

BOARD MEETING: Regular
DATE: Monday, October 17, 2016
TIME: 7:00 p.m.
PLACE: Naples High School Cafeteria

- I. Meeting Called to Order
II. Roll Call
III. Adopt the Agenda of the Regular Meeting of October 17, 2016 (Board Action)

- IV. Pledge of Allegiance
V. 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.

- VI. Points of Interest
VII. Superintendent Recognitions & Updates
 - Claims Auditor Quarterly Report
 - School Board Recognition Week (October 24-28)
 - Annual Emergency Go Home Drill
 - Capital Improvement Update
 - Report on Stakeholder InterviewsVIII. Administrative Reports
 - Elementary Principal
 - Director of Pupil Personnel
 - Secondary Principal

- IX. Minutes (Board Action)
 - Regular Meeting of October 5, 2016

- X. Naples Central School Professional Development Plan (Board Action)

- XI. Business (Board Action)
 - Incomplete Team
 - Policy Updates

- XII. Personnel (Board Action)
 - Retirement Resignation

- XIII. Consent Agenda Items (Board Action)
 - CSE & 504 Actions
 - Substitute

- XIV. Adjournment (Board Action)
 - Teacher

Regular Meeting

October 17, 2016

Minutes of a Regular Meeting of the Board of Education of Naples Central School held on Monday, October 17, 2016 at 7:00 p.m. in the Naples High School Cafeteria.

Members Present: Robert Brautigam Robert Hotchkiss
 Carter Chapman Gail Musnicki
 Brent Gerstner Maura Sullivan
 Jacob Hall Margo Ulmer

Members Absent: Joseph Callaghan Seth Price

Also Present: Matthew Frahm, Mitchell Ball, Kristina Saucke, Karen Mead and E. Bridget Ashton and Aubrey Krenzer.

Guests: Diann Payne, Dahl Schultz, Barbara Howard, Libby Pompeo, Evelyn Letta, and John McCabe.

A quorum being present, the meeting was called to order at 7:00 p.m. by Board President Margo Ulmer.

Motion: **Jacob Hall**
2nd: **Brent Gerstner**

Resolved, that the Board of Education approves the agenda of the Regular Meeting of October 17, 2016 as presented.

Voting Yes: 8 Motion Carried
Voting No: 0

Public Comments

None

Board Response

None

Points of Interest

Superintendent Matthew Frahm provided some dates for Board of Education Members to visit classrooms in the Elementary School.

Board of Education President Margo Ulmer spoke about a benefit that she and district administrators attended for the Partnership for Ontario County.

Superintendent Recognitions & Updates

Evelyn Letta, District Claims Auditor gave a quarterly report for the period of July 1, 2016 through September 31, 2016.

Superintendent Matthew Frahm noted that next week is School Board Recognition Week (October 24-28) and provided some positive commentary on the Naples Central School Board of Education.

Mr. Frahm noted that Friday, October 28th would be the date of the Annual Emergency Go Home Drill.

Mr. Frahm and Business Administrator Mitchell Ball gave a Capital Improvement Update outlining anticipated next steps over the next six months to a year.

Mr. Frahm gave a report on stakeholder interviews he performed noting some of the takeaways, obstacles to progress, and visioning for the future. A period of questions and comments by the Board of Education followed.

Administrative Reports

Elementary School Principal Kristina Saucke outlined items that appeared in the monthly Board of Education Report and spoke briefly about literacy, open house, socktober, and a safety report that will go out to parents.

Secondary Principal Bridget Ashton outlined items that appeared in the monthly Board of Education Report and spoke briefly about various opportunities for students and staff, reviewed some accomplishments of students, and a yearlong professional development plan.

Director of Pupil Personnel Services Karen Mead outlined items that appeared in the monthly Board of Education Report and spoke briefly about Therapeutic Crisis Intervention Training, new consultation services, and a thank you to Anneke Radin-Snaith for assisting in instructional technology needs.

Motion: Gail Musnicki
2nd: Jacob Hall

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

- Regular Meeting of October 5, 2016

Voting Yes: 8 Motion Carried
Voting No: 0

Motion: Maura Sullivan
2nd: Brent Gerstner

Resolved, that the Board of Education approves the Naples Central School Professional Development Plan: 2016-2019 Statement of Certification as presented.

Voting Yes: 8 Motion Carried
Voting No: 0

Motion: Gail Musnicki
2nd: Robert Brautigam

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 formation of a Penn Yan Incomplete Team/ Team of One effective November 9, 2016, for Penn Yan athlete, Ian Bartee, for the purpose of competing with the Naples Swim Team at Naples Central School District.

Regular Meeting

October 17, 2016

Motion: Brent Gerstner

2nd: Jacob Hall

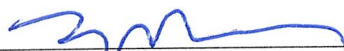
There being no further business, the Regular Meeting of October 17, 2016 is hereby adjourned at 8:09 p.m.

Voting Yes: 8

Motion Carried

Voting No: 0

Dated this 17th day of October, 2016



Mitchell J. Ball
District Clerk

Board of Education Auditor Report – October 2016 Board Meeting

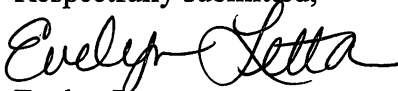
From July 1, 2016 – September 30, 2016 I have approved warrants 0001-0054 for a total amount of \$3,590,554.41 for the first quarter of the 2016-2017 fiscal year. The following errors have occurred and were corrected:

1. (13) Backup paperwork missing information (missing signatures, requisitions, conference forms)

A total of 13 errors from 594 transactions (0.22%)

There was a \$50 late fee this quarter due to the transition of the bus garage employees (mis-communication of timeline). This was not a payment that happens annually and unfortunately this year the payment was due and missed the deadline date. Payment was made along with the late fee.

Respectfully submitted,


Evelyn Letta



Naples Elementary School Board of Education Updates ~ October 2016

Collaboration with our Instructional Coach Carrie Grove:

- Carrie worked with the reading teachers to benchmark all students K-6. After all benchmark assessments were completed, she met with each grade level (K-6) along with the AIS teachers to organize the RTI groups.
- In addition to benchmarking dates, Carrie has organized the calendar for progress monitoring of interventions K-6.
- Our first round of data meetings will take place on October 19th and 20th.
- 2016-2017 Curriculum mapping sessions have begun.
 - ⇒ K, 1st, 2nd, 4th and 5th grade teams have reviewed and updated the math work completed last year.
 - ⇒ K, 1st, 2nd, 4th and 5th grade teams have updated the content integration document to be utilized by all teachers including special area teachers (music, art, media center, and technology).
 - ⇒ K, 1st, 2nd, 4th and 5th grade teams began work on the ELA curriculum mapping document.
 - ⇒ **Carrie will begin working with 3rd grade and grades 6-8, on Thursday, October 13th.*
- Last year the UPK-2 Department implemented the Lucy Calkins writing model. Our teachers have worked incredibly hard to implement this program, and we have seen great progress in our students' writing. On November 1st, grades 3 and 4 will be trained in this approach to support vertical alignment. Carrie is collaborating with Betsy Serapillio - Frank to come and co-facilitate the workshop. Betsy is the trainer who worked with our primary grades. We are very excited to continue this work!
- In addition to the Lucy Calkins work, Carrie has also scheduled LLI (Leveled Literacy Instruction) training for six staff members. This will allow for all teachers grades K-3 to be trained in this intervention, as well as all of our special education and AIS providers. It is our hope that the continued vertical alignment of curriculum and instructional strategies will have a positive impact in supporting our young learners.
- Carrie had the opportunity to have her first meeting in September with Jessica Sheridan who will serve as her mentor in her new position. Carrie will have the opportunity to meet with her monthly, and will join the BOCES Instructional Coaches on October 21st for the first in a four part series of professional development focused on Instructional Coaching.

- I have attached the newsletter that Carrie and Anneke Radin-Snaith have put together for staff. They are doing amazing work!

technology STEAM art science engineering mathematics

Our STEAM Lab is up and running!! We have the following groups/projects scheduled and will roll out a sign-up system for staff at our next faculty meeting:

- Preparation of the space for Technology classes when the EV3s and Spheros arrive
- Enrichment intervention for primary grade levels during their RTI blocks
- Makerspace meets 2 times per week after school
- Elementary robotics meets weekly after school

A big thank you to Abby Castle for opening up the Art Room to our Makerspace and Robotics groups. The use of her classroom (as well as the hallway) has provided great instructional space for STEAM education at the Elementary School ☺



Safety Updates: At the start of the school year we distributed a confidential draft Emergency Guide to Elementary staff. As a follow-up to our District Safety Team meeting last week, the Elementary Safety Team will meet on Thursday, October 13th, to

discuss the following:

- Safety sweep of the Elementary School that was completed by safety team volunteers on September 28th
- Questions/concerns/clarification regarding the draft Emergency Guide
- Planning for the increase in state mandated lock down drills, including discussion regarding developmentally appropriate strategies to support students
- Planning for the district wide emergency go home drill including parent communication
- Feedback regarding the completion of 5 of our 8 fire drills that have included blocking exits
- Fire Inspection on 10/26/16



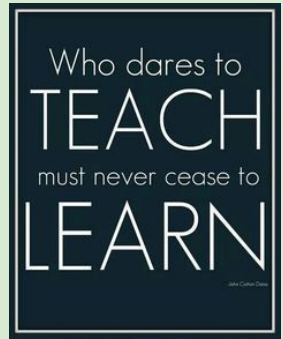
- ✚ Elementary Picture Day: Friday 10/14/16
- ✚ Board of Education Meeting: Monday, 10/17/16
- ✚ Half Day of School on Friday, 10/21/16 for a District Staff Conference Day
- ✚ Red Ribbon Week: Monday, 10/24/16 - Friday, 10/28/16
- ✚ Grade 1 Arts in Education Program ("Found Sound"): Thursday, 10/27/16 from 12:00-2:00pm in the Band Room
- ✚ UPK-3 Roller Skating Party: Thursday, 10/27/16 from 3:30-5:00pm in the Elementary Gym
- ✚ Emergency Go Home Drill: Friday 10/28/16 (details will be mailed to parents and posted on the website next week)
- ✚ Halloween Parade: Monday, 10/31/16 at 1:30pm in the Elementary Gym
- ✚ Parent Teacher Conferences: Thursday, 11/3/16 (afternoon and evening)
- ✚ Parent Teacher Conferences: Friday, 11/4/16 (afternoon)
- ✚ EdCamp! Saturday, 11/5/16 7:30am-12:00pm at Canandaigua Middle School
- ✚ School Election Monday, 11/7/16 (voting throughout the day - Mrs. Phillips' class will tally the votes and announce the results on Tuesday)
- ✚ Veterans Day Rally: Thursday, 11/10/16 (see attached invitation)
- ✚ Veterans Day Holiday - School Closed: Friday, 11/11/16
- ✚ Thanksgiving Holiday Break - School Closed: Wednesday, 11/23/16 through Friday, 11/25/16



Learning Bytes

October 2016

Carrie Grove &
Anneke Radin-Snaith



edcampFLX!

