

BOARD MEETING: Regular
DATE: Wednesday, October 17, 2018
TIME: 6:00 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, 2018 (Board Action)
- IV. Executive Session (Board Action)
- V. Public Hearing
 - District-Wide School Safety Plan
- VI. Pledge of Allegiance
- VII. 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.
- VIII. Points of Interest
- IX. Superintendent Recognitions & Updates
 - Kudos
 - Claims Auditor Reports
 - November 7, 2018 Board of Education Meeting
 - Emergency Go Home Drill
 - Discussion Regarding Department Chair Reports
 - Capital Project Update
 - Girls Varsity Basketball
 - Response to Intervention (RTI) at the Elementary School Level
- X. Board Reports
 - Budget Committee
- XI. Administrative Reports
 - Secondary Principal
 - Student Representative
- XII. Minutes (Board Action)
 - Regular Meeting of October 3, 2018
- XIII. District-Wide School Safety Plan (Board Action)
- XIV. Business / Financial (Board Action)
 - Policy Updates
 - School District Safety Team Members
 - Extra-Curricular Club: Name Change
- XV. Personnel (Board Action)
 - Retirement Resignation
 - Resignation
 - 2018-2019 Summer Hours
- XVI. Consent Agenda Items (Board Action)
 - Committee on Special Education, CPSE & 504 Committee Recommendations
 - Volunteers
 - Substitute(s)
 - Teacher Aides
- XVII. Adjournment (Board Action)

Regular Meeting

October 17, 2018

Minutes of a Regular Meeting of the Board of Education of Naples Central School held on Wednesday, October 17, 2018 at _____ p.m. in the Naples High School Cafeteria.

Members Present:	Robert Brautigam	Thomas Hawks
	Joseph Callaghan	Kelley Louthan
	Carter Chapman	Gail Musnicki
	Brent Gerstner	Maura Sullivan
	Jacob Hall	Owen Kennedy

Members Absent:

Also Present: Matthew Frahm, Mitchell Ball, Kristina A. Saucke, E. Bridget Ashton, Katherine Piedici and Anneke Radin-Snaith.

A quorum being present, the meeting was called to order at _____ p.m. by Board President Jacob Hall.

Motion:

2nd:

Resolved, that the Board of Education approves the agenda of the Regular Meeting of October 17, 2018 as presented.

Voting Yes: **Motion Carried**

Voting No: **Motion Denied**

Motion:

2nd:

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

Voting Yes: **Motion Carried**

Voting No: **Motion Denied**

Time out of Executive Session: _____ p.m.

Motion:

2nd:

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

- Regular Meeting of October 3, 2018

Voting Yes: **Motion Carried**

Voting No: **Motion Denied**

Motion:

2nd:

Resolved, that upon the recommendation of the Superintendent, the Board of Education approves the Naples Central School District-Wide Safety Plan as presented.

Voting Yes: **Motion Carried**

Voting No: **Motion Denied**

Motion:

2nd:

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 #5551: Allocation of Title I, Part A Funds in the District
 - Policy #6121: Sexual Harassment in the Workplace
 - Policy #6121F: Naples Central School District Complaint Form for Sexual Harassment in the Workplace
 - Policy #7134: Education of Students in Foster Care
 - Policy #7222: Diploma and/or Credential Options for Students with Disabilities
 - Policy #7223: Participation in High School Graduation Exercise
 - Policy #7554: Student Gender Identity
- Resolved, that the Board of Education approves the 2018-2019 School District Safety Team Members as listed:
 - 1) Bridget Ashton (High School Principal)
 - 2) Phil Bariteau (High School Teacher)
 - 3) Robert Birdsall (Elementary School Teacher)
 - 4) Pat Elwell (Fire Chief/Mechanic)
 - 5) Laura Finnan (High School Nurse)
 - 6) Laurie Fitzgerald (Elementary School Teacher)
 - 7) Matt Frahm (Superintendent/Safety Team Chair)
 - 8) Matt Green (High School Teacher)
 - 9) Carrie Grove (Elementary School Teacher on Special Assignment)
 - 10) Chad Hunt (Director of Facilities and Transportation)
 - 11) Katie Infantino (Elementary School Librarian)
 - 12) Rick Jaus (School Resource Officer—Ontario County Deputy)
 - 13) Monica Kastner (High School Counselor)
 - 14) Heather Clark (Assistant Principal/Data Coordinator)
 - 15) Tammy Matthews (Elementary School Psychologist)
 - 16) Brian Meteyer (Elementary School Psychologist)
 - 17) Bill Murphy (High School Counselor)
 - 18) Darlene Wolfanger (Teacher Aide)
 - 19) Kris Saucke (Elementary School Principal)
 - 20) Melissa Steenburgh (High School Psychologist)
 - 21) Kelly VandeSande (Elementary School Nurse)
 - 22) Anneke Radin-Snaith (Director of Technology, Instruction, and PD)
- Resolved, that the Board of Education approves the change in name of the Extra-curricular Club GO-GO Coffee to CC and More, with the current funds in the GO-GO Coffee account to remain with CC and More.

Voting Yes:

Motion Carried

Voting No:

Motion Denied

Motion:**2nd:**

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

- Resolved, that upon the recommendation of the Superintendent, the Naples Central School District Board of Education approves the retirement resignation of Stephen Draxl, Cleaner, with regret, effective November 17, 2018.
- Resolved, that upon the recommendation of the Superintendent, the Naples Central School District Board of Education approves the following Extra-Curricular resignation, with regret:
 - Kara Houppert, NCS Girls Basketball Club Advisor, effective October 12, 2018
- Resolved, that the Board of Education approved 2018-2019 summer hours for the following: Carrie Grove, teacher, for up to ten (10) hours at the rate of \$30.00/hour.

Voting Yes:**Motion Carried****Voting No:****Motion Denied****Motion:****2nd:**

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 September 25, 2018; September 26, 2018; October 1, 2018 and October 5, 2018.
 - Committee on Preschool Special Education actions of September 18, 2018.
 - 504 Committee actions of September 25, 2018

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

<u>Name</u>	<u>Position</u>	<u>Address</u>
Brittany Fleischman	Volunteer	144 South Main St, Apt 3, Naples, NY 14512
Jill Hotelling	Volunteer	4710 West Avenue, Middlesex, NY 14507
Farren Kinton	Volunteer	6362 Dugway Road, Canandaigua, NY 14424
Laura Shattell	Volunteer	5859 Cook School Rd., Prattsburgh, NY 14873
Shaylynn Whipple	Volunteer	6275 Italy Valley Road, Naples, NY 14512

- c. Resolved, that the Board of Education hereby approves the following Substitute Appointments, pending a successful background clearance report provided to the school as a result of the fingerprinting process:

<u>Name</u>	<u>Position</u>	<u>Address</u>
Samantha Fleischman	Teacher Aide	18 Sunnyside Estates, Middlesex, NY 14507
Jessica Keefer	Teacher Aide	5347 Babcock Road, Naples, NY 14512

Voting Yes:**Motion Carried****Voting No:****Motion Denied****Motion:****2nd:**

There being no further business, the Regular Meeting of October 17, 2018 is hereby adjourned at _____.

Voting Yes:**Motion Carried****Voting No:****Motion Denied**

Board of Education Auditor Report – October 2018 Board Meeting

From April 1, 2018 - June 30, 2018 I have approved warrants 0163-0211 for a total amount of \$5,525,359.14 for the fourth quarter of the 2017-2018 fiscal year. The following errors have occurred and were corrected:

1. (3) Backup paperwork missing information (no requisitions)
2. (1) Missing Signatures
3. (1) Incorrect Remit Address (Address change)

A total of 5 errors from 662 transactions (0.008%)

Respectfully submitted,



Evelyn Letta

Board of Education Auditor Report – October 2018 Board Meeting

From July 1, 2018 – September 30, 2018 I have approved warrants 0001-0055 for a total amount of \$4,924,799.70 for the first quarter of the 2018-2019 fiscal year. The following errors have occurred and were corrected:

1. (1) Backup paperwork missing information (no requisitions)
2. (2) Missing Signatures
3. (1) Incorrect Remit Address (Address change)
4. (1) Incorrect Amount

A total of 5 errors from 627 transactions (0.008%)

Respectfully submitted,



Evelyn Letta

Board of Education Report

Naples High School ~ October 2018



Elizabeth Ashton @easht_naplescscd · Sep 21

Welcome to the home of the Big Green! It is Spirit Week, Friday, and green and white day! The energy in the building is palpable and contagious... Love this work, and our incredible students! #NaplesCSD



Naples High School Celebrations

Student Celebrations

- Shout out to all of the students and staff members who welcomed the crowds and represented Naples HS clubs and athletics during GrapeFest this year!
- Congratulations to Caitlin Goodwin, who was acknowledged by the Wildwood Education Center as Student of the Month for September in the Culinary Arts Program!

- Shout out to Cole Rathbun for being named [@SectionVsports](#) boys soccer player of the week (Sept. 25)!
- Kudos to Brenda Boylan, Cathy Thayer, and their Success Strategies class for presenting to administration on 9/27 about two student run businesses: Corner Store and More and Go Go Coffee and More. Stay tuned for more information about these student led businesses, scheduled to open in late October!
- Thank you to all of the students who participated as actors in our Distracted Driving event on 9/17: Griffin Frazer, Maeve Wright, Rosemary Byington, Nick Clearman, Gianna Vest, and Max Bruen. Shout out to our stage crew as well: Cara Cusson Jake Schwartz, Stefan Radak, Caitlyn Jones, and Stella Frazer.
- KUDOS! 7th grader Ian Kenney completed the Highlander Bike race on 9/15, which is a 30 mile round trip.
- Thank you to all the families who attended, and to the faculty and staff members who were here to welcome our community to Naples High School during Open House on Thursday, 9/13. There is so much to be proud of in this building!
- Congratulations to all of our elected Class Officers for the 2018-19 school year!
- A shout out to our Fall Athletes for their spirit and dedication to the Green Machine! Finger Lakes Standings as of 10/8/18:
 1. Fall 2018 Girls Varsity Finger Lakes Tennis: 5 - 4 - 0
 2. Fall 2018 Boys Varsity Finger Lakes Soccer: 9 - 3 - 1
 3. Fall 2018 Girls Varsity Finger Lakes Soccer: 8 - 3 - 1
 4. Fall 2018 Boys JV Finger Lakes: 7-3-0
 5. Fall 2018 Girls JV Finger Lakes Soccer: 2 - 6 - 1
 6. Fall 2018 Girls Mod./JV Combined Tennis: 4 - 6 - 0
 7. Fall 2018 Boys Modified West Finger Lakes Soccer: 1 - 2 - 1
 8. Fall 2018 Girls Modified West Finger Lakes Soccer: 2 - 3 - 1
 9. Fall 2018 Boys Varsity West Finger Lakes Golf: 1 - 4 - 0



Music Celebrations: ALL STATE

Congratulations to the following students on earning the honor of being named to the 2019 NYSSMA Zone 15 Area All-State Junior High Concert Band:

- Kate Mark, Clarinet
- Brynn Davis, Trumpet
- Adam Bay, Trombone

Congratulations to the following students on earning the honor of being named to the 2019 NYSSMA Zone 15 Area All-State Senior High Concert Band:

- Jessica Schwartz, Flute
- Felicity Hutchinson, Trumpet
- Jacob Schwartz, Horn in F

The Junior High Festival will be held at Hornell High School on Friday, November 2- Saturday, November 3, 2018. The Senior High Festival will be held at Elmira High School on Friday, November 16 - Saturday, November 17, 2018.

Students were selected to these groups based on attaining high scores on their NYSSMA solo festivals during the 2017-2018 school year.





