

**BOARD MEETING:** Regular  
**DATE:** Wednesday, December 7, 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 December 7, 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 Reponse: 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
  - Points of Pride
  - Board of Education Reflections on Elementary School Classroom Tour
  - Department Chair Reports
    - Careers: Chad Ayers
    - Physical Education: Robert Birdsall
    - Science: Maureen Russell
    - 5<sup>th</sup> and 6<sup>th</sup> Grade: Jeffrey Liebenritt
  - Report on Athletic Department Survey
  - Operation Santa
- IX. Board Reports
  - WFL BOCES
  - Facilities Committee
- X. Minutes (Board Action)
  - Regular Meeting of November 16, 2016
- XI. Contractual Agreement (Board Action)
  - NTA Memorandum of Agreement: Regarding an NTA member's Retirement Resignation
- XII. Business (Board Action)
  - Policy Updates
  - Discards
    - Elementary School Library
  - Establish Civil Service positions:
    - Automotive Mechanic/Bus Driver
- XIII. Personnel (Board Action)
  - Retirement Resignation
    - Food Service Helpers
    - Teachers
  - Appointment:
    - School Nurse
    - Teacher Aide
- XIV. Consent Agenda Items (Board Action)
  - CSE & 504 Actions
  - Substitute
    - School Nurse
- XV. Adjournment (Board Action)

## Regular Meeting

December 7, 2016

Minutes of a Regular Meeting of the Board of Education of Naples Central School held on Wednesday, December 7, 2016 at 6:33 p.m. in the Naples High School Cafeteria.

Members Present:     Robert Brautigam     Gail Musnicki  
                             Joseph Callaghan     Maura Sullivan arrived at 6:35 p.m.  
                             Carter Chapman     Margo Ulmer  
                             Jacob Hall     Seth Price  
                             Robert Hotchkiss

Members Absent:     Brent Gerstner

Also Present: Matthew Frahm, Mitchell Ball, Kristina Saucke, and E. Bridget Ashton.

Guests: Diann Payne, Shirley Riffle, Carrie Grove, Scott Petrie, Robert Birdsall, Chad Ayers, Dahl Schultz, Barbara Howard, Jeffrey Liebentritt, John McCabe, Chad Hunt and Anneke Radin-Snaith.

A quorum being present, the meeting was called to order at 6:33 p.m. by Board President Margo Ulmer.

**Motion:     Jacob Hall**

**2<sup>nd</sup>:     Gail Musnicki**

Resolved, that the Board of Education approves the agenda of the Regular Meeting of December 7, 2016 as presented.

**Voting Yes:     7**

**Motion Carried**

**Voting No:     0**

**Motion:     Carter Chapman**

**2<sup>nd</sup>:     Robert Hotchkiss**

Resolved, that the Board of Education approves calling an executive session at 6:34 p.m. for the purpose of discussing the employment history of a particular person or persons and for the discussion of a student's records which is a matter made confidential by federal law.

**Voting Yes:     7**

**Motion Carried**

**Voting No:     0**

Board Member Maura Sullivan arrived at 6:35 p.m.

**Time out of Executive Session: 7:03 p.m.**

### **Public Comments**

None

### **Board Response**

None

### **Points of Interest**

Board of Education President Margo Ulmer, Board of Education 2<sup>nd</sup> Vice President Jacob Hall, and Board of Education Members Robert Brautigam and Robert Hotchkiss spoke about their visit and tour of the Elementary School that occurred on Friday, November 18<sup>th</sup>.

**Superintendent Recognitions & Updates**

Superintendent Matthew Frahm spoke about some “Points of Pride” including Operation Santa. Student members of Operation Santa spoke about their experiences through Operation Santa. Mr. Frahm spoke about some co-teaching experiences at the Elementary School, Student Athletes of the Month, Rotary’s donation of dictionaries to students, and a visit by New York State Senator Rich Funke,

Mr. Frahm spoke about a day of touring by Board of Education members to Elementary School classrooms.

Careers Department Chair Chad Ayers presented a Careers department report and outlined various resources that the department and district has to offer students.

Physical Education Chair Robert Birdsall presented a Physical Education department report and outlined various resources that the department and district has to offer students.

Science Department Chair Maureen Russell presented a Science department report and outlined various resources that the department and district has to offer students.

5<sup>th</sup> and 6<sup>th</sup> Grade Department Chair Jeff Liebenritt presented a 5<sup>th</sup> and 6<sup>th</sup> Grade department report and outlined various resources that the department and district has to offer students.

A period of question and comment by the Board of Education followed the Department Chair reports.

Athletic Director Chad Hunt reported on an Interscholastic Athletic Department survey to assess student engagement, interest, and participation in athletics. A period of question and comment by the Board of Education followed.

**Board Reports**

Board of Education Member and Facilities Committee Member Robert Brautigam reviewed items as discussed in the Facilities Committee Meeting including capital project discussions, a Grapefest follow-up conversation, an outdoor learning space in the Elementary School courtyard, window security film, facilities work updates, artwork to be installed by Darryl Abraham over Christmas break, increased meeting frequency, and contracts for architecture and construction management.

**Motion: Jacob Hall**

**2<sup>nd</sup>: Joseph Callaghan**

Resolved, that the Board of Education approves the minutes of the following meetings:

- Regular Meeting of November 16, 2016

**Voting Yes: 8 Motion Carried**

**Voting No: 0**

**Motion: Joseph Callaghan**

**2<sup>nd</sup>: Gail Musnicki**

Resolved, that the Board of Education approves the negotiated Memorandum of Agreement between the Naples Teachers' Association and the Naples Central School District for the purpose of establishing parameters for the retirement resignation of a Naples Teachers' Association unit member.

**Voting Yes: 8 Motion Carried**

**Voting No: 0**

**Motion: Robert Brautigam**

**2<sup>nd</sup>: Gail Musnicki**

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

- Resolved, that the Board of Education approves the following policies, regulations and forms as presented:
  - Policy # 5630: Facilities: Inspection, Operation, and Maintenance
  - Policy # 6551: Family and Medical Leave Act
  - Policy # 7131: Education of Homeless Children and Youth
  - Policy # 6220: Temporary Personnel
- Resolved that approval be given for the following to be declared surplus property and approval given to discard as per Policy #5250:
  - Elementary Library Discards (List attached).
- Resolved, that the Board of Education authorizes the creation of the following positions on the Ontario County Department of Civil Service roster for our District effective November 7, 2016:
  - Automotive Mechanic/Bus Driver

**Voting Yes: 8**

**Motion Carried**

**Voting No: 0**

**Motion: Gail Musnicki**

**2<sup>nd</sup>: Carter Chapman**

**Resolved, that upon the recommendation of the Superintendent, the Naples Central School District Board of Education approves the following personnel item as presented:**

- Resolved, that the Board of Education approves the retirement resignation of Judy Meredith, Food Service Helper, with regret, effective December 31, 2016.
- Resolved, that the Board of Education approves the resignation of Joanne Schenk, Food Service Helper, with regret, effective January 3, 2016.
- Resolved, that the Board of Education approves the retirement resignation of Richard Cummings, Social Studies Teacher, with regret, effective January 27, 2017, contingent upon the approval of the Memorandum of Agreement between the Naples Teachers' Association and the Naples Central School District establishing parameters for the retirement resignation of a Naples Teachers' Association unit member.
- Resolved, that the Board of Education approves the retirement resignation of Lucinda Domm, Elementary Reading Teacher, with regret, effective June 30, 2017.
- Resolved, that the Board of Education appoints the following:
  - Laura Finnan, 3967 Brink Hill Road, Naples, NY 14512, to a probationary appointment as School Nurse, effective December 8, 2016 at the rate of \$24.10/hour.
  - Barbara Welch, 7002 County Road 12, Naples, NY 14512, to a probationary appointment as Teacher Aide, effective January 1, 2017 at the rate of \$10.00/hour.

**Voting Yes: 8**

**Motion Carried**

**Voting No: 0**

**Motion: Jacob Hall**

**2<sup>nd</sup>: Robert Hotchkiss**

**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 November 8, 2016; November 10, 2016; November 15, 2016; November 16, 2016; and November 18, 2016.
  - Section 504 Committee actions of November 15, 2016 and November 16, 2016.
- b. Resolved, that the Board of Education hereby approves the following list of Substitutes Appointments:

<u>Name</u>	<u>Position</u>	<u>Address</u>
Polly Halladay	School Nurse	1913 Middle Road, Rush, NY 14543

**Voting Yes: 8 Motion Carried**

**Voting No: 0**

**Motion: Gail Musnicki**

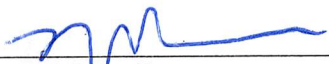
**2<sup>nd</sup>: Jacob Hall**

There being no further business, the Regular Meeting of December 7, 2016 is hereby adjourned at 9:04 p.m.

