

**BOARD MEETING:** Regular  
**DATE:** Wednesday, November 4, 2015  
**TIME:** 6:30 p.m.  
**PLACE:** Naples High School Cafeteria

I. Meeting Called to Order

II. Roll Call

III. Adopt the Agenda of the Regular Meeting of November 4, 2015 (Board Action)

IV. Executive Session (Board Action)

V. Pledge of Allegiance

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

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

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

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

VII. Points of Interest

VIII. Superintendent Recognitions & Updates

- NCS Bright Spots
- Visioning Process Update
- Annual Department Chair Report Preview
- Emergency Go Home Drill
- Tax Cap: Consumer Price Index (CPI)
- Special Education State Review

IX. Board Reports

- Facilities Committee
- WFL BOCES Meeting

X. Minutes (Board Action)

- Regular Meeting of October 21, 2015

XI. Business / Financial (Board Action)

- Policy Updates
- Discards

XII. Consent Agenda Items (Board Action)

- CSE, CPSE & 504 Recommendations
- Volunteer
- Substitutes
  - School Bus Driver
  - School Bus Monitor
  - Teacher Aides
  - Teachers

## **Regular Meeting**

**November 4, 2015**

Minutes of a Regular Meeting of the Board of Education of Naples Central School held on Wednesday, November 4, 2015 at 6:32p.m. in the Naples High School Cafeteria.

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

Members Absent:

Also Present: Matthew Frahm, Mitchell Ball, Kristina Saucke, Justin Stuck, and Karen Mead.

Guests: Diann Payne and Shirley Riffle

A quorum being present, the meeting was called to order at 6:32 p.m. by Board President Margo Ulmer.

**Motion: Jacob Hall**

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

Resolved, that the Board of Education approves the agenda of the Regular Meeting of November 4, 2015 as presented.

**Voting Yes: 9**

**Motion Carried**

**Voting No: 0**

**Motion: Jacob Hall**

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

Resolved, that the Board of Education approves calling an executive session at 6:33 p.m. for the purpose of discussing the employment history of a particular person or persons, and for collective negotiations with the CSEA Support Staff Unit #7853.

**Voting Yes: 9**

**Motion Carried**

**Voting No: 0**

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

### **Public Comments**

None

### **Board Response**

None

### **Points of Interest**

Board Member Carter Chapman discussed his experience attending the NYSSBA Conference, noting a lot of good information was presented and he would recommend attending to the other Board Members.

Superintendent Matthew Frahm asked the Board Members if they would be interested in taking a walking tour of the Elementary school, noting it would be a half day activity including lunch in

the cafeteria. A majority of the board indicated they would be able to attend. Mr. Frahm stated he would try to schedule the tour for some time in December.

Board Member Robert Hotchkiss extended his congratulations to all of the fall athletes, noting they all had a great season.

Superintendent Matthew Frahm congratulated Student Representative Elizabeth Friend for her participation in the Soccer sectionals final game in Houghton.

### **Superintendent Recognitions & Updates**

**NCS Bright Spots:** Mr. Frahm highlighted the work that English teacher Mrs. Weller and her students are doing and invited the board to participate in the NCS Community NCS Book Discussion of “How to Say Goodbye in Robot” at 1:45 p.m. on December 4<sup>th</sup>, noting the book was chosen by Mrs. Weller’s Young Adult Literature Class, adding if anyone is interested he could get them the book to read before the discussion. Mr. Frahm noted it is a neat twist on the two sort of cultural centers of Naples, the Naples Library and the School, partnering together and having the students play an active role.

**Visioning Process:** Superintendent Frahm noted one of the board goals is developing a vision statement, suggesting that the board reach out to the community personally, taking time to identify a representative group of students, staff and community members; go out and ask them a set number of questions asking about strengths of Naples; benefits we have; weaknesses where we know improvements are possible; engaging people to talk about the purpose of the District and where we are headed; gathering their input; measuring what we value as a district; and developing a vision for where the district wants to be in five years. Board discussion followed pertaining to the proposal and the board agreed with the proposal for developing a vision statement.

**Annual Department Chair Report Preview:** Superintendent Frahm stated the department chair reports be given starting in December through January and will be grouped thematically as follows and noting the what information each group will be asked to address:

November 14, 2015: Career Counseling

December 2, 2015 - Science, Technology, Fine Arts and Math

December 16, 2015 - English, Social Studies and Foreign Languages

January 6, 2016 - Special Education and School Librarians

January 20, 2016 - UPK through 6th Grades and Physical Education

**Emergency Go Home Drill:** Superintendent Frahm noted the district is required to have a drill annually, noting when preparing for an emergency we need to be able to account for all of our students and also make sure we are able to communicate with first responders, detailing the district’s Rapid Responder Program which allows first responders immediate access to the information needed in an emergency situation.

**Tax Cap: Consumer Price Index:** Superintendent Frahm reviewed information on how the consumer price index may be effecting the Tax Levy this year, noting if the growth factor (CPI) is close to zero then the tax cap would also be around zero. Mr. Frahm then reviewed information pertaining to the development of the Tax Cap.

**Special Education State Review:** Director of Pupil Personnel Karen Mead noted the state review is progressing very well, describing the different areas planned for review, adding that the state

reviewer Ms. Wood will offer suggestions and/or resources for improvement of the district program once the review is complete, at which point the district will submit a Corrective Action Plan addressing those issues brought up by the review.

**Board Reports**

**Facilities Committee:** Board Member Rob Brautigam presented information on the topics discussed at the Facilities meeting including a tour of the Bus Garage; BCS; the long range facilities plan; an artwork update for the center sculpture; Facilities Project updates; a review of the Agreement with the Town; loading dock area and installing an air curtain to prevent heat loss; preparations for winter; and the old corner stone has been installed at the front corner of the high school.

**WFL BOCES Meeting:** Board Member Jake Hall noted topics discussed at the WFL BOCES Board meeting, including teacher evaluation systems; drones and pertaining policies; Media and websites; school safety, noting WFL also uses the Rapid Response Program.

**Motion: Jacob Hall**

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

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

- Regular Meeting of October 21, 2015

**Voting Yes: 9 Motion Carried**

**Voting No: 0**

**Motion: Carter Chapman**

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

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

- Resolved, that the Board of Education approves the following policies, regulations and forms as presented:
  - Policy #5630: Facilities: Inspection, Operation and Maintenance
  - Policy #5660: School Food Service Program
  - Policy #5674: Data Networks and Security Access
  - Policy #6214: Probation and Tenure
  - Policy #7220: Graduation Requirements
  - Policy #7221: Early Graduation
  - Policy #7420: Sports and the Athletic Program
  - Policy #7554: Student Gender Identity
  - Policy #7650: Identification and Register of Children with Disabilities
  - Regulation #5674R: Password Guidelines
  - Regulation #7420R: Athletic Placement Process for Interscholastic Athletics
  - Regulation #8280R: Instruction for English Language Learners
- Resolved that approval be given for the attached Elementary Library list of outdated professional books to be declared surplus property and approval given to discard as per Policy #5250.

**Voting Yes: 9 Motion Carried**

**Voting No: 0**

**Motion:** Carter Chapman  
**2<sup>nd</sup>:** Joseph Callaghan

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

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

Committee on Special Education actions of October 15, 2015; October 21, 2015; October 27, 2015; and October 28, 2015.