Staff Celebrations

- Congratulations to Matt Green, who was nominated and acknowledged by Senator Rich Funke on September 26 at **Workers United**, located in Rochester, New York. While Matt was unable to attend the celebration, he is well deserving of this auspicious recognition and we could not be more proud!
- Kudos to Michelle Walpole, who presented on authentic language learning at a conference in Syracuse last weekend!
- From the Naples CSD Webpage: *On October 2, 2018, the Naples Central School District received a call from Governor Cuomo's office announcing that Mr. Jon Betrus (High School Science) and Mr. Adam Robison (High School Mathematics) had been selected as New York State Master Teachers. **Congratulations Jon and Adam!** To read Governor Cuomo's press release regarding the selection of Master Teachers, please click [HERE](#).*
- Many thanks to Nicole Green, Matt Green Michelle Walpole, Jaime Weller, and Tess Marble for leading their colleagues in Professional Development on 10/1 during four Breakout Sessions:
 - Will vs. Skill: Strategies for Addressing Student Behaviors at Tier 1 (Tess Marble)
 - Will vs. Skill: Strategies for Addressing Student Behaviors at Tier 2 (Nicole Green)
 - Tier 1: Engagement Strategies (Michelle Walpole)
 - Tier 1: Behavioral Styles: "So You are a Driver, Now What?" (Jaime Weller and Matt Green)
- Shout out to Aly Powers and the entire team supporting the roll out of the Mock DWI at Naples High School on Monday, 9/17! Exemplary collaboration between students, staff and community agencies to produce important messaging for our students.
- Kudos to Laura Finnan for her efforts to coordinate with Wegmans Pharmacy to offer Flu Shots during our Open House! Laura has also coordinated with FoodLink to provide a

weekend Backpack Program for eligible students. Thank you, Laura!

- Shout out to Jon Betrus for carving out an opportunity for Naples High School students to work with students from U of R and Syracuse University to learn more about Mitosis and research laboratories on Saturday, 9/15.
- Many thanks to Joelle Nicholson and Monica Kastner for collaborating and creating an opportunity for Naples HS students to join together in a theme of KINDNESS and ONE! Looking forward to the work of this club this year!

Elizabeth Ashton @easht_naplescscd · Oct 1

Shout out to @ngreen_ela @jaimesweller @SrtaWalpole @mrs_marble119 & Matt Green for leading professional development today! Exemplary turnkey approach to sharing summer learning re: Tier 1 & 2 strategies, behavioral styles and Teaching Like a Pirate! #naplescscd #deviceintegration – at Naples Central School



NYS Releases Individual Student Performance Results on Grades 3-8 Assessments: Impact on AIS

Naples Central School District offers a variety of academic services to meet the instructional needs of our students. We take pride in maximizing available resources to best support students in their efforts to be successful in meeting the New York State Learning Standards and graduation requirements.



The New York State Department of Education mandates that students who perform below the median scale score between a Level 2/ partially proficient and a Level 3/proficient on a grade 3-8 ELA or Mathematics assessment (see below) be considered for Academic Intervention Services (AIS) in conjunction with multiple local measures. Local measures that will be factored into our students' eligibility for AIS will include local unit and lesson assessments, summative assessments and final averages /levels of course proficiency. As such, students, including students with disabilities and/or limited English proficiency, will be designated and scheduled for AIS services when a review of multiple measures indicates that the additional support is needed.

Upon review of the multiple measures outlined above, some additional students in Grades 7 & 8 have been identified as eligible to receive AIS and will be scheduled for support in English Workshop and /

or Math Workshop. Please note that AIS is designed to provide students with support in ELA and Math within a small group setting and is delivered by certified, talented teachers.

**2018 Grades 3-8 English Language Arts and Mathematics Tests
Median Scale Score between Level 2 and Level 3**

Grade	English Language Arts	Mathematics
3	592	593
4	593	595
5	601	598
6	596	598
7	599	599
8	593	603

For Your Information: Vaping Concerns

Student Vaping On and Off Campus

- We are fielding concerns by students, faculty, staff, and families about the prevalence of vaping by our youth. Newer vape designs (such as the JUUL device) have been reimagined to look like many other commonly used, "in plain sight" items, such as flashdrives, writing implements, and even makeup! This marketing has served to be problematic for parents and for those in the educational professional community.
- The [Surgeon General Report](#) surrounding E-Cigarette Use Among Youth and Young Adults preface states, "E-cigarette use among U.S. youth and young adults is now a major public health concern. E-cigarette use has increased considerably in recent years, growing an astounding 900% among high school students from 2011 to 2015. These products are now the most commonly used form of tobacco among youth in the United States, surpassing conventional tobacco products, including cigarettes, cigars, chewing tobacco, and hookahs. Most e-cigarettes contain nicotine, which can cause addiction and can harm the developing adolescent brain.
- In March 2018, CNN ran an article by journalist Ana Ibarra, who argues the usage of Juul e-cigarettes may become the ['Health problem of the decade.'](#)
- An April 2018 CNN Article headlined, "[Vaping now an epidemic among US high schoolers.](#)"
- In the April 2018 New York Times article "[I Can't Stop](#)," an administrator shares the "fear that the devices are creating a new generation of nicotine addicts."



NYS Law prohibits smoking of any / all tobacco or tobacco like products within 100 feet of the entrances or exits of any public or private schools (A.10141-B / S.6854-B). As such, the NaplesCSD Code of Conduct includes language specific to vaping:

- While on school property and at school functions, a student should not: Engage in any conduct that endangers the safety, morals, health, welfare of others, including: possessing, consuming, selling, attempting to sell, distributing or exchanging alcoholic beverages, tobacco, tobacco products (**including look alike tobacco products such as smokeless or "vapor" cigarettes**) or illegal substances, or being under the influence of any of these.
- All substance related Code of Conduct violations typically include a disposition of student being Out of School Suspended.
- Additionally, moving forward, all substance related Code of Conduct violations will also include a more formal "teach component." Students will be required to participate in one of three anti substance use sessions:
 - Anti Substance Use, Peer Mentoring** with Aly Powers
 - Anti Substance Use, Messaging** with Laura Finnan
 - Anti Substance Use, Explicit Instruction** with Laura Passalacqua
- Ontario County Health Prevention Educator, Laura Passalacqua, is exploring resources about the harmful effects of vaping and hopes to develop a plan in the upcoming weeks for delivery of explicit instruction about the health risks associated with vaping to MS students.

If you have any innovative ideas or suggestions surrounding our approach to teaching and working with students on this topic, PLEASE do reach out to share.



🔗 Teens and E-cigarette...

www.drugabuse.gov

This infographic explores e-cigarette use among teens, including usage rates compared with cigarette use, potential for e-cig use to lead to smoking, and what teens say is in their e-cig, as well as avenues for teens' exposure to e-cig advertising.



🔗 Vaping in Schools: 'J...

video.edweek.org

The use of these e-cigarettes like the popular Juul brand is spiking among youth, but parents often aren't even sure what they are and many teens mistakenly believe there are no serious health risks. (July 18, 2018)



Naples High School Highlights

Homecoming 2018





"Spirit Week," By Lukas Perry

This year, Student Council was excited to create a Spirit Week that highlighted a sense of belonging within our school. To do so, we created new activities and competitions to encourage participation from all students and staff members. We started by having the "Dress Days" where students and staff dressed to fit the theme of each day. Then we added new activities to the Pep Rally, such as Hungry Hungry Hippos and new staff teams in each activities. Overall, it was amazing to see the student and staff enthusiasm and drive when it came down to winning the competition and encouraging school spirit,

Student Council President,
Lukas Perry



Homecoming 2018

HITS OF HOMECOMING :

- Thank you to Naples HS Student Council and advisor, Bill Murphy, for all of their planning behind the scenes to organize and produce our Homecoming events this week. Pep Rally on 9/21 was a blast!
- Thank you to Bill Murphy, for all of his energy and enthusiasm surrounding the Homecoming Dance on 9/22! Once again, this event was an incredible hit. **We had 70% of our student body (approx. 220 students) attend.** It was a wonderful evening of dancing, laughter, friends and fun for incredible students!
- Congratulations to our Homecoming Court: Kristine Gelder, Lukas Perry, Alana Carter and Dylan McMullen!
- Congratulations to our Boys VARSITY, Girls VARSITY, and Girls JV soccer teams for taking the win during the Homecoming Athletic Competitions.
- Shout out to Chad Hunt for organizing the tribute to all of SENIOR athletes during the Homecoming Athletic events.



Spirit Week Activities:

- Monday, 9/17: Mock DWI, 8:00 - 11:00 am for Grades 9 - 12
- Tuesday, 9/18: Color War Day

Grade 12- black
 Grade 11- red
 Grade 10 - blue
 Grade 9 - white
 Grade 8 - gray
 Grade 7 - purple

- Wednesday, 9/19: America Day
- Thursday, 9/20: Tourist Day
- Friday, 9/21: Green and White Day

Homecoming Breakfast:

- Saturday, 9/22: 8:00 @Naples HS Cafe
- Fee: \$2.00 per person

Athletic Contests:

- Saturday, 9/22: 12:00 Girls JV and Varsity Soccer vs Waterloo @Naples Community park
- Saturday, 9/22: 2:30 Boys JV Soccer vs Gananda @Naples Community Park
- Saturday, 9/22: 2:30 Boys V Soccer vs Waterloo @Naples Community Park

Homecoming Dance:

- Saturday, 9/22: 8:00 - 11:00 PM @Naples High School



Elizabeth Ashton @easht_naplescscd · 44s

"Red out" and "read out" in Mr. Mannella's English class this morning... Juniors show their School Spirit during Homecoming Week! #NaplesCSD





Elizabeth Ashton @easht_naplescscd · 49m

Seniors recognized today during Homecoming athletic competitions... Big Green dominating JV and V games! #naplescscd



Distracted Driving Event at Naples High School, 9/17/18



Elizabeth Ashton @easht_naplescscd · Sep 17

Thank you to Ontario County Sheriff Povero, for greeting Naples High School students this morning to launch Distracted Driving event. Dedicated time this AM for very important learning! #NaplesCSD



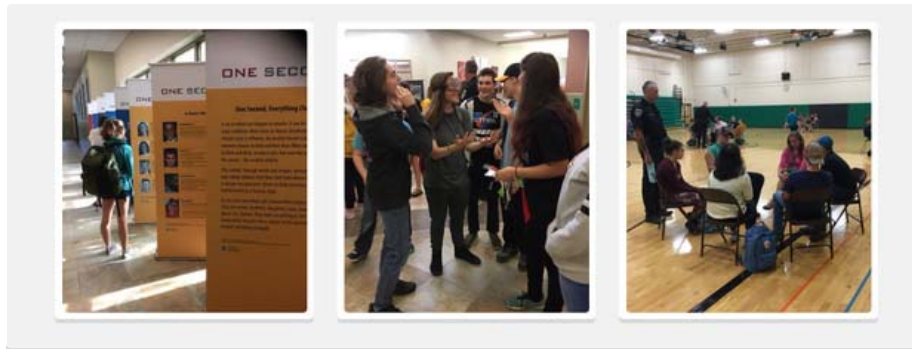
Mock DWI/Distracted Driving Event - Monday, September 17, 2018 Time: 8-11am

The Naples Central School District facilitated a Mock DWI/Distracted Driving event on the morning of September 17, 2018. The event featured a staged two car accident with Naples students acting as victims. Local fire and ambulance crews as well as police converged on the scene to help the injured and unravel the cause of this needless accident.



High school students also attended an assembly aimed at raising awareness about the consequences of underage drinking, impaired driving, distracted driving, and other risky behaviors. Speakers addressed both legal and moral issues linked to these issues while providing essential knowledge of NYS laws. The goal of this Mock DWI/Distracted Driving event was to reduce incidents of underage drinking and provide our youth the tools they need to make good life decisions and become responsible members of society.

The final phase of this event involved four stations. Students heard from a guest speaker, visited with vendors, engaged in reflective discussions with staff, and pledged their safety.



Grape Fest 2018

Elizabeth Ashton @easht_naplescsd · 28m

Tradition... Pie a SENIOR (or two) at Naples Grape Fest! Had to demonstrate my Unwavering Support of Class of 2019 and Class Advisors, @jaimesweller @NaplesMurphy #NaplesCSD



Grape Fest a Hit!