**Voting Yes: 8 Motion Carried**

**Voting No: 0**

Dated this 7<sup>th</sup> day of December, 2016




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Mitchell J. Ball  
District Clerk

# ***Technology Education Department Report***

## **2016-2017 School Year - Naples Jr/Sr High School**

### **Department Members: Chad Ayers, Tab Wilde**

<b>Student Engagement</b>	
<p><b>Points of Pride</b></p> <ul style="list-style-type: none"> <li>- Continue introductory computer design unit with the 8<sup>th</sup> grade technology class (instructors switch course assignments for 10-12 days to expose the younger students to the elective courses, drawing software, and high school technology program) - Intention is to spark interest in the program and increase enrollment</li> <li>- Working with the Guidance department to plan visitations to technical and trade programs (Finger Lakes Works, FLCC Victor Campus, MCC Applied Tech Center, CCC, Alfred State, FL &amp; Rochester Area Businesses)</li> <li>- Continuing to have approximately 20% or more of each graduating class continue in an engineering/ technical related field</li> </ul>	<p><b>Areas for Growth</b></p> <ul style="list-style-type: none"> <li>- Expanding the 8<sup>th</sup> grade introductory unit to include multi-part assemblies for the designs that they create</li> <li>- Work to develop ways to promote the technology classes to improve overall enrollment and increase number of female students involved in the High School Technology courses</li> <li>- Explore shadowing opportunities for junior and senior students that are interested in specific careers or programs</li> <li>- Networking with technology programs from other area districts through 4CTEEA – share curriculum and design activities to bring new design problems/activities to our middle school and high school technology courses</li> </ul>
<b>STEAM Enhancements</b>	
<p><b>Points of Pride</b></p> <ul style="list-style-type: none"> <li>- Advanced Solid Modeling Class – Converted the Advanced 3D CAD class to focus on Solid Modeling using SOLIDWORKS 2016 – This modeling software is more commonly used in industry and college technical programs. We have six students enrolled in the full year Advanced Solid Modeling course – The software will</li> </ul>	<p><b>Areas of Growth</b></p> <ul style="list-style-type: none"> <li>- Formal and self-guided PD in the spring to develop skills and curriculum to implement Autodesk REVIT software in next year’s Architecture and DDP courses - Replace traditional CAD line drawn plan development - This will allow students to design in a three dimensional environment while the software creates the various plans,</li> </ul>

also be introduced in the Basic CAD and DDP courses	materials lists, and rendered images of the design
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**STEAM Enhancements (cont.)**

<p><b>Points of Pride</b></p> <ul style="list-style-type: none"> <li>- Continued use of 3D print prototyping for creative design project –based activities in a variety of classes</li> <li>- Increased use of the CNC router in the Jr. and Sr. high technology classes for various design activities - Students having greater opportunity to program and configure the machine to produce a design</li> </ul>	<p><b>Areas of Growth</b></p> <ul style="list-style-type: none"> <li>- Expose the 8<sup>th</sup> grade students to 3D print prototyping during the introductory computer design unit</li> <li>- Explore opportunities for PD and software enhancements for the CNC router to improve the programming, functionality, and control/setup of the machine</li> <li>- Develop a short and long term plan for equipment replacement/repair due to age, wear, availability of parts, and safety</li> <li>- Look at the possible options for additional computer controlled technical equipment (ex. Benchtop or small footprint CNC machines – Mill, Plasma Cutter, Engraver, etc.)</li> </ul>
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# Grades 5/6 Department Report

## PERSONNEL

Grade 5 – Seth Almekinder - Mary Cloninger – Kelly Hall - Kyle Inda - Jeff Liebenritt - Laurie Wight

Grade 6 – Natalie Ball - Mathew Brown – Sue Herbert - Aaron O'Rourke

## STUDENT ENGAGEMENT

We will focus attention on student motivation and engagement by supporting strategies and training needed to heighten each student's interest and engagement in his or her academic and extracurricular programs.

### **Points of Pride:**

- Discussions utilized on Schoology/Notability app
- Use of Kahoot and EdPuzzle for instruction/assessments
- Employ a variety of teaching strategies to best reach the students

### **Areas of Growth:**

- Continue to experiment with differentiating instruction for all students

## STEAM ENHANCEMENT

We will prepare students for success in the 21<sup>st</sup> Century with increased learning opportunities and increased student participation in the areas of science, technology, engineering, the arts, and math (STEAM).

### **Points of Pride:**

- Use of the STEAM lab for general education and technology classes
- Annual Project Based Learning (PBL) experiences at the each grade level
- Embed standards specific videos on iPads

### **Areas of Growth:**

- Continual development of STEAM PBL activities



# Physical Education/Health

## BOE Report

2016-2017

### ELA LITERACY PROGRAM DEVELOPMENT

We will target student mastery of foundational and grade-level ELA skills and literacy achievement through district-wide ELA program development.

#### Health Points of Pride:

- Choices Magazine utilized for connecting curriculum to current health world
- Current Event Assignments once per quarter to allow student choice in reading as well as linking health to classroom evidence.

#### PE Points of Pride:

- Read books pertaining to character development and our current skills.
- Abundance of activities that enable us to incorporate vocab spelling, word recognition, speaking and listening, and group dynamics within every unit.
- Currently designing a new research project for high school students.

#### Health Areas of Growth:

- Connecting Health and other subjects to complete a collaborative assignment using technology and ELA.

#### PE Areas of Growth:

- Common Core Standards of reading informational text, and reading foundational skills.

## **STEAM ENHANCEMENT**

We will prepare students for success in the 21<sup>st</sup> Century with increased learning opportunities and increased student participation in the areas of science, technology, engineering, the arts, and math (STEAM).

### Health Points of Pride:

- Student centered food labs in creating weekly foods in FACS.
- Hands on approach in nutrition, alcohol, and communication activities

### PE Points of Pride:

- Students are shown ways technology can improve health/fitness rather than be a hindrance. GPS, Heart rate monitors, pedometers, fitness apps, exercise videos.
- PE environment naturally invites opportunity for cooperative activities and guided discovery to improve 21<sup>st</sup> century skills such as decision making, leadership, and problem solving in group dynamics.
- STEAM concepts can be easily incorporated while maintaining a separate lesson focus.

### Health Areas of Growth:

- Developing complete alignment of STEAM opportunities between Jr. High and Sr. High Health.

### PE Areas of Growth:

- Developing alignment of STEAM opportunities between K-6 PE, and 7-12 PE.

## **STUDENT ENGAGEMENT**

We will focus attention on student motivation and engagement by supporting strategies and training needed to heighten each student's interest and engagement in his or her academic and extracurricular programs.

### Health Points of Pride:

- Student centered units including drugs and alcohol, textiles and fabrics, cooking, interior design and integration of technology within these units.
- Enhancement of review using Kahoot and other board games to gamify the classroom.

### PE Points of Pride:

- Students are prepared and engaged in physical activity during class and outside of class by coming to the gym before and after school, using the weight room during ninth period, and for intramurals.
- Use of student surveys to incorporate their interests.
- Ability to advocate for community programs, such as grape league, boy and girl scouts, St. Jay's 5k, indoor soccer, Babe Ruth baseball/softball, ski club, etc.
- Use of Plickers to motivate students during assessment and to gather better evidence.
- Use of Schoology for students and parents to access class related information.

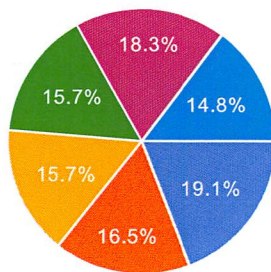
### Health Areas of Growth:

- Move Jr. High Health into more PBL based curriculum. Currently, growing 1-2 units per year into this model. FACS is almost 100% PBL based using a culminating project as the assessment model.

### PE Areas of Growth:

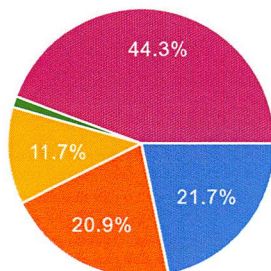
- High School would like a schedule that allows for co-teaching so students can separate during activities by choice and ability level to further student comfort to fully engage every class.
- Bring students on a field trip to experience community resources such as Cumming Nature Center, Community Park's Frisbee golf course, or Reservoir Creek driving range.