November 5th, 8-12
Canandaigua Middle School

[Register Here](#) (it's free)

What would you like the October 21st Schoology training to focus on? Give your input [HERE](#).



Learning Walks!

Last spring, a group of Naples teachers from the K-2 department partnered with teachers from Canandaigua to participate in Learning Walks. The teachers made short visits to classrooms with the goal of bringing back good ideas to their own classrooms. We had such a positive response from this experience that we're planning another set of visits this fall/winter for 2-5 and 6-8. If you're interested, let either of us know.

Carrie & Anneke

Dates for grades 2-5: 11/16/16, 12/14/16, 1/18/16

Dates for grades 6-8: 11/2/16, 12/7/16, 1/12/16

Elementary School

Mapping, Data and Monitoring, OH MY!!

Click [here](#) for ELA Curriculum mapping dates.
Click [here](#) for Data Meeting dates.
Click [here](#) for Progress Monitor dates.



High School

5 Tips for New Chromebook Users



[5 Tips for New Chromebook Users](#)

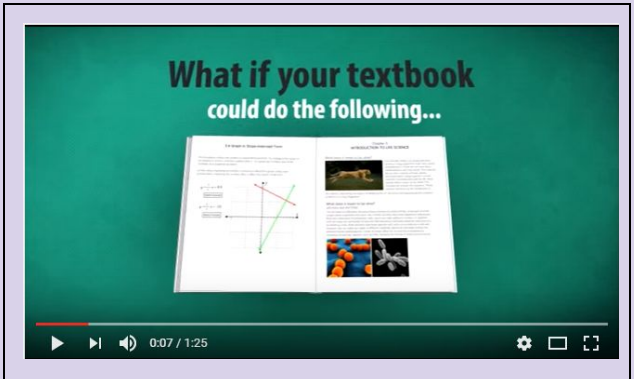


Elementary Book Room

There are lots of books to borrow at all Fountas and Pinnell Levels. Let Carrie know if you're interested in learning more about what the levels mean and how to borrow the books from the Book Room.



Check out this free, customizable, digital textbook **CK-12**



The [CK-12 Foundation](https://en.wikipedia.org/wiki/CK-12_Foundation) is a California-based non-profit organization whose stated mission is to reduce the cost of, and increase access to, K-12 education in the United States and worldwide. CK-12 provides free and fully customizable K-12 open educational resources aligned to state curriculum standards and tailored to meet student and teacher needs. The foundation's tools are used by 38,000 schools in the US, and additional international schools. https://en.wikipedia.org/wiki/CK-12_Foundation

Chromebook™ for Data Collection and Analysis



Science teachers, There has been a lot of buzz in the region about science instruments like [this](#) one that can take data and integrate it into Google Drive. Do you think this is something worth looking into? We'd love to get your input [here](#).

#engagement





[Mystery Science](#) says it has “Open and go lessons that inspire kids to love science.” They are hands-on, standards based, with a K-5 focus.



Elizabeth Wolfe @wolfe_ewolfe · Sep 26

Measuring out dimensions of the Sistene Chapel #renaissancefun #naplescsd



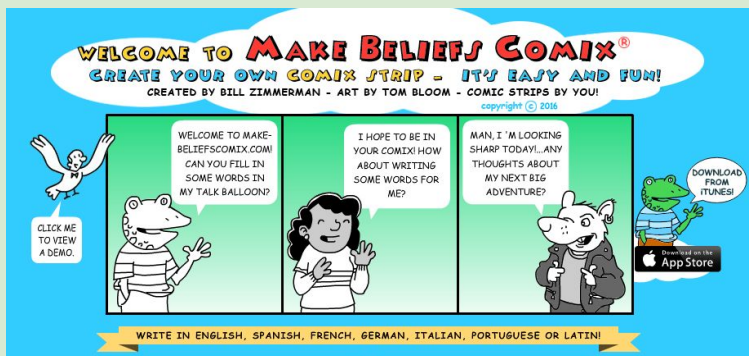
Schoology Update

It's great to see so many teachers off and running with Schoology! We want to make sure we can support everyone in using this tool in the best way possible. We will have a Schoology trainer here on the October 21st Conference Day. If you could take a few minutes and fill out this [form](#), that will help us tailor the training to specific needs. (All staff are welcome to fill out the form and come to the trainings.) We've worked out most of the bumps with pulling information from SchoolTool, but if there are any issues with your rosters, let me know. Also, if you'd like me to come in to your class(es) to help get students going with Schoology, just send me an email with some time/date options and we'll get that scheduled.

Cool Tools



[Random Name Picker](#)



[Make Beliefs Comix](#) offers comic strip templates and writing prompts in up to seven languages. The templates and prompts can be completed online or you can print them out to give to your students. Make Beliefs Comix also offers a free iPad app. http://www.freetech4teachers.com/2016/09/4-browser-based-tools-for-creating.htm#_v_Wvc-ArLb0

One last thing... Do you have any suggestions for topics/skills/content that you'd like us to include in future “issues”? [Click here](#) to share them with us. Thanks so much!

NAPLES CENTRAL SCHOOL
NAPLES, NEW YORK 14512



Board of Education Report

Karen J. Mead, Director of Pupil Personnel

October 17, 2016

Continuing with the district's commitment to proactive and positive behavioral supports for all students at all levels, another round of training in Therapeutic Crisis Intervention (TCI) has been completed as of today. Once again, our dedicated trainers, Tammy Matthews and Brian Meteyer, have provided the four-day in-depth training to support the de-escalation of difficult situations and promote positive interactions between staff and students. Six staff members participated in all four days of the training and completed the final assessment for TCI Certification.

In support of student needs, NCS has added a few services and evaluation services for the 2016-17 school year. This year we have incorporated services for students with hearing and vision impairments. These services included Vision/Mobility Training, Consultation with a Teacher of the Visually Impaired and Audiological Consult hours for teachers and related service providers. All of these services support the students directly, as well as collaborating with teachers and providers to enrich their instruction for all students. We have been fortunate to be able to contract for these services with Monroe 1 BOCES.

The Pupil Personnel Services Office and special education teachers would like to extend our sincere appreciation to Mrs. Anneke Radin-Snaith for her support with assistive technology in our classrooms. Mrs. Radin-Snaith has researched hardware and software options, set up the apps and software products on student devices, patiently supported teachers with a foundational understanding of the devices and software and readily addressed issues as they arose during "the new phase". Thank you Mrs. Radin-Snaith!

Naples JRSR High School ~ Board of Education Update October 2016



The Results are In... 2015-16 Naples HS AP Scholars

- ✓ Naples HS AP Scholars - Granted to students who receive scores of 3 or higher on three or more AP Exams
 - Barkley, Matthew
 - Bay, Mitchell
 - Clearman, Adrianna
 - Faber, Heather M.
 - Heinz, Keith M.
 - Hotchkiss, Cameron E.
 - King, Avril M.
 - Matthews, Skyler
 - Polimeni, Amei
- ✓ AP Scholars with Honor - Granted to students who receive an average score of at least 3.25 on all AP Exams taken, and scores of 3 or higher on four or more of these exams
 - Felton, Emmett W.
 - Kunes, Moriah A.
 - Maczynski, Stefan M.
 - Metzger, Mikayla
 - Price, Seth O.
- ✓ AP Scholar with Distinction - Granted to students who receive an average score of at least 3.5 on all AP Exams taken, and scores of 3 or higher on five or more of these exams.
 - Declerck, Brendon
 - Friend, Elizabeth
- ✓ Noteworthy:
 - 51 unique students took an AP class

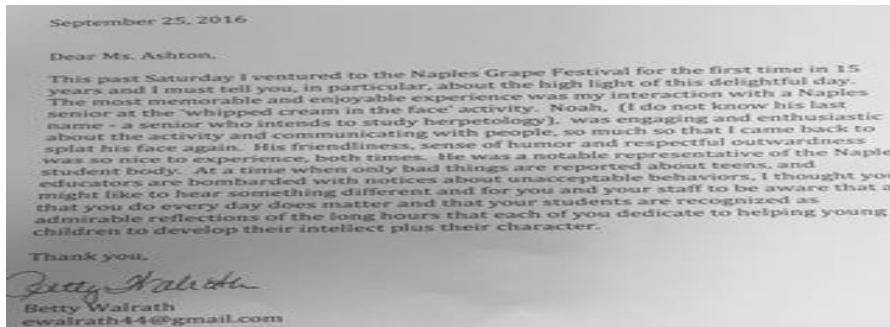
- 94 AP classes were taken
- 87 unique students participated in dual-enrollment classes
- 692 credits were awarded

Student Celebrations

- ✓ **Congratulations to Liam Holtz**, who was interviewed and featured in the Canandaigua Daily Messenger on Friday, October 7! Liam is working on an Eagle Scout project which entails the creation of a Veteran's Memorial Garden in South Bristol. Please visit the full story at: <http://www.mppnow.com/news/20161007/veterans-memorial-garden-planned-for-south-bristol>
- ✓ **Congratulations to Senior, Emmett Felton**, who has been recognized as one of 16,000 National Merit Scholarship semi-finalists! He was identified as a result of his performance on the PSAT as a Junior, scoring in the top 1% of students across the country. Qualifying as a semi-finalist makes Emmett eligible to pursue status as a FINALIST, which carries the possibility of significant scholarship opportunities. Mr. Petrie, Mr. Freivald, Mr. Murphy and I met with Emmett to recognize this accomplishment and to formally present him the award letter (and to treat him to some cookies).
- ✓ **Kudos to Annie Clearman**, who will be working with and submitting regular features to Kim Torpey for publication in the Neapolitan Record. Annie has expressed a commitment to ensuring that the Naples student voice is heard in this community publication.
- ✓ **Congratulations to senior, Ryan Cheasman**, who was recognized in the October Neapolitan Record as *Volunteer in the Spotlight*.



- ✓ **The High School applauds senior, Noah Smith**, for representing the student body of Naples with integrity and moral character. It did not go unnoticed during the Naples Grape Festival, as evidenced below:



Naples High School Updates

✓ College Fair

- On September 27, Naples HS Juniors and Seniors had the opportunity to participate in a Rochester Area College Fair. Thirteen area colleges provided our students with information about postsecondary studies in our region.