Section 504 Committee actions of October 15, 2015; October 27, 2015; and October 28, 2015.

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

<u>Name</u>	<u>Position</u>	<u>Address</u>
Maria Tutt	Volunteer	5 Cliffside Drive, Honeoye, NY 14471

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

<u>Name</u>	<u>Position</u>	<u>Address</u>
Brian Johnson	Bus Monitor	7131 Seman Road, Naples, NY 14512
Karen Bisetti-Haberstro	Teacher Aide	4255 Champlin Road, Penn Yan, NY 14527
Sarah Gaylord	Teacher	4408 Naples Street, Naples, NY 14512
Kelsey Harrington	Teacher	8380 Strutt Street, Wayland, NY 14572
Robert Hunt	Bus Driver	9342 New Galen Road, Cohocton, NY 14826
Brenda Richey	Teacher	4775 Pine Hill Road, Cohocton, NY 14826
Lauren Maynard	Teacher	65 East Avenue, Naples, NY 14512

**Voting Yes: 9**

**Motion Carried**

**Voting No: 0**

**Motion:** Maura Sullivan  
**2<sup>nd</sup>:** Gail Musnicki

Resolved, that the Board of Education approves calling an executive session at 8:04 p.m. for the purpose of discussing the employment history of a particular person or persons.

**Voting Yes: 9**

**Motion Carried**

**Voting No: 0**

**Time out of Executive Session: 8:55 p.m.**

**Motion:** Brent Gerstner  
**2<sup>nd</sup>:** Carter Chapman

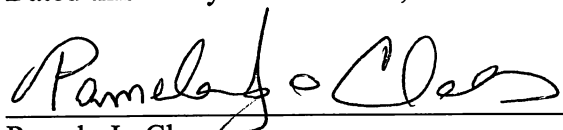
**There being no further business, the Regular Meeting of November 4, 2015 is hereby adjourned at 8:55 p.m.**

**Voting Yes: 9**

**Motion Carried**

**Voting No: 0**

Dated this 4<sup>th</sup> day of November, 2015



Pamela Jo Claes  
Deputy District Clerk

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

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

**Construction and Remodeling of School Facilities**

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

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

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

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

**Inspections**

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

(Continued)

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

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

**Comprehensive Public School Building Safety Program (Rescue)**

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

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

- a) A five (5) year capital facilities plan which will include an appraisal of the following: the educational philosophy of the District, with resulting administrative organization and program requirements; present and projected student enrollments; space use and State-rated student capacity of existing facilities; the allocation of instructional space to meet the current and future education program and service needs, and to serve students with disabilities in settings with nondisabled peers; priority of need of maintenance, repair or modernization of existing facilities, including consideration of the obsolescence and retirement of certain facilities; and the provision of additional facilities.
- b) A District-wide building inventory, which will include information pertaining to each building including, but not limited to:
  - 1. Type of building, age of building, size of building;
  - 2. Rated capacity, current enrollment;
  - 3. List of energy sources and major systems (lighting, plumbing, electrical, heating); and
  - 4. Summary of triennial Asbestos Inspection reports.

(Continued)

Non-Instructional/Business  
Operations**SUBJECT: FACILITIES: INSPECTION, OPERATION AND MAINTENANCE (Cont'd.)**

- c) A building condition survey shall be conducted for all occupied school buildings once every five (5) years by a team that includes at least one (1) licensed architect or engineer.
- d) A District-wide monitoring system which includes:
  - 1. Establishing a Health and Safety Committee;
  - 2. Development of detailed plans and a review process of all inspections;
  - 3. Procedures for a response in writing to all inquiries about building health and safety concerns, a copy of which will be sent to the District's Health and Safety Committee for oversight, and a copy kept on permanent file.
- e) Procedures to ensure the safety of the building occupants while a construction/renovation project is taking place. These procedures will include:
  - 1. Notification to parents, staff and the community at least two (2) months in advance of a construction project of ten thousand dollars (\$10,000) or more to be conducted in a school building while the building is occupied; provided, however, that in the case of emergency construction projects, such notice shall be provided as far in advance of the start of construction as is practicable;
  - 2. A plan to ensure that all contractors comply with all health and safety issues and regulations, and wear photo identification badges;
  - 3. An opportunity for the District's Health and Safety Committee to conduct a walk-through inspection of newly renovated or constructed areas to confirm that the area is ready to be reopened for use; and
  - 4. An emergency plan which will address potential concerns with the capital project including, but not limited to, evacuation procedures, fire drills, and structural failures.

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

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

15 USC Sections 2641-2656

Fire Inspection: Education Law Section 807-a

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

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

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

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

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

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

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

Adopted: 06/27/07

Revised: 05/02/12

Revised: 11/04/15

**SUBJECT: SCHOOL FOOD SERVICE PROGRAM (LUNCH AND BREAKFAST)****School Food Service Program (Lunch and Breakfast)**

The Board has entered into an agreement with the New York State Education Department to participate in the National School Lunch Program, School Breakfast Program and/or Special Milk Program to receive commodities donated by the Department of Agriculture and to accept responsibility for providing free and reduced price meals to elementary and secondary students in the schools of the District.

The Superintendent or his/her designee shall have the responsibility to carry out the rules of the School Lunch and Breakfast Programs. The determination of which students are eligible is the responsibility of the Reviewing Official and Verification Official or the Office of Temporary and Disability Assistance of the Department of Social Services. Appeals regarding eligibility should be submitted to the Hearing Official of the District.

Free or reduced price meals may be allowed for qualifying students attending District schools upon receipt of a written application from the student's parent or guardian or a "Direct Certification" letter from the New York State Office of Temporary and Disability Assistance (OTDA). Applications will be provided by the School District to all families.

School officials must also determine eligibility for free/reduced meals and milk by using the Direct Certification Matching Process, a dataset supplied by the Office of Temporary and Disability Assistance, and made available by the State Education Department. Any student receiving federal assistance through Supplemental Nutrition Assistance Program (SNAP) or Temporary Assistance to Needy Families (TANF) is automatically eligible for free meals and milk. There is no need for families to complete further applications. School Districts shall notify parents or guardians of such eligibility, giving them the opportunity to decline free meals and milk if they so choose.

Procedures for the administration of the free and reduced price meal program of this School District will be the same as those prescribed in current state and federal laws and regulations.

**\*Child Nutrition Program/Charging Meals**

Although not required by law, because of the District's participation in the Child Nutrition Program, the Board of Education approves the establishment of a system to allow a student to charge a meal. The procedure is as follows:

- a) What can be charged;
- b) The limit on the number of charges per student;
- c) The system used for identifying and recording charged meals;
- d) The system used for collection of repayments; and
- e) Ongoing communication of the policy to parents and students.

(Continued)

**SUBJECT: SCHOOL FOOD SERVICE PROGRAM (LUNCH AND BREAKFAST) (Cont'd.)**

Grades Pre-K through 6<sup>th</sup> – Students will be allowed to charge up to three (3) breakfast and three (3) lunch meals. After a dollar amount equivalent to the current total cost of three (3) breakfasts and three (3) lunch meals is charged, an alternative meal will be provided to the student.

Grades 7<sup>th</sup> through 12<sup>th</sup> – Students will be allowed to charge up to two (2) breakfasts and two (2) lunch meals. After a dollar amount equivalent to the current total cost of two (2) breakfasts and two (2) lunch meals is charged, an alternative meal will be provided to the student.