### Current Grade Level?



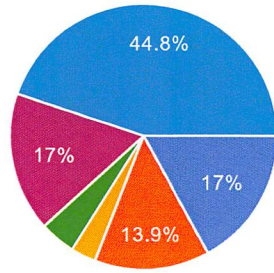
6th Grade	<b>44</b>	19.1%
7th Grade	<b>38</b>	16.5%
8th Grade	<b>36</b>	15.7%
9th Grade	<b>36</b>	15.7%
10th Grade	<b>42</b>	18.3%
11th Grade	<b>34</b>	14.8%

### Which sport are you planning to play in the fall?



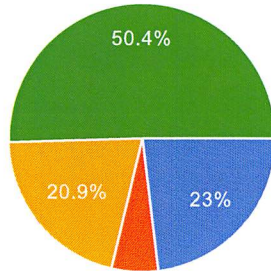
Boys Soccer	<b>50</b>	21.7%
Girls Soccer	<b>48</b>	20.9%
Girls Tennis	<b>27</b>	11.7%
Golf (Coed)	<b>3</b>	1.3%
None of the above	<b>102</b>	44.3%

### Which sport are you planning to play in the winter?



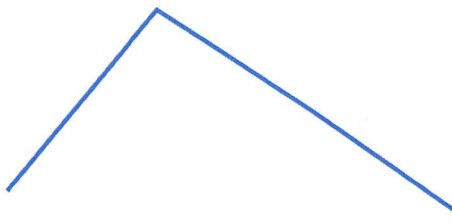
Boys Basketball	<b>39</b>	17%
Girls Basketball	<b>32</b>	13.9%
Bowling (Coed) - Varsity Only	<b>7</b>	3%
Skiing (Coed) - Varsity Only	<b>10</b>	4.3%
Swimming (Coed)	<b>39</b>	17%
None of the above	<b>103</b>	44.8%

### Which sport are you planning to play in the spring?



Baseball	<b>53</b>	23%
Boys Tennis	<b>13</b>	5.7%
Softball	<b>48</b>	20.9%
None of the above	<b>116</b>	50.4%

### Number of daily responses



# NCS SCIENCE DEPARTMENT REPORT 2016-2017

NOVEMBER 30, 2016

PREPARED BY MAUREEN RUSSELL

## **Science Department Members:**

Jon Betrus - Regents Living Environment with Lab; FLCC General Biology with Lab; FLCC Fish and Wildlife  
Patrick Freivald - Regents Physics with Lab; AP Physics with Lab; Accelerated Science 7; Robotics  
Ann Kretschman - Earth Science with Lab; Forensics  
Maureen Russell - Grade 7 Life Science; Accelerated Science 7; FLCC Environmental Science; Scientific Illustration  
Elizabeth Thiesmeyer - Regents Chemistry with Lab; Grade 8 Physical Science

The 2016-17 school year is off to a great start, and the science department looks forward to offering our students learning opportunities of the highest caliber. Per current NCS Board of Education instructional initiatives, this report focuses on the science department's contributions towards STUDENT ENGAGEMENT, STEAM ENHANCEMENT, and ELA LITERACY PROGRAM DEVELOPMENT.

## **I. STUDENT ENGAGEMENT**

### **Points of pride:**

- Attention to learning styles. We use a myriad of strategies and tools to motivate and support our students. Some examples would be: use of technology (iPad apps such as Quizlet, iMovies and Kahoot), hands-on use of science equipment, art integration (posters, models), and kinesthetic activities for vocabulary development. It is important for us to know students' learning modalities and to be flexible in planning activities. What works with one class may not always work with another.
- Collaborative grouping strategies. Flexible grouping of students helps them develop respect towards others and a sense of person to person community, which is often lacking in today's virtual environments. Students bring different strengths to a group and can be appreciated for those qualities.
- Relationship building. Glasser's four motivators - fun, freedom, sense of belonging, and power – are important to remember. Teacher involvement with student activities in and out of school establishes rapport with students, resulting in students being more energized and connected. Talking with students about things other than school can improve student/teacher relationships. Taking notice of individual students in the smallest ways can be critical to them feeling connected. Giving students choice and some control of the learning is important, as is use of humor. Students need to laugh, smile and feel happy – even for a few minutes - because it makes the brain receptive to learning. Using funny memes in class and lab, sharing jokes, and pointing out positive things the students are doing – helps kids reduce stress and stay engaged.
- Effective classroom management and lab safety. Students need to understand and follow classroom expectations in order to have successful learning experiences.

- Enrichment in Science Education. We offer enrichment experiences such as field trips and guest speakers. Field trips have included: Science Exploration Day at St. John Fisher College, Muller Field Station, Science on Seneca, FIRST robotics, Canandaigua Waste Water Treatment Facility, Hopewell Refuse and Recycling Facility, Ontario County Landfill, Sonnenberg Gardens, and several walking field trips to study local ecology. Guest speakers have included speakers for Grade 7 PBL, virtual instructors from BUBL (Bathysphere Underwater Biological Laboratory), and NCS alumni who are now professional engineers.
- Success on State Assessments. The Science Department is pleased with our students' performance on state tests. We have experienced a gradual increase in mastery level in Chemistry from 14% in 2013 to 40% in 2016. Due to the middle school accelerated program, more high school students are taking Regents Physics as well as other advanced sciences such as AP Physics and our Gemini offerings.

### NYS Assessment Data (2015-2016)

Exam	Passing (65 –100%)	Mastery (85% - 100%)
<b>Regents Earth Science</b>	<b>84%</b>	<b>65%</b>
<b>Regents Biology</b>	<b>95%</b>	<b>55%</b>
<b>Regents Chemistry</b>	<b>93%</b>	<b>40%</b>
<b>Regents Physics</b>	<b>88%</b>	<b>29%</b>
<b>Grade 8 NYS Intermediate Science (grades 5-8) 2015*</b>	<b>79%</b> (levels 3&4 – fifteen students)	<b>21%</b> (level 4 – four students)
<i>Scores for 2016 not available at this time.</i>	<b>16%</b> (level 2 - three students) <b>5%</b> (level 1 – one student )	

\*Eighth grade students in the accelerated program do not take the NYS Science 8 Assessment. They take the Regents Earth Science exam instead.

#### Areas for Growth:

- Continue to explore technology that stimulates student interest in science. This can be done via in-house professional development as well as at conferences.
- Continue awareness of the proposed Next Generation Science Standards (NYS), which draws heavily on engineering attributes.

### III. ELA LITERACY PROGRAM DEVELOPMENT

#### Points of Pride:

- Specific style protocols for lab reports and scientific research papers are taught and assessed.
- The Science department developed vertical alignment of lab report protocols grades 7 – 12.
- ELA skills (spelling, grammar, punctuation) are emphasized in all science classes.
- Directed (close) reading is taught in grades 7 and 8 science classes.
- Content-specific vocabulary is taught and assessed.

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



**MEMORANDUM OF AGREEMENT**

THIS IS AN AGREEMENT entered into by and between NAPLES TEACHERS' ASSOCIATION (hereinafter sometimes referred to as "Association"), MATTHEW FRAHM, Superintendent of Schools (hereinafter sometimes referred to as the "Superintendent") and the NAPLES CENTRAL SCHOOL DISTRICT (hereinafter sometimes referred to as the "School District"), collectively referred to as the "parties".

WHEREAS, the parties have met to discuss Richard L. Cummings' retirement and Article V (Retirement Bonus) of their collective bargaining agreement; and

WHEREAS, the parties have reached an agreement to resolve this matter, were fully represented in such deliberations, and had all terms and conditions herein contained thoroughly explained and fully understand the meaning thereof; and

WHEREAS, each party hereto has freely consented to enter into and to be bound by this Agreement, with such consent not having been induced by fraud, duress, or any other undue influence; and

NOW, THEREFORE, in consideration of the mutual undertakings and covenants herein contained, the parties stipulate and agree as follows:

1. The parties acknowledge that Article V – Retirement Bonus of the collective bargaining agreement dated July 1, 2014 – June 30, 2018 between the District and the Association designates that a teacher retiring in the 2016-2017 school year with 20-25 years of teaching service to the district will receive a retirement bonus of \$20,808.00.
2. The parties also acknowledge that High School teacher Richard L. Cummings will have 18.5 years of service accrued at the end of the first semester of the 2016-2017 school year. Richard L. Cummings intended to work until June 30, 2018 when he accrued the 20 years of service required in order to be eligible to receive the retirement bonus for teachers with 20-25 years of teaching service as outlined in the collective bargaining agreement.
3. As a result of the extenuating circumstances presented by Richard L. Cummings regarding his physical and/or mental health and well-being, the commitment by both parties to ensure the best outcomes for students, as well as the cost savings realized by the District as a result of Mr. Cummings' early retirement from the District, the District and the Association have agreed to waive the requirement that Richard L. Cummings work through June 30, 2018 of the 2017-2018 school year to receive the retirement bonus of \$20,808 for teachers with 20-25 years of service.



4. The parties agree that Richard L. Cummings may submit an irrevocable letter of resignation for purposes of retirement effective January 27, 2017. If the letter is submitted, Mr. Cummings will retire effective January 27, 2017 and shall be entitled to receive all retirement benefits as outlined in the collective bargaining agreement, including but not limited to, the retirement bonus specified in Article V of the collective bargaining agreement for a retiree with 20-25 years of service to the district.
5. The parties further agree that the terms and conditions of this Memorandum of Agreement shall not be used to establish a practice, past practice or precedent in any proceeding or any matter whatsoever.
6. No provision or provisions of this Memorandum of Agreement may be added to, deleted or modified in any manner unless in writing, signed by all the parties hereto.