✓ PSATs

- Students in grades 9th – 11th will have the opportunity to take the Preliminary Scholastic Aptitude Test, or the PSAT on *Wednesday, October 19th*.
- Students had to register for the exam in the Career and Counseling Office by Wednesday, October 12th.
- The fee associated with this exam is \$17.00 for students in Grades 10 & 11 and \$12.00 for students in Grade 9.
- At the writing of this report, there were just over fifty students registered to take the PSAT.

✓ SchoolTool Parent and Student Portals

- SchoolTool is a Web-based access portal that enables students and parents to view student information, such as schedule, attendance, and assignment grades in real time. All students (and many parents) are currently set up and have access to the Student Portal.

✓ Naples JRSR High School, Parent Teacher Conferences

- There is a tremendous body of research that correlates family engagement with school and academic achievement. Participation in parent teacher conferences is one means by which families can engage and work in partnership with the school to best support their child's academic progress. Scheduling for Parent Teacher Conferences begins soon. Parents will receive a formal invitation to schedule conferences via mail during the second and third weeks in October.
- Dates: November 3, 2016 6:15 – 8:15 pm and November 4, 2016 12:45 – 3:15pm

✓ Professional Development

- On Thursday, 9/29, building principals facilitated a district wide Mentors Meeting for new staff and their mentors. The agenda of topics explored during this meeting included:
 - Grade Books
 - Classroom Management
 - APPR – Observation
 - Boundaries: In school and in Social Media

- The High School administrative team is currently developing a yearlong PD planner. The planner encompasses a menu of learning opportunities for teachers surrounding district priorities – literacy, STEAM, and student engagement – in addition to areas that teachers self-identified as being of high interest or readiness / opportunity for professional growth. Topics include: student engagement, technology integration, curriculum writing, fostering resilience and social emotional wellness of students, drug use and abuse, and parent engagement & communication.
- During the Faculty Meeting on 10/3, teachers explored the following topics within a rotation station model:
 - APPR** – Mrs. Ashton presented the 2016-17 announced observation schedule and led discussion surrounding the recently approved 3012d plan with emphasis on NYSUT Standard 3 (Engagement) and Standard 4 (Classroom Environment).
 - NYSUT Teacher Practice Rubric** – Teachers had the opportunity to conduct a closer analysis of the critical attributes distinguishing Developing, Effective, and Highly Effective teacher practice.
 - BEDS** – Mrs. Krenzer reviewed the process for teachers to complete their required entries for the Basic Educational Data System (BEDS).
 - Accounting for All Individuals, Evacuation Plan** – Building Safety Team members shared the High School’s recently developed and implemented plan for Accounting for All Individuals during Emergency Evacuations.
- On 10/21, faculty members will have the opportunity to select from a menu of Professional Development options during the Conference Day, as outlined below:

12:00 - 12:50	Schoology: Beginner <i>Mary Kovich</i> Library Conf Room	Regents and SLOs <i>Bridget Ashton</i> HS Cafe	Public Comment on New Standards <i>Aubrey Krenzer</i> <i>Bridget Ashton</i> HS Cafe	Schoology - What do I do now? <i>Ryan Betrus</i> Room 35 (Ryan's room)	Technology within the Special Area Classes <i>Julie Austin</i> Room 207 (HS Art Room)	Combating America's Heroin Epidemic Partnership for Ontario County <i>Room 200 (Aly's room)</i>
1:00 - 1:50	Schoology: Intermediate <i>Mary Kovich</i> Library Conf Room	HS Schoology "Swap Meet" <i>Bridget Ashton</i> HS Cafe	Using NYS Testing Data to Inform Instruction in Grades 7-9 <i>Aubrey Krenzer</i> Room 221 (Lesah's Room)	PBL at the Elementary Level <i>Kris Saucke</i> Elementary Library	Student Engagement in Grades 10-12 <i>Karen Mead</i> HS Staff Conf Room	Helping Individuals Battling Addiction <i>John L'Hommedieu</i> Room 200 (Aly's room)
2:00 - 2:50	Schoology: Advanced <i>Mary Kovich</i> Library Conf Room	Chromebook "Swap Meet" <i>Bridget Ashton</i> HS Cafe	Using NYS Testing Data to Inform Instruction in Grades 10-12 <i>Aubrey Krenzer</i> Room 221 (Lesah's Room)	Mystery Science <i>Deb Wordingham</i> Elementary Tech Lab	Getting More Bang for Your 41 minutes <i>Karen Mead</i> HS Staff Conf Room	NYSAPERD Conference Discussion <i>Robert Birdsall</i> Room 200 (Aly's room)

- A number of HS staff members, including building principal, are participating in TCI (Therapeutic Crisis Intervention) training this month. Training involves four full days of

instruction and a “final” assessment. Elementary psychologists, Dr. Brian Meteyer and Tammy Matthews, are facilitating this training.

- Over the next few months, many Middle School teachers will have the opportunity to participate in Professional Learning Walks. Learning Walks & Instructional Rounds are intended to help education leaders and practitioners develop a shared understanding of what high-quality instruction looks like and what schools and districts need to do to support it. Our district supports this model of professional development and as such, Anneke Radin-Snaith will be assembling a team of Middle School teachers to participate in a collaborative effort with Canandaigua and Marcus Whitman. As a result of our participation in this Professional Development, we hope that teachers will have the opportunity to identify "bright spots" (instructional highlights and best practices) that may be brought back and shared in our classrooms. Learning Walks are scheduled from 8:15 - 2:30 on the following dates:
 - *November 2: Canandaigua visit*
 - *December 7 : Naples visit*
 - *January 12: Marcus Whitman visit*

✓ **Shared Decision Making Meeting Scheduled for Monday, October 17**

- By definition, Shared Decision Making is *"a process that provides an opportunity for members of a school community to collaborate in solving problems, defining a course of action, and shaping direction for the individual school."* The first HS Shared Decision Making Team meeting is scheduled for Monday, 10/17. The agenda for this meeting includes:
 - Articulation of SDM function
 - Development of Group Norms
 - Review of department recommendations for SDM work in 2016-17
 - Development of a plan of work for the 2016-17 school year.

✓ **Emergency Safety Drills**

- All districts in New York State are required to conduct emergency evacuation and safety drills. Currently, we are required to conduct 8 fire drills, some of which must include a "blocked exit" component. The High School is well on the way to compliance... FIVE fire drills have been completed, with the remainder scheduled for completion by 10/18.
- Many nuances are noted when "Accounting for All Individuals" at the High School level during a drill. Our building level safety team has already met three times. We are addressing concerns in real time in effort to hone our plan for greatest efficiency in "accounting for all individuals."
- In addition to our Fire Drills, we must complete FOUR lockdown drills over the course of the school year. We hope to conduct one Lockdown Drill during the month of October and the remainder over the course of the school year.
- The District Safety Team is developing a plan for a district wide "Go Home" drill.

✓ **Making Strides Against Breast Cancer Walk**

- Kudos to participants - Analisa Chapman, Dawn Mahan, Alinda Pridmore, Scott Petrie, Colleen Betrus and Michelle Walpole, who will be at Frontier Field this Sunday "Making Strides against Breast Cancer."

Engaging our Learners – Instructional Highlights

National Honor Society

On Friday, Sept. 23, six National Honor Society students (Chloe Louthan-Green, Seth Price, Noah Ball, Alex Gerstner, Jake Chapman and Annie Clearman) joined Mr. Almekinder's 5th grade class on a hike on the Finger Lakes Trail (FLT). Mr. Almekinder's students have adopted the section of the FLT from Ontario County Park to Co. Rd. 33. This is a three mile stretch of the FLT. In the future, Mr. Almekinder's students will maintain the trail.

Friday was an exploration day for the students. The group hiked with FLT representative, Mrs. Donna Noteware, and FLT volunteer, Bob Wild, who previously maintained this section of the FLT. Students learned more about the trail's history and function as well as geographical information about this area. The group visited the highest point in Ontario County. At the bottom of the hill, students were able to visit a beaver pond, where they did their journal activity. Throughout the day, NHS students hiked with the 5th graders, ate lunch with them and helped them with their journals, making connections between younger and older students.

Career Exploration Day

Fifteen of our students participated in the "Finger Lakes Works with Their Hands" exploration event on 10/6. During this event, students had the opportunity to experience heavy equipment operation, robotics, and plasma cutting.



Art

A local Hospice House approached Paul Frazer over the summer and invited Naples students to help them with a sculpture project. The Hospice House was in possession of a life size, fiberglass deer sculpture that they hoped to have painted. Paul accepted the invitation on behalf of our students and had the sculpture transported to the High School so his Advanced Art class could work on it. Paul states, "This is a wonderful project for our kids and also gives them a chance to learn about the Hospice House and the valuable service they provide to our community."

Spanish

Both Spanish 7 & 8 students had the opportunity to learn from a guest speaker, Carolina, from Colombia for two days. Students learned about the weather & geography of Colombia as well as some new vocabulary in a song. Students had the opportunity to use the target language in a REAL WORLD context and they also learned how to salsa dance! See

<https://twitter.com/SrtaWalpole/status/779350106382491653> Carolina recently went to Spain to study medicine and the students are looking forward to setting up a Skype call pretty soon!

Spanish 8 students also had presentations as weather forecasters for Spanish speaking countries. Some students were very involved with props and great acting skills. Spanish 8 students are also continuing their "real world" homework. Each week they must pick an activity from 35 options to do at home to use Spanish in a real world context. Some examples include switching their phone to Spanish, playing board games after school, playing video games, or researching a celebration. One student said to me yesterday "Señorita I never thought homework could be so fun and interesting!"