Shout out to all of the students and staff members who welcomed the crowds and represented Naples HS clubs and athletics during GrapeFest this year! A number of Naples CSD clubs participated this year:

- Class of 2019
- HS Chorus
- Steel Pan Band
- Baseball
- Spanish Club
- Robotics



[A great, grape day in...](#)

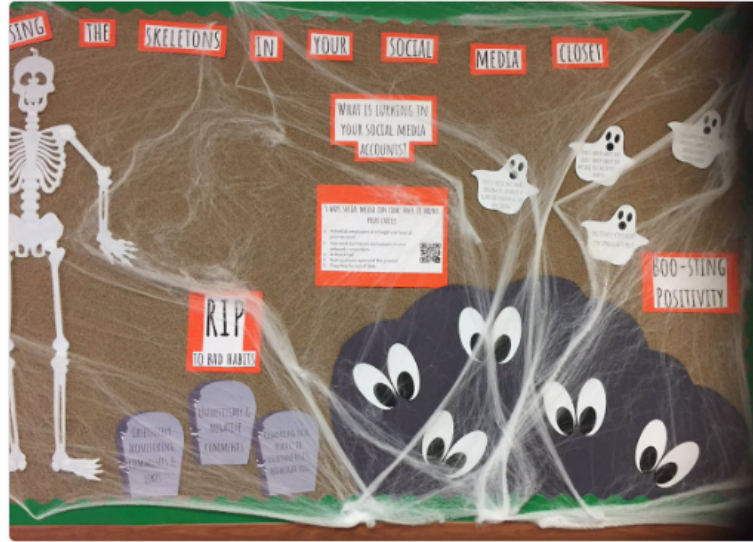
www.mpnnow.com

The fun continues Sunday during the Naples Grape Festival



Elizabeth Ashton @easht_naplescscd · 2m

"Addressing the Skeltons in your social media closet." Digital citizenship and literacy authentically integrated within classroom instruction AND messaged at Naples High School. Shout out to @mrs_marble119 and @SrtaWalpole. LOVE THIS! ❤️ #naplescscd



From the Desk of Heather Clark

Dear NCS Board of Education,

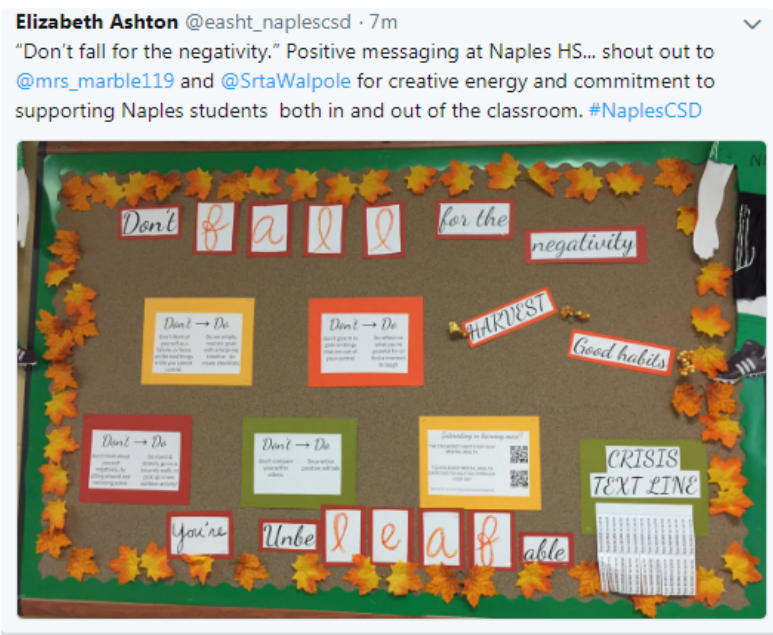
Recently, the results from the NYS grades 3-8 ELA, Math, and Science exams were released. As a result, letters have been mailed home to families sharing their child's scores and our staff has been reassessing the needs of our students partially based on this data. Our school district continues to be proactive by ensuring that students who need extra assistance receive this through our multi-tiered system of supports. In the weeks ahead, we will be compiling and reporting the 2017-2018 Staff Evaluation Data as well as having staff verify their electronic personnel master file in the Teacher Access and Authorization system.



Just as we support the academic needs of students, we are also working on helping students reach success socially and emotionally. One example of this is our integration of utilizing restorative conferences with students who are in a power struggle or conflict cycle with a peer. As adults, we realize the strength in differing views and how collaboration is best. Our youth need to also understand how to appreciate differences and resolve conflict.

Currently, one of the largest struggles youth are facing across America and in Naples, is the vaping epidemic that is impacting so many students these days. At Naples, we are fortunate to have a cohesive team to support our students comprised of our School Resource Officer-Deputy Jaus, Health Teacher-Alyson Powers, School Nurse-Laura Finnan, and Prevention Coordinator-Laura Passalacqua. As we continue to educate our teens on the harmful effects of vaping, we are also asking parents to reach out to us if they are in need of our assistance to help their children.

Sincerely,
Heather Kay Clark
Jr/Sr High Assistant Principal/
Naples District Data Coordinator



Naples HS Library

Update on Library Renovations:
"The last week of September and first weeks of October have been like Christmas in the library. Slowly, but surely the library has been receiving its new furniture. There is a transformation in the area with every delivery! At this point, many of the new chairs have arrived, which include high chairs for our new high top tables, as well as a variety of "rocker" chairs, and low rocker chairs for flexible seating options. By mid-October more tables and the sectional, comfy seating should arrive to complete the renovation project. Many students are excited about the new seating and often comment how much they like the new space. It will be wonderful have all the new furniture in place!"

~Submitted By Colleen Betrus



October Battle of the Books:

2018 marks the eleventh year that the HS Library has been hosting the Battle of the Books. Usually, the library holds three competitions throughout the year. Students are divided into teams of six, with each student being an "expert" on one book. To win, teams must answer the most trivia questions about their books correctly. Students compete for prizes, such as Canandaigua Movie Theater tickets or Amazon gift cards. While participating, students enjoy

snacks and some fun competition. Our first round for the year, begins October 17th.

From the Health Office

- Physicals will be offered on October 11 in the Nurse's Office. A current physical (within the last 12 months) is required for all students entering 7th, 9th, 11th grade, all new students, those joining a sport and those wanting a work permit. Please email me, lfinnan2@naplescscd.org or call 374-7914 to reserve a spot. This will be the only time physicals will be offered before the start of the Winter Sport Season.
- Get your FLU Vaccine: Wegmans Pharmacists will be on-site providing flu shots during the Elementary Open House on Thursday, October 11 from 6:30-7:30. Please bring your Insurance Card.



JUULing: What Pediatricians and Families Need to Know

What is a JUUL?
JUUL (pronounced "jewel") is a brand of e-cigarette made by JUUL Labs Inc.

JUUL has grown quickly in popularity since introduction to the market in 2015, fueled by a serious following among youth and young adults.

JUUL's popularity among youth raises significant concerns for pediatric health.

JUUL Characteristics:
JUUL is a sleek, small e-cigarette that resembles a flash drive. Unlike other types of e-cigarettes, JUUL does not look like a traditional cigarette and thus may not be immediately identifiable as a vaping device. Due to their size, JUUL devices are discrete and can be easily concealed in a fist or a pocket.

JUUL operates by heating a "pod" of e-liquid containing nicotine, flavorings and other substances. When heated, the e-liquid creates an aerosol which is inhaled by the user.

JUUL has spawned its own terminology: use of these devices is called "juuling."

Public Health Concerns:
JUUL comes in youth-friendly flavors, including mango, mint and fruit-medley. For decades, the tobacco industry has used flavors to attract youth to their products.¹ Youth cite flavors as a common reason for e-cigarette use.²

JUUL is highly addictive. The concentration of nicotine in JUUL is more than double the concentration found in other e-cigarettes. This high concentration is a serious concern for youth, who are already uniquely susceptible to nicotine addiction. The addictive potential is so high that the US Surgeon General has declared that youth use of nicotine in any form is unsafe.³

JUUL users have a significant risk of becoming cigarette smokers. Youth who use e-cigarettes are more likely to progress to smoking traditional cigarettes.^{1,4}

JUULING is increasingly common in high school and college campuses. Educators report that youth are using JUUL in classrooms, hallways and restrooms, and are sharing devices with their peers. This social use encourages non-users to try JUUL, and enables students who are too young to purchase these products, or who could not otherwise afford them, to access them through peers.

References:
1. U.S. Department of Health and Human Services. Preventing Tobacco Use Among Youth and Young Adults: A Report of the Surgeon General. Atlanta (GA): U.S. Department of Health and Human Services, Centers for Disease Control and Prevention, National Center for Chronic Disease Prevention and Health Promotion, Office on Smoking and Health, 2012.
2. Tsai L, Walton K, Coleman BN, et al. Reasons for Electronic Cigarette Use Among Middle and High School Students—National Youth Tobacco Survey, United States, 2016. *MMWR* 2018;67:186-200.
3. U.S. Department of Health and Human Services. E-Cigarette Use Among Youth and Young Adults. A Report of the Surgeon General. Atlanta, GA: U.S. Department of Health and Human Services, Centers for Disease Control and Prevention, National Center for Chronic Disease Prevention and Health Promotion, Office on Smoking and Health, 2016.
4. National Academies of Sciences, Engineering and Medicine. 2018. Public Health Consequences of E-Cigarettes. Washington, DC: The National Academies Press.

AMERICAN ACADEMY OF PEDIATRICS
Julius B. Richmond
Center of Excellence

AMERICAN ACADEMY OF PEDIATRICS
SECTION ON TOBACCO CONTROL

DASA and Peer Relationship Skill Building "Lunch Bunch" Groups at Naples High School

Restaurateur, Guy Fieri, stated that "Cooking is all about people. Food is maybe the only universal thing that really has the power to bring everyone together. No matter what culture, everywhere around the world, people get together to eat." The DASA Lunch Bunch was created to provide a safe space for students in Grades 7 and 8 to do just that—come together. The first round of meetings began September 17 and new for this school year, each group contains a mixture of each grade, roughly 9 per lunch. Lunch Bunch began with the goals for the year; including meeting 1-2x per month with the same students in the hope of becoming a middle school team. For example, so far each lunch has started with a Strong Kids survey regarding healthy/emotional choices. 7th graders and 8th graders ate and completed this separately. By the end, they were all talking to each other. There is success here already and students are doing incredible social/emotional work without even realizing it. They are acknowledging each



other, validating each other, bonding-even if it is about missing the cafeteria:). October 16 will mark the first official lesson from the Olweus Bullying Prevention Program; Building a Positive Climate.

~Submitted by Joelle Nicholson



Speed Counseling

This year Mrs. Kastner is trialing, with the support of grade-level teachers and administration, a new endeavor for 7th - 9th graders: speed counseling!

She visits classrooms on days where the focus is independent work-completion to see students, meeting with them one by one in a nearby empty room, meeting with as many students as able to in a period. This gives her time to see all of her students and support their academic and social-emotional growth. So far, the process has been very well received, with students presenting as comfortable chatting in this manner and already asking when she's returning to the room.

Students are able to problem solve, resolve peer conflicts before they escalate, ask pressing questions, review grades, or request that she advocate on their behalf (i.e.: call their parent, ask their teacher for feedback, assist in unlocking their Schooltool, etc.). It also normalizes counseling, educates students on how School Counselors and other supports like Administrators, Support Staff, Nurses, and School Psychologists are all sources of support, and promotes self-advocacy!

~Submitted by Monica Kastner

Red Ribbon Week 2018: Life is Your Journey, Travel Drug Free

THEME DAYS:

- **Tuesday, October 23: Wear Red Day**-“Pledge to be Drug Free!” - Sign the Red Ribbon Week pledge & receive a red ribbon!
- **Wednesday, October 24: Lei Off Drugs** - Come dressed in a Hawaiian theme...think leis and flowered shirts! Wristbands passed out during lunches.
- **Thursday, October 25: “I Mustache You Not to Use Drugs.”** -Wear a mustaches. Mustaches will be passed out with the RRW quiz contest during lunch.
- **Friday, October 26: Help A Friend Say No** - Twinning Day

DAILY TRIVIA

- Students will have the opportunity to respond to daily trivia questions. Responses serve as entries to win daily prizes.