**IN WITNESS WHEREOF**, the parties have hereto set their hands and seals on the day and date written below:

FOR THE DISTRICT:

FOR THE ASSOCIATION

\_\_\_\_\_  
Matthew T. Frahm  
Superintendent of Schools  
Naples Central School District

\_\_\_\_\_  
Andrew Scott Petrie  
President  
Naples Teachers' Association

Dated: \_\_\_\_\_

Dated: \_\_\_\_\_

**SUBJECT: FACILITIES: INSPECTION, OPERATION AND MAINTENANCE****Operation and Maintenance**

The Board, through the Superintendent and his/her staff, has the responsibility of protecting the District's facilities through a systematic maintenance program. The program will include periodic preventive maintenance activities, long-range maintenance schedules and emergency repair procedures. The District will make reasonable attempts to ensure that all maintenance work will be carried out in the least intrusive manner.

**Construction and Remodeling of School Facilities**

The District will ensure all capital projects and maintenance comply with the requirements of the New York State Uniform Fire Prevention and Building Code, the Manual of Planning standards and the Commissioner's regulations. Relevant documentation regarding all new buildings must be formally submitted to the State Education Department no matter the size or cost. The SED Office of Facilities Planning has provided an Instructional Guide on its official website.

Plans and specifications for the erection, enlargement, repair or remodeling of facilities of the District will be submitted to the Commissioner consistent with applicable law.

Plans and specifications submitted to the Commissioner will bear the signature and seal of an architect or engineer licensed to practice in the State of New York. The architect or engineer who sealed the plans and specifications must also certify that the plans and specifications conform to the standards set forth in the State Uniform Fire Prevention and Building Code and the State Energy Conservation Construction Code.

For remodeling or construction projects the District shall assure compliance with the requirements of the State Uniform Fire Prevention and Building Code and Commissioner's Regulations. The District will also retain the services of an architect or engineer licensed to practice in New York State as required by law or regulation, or as necessary given the scope and cost of the project.

**Carbon Monoxide Detection Requirements**

All new and existing District buildings that have appliances, devices, or systems that may emit carbon monoxide, and all attached garages, must have a means to detect carbon monoxide. Buildings include school buildings, administrative buildings, bus maintenance facilities, concession stands, and field houses. Carbon monoxide may be produced by fuel-fired heating systems (boilers, HVAC units, and makeup air units), emergency or standby electric generation within a building, fuel-fired kitchen equipment (ranges, ovens, steamers, dishwashers, and makeup air units serving hoods), fuel-fired domestic hot water heaters, laboratory/shop equipment (gas outlets, torches, gas-fired kilns, and stationary or portable engines), maintenance and storage areas with fuel-fired equipment, and in garages.

(Continued)

**SUBJECT: FACILITIES: INSPECTION, OPERATION AND MAINTENANCE (Cont'd.)**

The District may use a self-contained carbon monoxide alarm, a carbon monoxide detection system, or both. The District will comply with all laws and regulations regarding alarms or detectors, including where they must be located, their power sources, and labeling requirements. The District should develop written standard operating procedures to follow when a carbon monoxide detector is activated.

**Inspections**

The District is mindful of the health and safety of its students, staff, and visitors and, as such, the District administration will cooperate with appropriate officials conducting health, fire, asbestos, bus, and boiler inspections. In addition, the administration will keep the Board informed of the results of these inspections in a timely fashion.

In accordance with the Asbestos Hazard Emergency Response Act (AHERA), the District will inform all employees and building occupants (or their legal guardians) at least once each school year about all asbestos inspections, response actions, post-response action activities, as well as triennial re-inspection activities and surveillance activities that are either planned or in progress. The District will provide yearly notification to parent, teacher, and employee organizations on the availability of the District's asbestos management plan and any asbestos-related actions taken or planned in the school.

The District will test potable water for lead contamination from all outlets as required by law. If an outlet exceeds the action level for lead content, the District will prohibit use of the outlet for drinking and cooking purposes, and it will remediate the outlet before allowing these uses. The District will make all required notifications and issue all mandated reports to the public, local health department, or the SED. For ten years following creation, the District will retain all records of test results, lead remediation plans, lead-free building determinations, and waiver requests. The District may seek a waiver from testing requirements from the local health department by demonstrating prior substantial compliance with testing requirements.

To help protect staff, students, and visitors from contracting Legionnaires' disease from Legionella bacteria, the District will register any cooling towers it owns with NYSED, providing the information in any form that the Department requires. The District will also adhere to the inspection, annual certification, and maintenance program and planning requirements mandated by NYSED. Further, the District will maintain records regarding all inspection results, corrective action, cleaning and disinfection, tests, and certifications for at least three years. The District will keep a copy of its required maintenance program and plan on the premises where the cooling tower is located.

(Continued)

**SUBJECT: FACILITIES: INSPECTION, OPERATION AND MAINTENANCE (Cont'd.)**  
**Comprehensive Public School Building Safety Program (Rescue)**

To ensure that all school facilities are properly maintained and preserved and provide suitable educational settings, the Board requires that all occupied school facilities which are owned, operated or leased by the District comply with the provisions of the Comprehensive Public School Building Safety Program, the Uniform Code of Public School Building Inspections, and the Safety Rating and Monitoring as prescribed in Commissioner's Regulations. For this reason, the District will develop a Comprehensive Public School Building Safety Program in accordance with Commissioner's Regulations.

The program will be reevaluated and made current at least annually, and shall include, at a minimum, the following:

- a) A five (5) year capital facilities plan which will include an appraisal of the following: the educational philosophy of the District, with resulting administrative organization and program requirements; present and projected student enrollments; space use and State-rated student capacity of existing facilities; the allocation of instructional space to meet the current and future education program and service needs, and to serve students with disabilities in settings with nondisabled peers; priority of need of maintenance, repair or modernization of existing facilities, including consideration of the obsolescence and retirement of certain facilities; and the provision of additional facilities.
- b) A District-wide building inventory, which will include information pertaining to each building including, but not limited to:
  1. Type of building, age of building, size of building;
  2. Rated capacity, current enrollment;
  3. List of energy sources and major systems (lighting, plumbing, electrical, heating); and
  4. Summary of triennial Asbestos Inspection reports.
- c) A building condition survey will be conducted for all occupied school buildings once every five (5) years by a team that includes at least one (1) licensed architect or engineer.
- d) A District-wide monitoring system which includes:
  1. Establishing a Health and Safety Committee;
  2. Development of detailed plans and a review process of all inspections;
  3. Procedures for a response in writing to all inquiries about building health and safety concerns, a copy of which will be sent to the District's Health and Safety Committee for oversight, and a copy kept on permanent file.

(Continued)

**SUBJECT: FACILITIES: INSPECTION, OPERATION AND MAINTENANCE (Cont'd.)**

- e) Procedures to ensure the safety of the building occupants while a construction/renovation project is taking place. These procedures will include:
1. Notification to parents, staff and the community at least two (2) months in advance of a construction project of ten thousand dollars (\$10,000) or more to be conducted in a school building while the building is occupied; provided, however, that in the case of emergency construction projects, notice will be provided as far in advance of the start of construction as is practicable;
  2. A plan to ensure that all contractors comply with all health and safety issues and regulations, and wear photo identification badges;
  3. An opportunity for the District's Health and Safety Committee to conduct a walk-through inspection of newly renovated or constructed areas to confirm that the area is ready to be reopened for use; and
  4. An emergency plan which will address potential concerns with the capital project including, but not limited to, evacuation procedures, fire drills, and structural failures.

Asbestos Inspection: 40 Code of Federal Regulations (CFR) Part 763, Subpart E

15 USC Sections § 2641-2656

Carbon Monoxide Detection: 19 NYCRR § 1228.4

Fire Inspection: Education Law Section § 807-a

8 New York Code of Rules and Regulations (NYCRR) Section § 155.4

Health and Safety Committee: 8 New York Code of Rules and Regulations (NYCRR) Section § 155.4(d)(1)

Legionella Protection: 10 NYCRR § 4.1, *et seq.*

Plans and Specifications: Education Law Sections § 408, 408-a and 409

8 New York Code of Rules and Regulations (NYCRR) Sections § 155.1 and 155.2

19 New York Code of Rules and Regulations (NYCRR) Sections § 1221-1240

Structural Safety Inspections: Education Law Sections § 409-d, 409-e, 3602 and 3641(4)

8 New York Code of Rules and Regulations (NYCRR) Sections § 155.1, 155.3, 155.4(b)(1)

Adopted: 06/27/07

Revised: 05/02/12

Revised: 11/04/15

Revised: 08/18/16

Revised: 12/07/16

**SUBJECT: FAMILY AND MEDICAL LEAVE ACT**

The Board of Education, in accordance with the Family and Medical Leave Act of 1993 (FMLA), gives "eligible" employees of the District the right to take unpaid leave for a period of up to twelve (12) work weeks in a twelve-month period as determined by the District. The District will compute the twelve-month period according to the following time frame: a "rolling" twelve-month period will be used that is measured backward from the date an employee uses any FMLA leave.

Employees are "eligible" if they are employed by the District in a full or part-time capacity as a 10-month or 12-month regular employee, for at least twelve (12) months prior to requesting use of FMLA.