Upcoming Events

- ✓ 10/17: Grade 7 - Great Lakes Ecology Event with BOCES's Challenger Learning Center
- ✓ 10/17: HS SDM Meeting, 9th Period Cafeteria
- ✓ 10/17: BoE Meeting, 7:00 HS Cafeteria
- ✓ 10/19: PSAT Examinations
- ✓ 10/20: Alfred State Field Trip
- ✓ 10/21: Conference Day - 1/2 Day for students
- ✓ 10/21: Middle School Conference, Anneke and Middle School Team
- ✓ 10/24-28: Red Ribbon Week
- ✓ 10/24: Department Chair Meetings
- ✓ 10/25: Senior Class Picture, Picture Retakes
- ✓ 10/26: Fire Inspection
- ✓ 10/27: Model UN Field Trip, Petrie 6:00 - 6:00
- ✓ 10/31: Department Meetings
- ✓ 11/2: Professional Rounds - Canandaigua Visit, Participants TBD
- ✓ 11/2: BoE Meeting, 7:00 HS Cafeteria
- ✓ 11/3: HS Parent Teacher Conferences - Evening, 6:15 - 8:15
- ✓ 11/4: HS Parent Teacher Conferences - 1/2 Day for students, 12:45 - 3:15
- ✓ 11/4: Senior Yearbook Submission Deadline
- ✓ 11/4-5: All State Music Festival
- ✓ 11/7: HS SDM Meeting
- ✓ 11/9-10: East Irondequoit IPAD Conference, Anneke et. al
- ✓ 11/10: End of First Quarter Marking Period
- ✓ 11/11: Veterans' Day, No School
- ✓ 11/16: First Quarter Marking Period Grades Due
- ✓ 11/16: BoE Meeting, 7:00 HS Cafeteria
- ✓ 11/17: Seventh Grade Field Trip - A Midsummer Night's Dream, C Betrus
- ✓ 11/20-22: NYSCATE
- ✓ 11/23-25: Thanksgiving Break, No School
- ✓ 12/7: Professional Rounds - NAPLES Visit, Participants TBD
- ✓ 12/7: District Safety Team Meeting
- ✓ 12/7: BoE Meeting, 7:00 HS Cafeteria
- ✓ 12/8: Mentor Meeting
- ✓ 12/10: Light Up Naples Event

- ✓ 12/12-16: Operation Santa Tag Sale
- ✓ 12/14: JRSR High School Winter Concert, 7:00 HS Auditorium
- ✓ 12/15: HS Safety Team Meeting
- ✓ 12/21: BoE Meeting, 7:00 HS Cafeteria
- ✓ 12/23-1/2/17: Holiday Recess, No School
- ✓ 1/12: Professional Rounds - Marcus Whitman Visit, Participants TBD
- ✓ 1/24-27/17: NYS January Regents Exams, Visit site for exam schedule - <http://www.p12.nysed.gov/assessment/schedules/2017/regents-117.pdf>
- ✓ 1/25-28: Science Leadership Academy
- ✓ 3/28-30/17: NYS Grades 3-8 ELA Assessments, Paper Based
- ✓ 3/27-31/17: NYS Grades 3-8 ELA Assessments, Computer Based
- ✓ 5/2-4/17: NYS Grades 3-8 Math Assessments, Paper Based
- ✓ 5/1-5/17: NYS Grades 3-8 Math Assessments, Computer Based
- ✓ 5/24 - 6/2: MYS Grade 8 Science, Performance Test (one day exam within date range)
- ✓ 6/5: NYS Grade 8 Science, Written
- ✓ 6/13-22/17: June REGENTS Examinations, Visit site for exam schedule - <http://www.p12.nysed.gov/assessment/schedules/2017/regents-617rev.pdf>

Naples Central School District
Organizational Professional Development Plan
2016-2017

Plan Last Modified: October 9, 2016

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Mission

The Naples Central School District challenges and supports all students to develop their diverse talents and abilities in a safe environment with rigorous opportunities. Students will graduate with the skills and confidence needed to excel in their chosen pursuits.

Introduction

This Professional Development Plan for the Naples Central School District describes a vision for adult learning that is collaborative, continuous, embedded in daily practice and focused on student achievement. This model builds on and strengthens the successes already evident in the district. We strive to strengthen this culture that supports adult learning by providing a framework that affords every educator an opportunity to enrich his/her practice.

Needs & Data Analysis

When determining professional development needs to improve student achievement and to ensure continues professional learning for our faculty and staff, the Naples CSD analyzes both qualitative and quantitative data associated with the following sources. In addition to providing focus and meaningful professional development based on the following sources, the district is committed to writing and revising curriculum aligned with the New York State Learning Standards, Common Core Learning Standards and national standards.

- New York State Learning Standards & Common Core Learning Standards

Naples Central School District Professional Development Plan 2016-2017

- National Learning Standards
- Post Graduate Expectations
- National, New York State, and Local Assessments
 - Grades 3 – 8
 - AP Scores
 - PSAT, SAT Scores
 - ACT Scores
 - Accuplacer Scores
 - Reading Recovery Scores
 - District Benchmarks
 - Subgroup Analysis
 - Running Reading Record
 - Regents Exams
 - AIMSWeb Data
- Data Warehouse Information
 - COHORT Groups
 - Longitudinal Data
- New York State Report Card Data
- Identified teacher learning needs generated through:
 - Teacher Leader Meetings
 - Department/Team Meetings
 - Grade Level Meetings
 - New Teacher Meetings
 - Mentors
 - Teacher APPR

Naples Central School District Professional Development Plan 2016-2017

- Surveys
- Workshop Evaluations

Professional Development Committee Membership

Administrators: Matthew Frahm, Kris Saucke, Bridget Ashton, Karen Mead, and Aubrey Krenzer

Teachers:

Chris Arsenault	Teacher/Department Chair	Elementary
Brenda Boylan	Teacher	Middle / High School
Analisa Chapman	Teacher	High School
Abigail Castle	Teacher/ Department Chair	Elementary
Matt Green	Teacher / Department Chair	High School
Joelle Grifa	Teacher	High School
Jean Black	Teacher	Elementary
Adam Robison	Teacher	High School

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Sarah Waltman	Special Education Teacher	Elementary
Bill Murphy	Guidance Counselor	High School
Anneke Radin-Snaith	Teacher/Technology Staff Developer	TOSA
Elizabeth Dormer	Teacher/Department Chair	Elementary
Carrie Grove	Teacher	TOSA
Scott Petrie	Teacher	High School

New York State Department Regulations and Requirements

This professional development plan is in compliance with Commissioner Regulations 100.2 (dd) that requires each district and BOCES to collaboratively create professional development plans that are reviewed annually. Additionally, professional development activities outlined in this plan provide teachers with the opportunities needed to meet and maintain the Continuing Teacher Leader Education (CTLE) requirements as defined by The Board of Regents in Subpart 80-6 of the Regulations of the Commissioner of Education to implement Chapter 56 of the Laws of 2015 relating to the registration process for any holder of a classroom teaching, school leader and teaching assistant certificate that is valid for life (Permanent, Professional and Level III Teaching Assistant) and the establishment of Continuing Teacher and Leader Education (CTLE) requirements for Professional and Level III Teaching Assistant certificate holders.

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Naples CSD, Wayne-Finger Lakes (W-FL) BOCES, and other approved professional development providers will provide Professional Certificate holders with certificates, physical or electronic, acknowledging completion of workshops, trainings, and professional development opportunities qualifying for CTLE credits. Such certificates will include: participant's name, title of the program attended, date and location of program, number of hours completed, and providing sponsor's name.

The content of the Naples CSD's professional development plan is being supported in part by BOCES, RBERN, RSE-TASC, Teacher Centers, Regional Information Centers and other approved school districts and vendors.

Philosophy

The purpose of the plan shall be to improve the quality of teaching and learning by ensuring that all administrators, teachers, teaching assistants, and other instructional staff participate in substantial professional development in order that they remain current with their profession and meet the learning needs of their students. We are committed to high-quality professional development to provide ongoing growth for practitioners within our organization, as well as to the assessment of ongoing professional development initiatives. Professional development provided to internal employees is tailored to the needs of the individual district, and building, progresses across grade levels (PreK-graduation) and when appropriate, is continuous and sustained.

We strive to provide professional development in alignment with the New York State Professional Development Standards (<http://www.highered.nysed.gov/tcert/pdf/pdstds.pdf>):

Naples Central School District Professional Development Plan 2016-2017

1. **Designing Professional Development:** Professional development design is based on data; is derived from the experience, expertise and needs of the recipients; reflects best practices in sustained job-embedded learning; and incorporates knowledge of how adults learn.
2. **Content Knowledge and Quality Teaching:** Professional development expands educators' content knowledge and the knowledge and skills necessary to provide developmentally appropriate instructional strategies and assess student progress.
3. **Research-based Professional Learning:** Professional development is research-based and provides educators with opportunities to analyze, apply, and engage in research.
4. **Collaboration:** Professional development ensures that educators have the knowledge, skill, and opportunity to collaborate in a respectful and trusting environment.
5. **Diverse Learning:** Professional development ensures that educators have the knowledge and skills to meet the diverse learning needs of all students.
6. **Student Learning Environments:** Professional development ensures that educators are able to create safe, secure, supportive, and equitable learning environments for all students.
7. **Parent, Family, and Community Engagement:** Professional development ensures that educators have the knowledge, skill, and opportunity to engage and collaborate with parents, families, and other community members as active partners in their children's education.

8. **Data-driven Professional Practice:** Professional development uses disaggregated student data and other evidence of student learning to determine professional development learning needs and priorities, to monitor student progress, and to help sustain continuous professional growth.
9. **Technology:** Professional development promotes technological literacy and facilitates the effective use of all appropriate technology.
10. **Evaluation:** Professional development is evaluated using multiple sources of information to assess its effectiveness in improving professional practice and student learning.

DISTRICT PRIORITIES AND COMMITMENTS

Student Engagement

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

STEAM Enhancement

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

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.

Organizational Professional Development Goals

1. Continue to align programs practices with NYSED Requirements, including Common Core Learning Standards for English Language Arts and Literacy in History/Social Studies, Science and Technical Subjects and for Mathematics, Annual Professional Performance Review (APPR), and data-driven decision making.
2. Continue to support the integration of advanced technology applications to improve instruction, enhance student engagement and maximize learning in a 21st century classroom.
3. Ensure that all members of the Naples CSD professional staff develop the skills, knowledge and strategies to effectively implement curriculum and best instructional practices to reach all students.
4. Ensure that all members of the Naples CSD professional staff develop the skills, knowledge and strategies to effectively support the social/emotional needs of students.

Action Plans

1. Objective: Continue to align programs practices with NYSED Requirements, including Common Core Learning Standards for English Language Arts and Literacy in History/Social Studies, Science and Technical Subjects and for Mathematics, Annual Professional Performance Review (APPR), and data-driven decision making.

Activities and Strategies:

- Data review
- Curriculum mapping
- Lucy Calkins Training
- Reading Recovery
- Levelled Literacy Instruction
- Common assessment development
- APPR training (NYSUT Rubric)
- Research based instructional practices
- Social Studies Framework and Inquiries
- Next Generation Science Standards
- Evidence Based Observation Cycle (NYSUT Rubric)
- Develop 3-D Science Assessments

2. Continue to support the integration of advanced technology applications to improve instruction, enhance student engagement and maximize learning in a 21st century classroom.