YOUR FUTURE is KEY, STAY DRUG FREE QUIZ

- Laura Passalacqua will have the Red Ribbon Week quiz available for students during Lunch A and Lunch B. Participants have the opportunity to win prizes.



Naples HS NHS Hosts Food Drive

The National Honor Society will be running a Food Drive in both the elementary and high school buildings, the week of November 13th-November 16th. Items collected will be donated to the Naples Open Cupboard, the Monday before Thanksgiving. This is a key time of year for folks to donate items to the Open Cupboard. In the past, the elementary school has far surpassed the high school in the number of items donated. We would like to see a better showing by high school students this year. NHS is currently working on an incentive to increase the number of donations at the high school level. If you

would like to make a donation, contact Mrs. Betrus in the high school library (cbetrus@naplescsd.org).

9th Annual Naples Turkey Trot

9th Annual Naples Turkey Trot, a 3k/5k course that folks can run, jog, or walk on Thursday, November 22nd. Registration is day of only and begins at 8 am. The trot starts at 8:30 am. Proceeds from this fundraiser will benefit three organizations, the Naples Open Cupboard, the Community Park Foundation, and this year, the Naples Hospice House. Limited edition t-shirts by Chris Abraham (cost \$10). Attention Students! There is a Sports Team Challenge (see the flyer for more details). One of our NCS teams can win a team pizza party. For more information about the trot, see <https://www.facebook.com/NaplesTurkeyTrot/> or the attached flyer.



Local Artist AND Substitute Teacher at Naples CSD

Daryl Abraham substituted for a 7th grade teacher on 10/5. At the end of class, Mr. Abraham gave us a tour of his art exhibit in the atrium. He described some of the materials, process, and ideas behind the art. It was really an amazing opportunity for our students. I was very impressed with the questions the students asked and how seriously they took the opportunity.

~Submitted by Cathy Thayer



EMERGENCY "GO HOME" DRILL Scheduled for 10/29

LOGISTICS

- On Monday, October 29, 2018, the entire Naples Central School District will practice an Emergency Go Home Drill.
- All students (K-12) will dismiss from classes to designated areas in the Elementary School Gymnasium and Cafe prior to dismissal.
- All students will be dismissed from the drill and from school approximately 15 minutes earlier than typical.



- For parents/guardians planning on picking up a child from school, we ask that you plan to pick your child up from the High School no earlier than 2:20 p.m. (or as soon as the buses have exited the loop).
- Safety Team members will assist with supervision and dismissal on this date.
- **Please note that there will be no late buses on Monday, October 29.**

SAFETY and COMMUNICATION

- We understand that the immediate reaction of students during an emergency is to use their cell phones to call parents or other friends. **Please be advised that students and staff are directed not to use their cell phones for any reason during any practice drill.**
- Students must also remain quiet during this practice drill to ensure that Safety Team or Emergency Response Team members may communicate directions.

Student safety is paramount and a priority at Naples High School. This Go Home Drill is one facet of our emergency preparedness plan and we appreciate your support and cooperation. Please contact us with any questions or concerns about this information.



Emergency Drills

Emergency Drills

- As you may be aware, New York State mandates that all schools conduct emergency evacuation and lockdown drills each year. These exercises afford us the important opportunity to practice our emergency response procedures.
- Twelve emergency drills must be conducted each school year, four of which must be lock-down drills, and eight are required to be evacuation drills.
- Eight of the required twelve drills must be completed in the first half of the school year, by December 31.
- 6/8 emergency evacuation drills have been conducted at the High School to date.
- Two lockdown drills have been conducted thus far.
- One "Hold in Place" with canine sweep was conducted on 10/5/18.

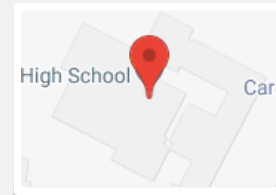
Parent Teacher Conferences at Naples High School

When

Thursday, Nov. 1st, 6:30-8pm

Where

136 North Main Street Naples, NY



[Get Directions](#)

More information

Parent Teacher Conferences are scheduled for Thursday, 11/1 in the evening and Friday, 11/2 in the afternoon (half day for students).



[Photos: Naples take ...](#)

www.mpnnow.com



Naples HS Coming Attractions

Board of Education Meetings

All Board of Education Meetings are held in the Naples High School cafe and begin at 6:30pm in lieu of 7:00 (effective 9/19).

- September 5 and 19
- October 3 and 17
- November 7 and 28
- December 12
- January 9 and 23
- February 6
- March 6 and 20
- April 10
- May 1 and 21
- June 5 and 19



SENIOR DATES

- May 16-18: Senior Trip—Boston
- June 14: Senior/Parent Banquet 6:00, HS Café
- June 17: Senior Breakfast—8:00
- Graduation Parade at Elementary School—9:30
- Senior Picnic—10:00-2:00
- June 21: Mandatory graduation rehearsal—8:30-10:00
- June 22: HS Graduation—11:00

IMPORTANT DATES: From the Counseling Department

NOTES:

1. PSAT on 10/10
 2. Upcoming trip to Alfred State for Sophomores and a few seniors.
 3. Three seniors are headed to Alfred University for a scholarship competition.
 4. 14 local colleges participated in Rochester Career Fair last month, and have had several others visit since the year began (and several more to come).
- 10/10: PSAT for 10th and 11th grades
 - 10/18: Sophomore Alfred State visitation
 - 11/2: December SAT registration deadline
 - 11/3: SAT
 - 12/1: SAT
 - 12/21: Recent Graduates Panel, periods 1 and 2. HS Café
 - 2/8: March SAT registration deadline
 - 2/8: Sophomore BOCES visitation
 - 2/26: 11:4 Spring Gemini Registration
 - 3/9: SAT
 - 4/5: May SAT registration deadline
 - 5/3: SAT registration deadline
 - 5/4: SAT
 - 5/7: 12:00 AP Physics 1 exam



- 5/8: 8:00 AP English Literature Exam
- 5/10: 8:00 AP US History
- 5/10 12:00 AP Physics 2 exam
- 5/14 8:00 AP Calculus exam
- 5/15 8:00 AP English Language exam
- 5/16 8:00 AP World History exam
- 6/1 SAT
- 6/4: 6:00 Academic Awards Night



Calendar of Upcoming Events

October

- 10/26: Teacher Conference Day - 1/2 Day
- 10/27: Halloween Fun Night, 6:00 - 9:00pm

November

- 11/1: Parent Teacher Conferences, PM
- 11/2: Parent Teacher Conferences, Half Day
- 11/2 - 3: Junior High AllState
- 11/5: Winter Sports Start
- 11/6: Picture RETAKES Day Naples HS
- 11/12: Veterans' Day - NO SCHOOL
- 11/16: NHS Blood Drive, 9:00 - 2:30
- 11/16-17: Senior High AllState
- 11/21 - 23: Thanksgiving Day Break, NO SCHOOL

December

- 12/8: Light Up Naples
- 12/12: Naples HS Winter Concert, 7:00pm
- 12/24 - 31: Holiday Recess, NO SCHOOL

January

- 1/1 - 1/4: Holiday Recess, NO SCHOOL
- 1/7: School Reopens
- 1/11: Winter Ball 7:00 - 10:00
- 1/21: Martin Luther King Day, NO SCHOOL
- 1/22 - 25: NYS REGENTS EXAMS
- 1/22 - 25: HALF DAYS for all HS students

February

- 2/8: February Dance, 7:00 - 10:00pm
- 2/18 - 22: February Break, NO SCHOOL

March

- 3/4: Spring Sports Start
- 3/8-10: HS Musical - GREASE (7:00 Friday and Saturday, 2:00 on Sunday)
- 3/15: Superintendent Conference Day, NO SCHOOL for students
- 3/26: Music in Our School Month Concert @ES 6:30PM
- 3/29: Senior Citizens PROM, @ HS cafe, 5:30 - 7:30

April

- 4/1-8: NYS ELA CBT Administration Period
- 4/5-6: NYSSMA Solo Fest
- 4/5 - 7: Sr High Chorus Trip to NYC
- 4/11: NHS Induction Ceremony
- 4/15-19: Spring Break, NO SCHOOL
- 4/30-5/7: NYS MATH CBT Administration Period
- 4/27 or 5/4: PROM

May

- 4/27 or 5/4: PROM
- 5/6-17: AP Examination Period
- 5/10: Teacher Conference Day, Half Day for students
- 5/10: High School Health Fair
- 5/11: Marching Band @ Lilac Festival
- 5/16-18: SENIOR TRIP, BOSTON



- 5/18: Marching Band @ Seneca Falls
- 5/21: BUDGET VOTE
- 5/23: High School Art Show and Spring Concert, 7:00pm
- 5/25: Marching Band @ Fulton
- 5/26: Marching Band @ Theresa Rotary Memorial Cup
- 5/27: Marching Band @ Naples Memorial Day Parade
- 5/27: Memorial Day Weekend, NO SCHOOL

June

- 6/1: Marching Band at Sherburne
- 6/3: GLOBAL REGENTS Exam
- 6/8: Marching Band @ Painted Post
- 6/14: Senior Banquet, 6:30pm @Naples HS Cafe
- 6/15 - 16: Outdoor Adventures Spring Trip
- 6/18-26: REGENTS Exam Administration Period
- 6/18-21: ES 1:30 Dismissal
- 6/21: Graduation Rehearsal for Band, 8:30 - 10:00
- 6/21 - 23: Adirondack Hiking Trip
- 6/24 - 25: ES 11:00 Dismissal
- 6/21: Graduation Rehearsal, 8:30 @ Cafe
- 6/22: GRADUATION, 11:00 @ Naples High School Front Lawn
- 6/25: Last Day for students
- 6/26: Last Day for staff

New York State Assessment Schedules**2018–19 School Year**

Operational Test		Administration Dates	Make-up Dates	Scoring Dates
NYSAA English Language Arts, Mathematics, and Science		Monday, March 11 – Friday, June 7	Make-ups must be given within the testing window	N/A
Grades 3-8 English Language Arts	Paper-based	Tuesday, April 2 – Thursday, April 4	Friday, April 5 – Tuesday, April 9	Friday, April 5 – Wednesday, April 17
	Computer-based	Monday, April 1 – Monday, April 8	Wednesday, April 3 – Wednesday, April 10	Friday, April 5* – Wednesday, April 17
Grades 3-8 Mathematics	Paper-based	Wednesday, May 1 – Friday, May 3	Monday, May 6 – Wednesday, May 8	Monday, May 6 – Thursday, May 16
	Computer-based	Tuesday, April 30 – Tuesday, May 7	Friday, May 3 – Friday, May 10	Monday, May 6* – Thursday, May 16
NYSESLAT Speaking		Monday, April 8 – Friday, May 17	Make-ups must be given within the testing window	Speaking is scored as it is administered.
NYSESLAT Listening, Reading, Writing		Monday, May 6 – Friday, May 17	Make-ups must be given within the testing window	Monday, May 20 – Thursday, May 30

EXAMINATION SCHEDULE: JUNE 2019

Students must verify with their schools the exact times that they are to report for their State examinations.

June 3 MONDAY	June 18 TUESDAY	June 19 WEDNESDAY	June 20 THURSDAY	June 21 FRIDAY	June 24 MONDAY*	June 25 TUESDAY	June 26 WEDNESDAY
9:15 a.m.	9:15 a.m.	9:15 a.m.	9:15 a.m.	9:15 a.m.	9:15 a.m.	9:15 a.m.	RATING DAY
Global History & Geography II (New Framework)*	U.S. History & Government	English Language Arts	Transition Exam in Global History & Geography	Geometry	* World Language Assessment suggested date/time: Locally developed Checkpoint A Exam	Physical Setting/ Chemistry	
	1:15 p.m.	1:15 p.m.	1:15 p.m.	1:15 p.m.	1:15 p.m.	1:15 p.m.	Uniform Admission Deadlines Morning Examinations: 10:00 a.m. Afternoon Examinations: 2:00 p.m.
	Living Environment	Algebra I	Physical Setting/ Earth Science	Algebra II	* World Language Assessment suggested date/time: Locally developed Checkpoint B Exam	Physical Setting/ Physics	

**WE NEED TO MAKE THE
POSITIVE SO LOUD
THAT THE NEGATIVE
BECOMES ALMOST
IMPOSSIBLE TO HEAR.**

GEORGE COUROS @GCCOUROS

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.



