should be replaced with fire rated doors and frames as required by current code. Several other interior doors that are not required to be fire rated are in poor condition and should also be considered for replacement. Quantity: (67) rated doors and frames + (11) non-rated doors and frames.	ES-A1
Y	Classroom 58 - Rescue Window: The rescue window in this room has a non-operable screen that should be replaced in accordance with current code.	ES-A3
Y	Kitchen: The dish-return door is not connected to the fire alarm or rated in accordance with current code, and should be updated accordingly. The existing 12x24" metal ceiling in this space is also aged and should be considered for replacement. Providing an area for employee storage lockers should also be considered.	ES-A4
Y	Concession 24-J: The two coiling doors at this location are not rated in accordance with current code. Upgrading these doors as outlined by current code should be considered.	ES-A5
N	ASBESTOS ABATEMENT; Basement crawl space.	ES-A7a
N	ASBESTOS ABATEMENT; Pipe Insulation Removal.	ES-A7b
	Physically Disabled Access	
Y	Sinks: Non-handicap accessible sinks exist in classrooms 14, 15, 16, 17, 18, 20, 21, 22, 23, 30, 31, 32, 33, 34, 35, 36, 37, 38, 39, 40, 41, 43, 58, 60 62A and concession 24-J. Reconfiguring the existing casework to allow adequate leg room should remediate this situation and allow accessibility as outlined by current code.	ES-9
Y	Single Occupancy Toilet Rooms: The toilet rooms of classrooms 14, 15, 16, 17, 18, 30, 31, 32, 33, 34, 35, 36, 37, 38, 39, 41, 58, 60 62A, and the two toilet rooms near the kitchen are not designed for handicap accessibility. The toilets lack an appropriately sized entry door, adequate clear floor space, grab bars, and appropriate fixtures. Updating these toilets to single occupancy toilets as outlined by current code should be considered.	ES-A10

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	Description	Scope No.
Y	Toilet Room 64C: This toilet room is not handicap accessible due to the lack of grab bars, an appropriate toilet fixture, and lever style faucets. Updating this toilet in accordance with current code should be considered.	ES-A11
Y	Toilet/Shower Rooms 26A and 29A: The shower stalls in these rooms are not handicap accessible, and should be considered to be updated according to current code. Additionally, the toilets should be provided with grab bars as outlined by current code.	ES-A12
Y	Women's Toilet 13C and Men's Toilet 13B: The sinks within these rooms lack lever style faucets and larger mirrors as outlined by current code. A urinal and toilet stall should be updated as outlined by current code. The finishes within these rooms are also outdated and should be considered for replacement soon.	ES-A13
Y	Room Signage: There is currently no handicapped accessible room signage throughout this building. Handicapped accessible room signage is recommended to be provided as outlined by current code. Quantity: (120)	ES-A14
	General Building Renovations - Interior: Recommended renovations to update the building to meet current standards and needs.	
Y	Ceilings: The 12"x12" acoustic ceiling tile in rooms 02, 58, 60, 63 is aged and should be considered for replacement.	ES-A15
Y	9"x9" Vinyl Asbestos Floor Tile: The 9"x9" vinyl asbestos floor tile in rooms 02 and 16 is worn and should be considered to be replaced	ES-A16
Y	Cafeteria: 9"x9" Vinyl Asbestos Floor Tile: The 9"x9" vinyl asbestos floor tile may need to be abated depending on the new design.	ES-A16
Y	Casework: The casework in rooms 14, 15, 16, 17, 18, 20, 21, 22, 23, 58, 60, 62A, 63 is aged and should be considered to be replaced.	ES-A17
Y	Fan Room at Stage 06A; TSI on piping needs to be removed.	ES-A17
Y	Unit Ventilator Shelving: The unit ventilator shelving in rooms 14, 15, 16, 17, 18, 20, 21, 22, 23, and 58 is aged and should be considered to be replaced.	ES-A18
Y	Dry Erase Boards/Tack Surfaces: Many old chalkboard/tack surface units exist throughout the building that should be considered to be replaced with new dry erase board/tack surface units. Quantity: (16) dry erase/tack board units @ 14'x4'-6" average size.	ES-A19
Y	Lobby: The existing slate tile in this space is outdated and should be considered to be replaced. Replace floors, infill doors with windows, upgrade finishes. Add Secure / Controlled Entry	ES-A20
Y	Visitor Control Station at Entry: The existing visitor control station consists of a desk in the lobby. Providing a permanent built-in visitor control station should be considered.	ES-A22
Y	Classroom 63: The toilet room in this classroom is not used, and should either be updated to allow use as a toilet, or renovated into useful space. It should be noted that additional space is needed for storage of steel drums.	ES-A23
Y	Vestibule 55B: This vestibule is currently used for storage, which should be relocated elsewhere. Additional storage space may be considered.	ES-A24
Y	Kitchen Storage: In addition to painting the walls, the existing concrete floor in this space should be sealed or receive a new tile finish. Additional shelving should be considered. Relocating the cooler compressor from this room should also be considered.	ES-A25
Y	Custodial Office/Storage 03: Providing separate rooms for these two functions should be considered.	ES-A26
Y	Replace Gymnasium Bleachers	ES-A27
Y	Replace Gymnasium Skylights	ES-A27a
N	Construct Storage area(s) outside of existing gym (In corridor)	ES-A26a
N	Storage 27A: Providing an improved athletic equipment storage system at this room should be considered	ES-A28
	General Building Renovations - Exterior	