The alternative meals will consist of: Breakfast – Cereal with Milk, a piece of fruit and Juice; Lunch – Peanut Butter & Jelly Sandwich, a piece of fruit and a choice of Milk. The student's account balance will be charged the day of service.

Students will not be allowed to charge Ala Carte items.

Communication of the charge procedure will be communicated to parents and students upon adoption of this policy and at the beginning of each school year. The procedure for charging will also be posted on the District website.

**Restriction of Sweetened Foods in School**

The sale of sweetened foods will be prohibited from the beginning of the school day until the end of the last scheduled meal period.

Sweetened foods consist of sweetened soda water, chewing gum, candy, including hard candy, jellies, gum, marshmallow candies, fondant, licorice, spun candy, candy coated popcorn, and water ices except those which contain fruit or fruit juices.

**Restriction on Sale of Milk Prohibited**

Schools that participate in the National School Lunch Program may not directly or indirectly restrict the sale or marketing of fluid milk products at any time or in any place on school premises or at school-sponsored events.

**Food Substitutions for Children with Disabilities**

Federal regulations governing the operation of Child Nutrition Programs, Part B of the Individuals with Disabilities Education Act, and Section 504 of the Rehabilitation Act of 1973 require that children with disabilities be offered the opportunity to participate in all academic and nonacademic activities including the school nutrition programs. The District will make reasonable accommodations to those children with disabilities whose disabilities restrict their diets, such as providing substitutions and/or modifications in the regular meal patterns. Such meal substitutions for students with disabilities will be offered at no extra charge. A student with a disability must be provided substitutions in food when that need is supported by a statement signed by a physician attesting to the need for the substitutions and recommending alternate foods.

(Continued)

**SUBJECT: SCHOOL FOOD SERVICE PROGRAM (LUNCH AND BREAKFAST) (Cont'd.)**

However, the school food service is not required to provide meal services (for example, School Breakfast Program) to students with disabilities when the meal service is not normally available to the general student body, unless a meal service is required under the student's individualized education program (IEP) or Section 504 Accommodation Plan as mandated by a physician's written instructions.

**Food Substitutions for Nondisabled Children**

Though not required, the District will also allow substitutions for non-disabled children who are unable to consume the regular meal because of medical or other special dietary needs if the request is supported by a statement signed by a recognized medical authority.

The District may also allow substitutions for fluid milk with a non-dairy beverage that is nutritionally equivalent (as established by the Secretary of Agriculture) to fluid milk and meets nutritional standards for students who are unable to consume fluid milk because of medical or other special dietary needs if the request is supported by a statement signed by a recognized medical authority or by the student's parent/legal guardian.

**Prohibition Against Adults Charging Meals**

Adults should pay for their meals at the time of service or set up pre-paid accounts.

**HACCP-Based Food Safety Program**

Schools participating in the National School Lunch and/or School Breakfast programs are required to implement a food safety program based on Hazard Analysis and Critical Control Point (HACCP) principles. The District must develop a written food safety program for each of its food preparation and service facilities that is based on *either* traditional HACCP principles *or* the "Process Approach" to HACCP. (The "Process Approach" simplifies traditional HACCP by grouping foods according to preparation process and applying the same control measures to all menu items within the group, rather than developing an HACCP plan for each item). Regardless of the implementation option that is selected, the District's written food safety program must also include:

- a) Critical control points and critical limits;
- b) Monitoring procedures;
- c) Corrective actions;
- d) Verification procedures;
- e) Recordkeeping requirements; and
- f) Periodical review and food safety program revision.

(Continued)

**SUBJECT: SCHOOL FOOD SERVICE PROGRAM (LUNCH AND BREAKFAST) (Cont'd.)**

Child Nutrition and WIC Reauthorization Act of 2004, PL 108-265

Child Nutrition Act 1966, 42 United States Code (USC) Section 1771 et seq.

Richard B. Russell National School Lunch Act 1946, 42 United States Code (USC) Section 1751 et seq.

Section 504 of the Rehabilitation Act of 1973, 29 United States Code (USC) Section 794 et seq.

Individuals with Disabilities Education Act (IDEA), 20 United States Code (USC) Sections 1400-1485

7 Code of Federal Regulations (CFR) Parts 15B, 210 and 220

Education Law Sections 902(b), 915, 918, 1604(28), 1709(22), 1709(23) and 2503(9)(a)

8 New York Code of Rules and Regulations (NYCRR) Sections 200.2(b)(1) and 200.2(b)(2)

Social Services Law Section 95

Adopted: 06/27/07

Revised: 04/27/11

Revised: 07/13/11

Revised: 02/13/13

Revised: 01/22/14

Revised: 11/04/15

**SUBJECT: DATA NETWORKS AND SECURITY ACCESS**

The District values the protection of private information of individuals in accordance with applicable law, regulations, and best practice. Accordingly, District officials and Information Technology (IT) staff will plan, implement, and monitor IT security mechanisms, procedures, and technologies necessary to prevent improper or illegal disclosure, modification, or denial of sensitive information in the District Computer System (DCS). Similarly, such IT mechanisms and procedures will also be implemented in order to safeguard District technology resources, including computer hardware and software. District network administrators may review District computers to maintain system integrity and to ensure that individuals are using the system responsibly. Users should not expect that anything stored on school computers or networks will be private.

In order to achieve the objectives of this policy, the Board of Education entrusts the Superintendent, or his/her designee, to:

- a) Inventory and classify personal, private, and sensitive Information on the DCS to protect the confidentiality, integrity, and availability of information;
- b) Develop password standards for all users including, but not limited to, how to create passwords and how often such passwords should be changed by users to ensure security of the DCS;
- c) Ensure that the "audit trail" function is enabled within the District's network operating system, which will allow the District to determine on a constant basis who is accessing the DCS, and establish procedures for periodically reviewing such audit trails;
- d) Develop procedures to control physical access to computer facilities, data rooms, systems, networks, and data to only authorized individuals; such procedures may include ensuring that server rooms remain locked at all times and the recording of arrival and departure dates and times of employees and visitors to and from the server room;
- e) Establish procedures for tagging new purchases as they occur, relocating assets, updating the inventory list, performing periodic physical inventories, and investigating any differences in an effort to prevent unauthorized and/or malicious access to these assets;
- f) Periodically grant, change, and terminate user access rights to the overall networked computer system and to specific software applications and ensure that users are given access based on, and necessary for, their job duties;
- g) Limit user access to the vendor master file, which contains a list of vendors from which District employees are permitted to purchase goods and services, to only the individual who is responsible for making changes to such list, and ensure that all former employees' access rights to the vendor master list are promptly removed;

(Continued)

**SUBJECT: DATA NETWORKS AND SECURITY ACCESS (Cont'd.)**

- h) Determine how, and to whom, remote access should be granted, obtain written agreements with remote access users to establish the District's needs and expectations, as appropriate, and monitor and control such remote access;
- i) Verify that laptop computer systems assigned to teachers and administrators use full-disk encryption software to protect against loss of sensitive data;
- j) Deploy software to servers and workstations to identify and eradicate malicious software attacks such as viruses and malware;
- k) Develop a disaster recovery plan appropriate for the size and complexity of District IT operations to ensure continuous critical IT services in the event of any sudden, catastrophic event, including, but not limited to fire, computer virus or deliberate or inadvertent employee action.