Qualified employees may be granted leave for one (1) or more of the following reasons:

- a) The birth of a child and care for the infant;
- b) Adoption of a child and care for the infant;
- c) The placement with the employee of a child in foster care;
- d) To care for a spouse, child or parent who has a serious health condition as defined by the FMLA;
- e) A serious health condition of the employee, as defined by the FMLA, that prevents the employee from performing his/her job.
- f) Eligible employees with a spouse, son, daughter, or parent on covered active duty status in the Armed Forces (including National Guard or Reserves) may use their 12-week leave entitlement to address certain qualifying exigencies. Qualifying exigencies may include attending certain military events, arranging for alternative childcare, addressing certain financial and legal arrangements, attending certain counseling sessions, and attending post-deployment reintegration briefings. FMLA also includes a special leave entitlement that permits eligible employees to take up to twenty-six (26) weeks of leave to care for a family member who is a covered service member during a single 12-month period.

At the Board of Education's or employee's option, certain types of paid leave may be substituted for unpaid leave, as per contractual agreement which states all leaves run concurrently with leave provided by the Family and Medical Leave Act.

An employee on FMLA leave is also entitled to have health benefits maintained while on leave. If an employee was paying all or part of the premium payments prior to leave, the employee will continue to pay his/her share during the leave period.

In most instances, an employee has a right to return to the same position or an equivalent position with equivalent pay, benefits and working conditions at the conclusion of the leave.

(Continued)

## Personnel

**SUBJECT: FAMILY AND MEDICAL LEAVE ACT (Cont'd.)**

The Board of Education has a right to thirty (30) days advance notice from the employee where practicable. In instances where thirty days advance notice is not given, the following will apply: After fifteen (15) days absence, paid or unpaid, due to a single illness, injury or qualifying reason as listed above, an eligible employee is required to request FMLA leave, effective the sixteenth (16<sup>th</sup>) day of absence. In addition, the Board will require an employee to submit certification from a health care provider to substantiate that the leave is due to the serious health condition of the employee or the employee's immediate family member. Failure to comply with these requirements may result in the denial of FMLA leave. The Board will also require that an employee present a certification of fitness to return to work when the absence was caused by the employee's serious health condition. The Board of Education has the right to deny restoration to employment if the employee does not furnish the certificate of fitness.

A notice which explains the FMLA's provisions and provides information concerning the procedures for filing complaints of violations of the FMLA shall be posted in each school building.

Administration is directed to develop regulations to implement this policy, informing employees of their rights and responsibilities under the FMLA.

**Concurrent (Substitute) Leave**

Employees must use paid leave concurrently with periods of FMLA leave.

Family and Medical Leave Act of 1993, Public Law 103-3, 29 Code of Federal Regulations (CFR) Part 825

Adopted: 06/27/07  
Revised: 01/25/12  
Revised: 12/07/16

**SUBJECT: EDUCATION OF HOMELESS CHILDREN AND YOUTH**

The Board recognizes the unique challenges that face homeless students and will provide these students with access to the same free, appropriate public education, including public preschool education, as other children and youth and access to educational and other services necessary to be successful in school, and will ensure that they are not separated from the mainstream school environment. The Board is also committed to eliminating barriers to the identification, enrollment, attendance, or success of homeless students.

As defined in Commissioner's Regulations, a "homeless child" means a child or youth who lacks a fixed, regular, and adequate nighttime residence, including a child who is:

- a) Sharing the housing of other persons due to a loss of housing, economic hardship or a similar reason;
- b) Living in motels, hotels, trailer parks or camping grounds due to the lack of alternative adequate accommodations;
- c) Abandoned in hospitals; or
- d) A migratory child who qualifies as homeless in accordance with Commissioner's Regulations. As defined in the No Child Left Behind Act of 2001, the term "migratory child" *includes* a child who is, or whose parent or spouse is, a migratory agricultural worker, including a migratory dairy worker, or a migratory fisher, and who has moved from one school district to another in the preceding 36 months, in order to obtain, or accompanies his or her parent or spouse in order to obtain, temporary or seasonal employment in agricultural or fishing work; or
- e) A child or youth who has a primary nighttime location that is:
  1. A supervised, publicly or privately operated shelter designed to provide temporary living accommodations including, but not limited to, shelters operated or approved by the state or local department of social services, and residential programs for runaway and homeless youth established pursuant to Article 19-H of the Executive Law; or
  2. A public or private place not designed for, or ordinarily used as, a regular sleeping accommodation for human beings; including a child or youth who is living in a car, park, public space, abandoned building, substandard housing, bus or train station or similar setting.

An "unaccompanied youth" means a homeless child not in the physical custody of a parent or legal guardian. This term does not include a child or youth who is residing with someone other than a parent or legal guardian for the sole reason of taking advantage of the schools of the District.

(Continued)



**SUBJECT: EDUCATION OF HOMELESS CHILDREN AND YOUTH (Cont'd.)**

A designator will decide which school district a homeless child or unaccompanied youth will attend. A designator is:

- a) The parent or person in parental relation to a homeless child; or
- b) The homeless child, together with the homeless liaison designated by the District, in the case of an unaccompanied youth; or
- c) The director of a residential program for runaway and homeless youth, in consultation with the homeless child, where the homeless child is living in that program.

The designator may select either the school district of current location, the school district of origin, or a school district participating in a regional placement plan as the district the homeless child will attend. However, the designated school district must determine whether the designation made by the parent, guardian, or youth, in the case of an unaccompanied youth, is consistent with the best interest of the child by considering certain student-centered factors, including factors related to the impact on education and the health and safety of the child or youth.

A homeless child is entitled to attend the school district of origin for the duration of his or her homelessness and also through the remainder of the school year in which he or she locates permanent housing in accordance with his or her best interest.

The term "school district of origin" includes preschool and feeder schools as defined by applicable law.

**Enrollment, Retention and Participation in the Educational Program**

The District will immediately enroll children and youth who are homeless even if the child missed any relevant application or enrollment deadlines during any period of homelessness. The ability of a homeless child or youth to continue or participate in the educational program will similarly not be restricted due to issues such as:

- a) Transportation;
- b) Immunization requirements;
- c) Residency requirements;
- d) Birth certificates, medical records, IEPs, school records and other documentation;
- e) Guardianship issues;
- f) Comprehensive assessment and advocacy referral processes;
- g) Resolution of disputes regarding school selection;

(Continued)

Students

**SUBJECT: EDUCATION OF HOMELESS CHILDREN AND YOUTH (Cont'd.)**

- h) Proof of social security numbers;
- i) Attendance requirements;
- j) Sports participation rules;
- k) Inability to pay fees associated with co-curricular activities such as club dues and sports uniforms; or
- l) Other enrollment issues.

**Educational Programs and Services**

The School District shall provide homeless children and youth with access to all of its programs, activities and services to the same extent that they are provided to resident students.

Homeless children and youth shall be educated as part of the school's regular academic program. Services will be provided to homeless children and youth through programs and mechanisms that integrate homeless children and youth with their non-homeless counterparts, including programs for special education, vocational and technical education, gifted and talented students, before and after school, English language learners/limited English proficiency, Head Start, Even Start, and school nutrition. Services provided with McKinney-Vento funds will expand upon or improve services provided as part of the regular school program. Consequently, the School District shall ensure that homeless children and youth are not segregated in a separate school, or in a separate program within the school, based on their status as homeless; and to the extent feasible consistent with the requirements of Commissioner's Regulations, keep a homeless child or youth in the school of origin except when doing so is contrary to the wishes of the child's or youth's parent or guardian. Further, the School District shall review and revise policies and practices, including transportation guidelines as well as those related to outstanding fees, fines, or absences that may act as barriers to the enrollment, attendance, school success, and retention of homeless children and youth in the School District.

**Transportation**

In order to ensure immediate enrollment, and so as not to create barriers to the attendance, retention, and success of homeless students, transportation must be promptly provided. If the local social service district or the Office of Children and Family Services is not required to provide transportation, the designated district is responsible for provision and the cost of the student's transportation through the remainder of the school year in which the homeless student becomes permanently housed.

Where a homeless student designates the school district of current location as the district the student will attend, that district shall provide transportation to the student on the same basis as a resident student. Where the homeless student designates the school district of origin or a school district participating in a regional placement plan, then that district must provide transportation to and from the homeless child's temporary housing and school not to exceed 50 miles each way unless the Commissioner certifies that the transportation is in the best interests of the child.

(Continued)

**SUBJECT: EDUCATION OF HOMELESS CHILDREN AND YOUTH (Cont'd.)**

Transportation is required even if the school of origin is located in another local educational agency (LEA) as long as attendance at the school of origin is in the best interest of the child or youth, even if it requires students to cross district lines. If two school districts are involved, the districts must agree on a method to apportion the cost and responsibility of transportation, or they must split it equally.

Transportation responsibilities apply to all school districts regardless of whether or not they receive McKinney-Vento funds. Transportation must be provided pending final resolution of any enrollment disputes, including any available appeals. If the designated district provides transportation for non-homeless preschool children, it must also provide comparable transportation services for homeless preschool children.