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	Description	Scope No.
Y	Soffit Panels: Several of the existing wood soffit panels, like at the main entry, should be considered to receive a new paint finish in order to improve material longevity and aesthetics. Additionally, the plywood soffit panels located on either side of the gym (by 27C and 27G) are in poor condition and should be considered to be replaced with a metal panel system. The undersides of these soffits are also in need of some minor patching and painting.	ES-A33
Y	Re-Pointing: The pavers and steps located outside room 09A are in need of general re-pointing/restoration.	ES-A34
Y	Expansion Joints: The exterior expansion joints located by the exterior door in media center 07 and at gymnasium 27 have failed and should be replaced.	ES-A35
Y	Exterior Doors - Paint: Several exterior doors should be considered to receive a new painted finish to improve material longevity and aesthetics. Quantity: (24) doors.	ES-A36
Y	Steel Lintels - Paint: Many of the exterior door and window lintels should be considered to receive a new painted finish to improve material longevity and aesthetics.	ES-A37
Y	Exterior perimeter wall needs brick replacement in several areas. Replace Brick approximately 400 SF	ES-A38
Y	Re-caulk all exterior windows and sill joints (except Kindergarten wing)	ES-A38-a
N	ROOFING at Kindergarten Area: Needs Replacement.	ES-A39
	<u>Mechanical Recommendations</u>	
	Health and Safety - Codes and regulations of the State of New York (NYSCR&R) State Education Department (SED Manual of Planning Standards) Commissioner of Education Regulations Sect 155.3; Applicable to existing buildings.	ES-M
Y	Room 54: This room has no heat, ventilation, or exhaust. Heat, ventilate, and exhaust this space by replacing the current packaged rooftop unit that serves the adjacent spaces. Replace with new ductwork and changeover/bypass system with reheat VAV boxes and controls.	ES-M1
Y	Bathrooms: A number of bathrooms have inadequate exhaust systems. Provide new fans and ductwork for six bathrooms.	ES-M4
Y	Boilers are aged and end of useful life. Air pressure Issues. Replace Boilers with newer, efficient, modular boilers(?)	ES-M5
Y	RTU's are nearing end of useful life. Replace.	ES-M6
N	Showers: Reconstruct Shower area(s). Change pole-mounted shower to individual private shower areas. (4 Boys / 4 Girls). At least (1) in each to be H/C ADA	ES-M4a
	General Building Renovations: Recommended renovations to update the building to meet current standards and needs.	
Y	Kitchen: The kitchen has no form of general exhaust. Install a fan and ductwork to exhaust the space. Also, install a make-up air unit to serve the hood.	ES-M8
Y	Controls Upgrade (Full); DDC Control Upgrade throughout existing building including shafts/controls/fans.	ES-M13
	<u>Electrical Recommendations</u>	
	Health and Safety - Codes and regulations of the State of New York (NYSCR&R) State Education Department (SED Manual of Planning Standards) Commissioner of Education Regulations Sect 155.3; Applicable to existing buildings.	ES-E
Y	Emergency Lights: Provide outside light units on egress doors.	ES-E2
	General Building Renovations - Interior: Recommended renovations to update the building to meet current standards and needs.	
Y	Standby Power Generator: Provide a standby power generator and associated panels to provide for power for boilers, PA, etc. in case of power outage.	ES-E5
Y	Classroom Receptacles: Provide additional receptacles in classrooms to distribute the electrical load.	ES-E6
Y	Occupancy Sensors: Provide occupancy sensors for lighting to provide energy savings.	ES-E7
Y	Technology Electrical Support: Provide electrical support for additional technology items, such as cameras, door contacts, etc.	ES-E8