Adopted: 11/04/15

## Personnel

**SUBJECT: PROBATION AND TENURE****Probation**

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

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

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

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

**Tenure**

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

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

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

(Continued)



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

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

- a) The name of the appointee;
- b) The tenure area or areas in which the professional will devote a substantial portion of his/her time;
- c) The date of commencement of probationary service or service on tenure in each such area; and
- d) The certification status of the appointee in reference to the position to which the individual is appointed.

In addition, resolutions confirming a probationary appointment must include a statement that:

- a) The probationary expiration date will depend on the individual's APPR ratings.
- b) To receive tenure, the individual must receive overall APPR ratings of effective or highly effective in at least three of four preceding years.
- c) If the teacher or principal receive an ineffective composite or overall APPR rating in their final year of probation, they will not be eligible for tenure at that time.

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

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

**SUBJECT: GRADUATION REQUIREMENTS/EARLY GRADUATION/ACCELERATED PROGRAMS**

In order to graduate from Naples Central School District, a student must complete or may exceed the requirements set forth in Part 100 of the Commissioner's Regulations. The Board of Education reserves the right to establish requirements for graduation which exceed the minimum standards as defined by the New York State Regents. All students must be in compliance with Commissioner's Regulations for graduation to achieve a minimum of a Regents diploma unless otherwise indicated. Therefore, in accordance with applicable law and regulations, the District may award one (1) or more of the following to students:

- 1) Regents Diploma;
- 2) Regents Diploma with Honors;
- 3) Regents Diploma with Advanced Designation;
- 4) Regents Diploma with Advanced Designation with Honors;
- 5) Annotation of Science and/or Math Mastery;
- 6) Career and Technical Endorsement.

**Pathways to Graduation**

In addition to the four (4) Regents examinations or approved alternative exams required of all students in the areas of English, mathematics, science, and social studies, students may satisfy their fifth examination requirement by passing an approved Pathways Assessment that measures an equivalent level of knowledge and skill. This "4+1" option, as set forth in the Commissioner's regulations, permits students to take four (4) Regents examinations and also one (1) Pathways Assessment, as approved by the Commissioner, in the area of Humanities, Engineering and Mathematics (STEM), Career and Technical Education (CTE), the Arts, or Biliteracy (languages other than English). The "4+1" option does not, however, change existing graduation course or credit requirements and applies to students who first enter grade 9 in September 2011 and thereafter or who are otherwise eligible to receive a high school diploma in June 2015 and thereafter.

**Appeal of Regents Examination Score Option**

The District must provide unlimited opportunities for all students to retake required Regents examinations to improve their scores so that the student may graduate with a Regents diploma. Any student who fails, after at least two (2) attempts, to attain a score of 65 or above on a required Regents examination for graduation will have access to the appeals process in accordance with the provisions

(Continued)

**SUBJECT: GRADUATION REQUIREMENTS/EARLY GRADUATION/ACCELERATED PROGRAMS**

of Section 100.5(d)(7) of the Commissioner's regulations. No student may appeal his/her score on more than two (2) of the five (5) required Regents examinations. A student whose appeal with a score between 62 and 64 is accepted for one (1) required Regents examination, and who has attained a passing score of 65 or above on each of the four (4) remaining required Regents examinations and fulfilled all other course and testing requirements, shall earn a Regents diploma. A student whose appeal with scores between 62 and 64 is accepted for two (2) required Regents examinations, and who has attained a passing score of 65 or above on each of the three (3) remaining required Regents examinations, and who has fulfilled all other course and testing requirements, shall earn a local diploma. Approval of an appeal will not change the student's score on the Regents examination under appeal. In addition, the decision to grant or deny an appeal is made at the District level and is not subject to State Education Department (SED) approval.

English Language Learners

In addition to the general Regents examination appeals process previously set forth, the following appeals process applies to English Language Learners (ELL) as identified within the Commissioner's regulations. An ELL who first entered school in the United States in grade 9 or above, and who is otherwise eligible to graduate in January 2015 or thereafter, and who also fulfills all other course, testing, and eligibility requirements in accordance with the Commissioner's regulations, may appeal a score of 55-61 on the required Regents examination in English Language Arts (ELA) after two (2) attempts at attaining a score of 65 or above, to graduate with a local diploma provided that such student meets all other criteria in accordance with Commissioner's regulation section 100.5(d)(7).

**Early Graduation**

Upon request from the student's parent/guardian, a student shall be eligible for early graduation in fewer than eight (8) semesters upon completion of all requirements for graduation, excluding physical education, as mandated by Commissioner's Regulations. A student shall not be required to continue enrollment for the sole purpose of completing physical education requirements.

**Accelerated Programs**Eighth Grade Acceleration for Diploma Credits

Individual eighth grade students may be afforded the opportunity to take high school courses in mathematics and in at least one of the following areas: English, social studies, languages other than English, art, music, career and technical education subjects, or science courses. The Superintendent or his/her designee is responsible for determining that an eighth grade student is eligible to take high school courses. The District shall utilize a set of criteria to determine each student's readiness for acceleration. Students who are accelerated for diploma credit must have been provided instruction designed to facilitate their attainment of, by the end of Grade 7, the State intermediate learning standards in each subject area in which they are accelerated.

(Continued)

**SUBJECT: GRADUATION REQUIREMENTS/EARLY GRADUATION/ACCELERATED PROGRAMS (Cont'd.)****Advanced Placement**

Advanced Placement (AP) examinations are administered by the College Board with strict guidelines as to their implementation. A national, standardized, arduous examination is administered by the College Board in May of each year for a great variety of courses in various subject areas. In addition to entering a universe of knowledge that might otherwise remain unexplored in high school, Advance Placement examinations afford students the opportunity to earn credit or advanced standing in most of the nation's colleges and universities. The District shall utilize a set of criteria to determine a student's readiness for enrollment in the Advanced Placement classes.

**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 such 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

## Students

**SUBJECT: EARLY GRADUATION**

A student shall be eligible for early graduation in fewer than eight (8) semesters upon completion of all requirements for graduation, as mandated by Commissioner's Regulations. The District, upon request from the student's parent/guardian, shall grant the student a high school diploma prior to his/her completion of the eighth (8th) semester in accordance with Commissioner's Regulations.

- A formal petition with the Building Principal is required by August 15<sup>th</sup> of the student's Junior year.
- If extenuating circumstances do not allow for the submission of a petition by August 15<sup>th</sup>, a formal request and detailed written plan would need to be submitted to the Superintendent.

8 New York Code of Rules and Regulations (NYCRR) Sections 100.5(a) and 100.5(e)

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

**SUBJECT: SPORTS AND THE ATHLETIC PROGRAM****General Principles and Eligibility**

Athletics are an integral part of a well-balanced educational program. The District's interscholastic athletic program will conform with the Commissioner's regulations, as well as the established rules of the New York State Public High School Athletic Association and the State Education Department.

Athletic eligibility requires that the student:

- a) Provide written parental/guardian consent. The consent form must contain information regarding mild traumatic brain injuries (concussions) as specified in the Commissioner's regulations.
- b) Obtain medical clearance from the school physician/nurse practitioner or the student's personal physician. The school physician/nurse practitioner retains final approval on any physicals performed by a student's personal physician.
- c) Meet the requirements for interscholastic competition as set forth by the Commissioner's regulations and the New York State Public High School Athletic Association.
- d) Comply with all District rules, codes, and standards applicable to athletic participation.