**District Liaison for Homeless Children and Youth**

The School District will designate an appropriate staff person, who may also be a coordinator for other federal programs, as the local educational agency liaison for homeless children and youth to carry out the duties as described in law, Commissioner's Regulations and applicable guidance issued by the U.S. and New York State Education Departments. The District will inform school personnel, local service providers and advocates of the office and duties of the local homeless liaison.

**Training**

All school enrollment staff, secretaries, school counselors, school social workers, and Principals will be trained on the requirements for enrollment of homeless students. Other staff members including school nutrition staff, school registered professional nurses, teachers, and bus drivers will receive training on homelessness that is specific to their field.

**Outreach**

The District will make every effort to inform the parents or guardians of homeless children and youth of the education, transportation and related opportunities available to their children including transportation to the school of origin. The parent(s)/guardian(s) will be assisted in accessing transportation to the school they select, and will be provided with meaningful opportunities to participate in the education of their children. Public notice of educational rights of homeless children and youth will be disseminated by the District in places where families and youth are likely to be present (e.g., schools, shelters, soup kitchens), and in comprehensible formats (e.g., geared for low literacy or other community needs).

**Dispute Resolution**

The District will establish procedures for the prompt resolution of disputes regarding school selection or enrollment of a homeless child or youth and provide a written explanation, including a

(Continued)

**SUBJECT: EDUCATION OF HOMELESS CHILDREN AND YOUTH (Cont'd.)**

statement regarding the right to appeal to the parent or guardian if the District sends the student to a school other than the school of origin or the school requested by the parent or guardian. These disputes will include, but are not limited to, disputes regarding transportation and/or a child's or youth's status as a homeless child or unaccompanied youth.

In the event of a dispute regarding eligibility, school selection, or enrollment, the homeless child or youth will be entitled to immediate or continued enrollment and transportation pending final resolution of the dispute, including all available appeals.

**Record and Reporting Requirements**

If the District, as the school district of origin, receives a request to forward student records to a receiving district, the records must be forwarded within five days of receipt of the request.

The District will maintain documentation regarding all aspects of the District's contact with and services provided to homeless students and youth for possible on-site monitoring by the State Education Department.

The District will collect and transmit to the Commissioner of Education, at such time and in the manner as the Commissioner may require, a report containing such information as the Commissioner determines is necessary to assess the educational needs of homeless children and youths within the state.

**Student Privacy**

Any information pertaining to the living situation of a homeless student, such as his or her homeless status or temporary address, is considered a student educational record and is not subject to disclosure as directory information under the Family Educational Rights and Privacy Act (FERPA).

[McKinney-Vento Homeless Education Assistance Act, as reauthorized by the Every Student Succeeds Act \(ESSA\), 42 United States Code \(USC\) Section 11431 et seq. Education Law Section 902\(b\) and 3209](#)

Executive Law Article 19-H

8 New York Code of Rules and Regulations (NYCRR) Section 100.2(x)

Adopted: 06/27/07

Revised: 12/07/16

## Personnel

**SUBJECT: TEMPORARY PERSONNEL**

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

**Student Teachers**

The District shall cooperate with teacher training institutions in the placement of student teachers 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 part of their instruction assessment requirements for teaching certification. The video must remain confidential, is a confidential record of the New York State Education Department (SED), and is not subject to viewing or disclosure to an individual or entity other than the student teacher applicant and relevant SED personnel.

Student teachers shall be protected from liability for negligence or other acts resulting in accidental injury to any person by the 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 fully qualified substitute teacher will be employed, whenever possible, by the Superintendent 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 are three (3) categories of substitutes:

- a) Substitutes with valid teaching certificates or certificates of qualification may serve in any capacity, for any number of days. If employed on more than an "itinerant" basis, these substitutes will be employed in their certification area.

(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 may serve in any capacity, for any number of days, in any number of school districts. If employed on more than an "itinerant" basis, these substitutes will be employed in their anticipated certification area.
- c) Substitutes without a valid certificate and who are not working towards certification may serve for no more than forty (40) days per school year. In extreme circumstances – where there is a urgent need for a substitute teacher – however, the District may employ this substitute teacher beyond the 40-day limit, for up to an additional fifty (50) days (90 days total in a school year), if the Superintendent certifies that the District conducted a good-faith recruitment search and there are no certified teachers available who can perform the duties of the position.

The District may hire this substitute teacher beyond the 90 days only if the Superintendent attests that the District conducted a good-faith recruitment search, but there are still no certified teachers available who can perform the duties of the position and that the District needs a particular substitute teacher to work with a specific class or group of students until the end of the school year.

The Board will annually establish the ordinary rate for per diem substitute teachers.

**Reporting**

The Superintendent will submit an annual report to the Commissioner concerning the employment of all uncertified teachers. The report will include:

- a) The number of substitute teachers authorized to be employed beyond the 40-day limit.
- b) The number of substitute teachers authorized to be employed beyond the 90-day limit.
- c) The required good-faith recruitment certifications for all teachers employed beyond the 40-day and 90-day limits.

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

Substitute Tutor: \$30.00/hour

(Continued)

## Personnel

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

\$95/day: Certified

\$95/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)

**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 &amp; 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

(Continued)

## Personnel

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

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

\*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.

(Continued)



## Personnel

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

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

Revised: 10/17/16

Revised: 12/07/16

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2014

NOO  
Deletions

### List of Bibliographic Records Marked for Deletion with Corresponding Holdings

Title	Author	Publisher	Pub. Date	Date Created
A picture book of Eleanor Roosevelt / <i>Call Number:</i> B ROO	Adler, David A.	Holiday House,	c1991.	05/11/90
		<i>Barcode:</i> 11002296		
A picture book of Jesse Owens / <i>Call Number:</i> B Owe	Adler, David A.	Holiday House,	c1992.	08/31/01
		<i>Barcode:</i> 000000201		
A picture book of Sacagawea / <i>Call Number:</i> B SAC	Adler, David A.	Holiday House,	c2000.	09/05/01
		<i>Barcode:</i> 2200082		
A picture book of Sitting Bull / <i>Call Number:</i> B SIT	Adler, David A.	Holiday House,	c1993.	09/05/01
		<i>Barcode:</i> 11001199		
Abby Wambach / <i>Call Number:</i> B WAM	Orr, Tamra.	Mitchell Lane Publishers,	c2008.	06/12/07
		<i>Barcode:</i> NAE3700334		
Albert Einstein / <i>Call Number:</i> B EIN	Zannos, Susan.	Mitchell Lane Publishers,	c2005.	04/22/04
		<i>Barcode:</i> NAE3700009		
Alex Rodriguez / <i>Call Number:</i> B ROD	Armentrout, David.	Rourke Pub.,	2004.	10/07/03
		<i>Barcode:</i> 0000015888		
Alex Rodriguez : <i>Call Number:</i> B ROD	Stewart, Mark.	Millbrook Press,	c1999.	01/21/99
		<i>Barcode:</i> NAE0013352		
Alice Ramsey's grand adventure / <i>Call Number:</i> B RAM	Brown, Don,	Houghton Mifflin,	c1997.	09/05/01
		<i>Barcode:</i> 000002352		
Amelia Earhart / <i>Call Number:</i> B EAR	McLeese, Don.	Rourke Publishing LLC,	2003.	03/17/03
		<i>Barcode:</i> NAE0014703		

<b>Title</b>	<b>Author</b>	<b>Publisher</b>	<b>Pub. Date</b>	<b>Date Created</b>
Amelia Earhart : <i>Call Number:</i> B EAR	Lakin, Pat.	Aladdin,	2003.	09/12/02
		<i>Barcode:</i> NAE0013363		
Annie Oakley / <i>Call Number:</i> B Oak	Gleiter, Jan,	Raintree Childrens Books,	c1987.	08/31/01
		<i>Barcode:</i> 0000015245		
Barack Obama / <i>Call Number:</i> B OBA	De Medeiros, Michael,	Weigl Publishers,	2009.	01/30/08
		<i>Barcode:</i> NAE3700469		
Barry Sanders : <i>Call Number:</i> B SAN	Gutman, Bill.	Millbrook Press,	c1993.	08/31/01
		<i>Barcode:</i> nae0006771		
Beginning book reporting : <i>Call Number:</i> 028.1 PRI	Prizzi, Elaine.			09/05/01
		<i>Barcode:</i> NAE0008733		
Benjamin Franklin, young printer / <i>Call Number:</i> B FRA	Stevenson, Augusta.	Aladdin Books ;	1986, c1983.	08/31/01
		<i>Barcode:</i> NAE0003299		
Benjamin Harrison, 23rd president of the United States / <i>Call Number:</i> B HAR	Stevens, Rita.	Garrett Educational Corp.,	c1989.	09/04/01
		<i>Barcode:</i> 11000189		
Betsy Ross, designer of our flag / <i>Call Number:</i> B ROS	Weil, Ann,	Aladdin Books,	1986, c1983.	08/31/01
		<i>Barcode:</i> NAE0003528		
Bret Hart : <i>Call Number:</i> B Har	Mudge, Jacqueline	Chelsea House,	1999.	09/05/01
		<i>Barcode:</i> 50000000125		