Have a Great 2018-19 School Year!

#Naplescsd





Naples Central School District

DISTRICT EMERGENCY RESPONSE PLAN

INTRODUCTION

School safety is the job of the entire school community. This effort requires leadership and coordination by school administration, and involvement and participation from all sectors of the school community. Planning, conducting drills and participating in exercises with law enforcement, fire, emergency officials and other members of the school community ensures a comprehensive, unified approach to school emergency response planning. Building relationships and community engagement are vital to building a safer school community.

The purpose of the school Emergency Response Plan (ERP) is to help school officials identify and respond to potential emergencies by assigning responsibilities and duties of the school employees, students, families, and community stakeholders. It is important to develop, maintain, train and exercise ERPs in order to respond quickly before, during and after an incident. A well developed and practiced ERP provides parents/guardians and the community reassurance that the school has established guidelines and procedures to respond to threats and hazards efficiently and effectively. The Naples Central School District uses the NYS planning format in meeting legislative mandates contained in 8 NYCRR Section 155.17 and provides the use of best practices to improve outcomes following emergency situations.

The organization of this plan supports two key practices being adopted in New York State. First, the Naples Central School District Emergency Response Plan provides standardized language that is consistent with current national emergency response protocols. Secondly, consistent formatting within the NCSD ERP aligns critical information necessary to improve rapid response to emergencies together in the following sections:

- ☐The Basic Plan
- ☐Functional Annexes
- ☐Threat/Hazard Specific Annexes

The NCSD Plan standardizes language and provides a structured framework similar to ERPs statewide. Individualized policies and procedures have been developed locally based on the Naples School District's unique circumstances and resources. Tools to manage an emergency along with response procedures have been developed through threat assessments, safety audits, planning and training. The Naples Emergency Response Plan in conjunction with the New York State Guide to School Emergency Response provides for the development of annexes to meet each school's unique circumstances.

In the “Functional Annexes” portion of the plan there is a focus on critical operational functions within the school district and the courses of action developed to carry them out. To ensure consistency, Naples, as well as New York State, will use standardized definitions and suggested best practices for the following Functional Annexes:

- ☐ Shelter-In-Place
- ☐ Hold-In-Place
- ☐ Evacuation
- ☐ Lockout
- ☐ Lockdown

These five Functional Annexes provide a common foundation for response to all emergencies. The intent is to create an environment where students, school staff, and emergency responders recognize the language and procedures provided no matter what school they are in or district in our State.

Actions and best practices have been outlined in the Threat/Hazard Annexes section of the Building Emergency Response Plan which includes details on what to do in the event of various emergencies.

A copy of the building level safety plan and any amendments thereto, shall be kept on file with the appropriate local law enforcement agencies and with the State Police.

Each school year, the Naples Central School District shall conduct the required number of safety drills which will include drills from the list of “Functional Annexes” listed above in addition to the traditional fire evacuation drill.

THE BASIC PLAN

The District shall institute and maintain a Safety Team. The Safety Team shall include school personnel and local emergency agency representatives.

The Safety Team is responsible for the overall development, maintenance, and revision of the Emergency Response Plan (ERP) and for coordinating training and exercising the School ERP.

The complete Naples Central School District Emergency Response Plan shall be distributed to the Ontario County Police Department, the NYS Police Department, and the Naples Fire Department. The NCSD ERP shall be updated and maintained and dates of re-distribution recorded.

The school district shall take into consideration the following possible emergencies, but not excluding other possible emergencies...

Threat, Hazard Types, and Examples

Threat and Hazard Type

Natural Hazards:

Examples

- ☐ Earthquakes
- ☐ Tornadoes
- ☐ Lightning
- ☐ Severe wind
- ☐ Hurricanes
- ☐ Floods
- ☐ Wildfires
- ☐ Extreme temperatures
- ☐ Landslides or mudslides
- ☐ Winter precipitation
- ☐ Wildlife

Technological Hazards:

- ☐ Explosions or accidental release of toxins from industrial plants
- ☐ Accidental release of hazardous materials from within the school, such as gas leaks or laboratory spills
- ☐ Hazardous materials releases from major highways or railroads
- ☐ Radiological releases from nuclear power stations
- ☐ Dam failure
- ☐ Power failure
- ☐ Water failure

Biological Hazards:

- ☐ Infectious diseases such as pandemic

Threat and Hazard Type

Natural Hazards:

Examples

- ☐Earthquakes
- ☐Tornadoes
- ☐Lightning
- ☐Severe wind
- ☐Hurricanes
- ☐Floods
- ☐Wildfires
- ☐Extreme temperatures
- ☐Landslides or mudslides
- ☐Winter precipitation
- ☐Wildlife

Technological Hazards:

- ☐Explosions or accidental release of toxins from industrial plants
- ☐Accidental release of hazardous materials from within the school, such as gas leaks or

Concept of Operations

The overall strategy of a NCSD ERP is to execute effective and timely decisions and actions that prevent harm, protect lives and property, mitigate damages, restore order and aid recovery. This plan is based upon the concept that the incident management functions that must be performed by the school generally parallel some of their daily routine functions. To the extent possible, the same personnel and material resources used for daily activities will be employed during incidents. Because personnel and equipment resources are limited, some routine functions that do not contribute directly to the incident may be suspended. The personnel, equipment, and supplies that would typically be required from those routine functions will be redirected to accomplish assigned incident management tasks.

Implementation of Rapid Responder - Incident Command System (ICS)

The Rapid Responder - Incident Command System (ICS) will be used to manage all incidents and major planned events/drills. The Incident Commander at the school will be delegated the authority to direct all incident activities within the school's jurisdiction.

Initial Response

School personnel are likely to be the first on the scene of an incident in a school setting. Staff and faculty are expected to respond as appropriate and notify the Principal, or designee until command is transferred to someone more qualified and/or to an emergency response agency with legal authority to assume responsibility (Police, Fire or EMS dependent upon the nature of the incident). Staff will seek guidance and direction from the school district and emergency responders.

Any staff person or faculty in a building that sees or is aware of an emergency shall activate the ERP.

Organization and Assignment of Responsibilities

The NCSD recognizes the operational organization that will be relied on to manage an incident and includes examples of the types of tasks that may be performed by different positions.

The Incident Commander is not able to manage all of the aspects associated with an incident without assistance. The school relies on other key school personnel to perform tasks that will ensure the safety of students and staff during a crisis or incident. The Rapid Responder - Incident Command System (ICS) uses a team approach to manage incidents. Each staff member and volunteer must be familiar with his or her role and responsibilities before an incident occurs.

Principal

The principal (or their designee) will serve as the **Incident Commander** and designate a minimum of two qualified individuals to serve as alternates in the event that the principal is unable to serve in that role. At all times, the principal still retains the ultimate responsibility for the overall safety of students and staff.

Responsibilities include:

- ☐ Provide direction over all incident management actions based on procedures outlined in this ERP
- ☐ Take steps necessary to ensure the safety of students, staff and others
- ☐ Determine which emergency protocols to implement as described in the functional annexes of this ERP
- ☐ Coordinate/cooperate with emergency responders
- ☐ Keep the Superintendent informed of the situation

Teachers / Substitute Teacher / Student Teachers

Teachers shall be responsible for the supervision of students and shall remain with students unless directed to do otherwise.

Responsibilities include:

- ☐ Supervise students under their charge
 - ☐ Take steps to ensure the safety of students, staff, and other individuals.
 - ☐ Take attendance when class relocates to an inside or outside designated area or to an evacuation site
 - ☐ Report missing students to the appropriate Emergency Response Team Member
 - ☐ Execute assignments as directed by the Incident Commander.
 - ☐ Obtain first aid services for injured students from the school nurse or person trained in first aid.
- Arrange for first aid for those who are unable to be moved
- ☐ Render first aid or CPR if certified and deemed necessary

Teaching Assistants

Responsibilities include assisting teachers as directed and actions to ensure the safety of students.

Counselors, Social Workers & School Psychologists

Responsibilities include:

- ☐ Take steps to ensure the safety of students, staff and other individuals during the implementation of the ERP
- ☐ Provide appropriate direction to students as described in this ERP for the incident type
- ☐ Render first aid or CPR and/or psychological aid if trained to do so
- ☐ Assist in the transfer of students, staff and others when their safety is threatened by an emergency
- ☐ Administer counseling services as deemed necessary during or after an incident
- ☐ Execute assignments as directed by the Incident Commander

School Nurse/Health Assistant

Responsibilities include:

- ☐ Administer first aid or emergency treatment as needed
- ☐ Supervise administration of first aid by those trained to provide it
- ☐ Organize first aid and medical supplies
- ☐ Execute assignments as directed by the Incident Commander

Custodians/Maintenance Staff

Responsibilities include:

- ☐ Survey and report building damage to the Incident Commander
- ☐ Control main shutoff valves for gas, water, and electricity and ensure that no hazard results from broken or downed lines
- ☐ Provide damage control as needed
- ☐ Assist in the conservation, use and disbursement of supplies and equipment
- ☐ Control locks and physical security as directed by the Incident Commander
- ☐ Keep Incident Commander informed of the condition of the school
- ☐ Execute assignments as directed by the Incident Commander

Principal's Secretary/Office Secretaries

Responsibilities include:

- ☐ Answer phones and assist in receiving and providing consistent information to callers
- ☐ Provide for the safety of essential school records and documents
- ☐ Provide assistance to the Incident Commander/Principal
- ☐ Monitor radio emergency broadcasts
- ☐ Execute assignments as directed by the Incident Commander

Food Service/Cafeteria Workers

Responsibilities include:

- ☐ Prepare and serve food and water on a rationed basis whenever the feeding of students and staff becomes necessary during an incident
- ☐ Execute assignments as directed by the Incident Commander

Bus Drivers

Responsibilities include:

- ☐ Supervise the care of students if disaster occurs while students are on the bus
- ☐ Transfer students to new location when directed
- ☐ Execute assignments as directed by the Incident Commander

Other Staff

Responsibilities include:

- ☐ Execute assignments as directed by the Incident Commander

Students

Responsibilities include:

- ☐ Cooperate during emergency drills, exercises and during an incident
- ☐ Follow directions given by facility and staff.
- ☐ Know student emergency actions and assist fellow students in an incident
- ☐ Report situations of concern (e.g. "If you see something, say something.")
- ☐ Develop an awareness of the high priority threats/hazards and how to take measures to protect against and mitigate those threats/hazards

Parents/Guardians

Responsibilities include:

- ☐ Encourage and support school safety, violence prevention and incident preparedness programs within the school
- ☐ Participate in volunteer service projects for promoting school incident preparedness
- ☐ Provide the school with requested information concerning the incident, early/late dismissals and other related release information
- ☐ Listen to and follow directions as provided by the School District.

Rapid Responder - School Incident Command System

To provide for effective direction, control and coordination of an incident, the School ERP will be activated through the implementation of the Rapid Responder - Incident Command System (ICS).

Staff are assigned to serve within the RR - ICS structure based on their expertise, training and the needs of the incident. Roles should be pre-assigned based on training and qualifications.

Rapid Responder Collection, Analysis and Dissemination of Information

The School will collect, analyze, and disseminate information during and after an incident through the use of Rapid Responder software.

Training and Exercises

The NCSD understands the importance of training, drills, and exercises in being prepared to deal with an incident. To ensure that school personnel and community responders are aware of their responsibilities under the School ERP, the following training and exercise actions should occur.

☐ drills or rapid dismissals and must include a minimum of 12 drills (e.g. fire drills, lockdown drills, etc.) each school year.