**Title IX Compliance**

The Board supports equal athletic opportunities for members of both sexes through interscholastic and intramural activities. To ensure equal athletic opportunities for its students, the District will consider:

- a) Its accommodation of athletic interests and abilities (the nature and extent of sports offered, including levels of competition, team competition, and team performance);
- b) Equipment and supplies;
- c) Scheduling of games and practice time;
- d) Travel costs and opportunities for travel;
- e) Assignment and compensation of coaches;
- f) Locker rooms, practice, and competitive facilities;
- g) Available medical and training facilities and services; and

(Continued)

**SUBJECT: SPORTS AND THE ATHLETIC PROGRAM (Cont'd.)**

- h) The nature and extent of support, publicity, and promotion, including cheerleading, bands, programs distributed at games, and booster club activities.

The District may consider other pertinent factors as well. Each of the factors will be assessed by comparing availability, quality, type of benefits, kind of opportunities, and form of treatment. Identical benefits, opportunities, or treatment are not required.

The District's Civil Rights Compliance Officer will coordinate the District's efforts to comply with and carry out its responsibilities under Title IX. This person will be appropriately trained and possess comprehensive knowledge about applicable federal and state laws, regulations, and policies. To the extent possible, the District will not designate an employee whose other job duties may create a conflict of interest, such as the athletic director.

**Booster Clubs**

The District has a responsibility under Title IX to ensure that boys' and girls' programs are provided with equivalent benefits, treatment, services and opportunities regardless of their source. When determining equivalency, therefore, benefits, services, and opportunities attained through private funds-including donations, fundraising, and booster clubs-must be considered in combination with all benefits, services and opportunities.

**Athletic Placement Process for Interschool Athletic Programs (APP)\***

The APP is a method for evaluating students who want to participate in sports at higher or lower levels, consistent with their physical and emotional maturity, size, fitness level, and skills. The Board approves the use of the APP for all secondary school interscholastic team members. The Superintendent will implement procedures for the APP, and will direct the athletic director to maintain records of students who have successfully completed the APP.

**Student Athletic Injuries**

No injured student will be allowed to practice or play in an athletic contest. An appropriate medical professional should diagnosis and treat an athlete's injuries. The coach should ensure that any player injured while under his or her care receives prompt and appropriate medical attention, and that all of the medical professional's treatment instructions are followed. The injured student has an obligation to promptly inform his or her coach of all injuries. No student will be allowed to practice or compete if there is a question whether he/she is in adequate physical condition. A physician's certification may be required before an athlete is permitted to return to practice or competition.

(Continued)

**SUBJECT: SPORTS AND THE ATHLETIC PROGRAM (Cont'd.)****Athletic Program - Safety**

The District will take reasonable steps to minimize physical risks posed to students participating in the interscholastic athletic program by:

- a) Requiring medical examinations of participants;
- b) Obtaining certified or licensed staff to coach all varsity, junior varsity, and modified practice and games;
- c) Providing or requiring certified or licensed officials to officiate all competitions;
- d) Ensuring that its players' equipment is safe and operates within applicable manufacturers' guidelines;
- e) Ensuring that all home fields, courts, pools, tracks, and other areas where athletes practice, warm-up, or compete are safe and appropriate for use; and
- f) Providing professional development and training opportunities for all coaching staff.

Title IX of the Education Amendments of 1972, 20 USC Section 1681 et seq.  
45 Code of Federal Regulations Part 86  
8 New York Code of Rules and Regulations (NYCRR) Section 135 and 136

NOTE: Refer also to Policies #7522 – Concussion Management  
#3420 – Non-Discrimination and Anti-Harassment in the  
School District

Adopted: 06/27/07  
Revised: 10/03/12  
Revised: 11/04/15



## Students

**SUBJECT: STUDENT GENDER IDENTITY**

All students need a safe and supportive educational environment to progress academically and developmentally. The District is committed to fostering a safe learning environment for all students, free from discrimination and harassment on the basis of sex, gender, gender identity, gender nonconformity, and gender expression. In accordance with applicable law, regulations, and guidelines, the District will ensure that students have equal access to all school programs, facilities, and activities. The District will assess and address the specific needs of each student on a case-by-case basis.

**Key Terms**

Generally, District personnel should use the language that individual students are using to describe their own gender identity, appearance, or behavior. The most commonly used terms are:

Cisgender: a person whose gender identity corresponds to their assigned sex at birth.

Gender: actual or perceived sex, typically with reference to social and cultural differences rather than physiological ones.

Gender expression: the ways a person conveys their gender identity to others, such as through behavior, appearance, clothing, hairstyle, activities, voice, and mannerisms.

Gender identity: a person's inner sense or psychological knowledge of being male, female, neither, or both.

Gender nonconforming (GNC): describes someone whose gender identity or gender expression does not conform to social or stereotypical expectations of a person with that gender assigned at birth. This is also referred to as gender variant or gender atypical.

Transgender: someone whose gender identity is different than their gender assigned at birth.

Transition: the process by which a person socially or physically aligns their gender expression more closely to their gender identity than their assigned sex at birth.

**Records**

As required by law, the District will maintain the confidentiality of student information and records. If a transgender or GNC student has officially changed his or her name, as demonstrated by court order or birth certificate, the District will change its official and unofficial records, as needed, to reflect the change. The District will maintain records with the student's assigned birth name in a separate, confidential file.

(Continued)

## Students

**SUBJECT: STUDENT GENDER IDENTITY (Cont'd.)**

If a transgender or GNC student has not officially changed his or her name, but wishes to be referred to by a different name that corresponds to their gender identity, the District may create or change unofficial records to reflect the name and gender identity that the student consistently asserts at school. On state standardized tests, certain reports to the New York State Education Department, and when necessary to ensure appropriate and coordinated medical care, however, the District will use the student's legal name and gender. Any student identification cards will be issued with the name reflecting the gender identity the student consistently asserts at school. The District will maintain records with the student's assigned birth name and gender in a separate, confidential file.

**Names and Pronouns**

When apprised of a student's transgender or GNC status, the District will endeavor to engage the student and his or her parents or guardians, as appropriate, in an effort to agree upon a plan that will accommodate the student's individual needs at school. Transgender and GNC students have the right to discuss and convey their gender identity and expression openly and to decide when, with whom, and how much to share this confidential information. The plan may therefore include when and how to initiate the student's preferred name and associated pronoun use and if, when, and how this is communicated to others. District staff will use the name and pronoun that corresponds to the gender identity the student consistently asserts at school.

**Restrooms and Locker Rooms**

The District will allow a transgender or GNC student to use the restroom and locker room that corresponds to the student's consistently expressed gender identity at school. Any student requesting increased privacy or other accommodations when using bathrooms or locker rooms will be provided with a safe and adequate alternative, but they will not be required to use that alternative.

**Physical Education and Sports**

Physical education is a required part of the District's curriculum. Where these classes are sex-segregated, students will be allowed to participate in a manner consistent with their gender identity. Students will likewise be allowed to participate in intramural activities consistent with their gender identity.

Upon written notification that a transgender or GNC student would like an opportunity to participate in the District's interscholastic athletics program consistent with his or her gender identity, the District will determine his or her eligibility in accordance with applicable law, regulations, and guidelines. The District will confirm the student's asserted gender identity with documentation it considers appropriate from a parent/guardian, counselor, doctor, psychologist, psychiatrist, or other medical professionals. The student's gender identity should be the same as the identity used for District registration and other school purposes.