<b>Title</b>	<b>Author</b>	<b>Publisher</b>	<b>Pub. Date</b>	<b>Date Created</b>
Bully for you, Teddy Roosevelt! / <i>Call Number:</i> B Roo	Fritz, Jean.	G.P. Putnam's,	1991.	08/31/01
		<i>Barcode:</i> 000000313		
Chief Ouray : <i>Call Number:</i> B OUR	Shaughnessy, Diane.	Rosen Publishing Group's PowerKid	1997.	09/05/01
		<i>Barcode:</i> 0000015572		
Christopher Reeve : <i>Call Number:</i> B REE	Alter, Judy,	Franklin Watts,	c2000.	12/14/00
		<i>Barcode:</i> 11002177		
Dakota Fanning / <i>Call Number:</i> B FAN	Mattern, Joanne,	Mitchell Lane Publishers,	2006.	02/21/06
		<i>Barcode:</i> NAE3700224		
Dance of the swan : <i>Call Number:</i> B PAV	Allman, Barbara.	Carolrhoda Books,	c2001.	09/16/02
		<i>Barcode:</i> 11001965		
Dr. Seuss, we love you / <i>Call Number:</i> B SEU	Martin, Patricia Stone.	Rourke Enterprises,	c1987.	08/31/01
		<i>Barcode:</i> NAE0003543		
Dwight D. Eisenhower : <i>Call Number:</i> B EIS	Darby, Jean.	Lerner Publications,	c1989.	08/31/01
		<i>Barcode:</i> NAE0003286		
Eleanor Roosevelt, first lady of the world / <i>Call Number:</i> B ROO	Faber, Doris,	Viking Kestrel,	1985.	08/31/01
		<i>Barcode:</i> NAE0003515		

<b>Title</b>	<b>Author</b>	<b>Publisher</b>	<b>Pub. Date</b>	<b>Date Created</b>
Eli Whitney / <i>Call Number:</i> B WHI	Alter, Judy,	F. Watts,	1990.	08/31/01
		<i>Barcode:</i> NAE0003591		
Emmitt Smith, NFL super runner / <i>Call Number:</i> B SMI	Gutman, Bill.	Millbrook Press,	c1995.	09/04/01
		<i>Barcode:</i> 000001293		
Fine print : <i>Call Number:</i> B GUT	Burch, Joann Johansen.	Carolrhoda,	c1991.	09/04/01
		<i>Barcode:</i> 11000227		
Firewalking. <i>Call Number:</i> B POL	Polacco, Patricia.	Owens Publishers,	1994.	09/05/01
		<i>Barcode:</i> NAE0002196		
Florence Nightingale / <i>Call Number:</i> B NIG	Brown, Pam,	G. Stevens,	1988.	08/31/01
		<i>Barcode:</i> NAE0003461		
Fly high. fly guy! <i>Call Number:</i> E ARN	Arnola, Tedd.	Scholastic,	c2008.	03/15/07
	LOST	<i>Barcode:</i> 11004448		
Forest warrior : <i>Call Number:</i> B PON	Wheeler, Jill C.,	Abdo & Daughters,	c1989.	08/31/01
		<i>Barcode:</i> NAE0003490		
Francisco Goya / <i>Call Number:</i> 759.6 VEN	Venezia, Mike.	Childrens Press,	c1991.	09/04/01
		<i>Barcode:</i> 14000025		
Gandhi / <i>Call Number:</i> B GAN	Spink, Kathryn.	Hamish Hamilton,	1984.	08/31/01
		<i>Barcode:</i> NAE0003309		
Georgia O'Keeffe : <i>Call Number:</i> B OKE	Shull, Jodie A.	Enslow,	c2003.	11/26/02
		<i>Barcode:</i> 11004089		
Geronimo / <i>Call Number:</i> B GER	Jeffery, David.	Raintree Publishers,	c1990.	08/31/01
		<i>Barcode:</i> NAE0003317		

<b>Title</b>	<b>Author</b>	<b>Publisher</b>	<b>Pub. Date</b>	<b>Date Created</b>
Gloria Estefan :	Kramer, Barbara.	Enslow,	c2005.	02/25/04
<i>Call Number:</i> B EST		<i>Barcode:</i> 11003809		
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Henry Ford, young man with ideas /	Aird, Hazel B.	Aladdin Books ;	1986, c1960.	08/31/01
<i>Call Number:</i> B FOR		<i>Barcode:</i> NAE0003289		
-----				
I-search, you search, we all learn to research :	Duncan, Donna.	Neal-Schuman Pub.,	2000.	03/14/01
<i>Call Number:</i> 372.13 DUN		<i>Barcode:</i> 50000000225		
-----				
If you give an author a pencil /	Numeroff, Laura Joffe.	Richard C. Owen Publishers,	c2002.	05/28/02
<i>Call Number:</i> B NUM		<i>Barcode:</i> NAE0012922		
-----				
J.K. Rowling :	Shapiro, Marc,	St. Martin's Griffin,	c2000.	11/30/01
<i>Call Number:</i> B ROW		<i>Barcode:</i> 000002759		
-----				
Jack Gantos :	Parker-Rock, Michelle.	Enslow Publishers,	2007.	10/25/06
<i>Call Number:</i> B GAN		<i>Barcode:</i> NAE3700555		
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James A. Garfield, 20th President of the United States /	Brown, Fern G.	Garrett,	c1990.	09/05/01
<i>Call Number:</i> B GAR		<i>Barcode:</i> 11000262		
-----				
James K. Polk, 11th president of the United States /	Greenblatt, Miriam.	Garrett,	c1988.	09/05/01
<i>Call Number:</i> B POL		<i>Barcode:</i> 11000264		
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<b>Title</b>	<b>Author</b>	<b>Publisher</b>	<b>Pub. Date</b>	<b>Date Created</b>
John D. Rockefeller : <i>Call Number:</i> B ROC	Coffey, Ellen Greenman.	Blackbirch Press,	c2001.	09/16/02
		<i>Barcode:</i> 11002026		
John Philip Sousa : <i>Call Number:</i> B SOU	Greene, Carol.	Childrens Press,	1992.	09/04/01
		<i>Barcode:</i> 11000098		
Jonas Salk : <i>Call Number:</i> B SAL	Naden, Corinne J.	Millbrook Press,	c2001.	09/16/02
		<i>Barcode:</i> 11002028		
Knots in my yo-yo string / <i>Call Number:</i> B SPI	Spinelli, Jerry.	Knopf,	c1998.	09/05/01
		<i>Barcode:</i> 000002255		
Laura Ingalls Wilder : <i>Call Number:</i> B WIL <i>Call Number:</i> B WIL	Giff, Patricia Reilly.	Viking Kestrel,	1987.	08/31/01
		<i>Barcode:</i> NAE0003598		
		<i>Barcode:</i> 11004114		
Lou Gehrig, one of Baseball's greatest / <i>Call Number:</i> B GEH	Van Riper, Guernsey,	Macmillan,	1986.	08/31/01
		<i>Barcode:</i> NAE0003313		
Louis Sachar / <i>Call Number:</i> B SAC	Erlic, Lily.	Weigl Publishers,	c2006.	08/24/05
		<i>Barcode:</i> 0000015987		
Mahatma Gandhi : <i>Call Number:</i> B Gan	Nicholson, Michael,	G. Stevens,	1988.	08/31/01
		<i>Barcode:</i> NAE0003307		
Maria Tallchief. <i>Call Number:</i> B TAL	Tobias, Tobi.	Crowell	[1970]	08/31/01
		<i>Barcode:</i> NAE0003559		
Mark Twain, boy of old Missouri / <i>Call Number:</i> B TWA	Mason, Miriam Evangeline,	Aladdin Books ;	1991.	08/31/01
		<i>Barcode:</i> NAE0003576		
Mary Pope Osborne / <i>Call Number:</i> B Osb	Wheeler, Jill C.	Abdo Pub.,	c2007.	12/15/06
		<i>Barcode:</i> 310000057		

<b>Title</b>	<b>Author</b>	<b>Publisher</b>	<b>Pub. Date</b>	<b>Date Created</b>
Meet Alex Rodriguez : <i>Call Number:</i> B Rod	Smithwick, John.	PowerKids Press,	2007.	09/13/07
		<i>Barcode:</i> 310000168		
Mia Hamm / <i>Call Number:</i> B HAM	Rambeck, Richard.	Child's World,	1998.	09/05/01
		<i>Barcode:</i> 0000015516		
Millard Fillmore, 13th president of the United States / <i>Call Number:</i> B FIL	Law, Kevin.	Garrett Educational Corp.,	c1990.	09/05/01
		<i>Barcode:</i> 11000288		
NERDS : <i>Call Number:</i> FIC BUC	Buckley, Michael.	Amulet Books,	2010.	07/21/10
		<i>Barcode:</i> 11004565		
Osceola / <i>Call Number:</i> B OSC	Todd, Anne M.	Heinemann Library,	c2004.	09/16/03
		<i>Barcode:</i> 11003033		
Paul Revere / <i>Call Number:</i> B Rev <i>Call Number:</i> B REV	Gleiter, Jan.	Raintree Steck-Vaughn Publishers,	1995.	09/05/01
		<i>Barcode:</i> 0000015241		
		<i>Barcode:</i> 2600095		
Paul Robeson : <i>Call Number:</i> B ROB	Holmes, Burnham.	Raintree Steck-Vaughn Publishers,	1995.	09/04/01
		<i>Barcode:</i> NAE0008581		
Pink / <i>Call Number:</i> B PIN	Boone, Mary,	Mitchell Lane,	c2010.	02/11/09
		<i>Barcode:</i> NAE3700860		
Pizarro, Orellana, and the exploration of the Amazon / <i>Call Number:</i> B PIZ	Bernhard, Brendan.	Chelsea House,	c1991.	08/31/01
		<i>Barcode:</i> 000000589		
Pocahontas /	Gleiter, Jan.	Raintree Steck-Vaughn Publishers,	1995.	11/02/06