Elementary School

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	Description	Scope No.
Y	Clock System: Install satellite based wireless clocks controlled by transmitter located in High School.	ES-E9
Y	Media Center and Cafetorium Lighting: Update lighting.	ES-E10
Y	Replace Electrical Panel(s) in Room 54 (noisy / hum)	ES-E10a
N	Gymnasium 27: Replace existing ceiling mounted light fixtures with new fixtures. (T5's)	ES-E11
	General Building Renovations - Exterior	
	<u>Technology Recommendations</u>	
	General Building Renovations - Interior: Recommended renovations to update the building to meet current standards and needs.	ES-T
Y	Network Data Infrastructure: ALL TECHNOLOGY per Eric; Includes \$25,000 for HVAC support + \$125,000 Wireless Technology)	ES-T1
Y	Access Control: Install an access control system to interface with keyless card readers on key entrance doors. At high traffic entrances, add an intercom solution that connects to the office area to view who is requesting building access. The access control system should use Ethernet technologies so that management control would be to all buildings with other access controllers.	ES-T3
Y	Video Surveillance: Install a few additional exterior and interior cameras to improve the existing IP surveillance system. All existing interior cameras should have enclosures installed to secure the device from vandalism and tampering.	ES-T4
N	Wireless Drops (Technology Infrastructure) Phase 2 work in preparation for Phase 3 work.	ES-T1a
N	Power over Ethernet (PoE) switches.	ES-T1b
	<u>Food Service Recommendations</u>	
	Health and Safety - Codes and regulations of the State of New York (NYSCR&R) State Education Department (SED Manual of Planning Standards) Commissioner of Education Regulations Sect 155.3; Applicable to existing buildings.	ES-FS
Y	Serving Line: The serving line is lacking cold wells, important for keeping food at proper temperatures. The serving line can be modified to provide cold wells.	ES-FS1
Y	Refrigerated and Freezer Storage: The walk-in cooler is undersized and outdated. This is a combination unit including a small walk-in freezer. Our recommendation would be to replace the walk-in combined unit with a new walk-in cooler. At 20 years old, the exterior freezer should be replaced and direct access from the kitchen provided for convenience.	ES-FS4
	<u>Performance Sound and Lighting Recommendations</u>	
	General Audio-Visual Recommendations	ES-PS
Y	Theatrical Lighting System: Border lights - minimal front light - Par 38 exists. We recommend front lighting positions for the stage with basic dimming system and controls. Estimate includes 24 channels of dimming, control and fixtures.	ES-PS1
Y	Rigging: The rigging of the curtains and border lights are of similar concern as the high school. Lock link chain and non-rated hardware including sprinkler hanger clamps are used for the border lighting. These hanging methods should be retrofitted with load rated hardware. A new lighting pipe should be provided in front of the stage.	ES-PS2
Y	Audio System: There is no audio system in the facility. Install a permanent sound system controlled from stage.	ES-PS3
N	Sound System for Gymnasium	ES-PS2a
SITWORK		
	<u>Site Recommendations</u>	
	General Site Renovations - Recommended renovations to update the site to meet current standards and needs.	ES-L

Elementary School

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43-12-01-04-0-002-010

	Description	Scope No.
Y	East Parking Lot: Asphalt surface at the east parking lot is significantly cracked and has minor indications of subbase failure. Recommend removing existing asphalt and repair subbase as required.	ES-L1
Y	Bus Loop and Entrance Drive: Asphalt surface at the southern bus loop has significant cracking, holes and indications of subbase failure. Recommend removing existing asphalt and repair subbase as required.	ES-L2
Y	West Parking Area: Located at the west end of the building is a 22-car gravel parking area. Place standard asphalt duty asphalt surface with subbase failure. Recommend removing existing asphalt and repair subbase as required.	ES-L3
	General Athletic Facility Renovations - Recommended renovations to update the site to meet current standards and needs.	
Y	Baseball Field: Current baseball field has dirt infield surface. Replace current infield with clay infield mix and under drain.	ES-L4
Y	Baseball Field: Current baseball field has no backstop. Remove sections of fencing and install a chain-link backstop.	ES-L5
Y	Baseball Field: Current baseball field has no lighting. Install electrical lighting system for field.	ES-L6
Y	Provide Age-appropriate playground space for older students	ES-L6
N	Sanitary: Replace / Upgrade Septic and Leach	ES-L7