Activities and Strategies:

- Introduction of Schoology as a Learning Management System (LMS)
- Continued integration of mobile devices
- Blended learning
- Google Apps for Education
- Professional use of social media
- Makerspace
- Coding
- STEAM
- Product Design; Engineering; DDP; CAD; Electricity and Electronics
- Personalized Learning

3. Ensure that all members of the Naples CSD professional staff develop the skills, knowledge and strategies to effectively implement best instructional practices to reach all students.

Activities and Strategies:

- Project Based Learning
- Total Participation Techniques
- Reading in the content areas
- High level cognitive activities
- 21st century skills
- Student Self-Assessment
- Enhanced feedback practices
- Student voice in the classroom

4. Ensure that all members of the Naples CSD professional staff develop the skills, knowledge and strategies to effectively support the social/emotional needs of students.

Activities and Strategies:

- Character education
- Restorative practices
- TCI
- Ross Greene
- Fostering resilient learners
- Protective factors

Provisions for Mentoring Program

The Naples CSD Mentoring Program is defined by Board of Education policy, as outlined below:

All new teachers at Naples CSD holding an initial certificate will complete a mentored teaching experience within their first year of employment as a teacher. The purpose of the mentoring program is to provide support for new teachers, retention of teachers, and to increase the skills of new teachers.

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The mentoring program shall be developed and implemented consistent with any collective bargaining obligation required by Article 14 of the Civil Service Law (i.e., the Taylor Law); however, Commissioner's Regulation does not impose a collective bargaining obligation that is not required by the Taylor Law.

In accordance with Commissioner's Regulations, the elements of the mentoring program include:

Procedure for Selecting Mentors	<p>Each May, teachers will indicate in writing that they are interested in serving as a Mentor the following year. After compiling a Mentor Pool, the Administrative Team will select Mentors using the following criteria:</p> <ul style="list-style-type: none">• Must have four years of experience in the Naples Central School District• Be an effective resource for new teachers• Be tenured and permanently certified• Demonstrate instructional excellence and a solid knowledge of standards based planning and instruction• Be knowledgeable in their content area• Show evidence of continued development in the profession• Be familiar with building and district level systems• Have credibility with colleagues• Possess a positive and reflective attitude towards student learning,
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Naples Central School District Professional Development Plan 2016-2017

	achievement, and District goals/priorities/initiatives
Role of the Mentors	<p>The relationship between the mentors and the new teachers will be confidential. Playing a non-evaluative role in the mentoring process, Mentors will focus on helping the new teacher make a successful transition into the Naples Central School District with collaborative feedback, guidance, and support. In addition to attending the New Teacher Orientation in August and the four scheduled meetings during the school year, Mentors will be responsible for:</p> <ul style="list-style-type: none"> • Assisting new teachers as needed • Meeting with new teachers on a weekly basis • Modeling collegiality • Informally observing the new teacher at least twice during their first year • Facilitating opportunities for the new teacher to observe colleagues <p>Sharing problem solving strategies and reflective feedback</p>
Preparation of Mentors	<p>When mentors are selected, they will be given a basic orientation familiarizing them with the objectives and expectations of the Naples Mentoring Program. Mentors will be expected to attend the New Teacher Orientation in the summer, as well as the quarterly meetings which will</p>

Naples Central School District Professional Development Plan 2016-2017

	<p>be scheduled throughout the school year. In addition to meeting regularly with their mentees, mentors will play an active role in planning different activities and learning experiences for new staff members.</p>
<p>Types of Mentoring Activities</p>	<p>The types of mentoring activities may include but will not be limited to observations, regular meetings and discussions, joint lesson/unit planning, orienting the new teacher to the school community, reflecting on key instructional experiences, etc.</p>
<p>Time Allotted for Mentoring</p>	<p>In order to support the development of new teachers, time will be allotted for a summer orientation session, four meetings during the school year, the observation of other teachers, regular conversations regarding instruction, professional development opportunities that align with District priorities, etc.</p>

Provisions for School Violence Prevention and Intervention Training [REQUIRED ELEMENT FROM PART 100]

Naples CSD is committed to hiring teachers who have fulfilled the requirements of certification, including participation in workshops covering school prevention and intervention. Such workshops shall consist of at least two clock hours of training that includes but is not limited to, study in the warning signs within a developmental and social context that relate to violence and other troubling behaviors in children; the statutes, regulations, and policies relating to a safe nonviolent school climate; effective classroom management techniques and other academic supports that promote a nonviolent school climate and enhance learning; the integration of social and problem solving skill development for students within the regular curriculum; intervention techniques designed to address a school violence situation; and how to participate in an effective school/community referral process for students exhibiting violent behavior.

Upon request or determination of necessity, Naples CSD will provide refreshers on school violence prevention and intervention.

In instructional settings, Naples CSD will also utilize the interpersonal violence prevention education package provided by the State Education Department. These materials will be incorporated as part of the health or other related curricula or programs for students in grades K through 12.

In addition, staff members will undergo annual training on the emergency response plan, and that school safety training shall include components on violence prevention and mental health. Employees hired after the start of the school year will receive training within 30 days of hire.

Objective: 100% of staff will meet the State requirement for school violence and intervention training.

Strategies:

- 1. A district-wide safety team representing all stakeholders meets quarterly to review and revise the following district documents: student code of conduct, district attendance policy administration procedures, district-wide safety plan, and building level safety plans.*
- 2. At least annually the School District Resource Officer meets with each school's Building Emergency Response Team to review a menu of crisis situations, "drill each scenario, and update and revise the Emergency Plans as needed. The school's team and administration will train the school's staff on each of the various situations and scenarios.*
- 3. Each building principal ensures that annual updates are presented to students, parents and staff regarding behavioral expectations.*

Provisions for Teachers Certified in Bilingual and English Language Learner (ELL) Education (and ELL PD Requirements for other certificate holders)

Teachers possessing a Professional certificate in the certificate title of English to speakers of other languages (all grades) or a holder of a bilingual extension under section 80-4.3 of this Title must complete their CTLE hours with a minimum of 50 percent in language acquisition aligned with the core content area of instruction taught, including a focus on best practices for co-teaching strategies, and integrating language and content instruction for English language learners.

Naples Central School District Professional Development Plan 2016-2017

Districts will also provide other CTLE certificate holders, Professional and Level III Teaching Assistants, a minimum of 15 percent of the required CTLE clock hours dedicated to language acquisition unless the District meets exemption.

The Naples Central School District meets and has applied for an exemption from the professional development requirements in language acquisition for ELLs.

**There are fewer than 30 English language learner students enrolled or English language learners make up less than five percent of the Naples Central School District's student population as of such date as established by the commissioner.*

Recommended PD Provider:

Alicia Van Borssum, EdD

Coordinator, Project CELLS: Western NY Collaboration for English Language Learner Success

Warner Graduate School of Education

University of Rochester

Office: 585-276-4779

Mobile: 585-261-7460

REGULATION

2016

6159R

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Students

SUBJECT: REGISTRATION AND PROFESSIONAL DEVELOPMENT

Continuing Teacher and Leader Education (CTLE) Standards

District teachers and educational leaders must complete 100 hours of CTLE courses, programs, and activities provided by SED-approved sponsors to maintain their professional or Level III teaching assistant certificate. The District is an approved sponsor. Other approved sponsors may include BOCES, Teacher Centers, accredited state institutions of higher learning, professional organizations, and SED-approved education programs. The District's CTLE should follow these standards:

- 1) Professional development design is based on data; derived from the experience, expertise, and needs of the recipients; reflects best practices in sustained job-embedded learning; and incorporates knowledge of how adults learn.
- 2) Professional development expands content knowledge and the knowledge and skills necessary to provide developmentally appropriate instructional strategies and to assess student progress.
- 3) Professional development is research-based and provides opportunities to analyze, apply, and engage in research.
- 4) Professional development ensures that personnel have the knowledge, skill, and opportunity to collaborate to improve instruction and student achievement in a respectful and trusting environment.
- 5) Professional development ensures that personnel have the knowledge and skill to meet the diverse needs of all students.
- 6) Professional development assures that personnel have the knowledge and skill to create safe, secure, supportive, and equitable learning environments for all students.
- 7) Professional development ensures that personnel have the knowledge, skill and opportunity to engage and collaborate with parents, families, and other community members as active partners in children's education.
- 8) Professional development uses disaggregated student data and other evidence of student learning to determine professional development learning needs and priorities, to monitor student progress, and to help sustain continuous professional growth.
- 9) Professional development promotes technological literacy and facilitates the effective use of all appropriate technology.
- 10) Professional development is evaluated using multiple sources of information to assess its effectiveness in improving professional practice and student learning.

(Continued)

REGULATION

2016

6159R

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Students

SUBJECT: REGISTRATION AND PROFESSIONAL DEVELOPMENT (Cont'd.)

For credit-bearing university or college courses, each semester-hour of credit will equal 15 clock hours of CTLE credit, and each quarter-hour will equal ten clock hours of CTLE credit. For all other approved CTLE courses, one CTLE credit hour will constitute a minimum of 60 minutes of instruction or education.

Conditional Registration

If an employee does not complete the required CTLE within his or her registration period, he or she will not be registered by SED and cannot practice unless he or she completes the registration or conditionally registers. The SED may issue a conditional registration that allows a candidate up to one year to complete outstanding CTLE hours to remain eligible to teach or supervise in the District. When the certificate holder completes the remaining CTLE, SED will consider him or her registered for the remaining registration period.

If a certificate holder returns to practice in the District, he or she will be required to first register with SED. If the certificate holder is in the middle of a registration period when he or she becomes inactive and is no longer practicing, he or she must complete a minimum of 20 CTLE hours for every year he or she was practicing in an applicable school.

District Recordkeeping Responsibilities

The District must maintain a record of any professional development it conducts or provides for certificate holders for at least seven years from the completion date. The record will include:

- 1) The name of the professional certificate holder;
- 2) His or her teacher certification identification number;
- 3) The title of the program;
- 4) The number of hours completed; and
- 5) The date and location of the program.

The District will also maintain documents regarding its mentoring program implementation, including the name of each person receiving mentoring, his or her certificate identification number, type of mentoring activity, number of hours completed in the activity, and the name and certificate identification number of the person who provided the mentoring for at least seven years from the mentoring completion date.

(Continued)

REGULATION

2016

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Students

SUBJECT: REGISTRATION AND PROFESSIONAL DEVELOPMENT (Cont'd.)