(Continued)

**SUBJECT: STUDENT GENDER IDENTITY (Cont'd.)**

The District's athletic director will notify opposing team athletic directors or the New York State Public High School Athletic Association if a student needs any accommodations during competitions. Any appeal regarding the District's eligibility decision will be directly to the Commissioner of Education.

**Other Activities**

Generally, in other circumstances where students may be sex-segregated, such as overnight field trips, students may be permitted to participate in accordance with the gender identity that the student consistently asserts at school. Student privacy concerns will be addressed individually and on a case-by-case basis in accordance with District policy and applicable law, regulations, and guidelines.

**Dress Code and Team Uniforms**

Transgender or GNC students may dress in accordance with their gender identity or expression, within the parameters of the District's dress code. The District will not restrict students' clothing or appearance on the basis of gender.

The District's dress code applies while its athletes are traveling to and from athletic contests. Athletes will have access to uniforms that are appropriate for their sport.

Family Educational Rights and Privacy Act (FERPA), 20 USC § 1232g  
34 CFR Part 99  
Title IX of the Education Amendments of 1972  
Education Law Article 2 and §§ 2-d, 11(7), 3201-a  
8 NYCRR § 100.2

NOTE: Refer also to Policies #3410 -- Code of Conduct on School Property  
#3420 -- Non-Discrimination and Anti-Harassment in the School District  
#7550 -- Dignity for all Students  
#7551 -- Sexual Harassment of Students  
#7553 -- Hazing of Students  
#8242 -- Civility, Citizenship and Character Education/Interpersonal Violence Prevention Education

## Students

**SUBJECT: IDENTIFICATION AND REGISTER OF CHILDREN WITH DISABILITIES  
(CHILD FIND)**

The District will locate, identify, and evaluate all students with disabilities who reside within its boundaries, including homeless children, children who are wards of the state, home-schooled children, and children attending private schools. Further, it is the policy of the Board of Education to conduct a census in order to locate and identify all children with disabilities within the District under the age of twenty-one (21), including those children as described above, and to establish a register of such students entitled to attend school or receive preschool services.

The Committee on Special Education (CSE) or Committee on Preschool Special Education (CPSE) will maintain and annually revise the register of such students and others referred to the committee as possibly having a disability, as appropriate. In addition, census data shall be reported by October 1 to the CSE or CPSE as appropriate.

The District understands that its Child Find obligations have been expanded to include notification to every parent or person in parental relation, upon enrollment of their child in the District, of their rights regarding referral and evaluation for the purposes of special education services or programs pursuant to applicable federal and state laws. The notification will contain the name and contact information for the chairperson of the District's CSE or other individual who is charged with processing referrals to the committee in the District. The District may, in its discretion, provide such notice by directing parents or persons in parental relation to obtain information located on the State Education Department's website relating to a parent's guide to special education in New York State for children ages three (3) through twenty-one (21).

Any student suspected of having a disability should be referred to the applicable CSE or CPSE for evaluation and possible identification as a student with a disability.

**Nonpublic School Students with Disabilities Who are Parentally Placed**

If the District boundaries encompass a nonpublic school, the District, as the district of location, must develop and implement methods to identify, locate, and ensure the identification and evaluation of students with disabilities who have been, or are going to be, parentally placed in such nonpublic school.

The child find activities must be similar to those for students with disabilities in public schools and must be completed in a time period comparable to that for other students attending public schools in the School District.

As the district of location, the District must also consult with the appropriate representatives of the nonpublic schools and parents of parentally placed nonpublic school students to determine an accurate count of students with disabilities attending such schools and receiving special education services.

(Continued)

**SUBJECT: IDENTIFICATION AND REGISTER OF CHILDREN WITH DISABILITIES  
(CHILD FIND) (Cont'd.)**

These requirements only pertain to students with disabilities parentally placed in elementary and secondary nonpublic schools, not to parental placements of preschool children with disabilities in private day care or preschool programs; or to CSE placements of students with disabilities in approved private schools, Special Act School Districts, state-supported or state-operated schools; or to charter schools.

Individuals with Disabilities Education Act (IDEA), 20 United States Code (USC) Section 1400 et seq.  
34 Code of Federal Regulations (CFR) Part 300  
Education Law Sections 3240-3242, 3602-c(2-a), 4401-a, 4402, 4404, 4405 and 4410.6  
8 New York Code of Rules and Regulations (NYCRR) Sections 200.2(a) and 200.4

NOTE: Refer also to Policy #7160 -- School Census  
#7130 -- Entitlement to Attend – Age and Residence

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

# REGULATION

Non-Instructional/Business  
Operations

## **SUBJECT: PASSWORD GUIDELINES**

Passwords are an important way to protect the security of the District's Computer System (DCS) and maintain the integrity of sensitive or confidential data. Therefore, in order to ensure the security of the DCS, users must comply with the following:

### 1) Choosing Passwords

The initial password provided to a system user must be changed by the user immediately upon gaining access to the system for the first time. Passwords must contain at least six (6) characters, a mixture of upper and lowercase letters, and at least one number. Such passwords should not be a common word, family or pet name, address, birthday, social security or telephone number. When a password is reset, it should not duplicate the previous passwords. In addition, user accounts will lock after three unsuccessful attempts to log on to the DCS.

### 2) Changing Passwords

Employees of the District must change their network passwords every ninety (90) days. Each password is secured by the individual users and maintained by the Office of Technology.

All system level passwords will be changed whenever a member of the Information Technology (IT) staff changes. All user level passwords for network access will be changed when a compromise is suspected.

### 3) Password Sharing

Passwords should not be shared under any circumstances. If access is required by a supervisor, the system administrator will change the user's password to permit access. When the user returns to work, the password can be reset by the user.

### 4) Related Security Practices

Users should log out of the DCS if they will not be returning to their work station for a prolonged period of time. In addition, screensavers on all District computer workstations should be set to engage within fifteen (15) minutes of user inactivity. The screensaver should then require the username and password of the logged in user when returning to activity. These measures are to lessen the risk of an unauthorized person accessing an unoccupied, but still logged in, workstation. Further, users should not post their current password in plain sight of the workstation. Such actions expose the DCS and the user to potential security risks and information theft.

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Students

## **SUBJECT: ATHLETIC PLACEMENT PROCESS FOR INTERSCHOLASTIC ATHLETICS (APP)**

The APP is a program for evaluating students who want to participate in sports at higher or lower levels, consistent with their physical and emotional maturity, size, fitness level, and skills compared to other students at that level. If students successfully complete the APP, the Board will allow:\*

- 1) Students in 7th grade to compete on freshmen, junior varsity, and varsity athletic teams.
- 2) Students in 8th grade to compete on freshmen, junior varsity, and varsity athletic teams.
- 3) Students in grades 9 through 12 to compete on the 7th or 8th-grade teams.