☐ the emergency response plan shall be tested including sheltering and early dismissal (no earlier than 15 minutes before normal dismissal).

FUNCTIONAL ANNEXES

The NCSD shall employ the following functional annexes...

- Shelter-In-Place
- Hold-In-Place
- Evacuation
- Lockout
- Lockdown

1. Shelter-in-Place

Purpose

A Shelter-in-Place annex describes courses of action when students and staff are required to remain indoors, perhaps for an extended period of time, because it is safer inside the building or a room than outside. Depending on the threat or hazard, students and staff may be required to move to rooms that can be sealed (such as in the event of a chemical or biological hazard) or without windows, or to a weather shelter (such as in the event of a tornado).

Specific actions and directions have been excluded from the public version of the District Emergency Response Plan for security reasons.

2. Hold-in-Place

Purpose

If there is an internal incident or administrative matter such as students fighting in a hallway, a maintenance issue or medical emergency that requires students and staff movement be limited, a "Hold-in-Place" may be initiated. This is intended to keep students and staff out of the affected area until the situation can be rectified.

Specific actions and directions have been excluded from the public version of the District Emergency Response Plan for security reasons.

3. Evacuation

Purpose

This annex focuses on the courses of action that the NCSD will execute to evacuate school buildings and grounds. Included are school policies and procedures for on-site and off-site evacuation including evacuation routes, transportation needs, and sheltering sites.

Evacuation should take place if it is determined that it is safer outside than inside the building (fire, explosion, intruder, hazardous material spill) and staff, students and visitors can safely reach the evacuation location without danger.

Specific actions, directions and locations have been excluded from the public version of the District Emergency Response Plan for security reasons.

4. Lockout

Purpose

This annex describes the courses of action the NCSD will execute to secure school buildings and grounds during incidents that pose an imminent concern **outside** of the school. The primary objective of a lockout is to quickly ensure all school staff, students, and visitors are secured in the school building away from the outside danger.

Specific actions and directions have been excluded from the public version of the District Emergency Response Plan for security reasons.

5. Lockdown

Purpose

This annex describes the courses of action the NCSD will execute to secure school buildings and grounds during incidents that pose an **immediate threat of violence** in or around the school. The primary objective of a lockdown is to quickly ensure all school staff, students and visitors are secured in rooms away from immediate danger.

Specific actions and directions have been excluded from the public version of the District Emergency Response Plan for security reasons.

Crime Scene Management

Purpose

The NCSD has outlined procedures for securing and restricting access to a potential school district crime scene in order to preserve evidence in cases of violent crimes on school property.

Specific actions and directions have been excluded from the public version of the District Emergency Response Plan for security reasons.

Communications

Purpose

The NCSD ERP includes communication and coordination during and following emergencies and disasters, both internal communication and communication with external stakeholders. Procedures include emergency notification of persons in a parental relation.

The NCSD ERP includes policies and procedures governing school incident communications with law enforcement and emergency responders, as well as with students, parents, staff, the school community and the media.

Medical and Mental Health Emergency Annex

Purpose

The NCSD ERP outlines the course of action the district will implement to address emergency medical (e.g. first aid) and mental health counseling issues. The NCSD will coordinate these efforts with appropriate local emergency medical services, local law enforcement, local fire department and local emergency management representatives.

Specific actions and directions have been excluded from the public version of the District Emergency Response Plan for security reasons.

Accounting for All Persons & Reunification

Purpose

The NCSD has developed a course of action to account for the whereabouts and well-being of students, staff, and visitors, while identifying those who may be missing. Each NCSD building principal shall maintain their own unique reunification annex that details a safe and secure means of reuniting parents/guardians with their children in the event of an emergency.

Continuity of Operations Plan (COOP)

Purpose

The NCSD has outlined a plan in which a school and/or school district will ensure that essential functions continue during an emergency and its immediate aftermath. This plan includes the continuity of essential

functions including business services (payroll and purchasing), communication (internal and external), computer and systems support, facilities maintenance, safety and security, and continuity of teaching and learning.

THREAT AND HAZARD SPECIFIC ANNEXES

Purpose

The NCSD has developed annexes to ensure that there are procedures in place to protect students/staff and school property in the event of an active shooter on school grounds or in the school building, actual bomb materials or bomb threats on school grounds and pandemic preparedness.

Specific actions and directions have been excluded from the public version of the District Emergency Response Plan for security reasons.

Non-Instructional/Business
Operations**SUBJECT: ALLOCATION OF TITLE I, PART A FUNDS IN THE DISTRICT****Allocation of Funds**

The District allocates the Title I, Part A funds it receives to District school buildings on the basis of the total number of students from low-income families in each eligible school attendance area or eligible school, as defined in law. Unless the District school building is participating in a school wide program, the District school building will only use Title I, Part A funds for programs that provide services to eligible children, as defined in law, identified as having the greatest need for special assistance.

The District will reserve from its allocation of Title I, Part A funds, such funds as are necessary to provide services comparable to those provided to students in District school buildings that receive Title I, Part A funds in order to serve:

- a) Homeless children and youths, including educationally related support services to children in shelters and other locations where children may live;
- b) Children in local institutions for neglected children; and
- c) If appropriate, children in local institutions for delinquent children, and neglected or delinquent children in community day programs.

Funds Will Supplement Not Supplant

The District will ensure that Title I, Part A funds only supplement, not supplant, the funds that would, in the absence of such federal funds, be made available from state and local sources for the education of students participating in programs assisted by Title I, Part A funds.

Allocation Methodology

The District has developed an allocation methodology that is consistent with Title I guidelines.

20 USC §§ 6312-6315 and 6321

NOTE: Refer also to Policies # 5110 -- Budget Planning and Development
5550 -- Maintenance of Fiscal Effort (Title I Programs)
8260 -- Title I Parent and Family Engagement

Adopted: 10/17/18

SUBJECT: SEXUAL HARASSMENT IN THE WORKPLACE

The District is committed to maintaining discrimination-free work environment. Sexual harassment is one form of workplace discrimination. This policy addresses sexual harassment in the workplace and is one component of the District's commitment to a discrimination-free work environment. The District will provide this policy to all employees in writing. The District will post the policy prominently throughout the District to the extent practicable.

Sexual harassment is a form of employee misconduct, a violation of District policy, and unlawful. Employees of every level who engage in sexual harassment, including supervisory personnel who engage in sexual harassment, who knowingly allow such behavior to continue, or fail to report suspected sexual harassment will be subject to remedial and/or disciplinary action by the District. Sexual harassment may also subject the District to liability for harm to targets of sexual harassment. Harassers may also be individually subject to liability.

This policy applies to all instances of sexual harassment perpetrated against a "covered person," regardless of immigration status, by anyone in the workplace, including a co-worker, supervisor, or third-party such as a non-employee, paid or unpaid intern, vendor, building security, visitor, volunteer, parent, or student. For purposes of this policy, a "covered person" includes:

- a) Employees;
- b) Applicants for employment;
- c) Paid or unpaid interns; and
- d) Non-employees, which include anyone who is (or is employed by) a contractor, subcontractor, vendor, consultant, or other person providing services pursuant to a contract in the workplace.

Sexual harassment in the workplace can occur between any individuals, regardless of their sex or gender. Unlawful sexual harassment is not limited to the physical workplace itself. Sexual harassment can occur on school grounds, school buses or District vehicles, and at school-sponsored events, programs, or activities, including those that take place at locations off school premises. It can also occur while employees are traveling for District business. Calls, texts, emails, and social media usage can constitute unlawful workplace harassment, even if they occur away from school grounds, on personal devices, or during non-work hours.

What Constitutes Sexual Harassment

Sexual harassment is a form of sex discrimination and is unlawful under federal, state, and (where applicable) local law. Sexual harassment includes harassment on the basis of sex, sexual orientation, self-identified or perceived sex, gender expression, gender identity, and the status of being transgender.

(Continued)

Personnel

SUBJECT: SEXUAL HARASSMENT OF DISTRICT PERSONNEL (Cont'd.)

Sexual harassment includes unwelcome conduct which is either of a sexual nature, or which is directed at an individual because of that individual's sex when:

- a) Such conduct has the purpose or effect of unreasonably interfering with an individual's work performance or creating an intimidating, hostile or offensive work environment, even if the reporting individual is not the intended target of the sexual harassment;
- b) Such conduct is made either explicitly or implicitly a term or condition of employment; or
- c) Submission to or rejection of such conduct is used as the basis for employment decisions affecting an individual's employment.

A sexually harassing hostile work environment includes, but is not limited to, words, signs, jokes, pranks, intimidation or physical violence which are of a sexual nature, or which are directed at an individual because of that individual's sex. Sexual harassment also consists of any unwanted verbal or physical advances, sexually explicit derogatory statements or sexually discriminatory remarks made by someone which are offensive or objectionable to the recipient, which cause the recipient discomfort or humiliation, which interfere with the recipient's job performance.

Sexual harassment also occurs when a person in authority tries to trade job benefits for sexual favors. This can include hiring, promotion, continued employment or any other terms, conditions or privileges of employment. This is also called "quid pro quo" harassment.

Any covered person who feels harassed should report the conduct so that any violation of this policy can be corrected promptly. Any harassing conduct, even a single incident, can be addressed under this policy.

Examples of Sexual Harassment

The following describes some actions that may constitute unlawful sexual harassment and that are strictly prohibited:

- a) Physical acts of a sexual nature, such as:
 - 1. Touching, pinching, patting, kissing, hugging, grabbing, brushing against another person's body or poking another person's body; and
 - 2. Rape, sexual battery, molestation or attempts to commit these assaults.
- b) Unwanted sexual advances or propositions, such as:

(Continued)

Personnel

SUBJECT: SEXUAL HARASSMENT OF DISTRICT PERSONNEL (Cont'd.)

1. Requests for sexual favors accompanied by implied or overt threats concerning the target's job performance evaluation, a promotion or other job benefits or detriments; and
 2. Subtle or obvious pressure for unwelcome sexual activities.
- c) Sexually oriented gestures, noises, remarks or jokes, or comments about a person's sexuality or sexual experience, which create a hostile work environment.
 - d) Sex stereotyping, which occurs when conduct or personality traits are considered inappropriate simply because they may not conform to other people's ideas or perceptions about how individuals of a particular sex should act or look.
 - e) Sexual or discriminatory displays or publications anywhere in the workplace, such as pictures, posters, calendars, graffiti, objects, promotional material, reading materials, or other materials that are sexually demeaning or pornographic. This includes such sexual displays on workplace computers or cell phones and sharing such displays while in the workplace.
 - f) Hostile actions taken against an individual because of that individual's sex, sexual orientation, gender identity, and the status of being transgender, such as:
 1. Interfering with, destroying or damaging a person's workstation, tools or equipment, or otherwise interfering with the individual's ability to perform the job;
 2. Sabotaging an individual's work; and
 3. Bullying, yelling, or name-calling.

Prohibition of Retaliatory Behavior (Whistle-Blower Protection)

Unlawful retaliation can be any action that could discourage a covered person from coming forward to make or support a sexual harassment claim. Adverse action need not be job-related or occur in the workplace to constitute unlawful retaliation (e.g., threats of physical violence outside of work hours).

The District prohibits any retaliatory behavior directed against complainants, victims, witnesses, and/or any other individuals who participate in the investigation of a complaint of sexual harassment. Such retaliation is unlawful under federal, state, and (where applicable) local law. The New York State Human Rights Law protects any individual who has engaged in "protected activity." Protected activity occurs when a person has:

- a) Made a complaint of sexual harassment, either internally or with any anti-discrimination agency;

(Continued)

SUBJECT: SEXUAL HARASSMENT IN THE WORKPLACE (Cont'd.)

- b) Testified or assisted in a proceeding involving sexual harassment under the Human Rights Law or other anti-discrimination law;
- c) Opposed sexual harassment by making a verbal or informal complaint of harassment to a supervisor, building principal, other administrator, or the Civil Rights Compliance Officer (CRCO);
- d) Reported that another employee has been sexually harassed; or
- e) Encouraged a fellow employee to report harassment.