District Reporting Responsibilities

Each year, the Superintendent will certify to the Commissioner that the District has a professional development plan in place and that it has complied with that plan.

The District will also annually report to SED information about its employed certificate holders' completion of professional development. Before doing so, the District will verify the accuracy of the information with the certificate holder.

Certificate Holder Responsibilities

Employees must maintain records of all professional development courses, programs, and activities undertaken for at least three years from the completion date. The records will include:

- 1) The title of the program;
- 2) The total number of hours completed;
- 3) The number of hours completed in language acquisition;
- 4) The sponsor's name and any identifying number;
- 5) Attendance verification; and
- 6) The date and location of the program.

Adopted: 10/17/16

REGULATION

2016

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Students

SUBJECT: DIPLOMA OR CREDENTIAL OPTIONS FOR STUDENTS WITH DISABILITIES

In addition to all graduation options afforded general education students, students with disabilities may earn the following diplomas or credentials:

Safety Net Options

These options allow a student to graduate with a local diploma:

1. Low-pass: students must achieve a score of 55 or higher on five required Regents exams.
2. Low-pass with appeal: available to students who score 52-54 on a Regents exam, successfully appeal that score, and meet all appeal conditions.
3. Regents Competency Test (RCT): a student who enters grade 9 before September 2011 must pass a corresponding RCT if he or she does not attain a score of 55 or higher on the Regents examination.
4. Compensatory: except for scores on ELA and math exams, students may use one Regents exam score of 65 or above to compensate for a Regents exam score of 45-54. Students must score at least 55 (or successfully appeal a score of 52-54) on both the ELA and a math exam.
5. Superintendent's determination: students who are unable to demonstrate their proficiency on standard state assessments because of one or more disabilities may be able to graduate upon Superintendent review and written certification of their eligibility. Students must score 55 or higher on the ELA and one math Regents exam (or successfully appeal a score between 52-54). They must also participate in at least one social studies Regents exam, one science Regents exam, and either one Pathway exam (or meet the Career Development and Occupational Studies commencement credential requirements) or the low pass, compensatory, or low pass with appeal safety net options. The Superintendent must review every student who does not meet graduation standards through the appeal and safety net options for potential eligibility under this determination.

Other eligibility criteria, such as attendance and completing course credits, apply to these options.

Career Development and Occupational Studies (CDOS) Commencement Credentials

Any student who is not assessed using the New York State Alternate Assessment (NYSAA) may earn the CDOS commencement credential as a supplement to a Regents or local diploma, or as his or her only exiting credential if the student attended school for at least 12 years, excluding kindergarten.

(Continued)

REGULATION

2016

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Students

SUBJECT: DIPLOMA OR CREDENTIAL OPTIONS FOR STUDENTS WITH DISABILITIES (Cont'd.)

The student must meet criteria specified by the State Education Department (SED) confirming that he or she has attained the standards-based knowledge and skills necessary for entry-level employment.

The student must either:

- 1) Develop a career plan, demonstrate that he or she attained commencement-level CDOS learning standards in the areas of career exploration and development, integrated learning, and universal foundation skills, complete the required Career and Technical Education coursework and work-based learning, and have at least one completed employability profile; or
- 2) Meet the criteria of a nationally recognized work-readiness credential.

This credential will be similar in form to a diploma, will be endorsed by the Board of Regents, and will certify the student's readiness for entry-level employment.

Skills and Achievement (SA) Commencement Credential

Students with severe disabilities who are assessed using the NYSAA may earn the SA commencement credential. They must attend school for at least 12 years, excluding kindergarten. The District must document the student's skills, strengths, and levels of independence in academic, career development, and foundation skills needed for post-secondary life.

This credential will be similar in form to a diploma and will state that it is based on alternate academic achievement standards.

Continuing Attendance Eligibility

If a student earns the CDOS or SA commencement credential without a Regents or local diploma, the credential will be accompanied by a written statement of assurance confirming his or her eligibility to continue attending school in the District, without paying tuition, until the student earns a diploma or turns 21, whichever occurs first.

SUBJECT: SCHOOL SAFETY PLANS

The District considers the safety of its students and staff to be of the utmost importance and is keenly aware of the evolving nature of threats to schools. As such, it will address those threats accordingly through appropriate emergency response planning. The District-wide school safety plan and the building-level emergency response plan will be designed to prevent or minimize the effects of serious violent incidents and emergencies and to facilitate the coordination of schools and the District with local and county resources in the event of these incidents or emergencies.

These plans will be reviewed by the appropriate team on an annual basis and updated as needed by September 1. Specifically, the Board will make each District-wide school safety plan available for public comment at least thirty (30) days prior to its adoption. The District-wide school safety plans may only be adopted by the Board after at least one public hearing that provides for the participation of personnel, parents, students, and any other interested parties. Additionally, the District-wide school safety plan will designate the Maura Sullivan or designee as the chief emergency officer responsible for coordinating communication between school staff and law enforcement and first responders, and for ensuring staff understanding of this plan. Similarly, the Superintendent will be responsible for ensuring the completion and yearly updating of building-level emergency response plans.

As the District has two school buildings, in accordance with relevant law and regulation, it will develop separate district-wide and building-level plans as described above.

District-Wide School Safety Plan

District-wide school safety plan means a comprehensive, multi-hazard school safety plan that covers all school buildings of the District, addresses crisis intervention, emergency response and management at the District level and has the contents as prescribed in Education Law and Commissioner's Regulations.

The District-wide school safety plan shall be developed by the District-wide school safety team appointed by the Board. The District-wide team will include, but not be limited to, representatives of the Board, student, teacher, administrator, and parent organizations, school safety personnel and other school personnel.

The plan will further address, among other items as set forth in Education Law and Commissioner's regulations, how the District will respond to implied or direct threats of violence by students, teachers, other school personnel as well as visitors to the school, including threats by students against themselves (e.g. suicide).

Building-Level Emergency Response Plan

Building-level school safety plan means a plan that addresses crisis intervention, emergency response and management at the building level and has the contents as prescribed in Education Law and Commissioner's Regulations. As part of this plan, the District will define the chain of command in a manner consistent with the National Incident Management System (NIMS)/Incident Command System (ICS).

(Continued)

SUBJECT: SCHOOL SAFETY PLANS (Cont'd.)

The building-level emergency response plan will be developed by the building-level emergency response team. The building-level emergency response team is a building-specific team appointed by the Building Principal, in accordance with regulations or guidelines prescribed by the Board. The building-level team shall include, but not be limited to, representatives of teacher, administrator, and parent organizations, school safety personnel and other school personnel, community members, law enforcement officials, fire officials, or other emergency response agencies, and any other representatives the Board deems appropriate.

Training Requirement

The District will submit certification to the New York State Education Department that all District and school staff have received annual training on the emergency response plan, and that this training included components on violence prevention and mental health. New employees hired after the start of the school year will receive training within 30 days of hire, or as part of the District's existing new hire training program, whichever is sooner.

Filing/Disclosure Requirements

The District will file a copy of its District-wide school safety plan and any amendments with the Commissioner of Education no later than thirty (30) days after its adoption. A copy of each building-level emergency response plan and any amendments will be filed with the appropriate local law enforcement agency and with the state police within thirty (30) days of its adoption. Building-level emergency response plans will be kept confidential and **are not** subject to disclosure under the Freedom of Information Law (FOIL) or any other provision of law.

Homeland Security Presidential Directives - HSPD-5, HSPD-8
Homeland Security Act of 2002, 6 USC § 101
Education Law Section 801, 2801-a
Public Officers Law Article 6
8 New York Code of Rules and Regulations (NYCRR) Section 155.17

Adopted: 06/27/07
Revised: 10/17/16

SUBJECT: FIRE DRILLS, BOMB THREATS AND BUS EMERGENCY DRILLS**Fire Drills**

The administration of each school building will instruct and train students on appropriate emergency responses, through fire and emergency drills, in the event of a sudden emergency.

Fire and emergency drills will be held at least twelve (12) times in each school year; eight (8) of these will be evacuation drills and will be completed by December 31. Four of these eight required drills will be through use of the fire escapes on buildings where fire escapes are provided or identified secondary exits, and the other four drills will be lock-down drills. Drills will be conducted at different times of the school day. Students will also be instructed in the procedures to be followed in the event that a fire occurs during the regular school lunch period or assembly, however, this additional instruction may be waived if a drill is held during the regular lunch period or assembly.

Summer School

At least two (2) additional drills shall be held during summer school in buildings where summer school is conducted and one (1) of these drills shall be held during the first week of summer school.

After-School Programs

The Building Principal or his/her designee shall require those in charge of after-school programs, events, or performances attended by any individuals unfamiliar with that school building, to announce at the beginning of such programs the procedures to be followed in the event of an emergency.

Bomb ThreatsSchool Bomb Threats

A bomb threat, even if later determined to be a hoax, is a criminal action. No bomb threat should be treated as a hoax when it is first received. Upon receiving any bomb threat, the school has an obligation and responsibility to ensure the safety and protection of the students and other occupants of the school. This obligation takes precedence over a search for a suspect object. Prudent action is dependent upon known information about the bomb threat - location, if any; time of detonation; etc. Specific procedures as to appropriate responses as a result of a bomb threat can be located in the building-level emergency response plan, as required by relevant law and regulation.

Police Notification and Investigation

Appropriate law enforcement agencies must be notified by the building administrator or designee of any bomb threat as soon as possible after receiving the threat. Law enforcement officials will contact, as the situation requires, fire and/or county emergency coordinators according to the county emergency plan.

SUBJECT: FIRE DRILLS, BOMB THREATS AND BUS EMERGENCY DRILLS (Cont'd.)**Implementation**

The Superintendent or his/her designee will develop written procedures to implement the terms of this policy. Additionally, these procedures will be incorporated in the District-wide School Safety Plan and the building level emergency response plan, with provisions to provide written information to all staff and students regarding emergency procedures by October 1 of each school year, an annual drill to test the emergency response procedures under each of its building level emergency response plans; and the annual review of the District-wide and building level emergency response plans, along with updates as necessary, by September 1, as mandated by law or regulation.

Bus Emergency Drills

The administration will conduct a minimum of three (3) emergency drills to be held on each school bus during the school year. The first drill will be conducted during the first seven days of school, the second drill between November 1 and December 31, and the third drill between March 1 and April 30. No drills will be conducted when buses are on routes.

Students who ordinarily walk to school shall also be included in the drills. Students attending public and nonpublic schools who do not participate in regularly scheduled drills will also be provided drills on school buses, or as an alternative, will be provided classroom instruction covering the content of these drills.