The APP process requires:

- 1) Administrative approval: physical education teachers, coaches, students, or parents/guardians may ask the athletic director to evaluate a student under the APP, or the athletic director (AD) may do so on his/her own accord. The student must be academically, socially, emotionally, and physically ready to proceed as determined by the personnel involved in the processing.
- 2) Parent/guardian consent: written permission must be granted before any evaluation may begin.
- 3) Medical clearance: physical maturity will be determined by the District medical director or the student's private physician in accordance with State Education Department guidelines. The medical director or private physician will take into account the height, weight, muscle mass, and Tanner rating of the student compared to other athletes he or she would compete against.
- 4) Skill evaluation: the coach may rely on past personal observations, information from former coaches, or his/her own observations of the student in a physical education class.
- 5) Physical fitness test: A certified physical education teacher who is not the student's coach will administer the President's Physical Fitness Test. The student must meet the 85th percentile level for their age in four out of five parts. Students trying out for junior varsity or varsity golf or bowling are exempt from the physical fitness tests.
- 6) AD determination: the AD will evaluate the medical, skills, and physical fitness test results.

Students who pass all APP components will then be permitted to try out for the sport and level requested.

(Continued)

# REGULATION

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Students

**SUBJECT: ATHLETIC PLACEMENT PROCESS FOR INTERSCHOLASTIC ATHLETICS (APP) (Cont'd.)**

## **Records**

The AD will maintain all records related to the successful student's APP processing. This includes: parent/guardian permission form, medical clearance form, skill evaluation, and fitness testing.

After the try-out period ends, the AD will send a notice to the physical education director/athletic director of competitor districts and to the athletic governing board or section office of all athletes who have successfully completed the APP.

## **Waivers for Students With Disabilities**

A student with a disability who has not yet graduated from high school may be eligible to participate in a high school non-contact athletic competition for an additional year under limited conditions. Non-contact sports are swimming and diving, golf, track and field, cross country, rifle, bowling, gymnastics, skiing, and archery.

The student must apply for and be granted a waiver to the age requirement and four-year-participation limitation. The Superintendent will grant a waiver if he/she determines that the student's participation will not adversely affect the opportunity of other students competing in the sport to successfully participate and the student:

- 1) Has not graduated from high school as a result of his/her disability delaying his/her education for one year or more;
- 2) Is otherwise qualified to compete in the athletic competition for which he/she is applying;
- 3) Was selected for the same competition in the past; and
- 4) Obtains medical clearance after a physical evaluation confirming that he/she has the appropriate level of physical development and maturity and his/her participation will not present a safety or health concern for the student.

The student's participation in the additional season of athletic competition will not be scored for purposes of the competition.

The Superintendent should send a copy of his/her waiver decision to the local section of the New York State Public High School Athletic Association (NYSPHSAA).

Education Law Sections 310, 3208-a, 4401  
8 NYCRR Sections 135.4(c)(7)(ii)(a)(4), 135.4(d)

Adopted: 11/04/15



# REGULATION

2015

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Non-Instructional/Business  
Operations

## **SUBJECT: INSTRUCTION FOR ENGLISH LANGUAGE LEARNERS**

The School District will ensure that English Language Learners (ELLs) receive an appropriate education consistent with state law and regulations, and that all ELLs have access to appropriate instructional and support services, including guidance programs, and equal opportunities to participate in all school programs and extracurricular activities.

### **Identification**

In accordance with Parts 117 and 154 of the Commissioner's regulations, the District will diagnostically screen every new entrant and reentrant with no available record of prior screening to determine whether the student is an ELL. The screening includes the administration of a home language questionnaire and, if necessary, an individual interview with the student in English and the home language. However, in no event will the District request or require, prior to enrollment or registration, any documentation and/or information regarding or tending to reveal the immigration status of a child, a child's parent(s), or the person(s) in parental relation.

The home language questionnaire and the individual interview will be administered by qualified personnel. "Qualified personnel" means:

- 1) A bilingual or English to speakers of other languages teacher, who possesses appropriate certification, who is fluent in the home language of the student and parent(s) or person(s) in parental relation, or who uses a qualified interpreter/translator of the language or mode of communication the student or parent or person in parental relation best understands; or
- 2) A teacher who possesses appropriate certification, and has been trained in cultural competency, language development and the needs of English language learners, and who is proficient in the home language of the student or parent(s) or person(s) in parental relation, or who uses a qualified interpreter/translator of the language or mode of communication the student or parent(s) or person(s) in parental relation best understands.

### **Identification Review**

Upon receipt of a written request, the District will initiate and carry out a review of the identification determination within the timeframes set forth in the Commissioner's regulations. The principal and the Superintendent or his/her designee will determine whether an ELL's designation should change based on consultation with the parent(s) or person(s) in parental relation and appropriate District personnel as well as the review of relevant documentation.

(Continued)

# REGULATION

2015

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Non-Instructional/Business  
Operations

## **SUBJECT: INSTRUCTION FOR ENGLISH LANGUAGE LEARNERS (Cont'd.)**

### **ELLs with Disabilities**

Students who may be ELLs, and who have been identified as having a disability, will be referred to the Language Proficiency Team (LPT) to determine whether there is evidence that such students may have second language acquisition needs and whether such students must take the initial English language proficiency identification assessment. The recommendation of the LPT is subject to review by the school principal and the Superintendent or his/her designee. In the event such students are identified as ELLs, the Committee on Special Education (CSE) will determine, in accordance with the students' individualized education plan (IEP), whether the students will take the assessment with or without testing accommodations or an alternate assessment, as may be prescribed by the Commissioner.

For ELLs who are suspected of having a disability, but not yet identified as having a disability, the District will follow its existing CSE referral process, consistent with Commissioner's regulations.

### **Assurances**

Prior to the start of each school year, the District will submit to the Commissioner the following assurances, signed by the Superintendent or his/her designee, and in a form and by a date specified by the Commissioner:

- 1) ELLs have access to appropriate instructional and support services, including guidance programs;
- 2) Each ELL has equal opportunities to participate in all school programs and extracurricular activities as non-ELLs;
- 3) ELLs are offered bilingual education and/or English as a new language (ENL) programs;
- 4) The District provides the requisite number of bilingual education programs pursuant to Commissioner's regulations, or has received a one-year exemption, pursuant to Commissioner's regulations, and is actively recruiting staff for such programs;
- 5) Parent(s) or other person(s) in parental relation of ELLs receive orientation and notification about program types;
- 6) ELLs are given the requisite amount of ENL and home language instruction;
- 7) Teachers in the District's bilingual education and ENL programs are appropriately certified;
- 8) Teachers of ELLs receive the requisite amount of in-service professional development;

(Continued)

# REGULATION

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Non-Instructional/Business  
Operations

## **SUBJECT: INSTRUCTION FOR ENGLISH LANGUAGE LEARNERS (Cont'd.)**

- 9) The District will comply with the requirements of Commissioner's regulations and provisions of the Education Law governing programs for ELL students;
- 10) The programs for ELL students will be administered in accordance with applicable federal and state law and regulations and the District's comprehensive plan.

### **Reports**

The District will annually submit to the Commissioner a data and information report in such form(s), and within such timeline(s), as prescribed by the Commissioner. The report must include the following:

- 1) A summary of the number of ELLs in the District, separated by grade level, home language, and by program type;
- 2) A report by building of the number of ELLs identified in the preceding school year, by grade level, home language, and instructional program;
- 3) A report by building of the number of ELLs, if any, who have not received either bilingual education or ENL instruction, and the reason such students did not receive such instruction as required by Commissioner's regulations;
- 4) A summary of the number of students with inconsistent/interrupted formal education, ELLs with disabilities, newcomer ELLs, developing ELLs, long-term ELLs, and former ELLs by grade level, home language, and instructional program;
- 5) A summary of annual English language proficiency assessment, English language arts, and mathematics outcomes by subpopulation (students with inconsistent/interrupted formal education, ELLs with disabilities, newcomer ELLs, developing ELLs, long-term ELLs, and former ELLs) by grade level;
- 6) A summary of the number and qualifications of teachers and support personnel providing services to ELLs;
- 7) The expenditure of state, local, and federal funds in the prior year on programs and services for ELLs; and
- 8) A summary of all students for whom the District has made a request for extension of services.