<b>Title</b>	<b>Author</b>	<b>Publisher</b>	<b>Pub. Date</b>	<b>Date Created</b>
<i>Call Number:</i> B COL		<i>Barcode:</i> 0000015244		
Pocahontas :	Shaughnessy, Diane.	Rosen Publishing Group's PowerKid:	1997.	09/05/01
<i>Call Number:</i> B POC		<i>Barcode:</i> 0000015575		
Randy Savage :	Mudge, Jacqueline	Chelsea House,	1999.	09/05/01
<i>Call Number:</i> B Sav		<i>Barcode:</i> 50000000127		
Raven Symone /	Leavitt, Amie Jane.	Mitchell Lane Publishers,	c2008.	01/09/07
<i>Call Number:</i> B RAV		<i>Barcode:</i> NAE3700290		
Ready, aim, fire! :	Levine, Ellen.	Scholastic,	1989.	08/31/01
<i>Call Number:</i> B Oak		<i>Barcode:</i> 000000212		
Richard Nixon /	Joseph, Paul,	ABDO,	c1999.	10/30/97
<i>Call Number:</i> B NIX		<i>Barcode:</i> 11003060		
Ronald Reagan /	Wagner, Heather Lehr.	Chelsea House,	c2004.	03/27/03
<i>Call Number:</i> B REA		<i>Barcode:</i> 11002816		
Rosie O'Donnell /	Granados, Christine,	Mitchell Lane Publishers,	[1999], c2000.	09/16/02
<i>Call Number:</i> B ODO		<i>Barcode:</i> 11002110		
Rutherford B. Hayes :	Kent, Zachary.	Childrens Press,	c1989.	08/31/01
<i>Call Number:</i> B Hay		<i>Barcode:</i> 000000426		
Sacagawea, American pathfinder /	Seymour, Flora Warren,	Aladdin Books,	1991.	08/31/01
<i>Call Number:</i> B SAC		<i>Barcode:</i> NAE0003530		
Sadako and the thousand paper cranes /	Coerr, Eleanor.	Dell,	c1977.	08/31/01
<i>Call Number:</i> B Sad		<i>Barcode:</i> NAE0003532		
Sammy Sosa /	Flynn, Gabriel.	Child's World,	1999.	09/05/01

Title	Author	Publisher	Pub. Date	Date Created
<i>Call Number:</i> B SOS		<i>Barcode:</i> 0000015519		
Sammy Sosa :	Kirkpatrick, Rob.	PowerKids Press,	2000.	09/05/01
<i>Call Number:</i> B Sos		<i>Barcode:</i> NAE0011722		
Shaquille O'Neal /	Joseph, Paul.	Abdo,	1997.	09/05/01
<i>Call Number:</i> B O'N		<i>Barcode:</i> 200087		
Shaquille O'Neal :	Gutman, Bill.	Millbrook Press,	c1994.	09/05/01
<i>Call Number:</i> B ONE		<i>Barcode:</i> NAE0005996		
Sports great Patrick Ewing /	Kavanagh, Jack.	Enslow,	c1992.	08/31/01
<i>Call Number:</i> B Ewi		<i>Barcode:</i> 000000430		
Sports great Reggie Miller /	Thornley, Stew.	Enslow Publishers,	c1996.	09/05/01
<i>Call Number:</i> B MIL		<i>Barcode:</i> 000001452		
Steve Young /	Rambeck, Richard.	Child's World,	1997.	09/05/01
<i>Call Number:</i> B YOU		<i>Barcode:</i> 1800107		
Steven Spielberg /	Mabery, D. L.	Lerner Publications Co.,	c1986.	08/31/01

<b>Title</b>	<b>Author</b>	<b>Publisher</b>	<b>Pub. Date</b>	<b>Date Created</b>
<i>Call Number:</i> B SPI		<i>Barcode:</i> NAE0003551		
The abracadabra kid :	Fleischman, Sid,	Greenwillow Books,	c1996.	09/05/01
<i>Call Number:</i> B FLE		<i>Barcode:</i> 11000924		
The double life of Pocahontas /	Fritz, Jean.	Puffin Books,	1987, c1983.	08/31/01
<i>Call Number:</i> B Poc		<i>Barcode:</i> NAE0003481		
The Elephant Man /	Drimmer, Frederick.	Putnam,	c1985.	08/31/01
<i>Call Number:</i> B MER		<i>Barcode:</i> NAE0003445		
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The life and times of William Penn /	Hinman, Bonnie.	Mitchell Lane Publishers,	c2006.	10/03/05
<i>Call Number:</i> B PEN		<i>Barcode:</i> NAE3700265		
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The road to Seneca Falls :	Swain, Gwentyth,	Carolrhoda Books,	c1996.	09/05/01
<i>Call Number:</i> B STA		<i>Barcode:</i> 11001215		
The watcher :	Winter, Jeanette.	Schwartz & Wade Books,	c2011.	05/26/11
<i>Call Number:</i> B GOODALL		<i>Barcode:</i> NAE00159679		
The Wright Brothers.	Joseph, Paul. 1970-	Abdo & Daughters,	1997.	09/05/01
<i>Call Number:</i> B WRI		<i>Barcode:</i> nae0009561		
Thomas A. Edison, young inventor /	Guthridge, Sue,	Aladdin Books ;	1986, c1959.	08/31/01
<i>Call Number:</i> B EDI		<i>Barcode:</i> NAE0003279		
Thomas Paine :	Farley, Karin Clafford.	Raintree Steck-Vaughn,	c1994.	08/31/01

<b>Title</b>	<b>Author</b>	<b>Publisher</b>	<b>Pub. Date</b>	<b>Date Created</b>
<i>Call Number:</i> B PAI				
		<i>Barcode:</i> NAE0003471		
Through my eyes :	Tebow, Tim,	Zondervan,	c2011.	10/24/11
<i>Call Number:</i> B TEBOW				
		<i>Barcode:</i> NAE00159800		
Tiger Woods :	Wheeler, Jill C.,	Abdo & Daughters,	c1996.	09/05/01
<i>Call Number:</i> B WOO				
		<i>Barcode:</i> 11000898		
<i>Call Number:</i> B Woo				
		<i>Barcode:</i> NAE0012214		
Venus and Serena Williams /	Flynn, Gabriel.	Child's World,	1999.	09/05/01
<i>Call Number:</i> B WIL				
		<i>Barcode:</i> 0000015520		
War boy :	Foreman, Michael,	Arcade,	1990, c1989.	08/31/01
<i>Call Number:</i> B ore				
		<i>Barcode:</i> 000001075		
Warren G. Harding, 29th President of the United States /	Canadeo, Anne,	Garrett Educational Corp.,	c1990.	09/05/01
<i>Call Number:</i> B HAR				
		<i>Barcode:</i> 11000363		
West from home :	Wilder, Laura Ingalls,	Harper & Row,	[1974]	08/31/01
<i>Call Number:</i> B WIL				
		<i>Barcode:</i> NAE0003600		
Will Smith /	Mitchell, Susan K.	Gareth Stevens Pub.,	2007.	09/20/06
<i>Call Number:</i> B SMI				
		<i>Barcode:</i> 310000203		
William Henry Harrison, 9th president of the United States /	Steffoff, Rebecca,	Garrett Educational Corp.,	c1990.	09/05/01
<i>Call Number:</i> B HAR				
		<i>Barcode:</i> 11000374		

<b>Title</b>	<b>Author</b>	<b>Publisher</b>	<b>Pub. Date</b>	<b>Date Created</b>
William McKinley, 25th president of the United States / <i>Call Number:</i> B MCK	Collins, David R.	Garrett Educational Corp.,	c1990.	09/05/01
		<i>Barcode:</i> 11000375		
Winterdance : <i>Call Number:</i> B PAU	Paulsen, Gary.	Harcourt Brace,	c1994.	11/09/93
		<i>Barcode:</i> 11002373		
Wolf of the desert : <i>Call Number:</i> B GER	Wheeler, Jill C.,	Abdo & Daughters,	c1989.	08/31/01
		<i>Barcode:</i> NAE0003319		

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