Bus Garage

Naples Central School District

43-12-01-04-5-006-000

Description	
ALTERATIONS	
Doors: Many doors are aged and/or are not fire rated in accordance with current code requirements. Additionally, many of these doors lack door closers, and have old lock sets and door knobs that are not handicap accessible. These doors should be replaced with fire rated doors and frames as required by current code. Quantity (8) doors and frames.	BG-A1
Interior Windows: Four interior windows (3'-6"x4'-6" ea.) at the vehicle bays are not rated in accordance with current code, and should be updated accordingly.	BG-A2
Plumbing and Fixtures and Related Spaces: The drinking fountain and sink within the bus garage are not handicap accessible, and should be updated as outlined by current code. Additionally, the toilet room is not designed for handicap accessibility, and should be updated as outlined by current code.	BG-A3
Vehicle Bays: The concrete floor of this space is in failing condition and the floor drains do not work.	
Driver Lounge: The bus driver lounge is currently open to the wash bay, and seems small for its desired use. The situation should be resolved as outlined by current codes and design standards.	BG-A5
Interior Painting: Several rooms within this building should receive a new paint finish in order to improve material longevity and aesthetics. These areas include the parts room (walls and ceiling), tractor storage (ceiling), vehicle bays (walls, ceiling, and structural steel).	BG-A6
Exterior Window Systems: Several exterior windows consist of single pane, non-thermally insulated glass. These windows should be replaced with units providing dual glazing, greater thermal performance, improved energy efficiency, and greater ease of operation for ventilation. Additionally, the three windows facing the athletic fields should be provided with improved window protection assemblies in order to prevent breakages from sports functions. Quantity (6) units, totaling (170) sf of glass.	BG-A7
Overhead Doors: The overhead doors of the vehicle bays are currently manually operated and should be considered to be updated to motorized operation. Quantity (6) overhead doors.	BG-A8
Masonry Cleaning/Restoration: Several masonry window sills should be considered to be cleaned. Some other minor re-pointing and general restoration is also needed at the remainder of the building.	BG-A9
Roof Repair: The built-up roofing has reached the end of its useful life and should be considered to be replaced.	BG-A10
Exterior Painting: Several exterior CMU walls should be considered to receive a new painted finish. Additionally, six exterior doors are due for a new paint finish in order to improve material longevity and aesthetics. Most of the exterior door and window lintels should also be considered to receive a new paint finish. Four columns at the overhead doors and two bollards should also receive a new paint finish.	BG-A11
Conference/Break Area and Office: The conference/break area and the office have no form of mechanical ventilation. Install a packaged rooftop unit to serve both these spaces.	BG-M1
Fire Alarm: Provide an addressable system, complete with new smoke/heat detectors, A/V devices, and wiring. Provide additional smoke/heat detectors to provide increased protection. Provide connection to Campus-wide monitor.	BG-E1
Emergency Lights: Provide emergency light units in facility to provide egress lighting.	BG-E2
Exit Lights: Upgrade exit light to LED units with battery back-up.	BG-E3
Electrical Power Distribution Panels: Provide an additional panel to provide additional breaker service.	BG-E4
HVAC Support Wiring: Provide power for additional HVAC units.	BG-E5

Standby Power Generator: Provide a standby power generator and associated panels to provide for power for boilers, PA, etc., in case of power outage.	BG-E6
Occupancy Sensors: Provide occupancy sensors for lighting to provide energy savings.	BG-E7
Technology Electrical Support: Provide electrical support for additional technology items, such as cameras, door contacts, etc.	BG-E8
Clock System: Install satellite based wireless clocks controlled by transmitter located in High School.	BG-E9
Additional Receptacles: Install additional receptacles in work areas with GFI protection.	BG-E10
Motor Starters: Replace outdated motor starters.	BG-E11
Exterior Wall Packs: Replace existing wall packs due to yellowing lenses. Install additional units to light dark areas.	BG-E12
Network Data Infrastructure: Replace the existing 4-copper connections from the fiber optic cable demarcation point to workstation location. Establish a new cable path avoid all interfering components per the current TIA/EIA standards.	BG-T1
Voice System Improvements: Update the voice components in the building to be directly connected to the district phone system.	BG-T2
Access Control: Install an access control system or sub controller to have keyless access on key entry doors. The access control components should be attached via the network to a district-wide access control system.	BG-T3
Video Surveillance: Install a few exterior and interior cameras that attach to the existing district video surveillance system. One key area to install video surveillance would be the gas pump location.	BG-T4
Cable TV System: Install a single CATV connection so bus garage staff can receive live weather and local emergency information.	BG-T5
SITWORK	
Replace Fueling Station / Fuel Storage Tanks / Canopy / Monitoring	BG-L1
Southeast Parking Lot and Entrance Drive: The concrete curbing has damage from snow removal and normal age-related damage. It is recommended that the curbing be replaced during the next asphalt repaving project in approximately 10 years.	BG-L1
Bus Parking: Currently bus drivers park buses on grass area located at the north end of the building. It is recommended that a new 3,000 sf parking area be constructed at the north end of the garage building.	BG-L2
Security Fence: Replace damaged chain-link fence located to the east of the building with new 6-foot chain-link fence.	BG-L3