(Continued)

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**SUBJECT: INSTRUCTION FOR ENGLISH LANGUAGE LEARNERS (Cont'd.)**

## **ELL Instruction**

### Bilingual Education Program

The District will establish a sufficient number of bilingual education programs should the annual estimate of enrollment of ELLs indicate that twenty (20) or more ELLs with the same home language at the same grade level will be enrolled in the District. Such programs will be composed of:

- 1) A language arts instruction component, including home language arts and English language arts;
- 2) An ENL component; and
- 3) A bilingual content area instructional component.

### English as a New Language Instruction

In the event that the District does not offer a bilingual education program, or the parent(s) or person(s) in parental relation opts out of a bilingual education program, such student will be placed in an ENL program. Such program will be composed of:

- 1) A content area instructional component in English (including all core content, i.e., English language arts, math, science, or social studies) with home language supports and appropriate scaffolds; and
- 2) An English language development component (stand-alone and/or integrated ENL).

The District reserves the right to contract with a Board of Cooperative Educational Services (BOCES) or another school district to provide bilingual education and/or ENL services and/or programs.

## **Parental Notification**

The District will distribute to the parent(s) or other person(s) in parental relation to ELL students, school-related information in English and the language or mode of communication they best understand.

(Continued)

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Non-Instructional/Business  
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## **SUBJECT: INSTRUCTION FOR ENGLISH LANGUAGE LEARNERS (Cont'd.)**

- 1) For new school entrants designated as ELL, the parent(s) or person(s) in parental relation will be provided a high quality orientation session on the state standards, assessments, and school expectations, as well as the program goals and requirements for bilingual education and ENL programs. This orientation will take place prior to a student's enrollment in a program provided that a student will not be withheld from timely program placement if a parent or person in parental relation does not attend an orientation session. The orientation will also be provided in the language or mode of communication that the student's parent(s) or person(s) in parental relation best understands.

The District will maintain records of signed notices of parents and persons in parental relation that indicate program selection and orientation session agendas and sign-in sheets for such orientations. Such notices will be included in the student's cumulative record.

- 2) After the orientation, the parent(s) or person(s) in parental relation of a student designated as an ELL will be notified, in English and the language or mode of communication the parent or person in parental relation best understands, that, where available, bilingual education will be the default program. The notice will also indicate:
  - a. The goals and purpose of bilingual education and ENL programs available in the District;
  - b. The parent(s) or person(s) in parental relation may direct that his or her child be placed in an ENL program instead of a bilingual education program;
  - c. The student will receive all required core content in all programs offered, and the student's participation in a bilingual education or ENL program will not preclude the student from accessing extracurricular activities offered by the District;
  - d. If a school within the District is not required to provide a bilingual education program, parent(s) or person(s) in parental relation have the option of transferring their child to a school within the District if such program is available at another school;
  - e. In a school where the number of eligible students required that a bilingual education program be provided, but the school has been granted an exemption, the notice will also explain how the school will offer to support home language and provide a summary of its plans for instituting a bilingual education program the following school year.

(Continued)

# REGULATION

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Non-Instructional/Business  
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## **SUBJECT: INSTRUCTION FOR ENGLISH LANGUAGE LEARNERS (Cont'd.)**

- 3) After the parent(s) or person(s) in parental relation receives notification, the District will provide the parent(s) or person(s) in parental relation ten (10) school days to sign and return a statement to the District indicating that they are either in agreement with the child being placed in a bilingual education program or directs the District to place the child in an ENL program. If the parent(s) or person(s) in parental relation does not return the signed notification form within ten (10) school days of receiving notice, the student will be placed in a bilingual education program if available in his/her school or in an ENL program if the school is not required to provide a bilingual education program.
- 4) If a student is placed in an ENL program, either because the parent(s) or person(s) in parental relation requested such placement or because the parent(s) or person(s) in parental relation did not make a choice regarding placement, the parent(s) and person(s) in parental relation will be notified in a language or mode of communication they best understand, that they retain the right to transfer their child to a bilingual education program and that transportation will be provided in accordance with Education Law Section 3635 and District policy.
- 5) Appropriate District personnel will individually meet at least once a year with the parent(s) or person(s) in parental relation of ELLs, in addition to parent-teacher conferences, quarterly progress meetings, or other such scheduled meetings, to help them understand the goals of the program, their child's language development progress, their child's English language proficiency assessment results, and language development needs in all content areas. This meeting will include all school staff necessary to sufficiently inform the parent(s) or person(s) in parental relation about the child's language development in all content areas in English and in the child's home language in the case of students enrolled in a bilingual education program. This meeting will also be conducted with a qualified interpreter/translator in the language or mode of communication the parent(s) or person(s) in parental relation best understands.

### **Support Services**

The District will provide appropriate support services for ELLs who fail to meet specified levels of performance on the annual English language proficiency assessment. Such services will take into consideration those factors specified in Commissioner's regulations and will be aligned with any intervention plans the District is already providing to all students.

### **Transitional Services**

For at least two (2) school years following the school year in which a student is exited from ELL status, such student will receive at least one half of one unit of study or its equivalent of integrated ENL or such other services that monitor and support their language development and academic progress, as approved by the Commissioner.

(Continued)

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**SUBJECT: INSTRUCTION FOR ENGLISH LANGUAGE LEARNERS (Cont'd.)**

## **Professional Development**

The District will provide professional development to all teachers, level III teaching assistants, and administrators, which specifically addresses the needs of ELLs in accordance with relevant provisions of the Commissioner's regulations. The following professional development is required for District personnel:

- 1) All teachers and administrators: A minimum of fifteen percent (15%) of the required professional development clock hours will be dedicated to language acquisition, including a focus on best practices for co-teaching strategies and integrating language and content instruction for ELLs;
- 2) Level III teaching assistants: A minimum of fifteen percent (15%) of the required professional development clock hours will be dedicated to language acquisition and content instruction for ELLs; and
- 3) All bilingual and English to speakers of other languages (ESOL) certified teachers: A minimum of fifty percent (50%) of the required professional development clock hours will be dedicated to language acquisition in alignment with core content instruction, including a focus on best practices for co-teaching strategies and integrating language and content instruction for ELLs.

The District may annually seek permission from the Commissioner for an exemption of the professional development requirements where there are fewer than thirty (30) ELLs enrolled or ELLs make up less than five percent (5%) of the District's total student population as of such date as established by the Commissioner.

Adopted: 11/04/15

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Naples  
ElementaryDeletions  
OCT 2015

10/29/2015

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

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Amazing Animals of the World.		Grolier,	1995.	09/05/01
<i>Call Number:</i> REF 591 AMA		<i>Barcode:</i> NAE0007291		
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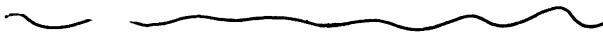

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<i>Call Number:</i> REF 591 GRO		<i>Barcode:</i> NAE0009899		
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