Each drill will include practice and instruction in the location, use, and operation of the emergency door, fire extinguishers, first-aid equipment, and windows as a means of escape in the event of fire or accident. Similarly, students will be instructed on all topics mandated by relevant sections of the Education Law and Commissioner's regulations, including, but not limited to, the following:

- a) Safe boarding and exiting procedures with specific emphasis on when and how to approach, board, disembark, and move away from the bus after disembarking;
- b) Advancing at least ten feet in front of the bus before crossing the highway after disembarking; and
- c) Orderly conduct as bus passengers.

(Continued)

SUBJECT: FIRE DRILLS, BOMB THREATS AND BUS EMERGENCY DRILLS (Cont'd.)Instruction on Use of Seat Belts

When students are transported on school buses equipped with seat safety belts, the District will ensure that all students who are transported on any school bus owned, leased or contracted for by the District will receive instruction on the use of seat safety belts. This instruction will be provided at least three (3) times each year to both public and nonpublic school students who are so transported and shall include, but not be limited to:

- a) Proper fastening and release of seat safety belts;
- b) Acceptable placement of seat safety belts on students;
- c) Times at which the seat safety belts should be fastened and released; and
- d) Acceptable placement of the seat safety belts when not in use.

Education Law Sections 807, 2801-a and 3623

Penal Law Sections 240.55, 240.60 and 240.62

8 New York Code of Rules and Regulations (NYCRR) Sections 155.17, 156.3(f), 156.3(g) and 156.3(h)(2)

Adopted: 06/27/07

Revised: 10/03/12

Revised: 10/17/16

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

Officers and employees of the 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 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 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 or 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 or her in the course of his or 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 or 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 or 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.)

No employee, officer or agent will participate in selecting, awarding, or administering a contract supported by a federal award if he or she has a real or apparent conflict of interest. These conflicts could arise when the employee, officer, or agent, any member of his or her immediate family, his or her partner, or an organization that employs or is about to employ any of these parties has a financial or other interest in or a tangible personal interest benefit from a firm considered for a contract. The employees, officers, and agents must neither solicit nor accept gratuities, favors, or anything of monetary value from contractors or parties to subcontracts. The District may, however, set standards for situations where the financial interest is not substantial or the gift is an unsolicited item of nominal value.

"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 or her spouse, minor children and dependents, except a contract of employment with the District; a firm, partnership or association of which he or 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 or her.

The provisions of the preceding four 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. Any written disclosure will be made part of and included in the official minutes of the relevant Board meeting.

(Continued)

SUBJECT: CODE OF ETHICS FOR BOARD MEMBERS AND ALL DISTRICT PERSONNEL (Cont'd.)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 or her official duties, or that would otherwise impair his or her independence of judgment in the exercise or performance of his or 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 or her official duties.

Future employment

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

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.

Penalties

Any person who knowingly or intentionally violates any of the provisions of this policy may be fined, suspended, removed from office or employment, or subject to additional or other penalties as provided by law.

Education Law Section 410
General Municipal Law Article 18 and §§800-809
2CFR 200.318(c)(1)

Adopted: 06/27/07
Revised: 03/16/16
Revised: 10/17/16

SUBJECT: REGISTRATION AND PROFESSIONAL DEVELOPMENT**Registration**

All employees holding a lifetime certificate in classroom teaching, teaching assistant, or educational leadership service (school building leader, school district leader, or school district business leader) must register with the State Education Department (SED) every five years through the TEACH system. Only registered employees may teach or supervise in the District.

Teachers and administrators with a permanent, professional, or a Level III teaching assistant certificate issued before July 1, 2016 must apply for initial registration during the 2016-2017 school year during their birth month. These certificate holders must thereafter renew their registration every five years during their birth month.

Teachers and administrators with a professional or a Level III teaching assistant certificate issued on or after July 1, 2016 will be automatically registered. These certificate holders must thereafter renew their registration every five years during their birth month.

Certificate holders who do not timely register may not be employed and may be subject to monthly late fees after the first, transitional five-year registration period. Employees who change their name or address must also update SED within 180 days through the TEACH system.

Continuing Teacher and Leader Education (CTLE) Credit Hours

All District teachers and educational leaders with a professional or Level III teaching assistant certificate must complete 100 hours of acceptable CTLE during each five-year registration period to maintain a valid certificate. This requirement may be completed at any time over the course of a five-year period. Credit hours cannot carry over, however, to subsequent registration periods.

SED sets high standards for courses, programs, and activities that qualify for CTLE credit, and it must approve all CTLE sponsors. Generally, acceptable CTLE will be in the content area of any certificate title held by an individual or in pedagogy. Further, the CTLE will be aligned with professional development standards created by the New York Professional Standards and Practices Board for Teaching.

The District will describe opportunities for teachers and administrators to engage in CTLE in its Professional Development Plan. The District will provide CTLE opportunities that improve student performance and the teacher's or administrator's pedagogical or leadership skills, and that promote professionalism. A peer-review teacher or principal acting as an independent trained evaluator who conducts a classroom observation as part of a teacher evaluation under relevant sections of the Education Law may apply the observation time to fulfilling CTLE requirements. Time spent mentoring may also be counted toward required CTLE credit hours.

(Continued)

SUBJECT: REGISTRATION AND PROFESSIONAL DEVELOPMENT (Cont'd.)**Language Acquisition CTLE and Exemption**

Employees holding an English to speakers of other languages certificate or bilingual extension annotations are required to complete 50 CTLE hours in language acquisition aligned with the core content area of instruction taught, including a focus on best practices for co-teaching strategies, and integrating language and content instruction for English Language Learner (ELL) students. All other certificate holders must complete at least 15 CTLE hours dedicated to language acquisition addressing the needs of ELLs, including a focus on best practices for co-teaching strategies and integrating language and content instruction for ELLs. Employees holding a Level III teaching assistant certificate must complete at least 15 CTLE hours in language acquisition addressing the needs of ELLs and integrating language and content instruction for ELLs.

Employees may be eligible for a waiver of language acquisition CTLE requirements. Each school year when there are fewer than 30 ELL students enrolled in the District or ELLs make up less than 5% of the total student population, the District may obtain an exemption. If the District obtains this exemption, employees would be exempt from the language acquisition CTLE requirement for each year that they are employed in the District.

CTLE Adjustments

The Commissioner may adjust an employee's number of CTLE hours or time to complete them due to poor health, as certified by a health-care provider; extended active duty in the Armed Forces; or other acceptable good cause.

Any employee who obtains certification from the National Board for Professional Teaching Standards will be considered CTLE-compliant for the registration period in which he or she obtains this certification. The employee must still meet any language acquisition requirements, however.

Recordkeeping and Reporting Requirements

Employees must maintain a record of completed CTLE for at least three years from the end of the applicable registration period. The District will maintain a record of any professional development it conducts or provides for at least seven years from the date of completion. The District will also submit all required reports to SED each year.

Education Law §§ 3006, 3006-a, 3012-d
8 NYCRR §§ 80-6, 100.2(dd)

NOTE: Refer also to Policy #6160 -- Professional Growth/Staff Development

Adopted: 10/17/2016

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

\$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)

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

(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

SUBJECT: GRADUATION OPTIONS/EARLY GRADUATION/ACCELERATED PROGRAMS

To graduate from the District, a student must meet or exceed the requirements set forth in Part 100 of the Commissioner's regulations. The Board may establish graduation requirements that exceed the minimum standards set by the Board of Regents. The District will award the appropriate diploma, credential, or both to students.

Pathways to Graduation

Students must pass the required number of Regents examinations or approved alternative exams and meet any further graduation requirements; these requirements may include passing an approved pathways assessment, other assessment, or an additional exam that measure an equivalent level of knowledge and skill. Students who fail certain Regents examinations may appeal the result in accordance with Commissioner's regulations.

Early Graduation

A student may be eligible for early graduation (fewer than eight semesters) if the student completes all requirements for graduation, excluding physical education. The District will consult with appropriate personnel, the student, and persons in parental relation, and consider factors such as the student's grades, performance in school, future plans, and benefits to graduation early in making its decision.

Accelerated ProgramsEighth Grade Acceleration for Diploma Credits

Eighth grade students may take appropriate high school courses. The Superintendent or designee will determine whether an eighth grade student is eligible to take high school courses using criteria that examines each student's readiness. By the end of seventh grade, accelerated students must receive instruction designed to facilitate their attainment of the State intermediate learning standards in each subject area in which they are accelerated.

Advanced Placement

Advanced Placement examinations afford students the opportunity to earn credit or advanced standing in many colleges and universities. The College Board administers a variety of AP examinations in May of each year. The District will determine a student's readiness for enrollment in any AP class.

(Continued)

SUBJECT: GRADUATION OPTIONS/EARLY GRADUATION/ACCELERATED PROGRAMS (Cont'd.)**Dual Credit for College Courses**

Students who have demonstrated intellectual and social maturity may choose to matriculate at any one of the colleges that have a cooperative agreement with the District. Students who wish to enroll in college-level coursework must meet all academic, grade level, and coursework requirements. These opportunities may include early admission to college, collegiate-level work offered in the High School, or other means of providing advanced work. The administration will review and approve college courses before they are taken during the school day. The Board will not pay tuition and other related costs for those High School students enrolled in college courses.

Online Coursework

The District may offer students the ability to complete general education and diploma requirements for a specific subject through online instruction or blended coursework that combines online and classroom-based instruction.

To receive credit for this online coursework, students must successfully complete an online or blended course and demonstrate mastery of the learning outcomes for the subject by passing the Regents exam and/or other assessment in the subject area.

8 N.Y. Code of Rules and Regulations (NYCRR) Sections 100.1(i), 100.2(f), 100.4(d), 100.5, 100.6 and 200.5

NOTE: Refer also to: Policy #7222 – Diploma and/or Credential Options for Students with Disabilities

Adopted: 06/27/07
Revised: 11/03/10
Revised: 05/02/12
Revised: 12/18/13
Revised: 11/04/15
Revised: 08/18/16
Revised: 10/17/16

Students

SUBJECT: DIPLOMA AND/OR CREDENTIAL OPTIONS FOR STUDENTS WITH DISABILITIES

The District will provide students with disabilities appropriate opportunities to earn a diploma or other exiting commencement credential in accordance with Commissioner's regulations. During the student's annual review, the District will evaluate graduation opportunities and identify the means to achieve them. As part of this process, the District:

- a) Will coordinate activities with guidance personnel and BOCES staff to ensure that students meet credit and sequence requirements and to consider them for vocational opportunities.
- b) May modify instructional techniques and materials. Any modifications will be included on a student's Individual Education Plan (IEP) so that they can be implemented consistently throughout the student's program.
- c) Will review special education instructional programs to ensure equivalency with the same courses taught in the general education program.
- d) Will coordinate communication between special and general education staff so that all staff members understand required skills and competencies, and to establish equivalency of instruction in special education classes.