Food Service Participation and Financial Update

Participation:

Snapshot Days of Service: 117

Breakfast Sales: 13,990 to 15,032 = **1,042 (7.5%)**

Lunch Sales: 42,674 to 43,601 = **927 (2.2%)**

Total Additional Sales: \$5,000

Financials:

Thru Jan 31st: **Fund is operating in the black at \$5,807**

Compared to prior year, fund is **\$27,000 up**

The fund is currently **carrying Health Benefits**, which means **additional approximate \$42K expense**

Currently projecting a fund deficit by year end of approximately \$15 - \$20K

Notes:

- Next year, we will receive \$15,000 in additional state aid reimbursement as a result of using the BOCES service which will help the fund
- We anticipate adjustments to programming based on surveys and interest
- We anticipate more adult sales in the cafeteria once changes have been enacted

NAPLES CENTRAL SCHOOL
136 NORTH MAIN STREET
NAPLES, NEW YORK 14512



February 28, 2016

Dear NCS Parents and Guardians:

As we move from winter to spring, I wanted to make sure I took the time to pass along the schedule for the mandated 3-8 Math and English Language Arts (ELA) assessments that our students will take in just over a month. This is something that I have done in the past, but this February I also wanted to personally ask that you support your child's participation in the exams this year.

The State Education Department (SED) is Listening

In recent years, there has been much public debate regarding the 3-8 Math and ELA assessments. However, after listening to the voices of teachers, parents, and students, this winter SED announced that a number of changes have been made.

- Partnership with a new vendor (Questar Assessment, Inc.) to create accurate and quality assessments
- Greater number of New York educators involved in the construction and review of the exams
- Decreased number of test questions on all the assessments
- Shift to untimed testing so that students can work at their own pace
- Moratorium on the use of student scores in the evaluation of teachers and principals

A Chance for Students to "Show What They Know"

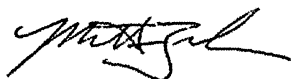
While some might characterize exams as "punitive," the truth is that we spend a great deal of time every year assessing whether or not students have mastered particular skills or pieces of content knowledge. We use projects, quizzes, unit tests, lab reports, and essential questions on a regular basis to inform our instruction, and in doing so we give students a chance to "show what they know." It is reassuring to note that on the 3-8 assessments, students do not pass or fail, and the scores are not used to determine retention or promotion. Instead, the assessments indicate proficiency, and they provide guidance for students, parents, and teachers about academic supports that might be beneficial. In addition, the assessments also help to build the stamina and "grit" that students will need on future assessments.

Supporting the Work of Our Staff

Our school is blessed with an incredible group of teachers, support staff, and principals. They care deeply for their kids as well as their craft, and they use the entire instructional cycle—standards, curriculum, instruction, assessments, analysis of results, and professional learning—to make sure that our students receive a world-class education. Each year they use the results from the assessments to make sure that our academic programs meet the needs of all our students, and it can be very challenging to accurately see how we are doing when the data we are using is incomplete.

We want you to know how much we appreciate your willingness to consider “opting in” this spring, and for the constant support you give to education in our community. As information from news outlets and on social media begins to circulate regarding the 3-8 Math and ELA assessments, we invite you to call or email if you have any questions or concerns.

Sincerely,



Matt Frahm, Superintendent

3-8 Math and ELA Schedule

April 5-7 (Tuesday-Thursday)	Grades 3-8 ELA Exams
April 13-15 (Wednesday-Friday)	Grades 3-8 Math Exams
June 6 (Monday)	Grades 4 and 8 Science Written Exams

Contact Information for NCS Administrators

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Mr. Ralph Undercoffler—Interim High School Principal. Phone: 374-7905. Email: rundercoffler@naplescsd.org

Mrs. Karen Mead—Director of Pupil Personnel Services. Phone 374-7912. Email: kmead@naplescsd.org

Mr. Matt Frahm—School Superintendent. Phone: 585-374-7901. Email: mfracm@naplescsd.org