Even if the alleged harassment does not turn out to rise to the level of a violation of law, the individual is protected from retaliation if the person had a good faith belief that the practices were unlawful. However, the retaliation provision is not intended to protect persons making intentionally false charges of harassment.

Reporting Sexual Harassment

Preventing sexual harassment is everyone's responsibility. The District cannot prevent or remedy sexual harassment unless it knows about it. Any covered person who has been subjected to behavior that may constitute sexual harassment is encouraged to report such behavior to a supervisor, building principal, other administrator, or the CRCO. Anyone who witnesses or becomes aware of potential instances of sexual harassment should report such behavior.

Reports of sexual harassment may be made verbally or in writing. A form for submission of a written complaint is posted on the District website, and all covered persons are encouraged to use this complaint form. Persons who are reporting sexual harassment on behalf of another person should use the complaint form and note that it is being submitted on another person's behalf.

Any person who believes they have been a target of sexual harassment may also seek assistance in other available forums, as explained below in the section on Legal Protections.

Supervisory Responsibilities

All supervisors, building principals, and other administrators who receive a complaint or information about suspected sexual harassment, observe what may be sexually harassing behavior or for any reason suspect that sexual harassment is occurring, are required to report such suspected sexual harassment to the CRCO. In the event the CRCO is the alleged harasser, the report will be directed to another CRCO, if the District has designated another individual to serve in that capacity.

(Continued)

SUBJECT: SEXUAL HARASSMENT IN THE WORKPLACE (Cont'd.)

In addition to being subject to discipline if they engaged in sexually harassing conduct themselves, supervisors, building principals, and other administrators will be subject to discipline for failing to report suspected sexual harassment or otherwise knowingly allowing sexual harassment to continue.

Supervisors, building principals, and other administrators will also be subject to discipline for engaging in any retaliation.

Investigating Complaints

All complaints or information about sexual harassment will be investigated, whether that information was reported in verbal or written form. Investigations will be conducted in a timely manner, and will be confidential to the extent possible.

An investigation of any complaint, information or knowledge of suspected sexual harassment will be prompt and thorough, commenced immediately and completed as soon as possible. The investigation will be kept confidential to the extent possible. Disclosure may, however, be necessary to complete a thorough investigation of the charges and/or notify law enforcement officials. All persons involved, including complainants, witnesses, and alleged harassers will be accorded due process, as outlined below, and in accordance with any applicable collective bargaining agreements to protect their rights to a fair and impartial investigation.

The District will not tolerate retaliation against anyone who files complaints, supports another's complaint, or participates in an investigation regarding a violation of this policy.

While the process may vary from case to case, investigations should be done in accordance with the following steps:

- a) Upon receipt of a complaint, the CRCO will conduct an immediate review of the allegations, and take any interim actions (e.g., instructing the respondent to refrain from communications with the complainant), as appropriate. In the event that the CRCO is the alleged harasser, the complaint will be directed to another CRCO or District designee for investigation.
- b) If a complaint is verbal, encourage the individual to complete the complaint form, which is available on the District website, in writing. If he or she refuses, prepare a complaint form based on the verbal reporting.
- c) If documents, emails, or phone records are relevant to the investigation, take steps to obtain and preserve them.
- d) Request and review all relevant documents, including all electronic communications.

(Continued)

SUBJECT: SEXUAL HARASSMENT IN THE WORKPLACE (Cont'd.)

- e) Interview all parties involved, including any relevant witnesses. If a student is involved, the District will follow all applicable District policies and procedures regarding questioning students.
- f) Create written documentation of the investigation (such as a letter, memo or email), which contains the following:
 - 1. A list of all documents reviewed, along with a detailed summary of relevant documents;
 - 2. A list of names of those interviewed, along with a detailed summary of their statements;
 - 3. A timeline of events;
 - 4. A summary of prior relevant incidents, reported or unreported; and
 - 5. The basis for the decision and final resolution of the complaint, together with any corrective action(s).
- g) Keep the written documentation and associated documents in a secure and confidential location.
- h) Promptly notify the individual who reported and the individual(s) about whom the complaint was made of the final determination and implement any corrective actions identified in the written document.
- i) Inform the individual who reported of the right to file a complaint or charge externally as outlined in the next section.

If an investigation reveals that discrimination or harassment has occurred, the District will take immediate corrective action as warranted. This action will be taken in accordance with applicable laws and regulations, as well as any and all relevant codes of conduct, District policies and administrative regulations, collective bargaining agreements, and/or third-party contracts.

Annual Training

The District will provide a sexual harassment prevention training program to all employees on an annual basis. The training will be interactive and will include:

- a) An explanation of sexual harassment consistent with guidance issued by the Department of Labor in consultation with the Division of Human Rights;
- b) Examples of conduct that would constitute unlawful sexual harassment;

(Continued)

SUBJECT: SEXUAL HARASSMENT IN THE WORKPLACE (Cont'd.)

- c) Information concerning the federal and state statutory provisions concerning sexual harassment and remedies available to victims of sexual harassment;
- d) Information concerning employees' rights of redress and all available forums for adjudicating complaints; and
- e) Information addressing conduct by supervisors and any additional responsibilities for such supervisors.

Legal Protections and External Remedies

Sexual harassment is not only prohibited by the District but is also prohibited by state, federal, and, where applicable, local law.

Aside from the District's internal process, individuals may also choose to pursue legal remedies with the following governmental entities. While a private attorney is not required to file a complaint with a governmental agency, an individual may seek the legal advice of an attorney.

In addition to those outlined below, individuals may have additional legal protections.

State Human Rights Law (HRL)

The Human Rights Law (HRL), codified as N.Y. Executive Law, art. 15, § 290 et seq., applies to all employers in New York State with regard to sexual harassment, and protects covered persons, regardless of immigration status. A complaint alleging violation of the Human Rights Law may be filed either with the Division of Human Rights (DHR) or in New York State Supreme Court.

Complaints with DHR may be filed any time within one year of the harassment. If an individual did not file with DHR, they can sue directly in state court under the HRL, within three years of the alleged sexual harassment. An individual may not file with DHR if they have already filed a HRL complaint in state court.

Complaining internally to the District does not extend your time to file with DHR or in court. The one year or three years is counted from the date of the most recent incident of harassment.

Individuals do not need an attorney to file a complaint with DHR, and there is no cost to file with DHR.

DHR will investigate your complaint and determine whether there is probable cause to believe that sexual harassment has occurred. Probable cause cases are forwarded to a public hearing before an administrative law judge. If sexual harassment is found after a hearing, DHR has the power to award relief, which varies but may include requiring your employer to take action to stop the harassment, or redress the damage caused, including paying of monetary damages, attorney's fees and civil fines.

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SUBJECT: SEXUAL HARASSMENT IN THE WORKPLACE (Cont'd.)

DHR's main office contact information is: NYS Division of Human Rights, One Fordham Plaza, Fourth Floor, Bronx, New York 10458. Individuals may call (718) 741-8400 or visit: www.dhr.ny.gov.

Contact DHR at (888) 392-3644 or visit dhr.ny.gov/complaint for more information about filing a complaint. The website has a complaint form that can be downloaded, filled out, notarized and mailed to DHR. The website also contains contact information for DHR's regional offices across New York State.

Civil Rights Act of 1964

The United States Equal Employment Opportunity Commission (EEOC) enforces federal anti-discrimination laws, including Title VII of the 1964 federal Civil Rights Act (codified as 42 USC § 2000e et seq.). An individual can file a complaint with the EEOC anytime within 300 days from the harassment. There is no cost to file a complaint with the EEOC. The EEOC will investigate the complaint, and determine whether there is reasonable cause to believe that discrimination has occurred, at which point the EEOC will issue a Right to Sue letter permitting the individual to file a complaint in federal court.

The EEOC does not hold hearings or award relief, but may take other action including pursuing cases in federal court on behalf of complaining parties. Federal courts may award remedies if discrimination is found to have occurred. In general, private employers must have at least 15 employees to come within the jurisdiction of the EEOC.

An individual alleging discrimination at work can file a "Charge of Discrimination." The EEOC has district, area, and field offices where complaints can be filed. Contact the EEOC by calling 1-800-669-4000 (TTY: 1-800-669-6820), visiting their website at www.eeoc.gov or via email at info@eeoc.gov.

If an individual filed an administrative complaint with DHR, DHR will file the complaint with the EEOC to preserve the right to proceed in federal court.

Title IX

Title IX of the Education Amendments of 1972 prohibits discrimination on the basis of sex in any federally funded education program or activity. The U.S. Department of Education's Office for Civil Rights (OCR) enforces Title IX of the Education Amendments of 1972.

For more information about how to file a complaint, contact OCR at 800-421-3481 (TDD 800-877-8339) or visit: <https://www2.ed.gov/about/offices/list/ocr/docs/howto.html>. The website contains information about filing the complaint online, by mail, or by email.

(Continued)

SUBJECT: SEXUAL HARASSMENT IN THE WORKPLACE (Cont'd.)Local Protections

Many localities enforce laws protecting individuals from sexual harassment and discrimination. An individual should contact the county, city or town in which they live to find out if such a law exists.

Local Police Department

If the harassment involves unwanted physical touching, coerced physical confinement or coerced sex acts, the conduct may constitute a crime. Contact the local police department.

Title VII of the Civil Rights Act of 1964, 42 United States Code (USC) Section 2000e et seq.
Title IX of the Education Amendments of 1972, 20 United States Code (USC) Section 1681 et seq.
29 Code of Federal Regulations (CFR) Section 1604.11(a)
34 Code of Federal Regulations (CFR) Subtitle B, Chapter 1
Civil Service Law Section 75-B
Executive Law Article 15
Labor Law § 201-g

NOTE: Refer also to Policies #3420 -- Non-Discrimination and Anti-Harassment in the District
#6122 -- Employee Grievances
#7551 -- Sexual Harassment of Students

Adopted: 06/27/07
Revised: 07/13/11
Revised: 12/17/14
Adopted: 10/17/18

NAPLES CENTRAL SCHOOL DISTRICT
COMPLAINT FORM FOR SEXUAL HARASSMENT IN THE WORKPLACE

If you believe that you have been subjected to sexual harassment, you are encouraged to complete this form and submit it to the Civil Rights Compliance Officer (CRCO). You will not be retaliated against for filing a complaint. Questions regarding the completion or submission of this form can be directed to the District's CRCO or a trusted staff member with whom you feel comfortable.

If you are more comfortable reporting verbally or in another manner, the person to whom you report the sexual harassment should complete this form, provide you with a copy and follow its sexual harassment prevention policy by investigating the claims as outlined at the end of this form.

For additional resources, visit: ny.gov/programs/combating-sexual-harassment-workplace

COMPLAINANT INFORMATION

Name: _____

Work Address: _____ Work Phone: _____

Job Title: _____ Email: _____

Selected Preferred Communication Method: ☐ Email ☐ Phone ☐ In person

SUPERVISORY INFORMATION

Immediate Supervisor's Name: _____

Title: _____

Work Phone: _____ Work Address: _____

COMPLAINT INFORMATION

1) Your complaint of Sexual Harassment is made about:

Name: _____ Title: _____

Work Address: _____ Work Phone: _____

Relationship to you: ☐ Supervisor ☐ Subordinate ☐ Co-Worker ☐ Other

(Continued)

NAPLES CENTRAL SCHOOL DISTRICT**COMPLAINT FORM FOR SEXUAL HARASSMENT IN THE WORKPLACE (Cont'd.)**

- 2) Please describe what happened and how it is affecting you and your work. Please use additional sheets of paper if necessary and attach any relevant documents or evidence.

- 3) Date(s) sexual harassment occurred: _____

Is the sexual harassment continuing? [] Yes [] No

- 4) Please list the name and contact information of any witnesses or individuals who may have information related to your complaint:

The last question is optional, but may help the investigation.

- 5) Have you previously complained or provided information (verbal or written) about related incidents? If yes, when and to whom did you complain or provide information?

If you have retained legal counsel and would like us to work with them, please provide their contact information.