Graduation and transition plans will take into account the various pathways available to these students. For students with IEPs, the District will plan transition services for post-secondary life as early as possible, but no later than the school year in which the student turns age 15. The transition activities will be focused on improving both the student's academic and functional achievement. The plan will explore post-secondary opportunities and employment options and, if applicable, connection with adult service agencies that may provide the student with services after exiting school.

The District may award these diplomas or credentials, or both:

- a) Local diploma: available to students with an IEP or a Section 504 accommodation plan that specifies a local diploma. Students must comply with credit requirements. The available assessments to earn a local diploma include:
 1. Low-pass safety net option: students must achieve a score of 55 or higher on five required Regents exams.
 2. Low-pass safety net and appeal: available to students who score 52-54 on a Regents exam, successfully appeal that score, and meet all appeal conditions.
 3. Regents Competency Test (RCT) safety net option: a student who enters grade 9 before September 2011 must pass a corresponding RCT if he or she does not attain a score of 55 or higher on the Regents examination.

(Continued)

SUBJECT: DIPLOMA AND/OR CREDENTIAL OPTIONS FOR STUDENTS WITH DISABILITIES (Cont'd.)

4. Compensatory safety net option: except for scores on ELA and math exams, students may use one Regents exam score of 65 or above to compensate for a Regents exam score of 45-54. Students must score at least 55 (or successfully appeal a score of 52-54) on both the ELA and a math exam.
 5. Superintendent's determination: students who are unable to demonstrate their proficiency on standard state assessments because of one or more disabilities may be able to graduate upon the Superintendent's review and written certification of their eligibility. The Superintendent must review every student who does not meet graduation standards through the appeal and safety net options for potential eligibility under this determination.
- b) Career Development and Occupational Studies commencement credential (CDOS): any student who is not assessed using the New York State Alternate Assessment (NYSAA) may earn the CDOS commencement credential as a supplement to a Regents or local diploma or as his or her only exiting credential if the student attended school for at least 12 years, excluding kindergarten. The student must meet criteria specified by the State Education Department (SED) confirming that he or she has attained the standards-based knowledge, skills, and abilities necessary for entry-level employment.
- c) Skills and Achievement commencement credential: students with severe disabilities who are assessed using the NYSAA may earn the SA commencement credential. They must attend school for at least 12 years, excluding kindergarten. The District must document the student's skills, strengths, and levels of independence in academic, career development, and foundation skills needed for post-secondary life.

Education Law Sections 3202 and 4402
8 NYCRR Sections 100.1, 100.2, 100.5, 100.6, 200.4 and 200.5

NOTE: Refer also to Policy #7220 -- Graduation Requirements/Early Graduation/Accelerated Programs

Adopted: 06/27/07
Revised: 02/16/11
Revised: 02/15/12
Revised: 05/02/12
Revised: 01/09/13
Revised: 10/16/13
Revised: 10/17/16

Students

SUBJECT: SEARCHES AND INTERROGATIONS OF STUDENTS

A student may be searched and prohibited items seized on school grounds or in a school building by an authorized District official only when he or she has reasonable suspicion to believe the student has engaged in or is engaging in activity which is in violation of the law and/or the rules of the school (i.e. the District Code of Conduct). The reasonableness of any search involves a twofold inquiry. (1) School officials must first determine whether the action was justified at its inception, and (2) determine whether the search, as actually conducted, was reasonably related in scope to the circumstances which justified the interference in the first place.

Factors to be considered in determining whether reasonable suspicion exists to search a student include:

- a) The age of the student;
- b) The student's record and past history;
- c) The predominance and seriousness of the problem in the school where the search is directed;
- d) The probative value and reliability of the information used as a justification for the search;
- e) The school official's prior knowledge of and experience with the student; and
- f) The urgency to conduct the search without delay.

If reasonable suspicion exists to believe that a student has violated or is violating the law and/or school rules, it is permissible for an authorized school official to search that student's outer clothing, pockets, or property. The search may include, but is not limited to, the student's outer clothing such as a jacket or coat, pockets, backpack, and/or purse. Whenever possible, searches will be conducted by a staff member of the same sex as the student and another staff member will be present as a witness.

Strip Searches

A strip search is a search that requires a student to remove any or all of his or her clothing, other than an outer coat or jacket. Strip searches are intrusive in nature and are almost never justified. If school officials have highly credible evidence that such a search would prevent danger or yield evidence, such a search may be conducted under exigent circumstances. In the alternative, if school authorities believe there is an emergency situation that could threaten the safety of others, the student will, to the extent practicable, be isolated and secured. Police and parents will be contacted immediately.

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Students

SUBJECT: SEARCHES AND INTERROGATIONS OF STUDENTS (Cont'd.)**Scope of Search**

School officials are authorized to conduct searches of students and their belongings if the authorized school official has reasonable suspicion to believe that the search will produce evidence that the student has violated or is violating the law and/or the *Code of Conduct*.

School officials, whenever possible, will seek the least intrusive means to conduct a search to safeguard the privacy interests of students in their person and property.

Searches and Seizure of School Property

Student desks, lockers, textbooks, computers, and other materials, supplies or storage spaces loaned by the school to students remain the property of the school, and may be opened and inspected by school employees at any time without prior notice and without their consent. The purpose of these searches, when they occur, is to ensure the safety of students, faculty and staff, enhance school security and prevent disruptions of the learning environment. Students have no reasonable expectation of privacy with respect to school property; and school officials retain complete control over such property. However, a student's personal belongings contained within the locker, desk, etc. are subject to the reasonable suspicion standard for searches by an authorized school official.

Parent Notification

The student's parent or guardian will be notified if any illegal, prohibited, or dangerous articles or materials are found in the student's locker, vehicle, or other property or possessions, or on the student's person, as a result of a search conducted in accordance with this policy.

Documentation of Searches

The designated school official conducting the search will be responsible for the custody, control and disposition of any illegal, prohibited or dangerous items taken from the student. The school official or his or her designee must clearly label each item taken from the student and retain control of the item(s) until the item(s) is turned over to the police or secured by alternate means.

This school official will also be responsible for promptly documenting information about the search including, but not limited to, the reasons for the search, the purpose of the search, the type and scope of the search, and the results of the search.

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SUBJECT: SEARCHES AND INTERROGATIONS OF STUDENTS (Cont'd.)**Questioning of Students by School Officials**

School officials have the right to question students regarding any violations of school rules and/or illegal activity. In general, administration may conduct investigations concerning reports of misconduct which may include, but are not limited to, questioning students, staff, parents/guardians, or other individuals as may be appropriate and, when necessary, determining disciplinary action in accordance with applicable due process rights.

Should the questioning of students by school officials focus on the actions of one particular student, the student will be questioned, if possible, in private outside the presence of other students, by the appropriate school administrator(s). The student's parent or guardian may be contacted; the degree, if any, of parent or guardian involvement will vary depending upon the nature and the reason for questioning, and the necessity for further action which may occur as a result.

The questioning of students by school officials does not preclude subsequent questioning/interrogations by police authorities as otherwise permitted by law. Similarly, the questioning of students by school officials does not negate the right/responsibility of school officials to contact appropriate law enforcement agencies, as may be necessary, with regard to such statements given by students to school officials.

School officials acting alone and on their own authority, without the involvement of or on behalf of law enforcement officials are not required to give the so-called "Miranda warnings" (i.e., advising a person, prior to any custodial interrogations as defined in law, of the right to remain silent; that any statement made by the individual may be used as evidence against him/her; and that the individual has the right to the presence of an attorney, either retained or appointed) prior to the questioning of students.

If deemed appropriate and/or necessary, the Superintendent/designee may also review the circumstances with School District legal counsel so as to address concerns and the course of action, if any, which may pertain to and/or result from the questioning of students by school officials.

Law Enforcement Officials

A cooperative effort will be maintained between the school administration and law enforcement agencies. Law enforcement officials may be summoned in order to conduct an investigation of alleged criminal conduct on school premises or during a school-sponsored activity, or to maintain the educational environment. They may also be summoned for the purpose of maintaining or restoring order when the presence of such officers is necessary to prevent injury to persons or property.

Administrators have the responsibility and the authority to determine when the assistance of law enforcement officers is necessary within their respective jurisdictions.

Periodic drug dog searches will be conducted under the jurisdiction of law enforcement officers.

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SUBJECT: SEARCHES AND INTERROGATIONS OF STUDENTS (Cont'd.)**School Resource Officers**

Districts may utilize School Resource Officers (SROs), law enforcement officers who work within the school building. There are different types of SROs: those employed by the District and those employed by local law enforcement. SROs, acting in their capacity as law enforcement, are held to a different search standard than District staff. Searches by law enforcement SROs must be justified by probable cause, not the District's standard of reasonable suspicion. District staff need to clearly establish who is initiating and conducting a search, the District or law enforcement, and that the appropriate standard for such a search has been met.

Dissemination of Information

Copies of this Regulation will be distributed to students when they enroll in school, and will be included in the District *Code of Conduct* available to students and parents at the beginning of each school year.

Interrogation of Students by Law Enforcement Officials

Generally, police authorities may only interview students on school premises without the permission of the parent or guardian in situations where a warrant has been issued for the student's arrest (or removal). Police authorities may also question students for general investigations or general questions regarding crimes committed on school property. In all other situations, unless an immediate health or safety risk exists, if the police wish to speak to a student without a warrant they should take the matter up directly with the student's parent/guardian.

Whenever police wish to question a student on school premises, administration will attempt to notify the student's parent/guardian.

If possible, questioning of a student by police should take place in a private area outside the presence of other students but in the presence of the Building Principal or designee.

Child Protective Services' Investigations

Occasionally, Child Protective Services (CPS) may desire to conduct interviews of students on school property. These interviews generally pertain to allegations of suspected child abuse or neglect. The Board encourages cooperation with Child Protective Services with respect to access to records and access to any child named as a victim, any of the victim's siblings, or any other child residing in the same home as the named victim, in accordance with applicable law.

Education Law Sections 1604(9) and (30), 1709(2), 1709(33) and 2801
Family Court Act Section 1024
Social Services Law Sections 411-428
8 New York Code of Rules and Regulations (NYCRR) Section 100.2(1)

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