Signature: _____ Date: _____

Instructions for the District

After receiving a complaint about alleged sexual harassment, follow the District's sexual harassment prevention policies and procedures.

(Continued)

NAPLES CENTRAL SCHOOL DISTRICT**COMPLAINT FORM FOR SEXUAL HARASSMENT IN THE WORKPLACE (Cont'd.)**

Generally, an investigation involves:

- 1) Speaking with the employee;
- 2) Speaking with the alleged harasser;
- 3) Interviewing witnesses; and
- 4) Collecting and reviewing any related documents.

While the process may vary from case to case, all allegations should be investigated promptly and resolved as quickly as possible. The investigation should be kept confidential to the extent possible.

Document the findings of the investigation and basis for the District's decision along with any corrective actions taken and notify the complainant and the individual(s) against whom the complaint was made. This may be done via email.

Students

SUBJECT: EDUCATION OF STUDENTS IN FOSTER CARE

The District recognizes the importance of educational stability for students in foster care and will collaborate, as appropriate, with the State Education Department (SED) and the local Department of Social Services (LDSS) to ensure that students in foster care have the same opportunity to achieve at the high-levels as their peers. For purposes of this policy, LDSS also refers to the local Social Services District or the local child welfare agency.

Definitions

- a) **Child or youth in foster care** ("student in foster care") means a child who is in the care and custody or custody and guardianship of a local Commissioner of Social Services or the Commissioner of the Office of Children and Family Services.
- b) **Feeder school** means:
 - 1. A preschool whose students are entitled to attend a specified elementary school or group of elementary schools upon completion of that preschool;
 - 2. A school whose students are entitled to attend a specified elementary, middle, intermediate, or high school or group of specified elementary, middle, intermediate, or high schools upon completion of the terminal grade of such school; or
 - 3. A school that sends its students to a receiving school in a neighboring school district pursuant to applicable laws and regulations.
- c) **Foster care** means 24-hour substitute care for children placed away from their parents or guardians and for whom the state or tribal child welfare agency has placement and care responsibility. This includes, but is not limited to, placements in foster family homes, foster homes of relatives, group homes, emergency shelters, residential facilities, child care institutions, and pre-adoptive homes. A child is in foster care regardless of whether the foster care facility is licensed and payments are made by the state, tribal or local agency for the care of the child, whether adoption subsidy payments are being made prior to the finalization of an adoption, or whether there is federal matching of any payments that are made.
- d) **Preschool** means a publicly funded prekindergarten program administered by SED or a local educational agency or a Head Start program administered by a local educational agency and/or services under the Individuals with Disabilities Education Act (IDEA) administered by a local educational agency.
- e) **Receiving school** means:
 - 1. A school that enrolls students from a specified or group of preschools, elementary schools, middle schools, intermediate schools, or high schools; or

(Continued)

Students

SUBJECT: EDUCATION OF STUDENTS IN FOSTER CARE (Cont'd.)

2. A school that enrolls students from a feeder school in a neighboring local educational agency pursuant to applicable laws and regulations.
- f) **School district of origin** means the school district within New York State in which the child or youth in foster care was attending a public school or preschool on a tuition-free basis or was entitled to attend at the time of placement into foster care when the Social Services District or the Office of Children and Family Services assumed care and custody or custody and guardianship of such child or youth, which is different from the school district of residence.
- g) **School district of residence** means the public school district within New York State in which the foster care placement is located, which is different from the school district of origin.
- h) **School of origin** means a public school that a child or youth attended at the time of placement into foster care, or the school in which the child or youth was last enrolled, including a preschool or a charter school. For a child or youth in foster care who completes the final grade level served by the school of origin, the term school of origin will include the designated receiving school at the next grade level for all feeder schools. Where the child is eligible to attend school in the school district of origin because the child was placed in foster care after such child is eligible to apply, register, or enroll in the public preschool or kindergarten or the child is living with a school-age sibling who attends school in the school district of origin, the school of origin will include any public school or preschool in which such child would have been entitled or eligible to attend based on such child's last residence before the circumstances arose which caused such child to be placed in foster care.

District Foster Care Liaison

The District will designate an appropriate staff person to act as the District's point of contact for students in foster care (i.e., the "Foster Care Liaison"). The Foster Care Liaison will not be the same staff person as the McKinney-Vento Liaison unless the McKinney-Vento Liaison has sufficient ability to carry out the responsibilities of both roles.

The Foster Care Liaison will work collaboratively with representatives from the LDSS.

The District will ensure that the name and contact information for the Foster Care Liaison are:

- a) Submitted to SED;
- b) Provided, in writing, to the point of contact for any LDSS known by the District to have students in its custody; and
- c) Posted on the District website.

(Continued)

Students

SUBJECT: EDUCATION OF STUDENTS IN FOSTER CARE (Cont'd.)**Designation of School District and School**

The LDSS, in consultation with the appropriate local educational agency or agencies, will determine whether placement in the school district of origin or the school district of residence is in the best interest of a student in foster care. Provided that the District is an appropriate local educational agency, the District will work with the LDSS to make the best interest determination as quickly as possible in order to prevent educational discontinuity for the student. If the student has an Individualized Education Program (IEP), a Section 504 plan, or is an English language learner, relevant school staff may be consulted during the best interest determination process.

To the extent feasible and appropriate, the student should remain in his or her school of origin while the best interest determination is being made.

Subject to a best interest determination, a student in foster care is entitled to attend the school of origin or any school that children and youth who live in the attendance area in which the foster care placement is located are eligible to attend, including a preschool, for the duration of the student's placement in foster care and until the end of the school year in which he or she is no longer in foster care, and for one additional year if that year constitutes the student's terminal year in that building.

Where the school district of origin or school of origin that a student was attending on a tuition-free basis, or was entitled to attend when the student entered foster care is located, in New York State and the student's foster care placement is located in a contiguous state, the student is entitled to attend his or her school of origin or any school that children and youth who live in the attendance area in which the foster care placement is located are eligible to attend, including a preschool, subject to a best interest determination, for the duration of the student's placement in foster care and until the end of the school year in which he or she is no longer in foster care, and for one additional year if that year constitutes the student's terminal year in such building.

Responsibilities When Designated as the School District of Attendance

If the District is designated as the school district of attendance for a student in foster care, the District will immediately:

- a) Enroll the student in foster care, even if the student is unable to produce records which are normally required for enrollment, such as previous academic records, records of immunization and/or other required health records, proof of residency or other documentation and/or even if the student has missed application or enrollment deadlines during any period of placement in foster care, if applicable;
- b) Treat the student in foster care as a resident for all purposes; and
- c) Make a written request to the school district where the student's records are located in order to obtain a copy of the student's records and coordinate the transmittal of these records in accordance with applicable laws and regulations.

(Continued)

Students

SUBJECT: EDUCATION OF STUDENTS IN FOSTER CARE (Cont'd.)**Request for Records**

Within five days of receipt of a request for school records from a new school, the District will forward, in a manner consistent with federal and state law, a complete copy of the records of the student in foster care, including, but not limited to: proof of age; academic records; evaluations; immunization records; and guardianship papers (if applicable).

Tuition Reimbursement

Except as otherwise provided in law or regulation, the cost of instruction of a student in foster care will be borne by the school district of origin. Where a district other than the school district of origin is designated as the school district of attendance, the cost of instruction will be borne by the school district of origin and the tuition paid to the designated school district of attendance will be computed in accordance with applicable laws and regulations.

Transportation Responsibilities

Any student in foster care who requires transportation in order to attend his or her school of origin, is entitled to receive that transportation.

As appropriate, the District will coordinate and collaborate with the LDSS to make an appropriate transportation plan that supports the student's school stability plan and is fair to the District's taxpayers, consistent with the District's obligations under federal and state law.

When the District is the designated school district of attendance, and the student requires transportation to attend his or her school of origin, the District will provide transportation to and from the student's foster care placement location and the school of origin. The costs for transportation may be aidable pursuant to applicable laws and regulations.

When the District is the school district of residence and the designated school district of attendance, and the student does not attend his or her school of origin, the District will provide transportation on the same basis as provided to resident students. The costs for transportation may be aidable pursuant to applicable laws and regulations.

When transporting students in foster care, the District may incur excess transportation costs, as defined by law. The District and the LDSS may enter into a written agreement relating to how excess transportation costs should be funded, consistent with applicable laws and regulations. Absent such an agreement, excess transportation costs incurred by the District will be shared equally between the LDSS responsible for the foster care costs of the student and the designated school district of attendance. The District and the LDSS will consider and utilize all allowable funding sources, including any available federal funds, to cover excess transportation costs.

(Continued)

Students

SUBJECT: EDUCATION OF STUDENTS IN FOSTER CARE (Cont'd.)

Where a student in foster care has been placed in foster care in a contiguous state, and the District is the designated district of attendance, the District will collaborate with the LDSS to arrange for transportation.

Where the School of Origin is a Charter School

Where the school of origin is a charter school, the school district designated as the school district of attendance for a student in foster care will be deemed to be the school district of residence for the student for purposes of fiscal and programmatic responsibility and will be responsible for transportation of the student in foster care. If the designated school district of attendance is not the school district of origin, the designated school district of attendance may seek reimbursement from the school district of origin in accordance with applicable laws and regulations.

Dispute Resolution Process

To the extent feasible and appropriate, the District will ensure that a student in foster care remains in his or her school of origin while any dispute is being resolved in order to minimize disruptions and reduce the number of moves between schools.

Coordination with Other Agencies

The District will coordinate the provision of services described in this policy, as appropriate, with agencies or programs providing services to students in foster care.

The District will coordinate with other school districts on inter-district issues, such as transportation or transfer of school records.

The District will coordinate implementation of the above provision of services with the requirements of IDEA for students with disabilities.

Comparable Services

Each student in foster care will be provided services comparable to other students in the school of attendance, including: transportation services; educational services for which the student meets eligibility criteria; educational programs for students with disabilities; educational programs for English learners; programs in career and technical education; programs for gifted and talented students; and school nutrition programs.

(Continued)

SUBJECT: EDUCATION OF STUDENTS IN FOSTER CARE (Cont'd.)**Student Privacy**

As appropriate, the District will collaborate with SED and/or the LDSS to determine what documentation related to a student in foster care should be shared among involved parties. In all cases, the District will comply with all statutory requirements to protect student privacy, including the Family Educational Rights and Privacy Act (FERPA) and any other applicable privacy requirements under federal, state, or local laws.

45 USC § 6312

45 CFR § 1355.20(a)

US DOE, Non-Regulatory Guidance: Ensuring Stability for Children in Foster Care (June 23, 2016)

Education Law §§ 3202 and 3244

Memorandum from NY St. Educ. Department on Educational Stability and Transportation Provisions for Students in Foster Care Memo (December 2, 2016)

NOTE: Refer also to Policies #5660 -- Meal Charging and Prohibition Against Meal Shaming
#7240 -- Student Records: Access and Challenge

Adopted: 10/17/18

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 focus 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.

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

2. Low-pass safety net and appeal: available to students who score 52-54 on up to two Regents exams, successfully appeal those scores, and meet other applicable 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.
 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 will make a determination after receiving a written request from an eligible student's parent or guardian. (Students with a Section 504 accommodation plan may not use this option.)
- 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 (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.

(Continued)

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

Education Law §§ 3202 and 4402

8 NYCRR §§ 100.1, 100.2, 100.5, 100.6, 200.4 and 200.5

NOTE: Refer also to Policy #7220 -- Graduation Options/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

Revised: 04/12/17

Revised: 04/18/18

Revised: 10/17/18

Students

SUBJECT: PARTICIPATION IN HIGH SCHOOL GRADUATION EXERCISE

Any student who has satisfactorily completed all graduation requirements will be permitted to participate in the graduation ceremony and all related graduation activities.

The District permits any student to participate in the graduation ceremony and all related graduation activities of his or her high school graduating class, if the student has been awarded a Skills and Achievement Commencement Credential or a Career Development and Occupational Studies (CDOS) Commencement Credential, but has not otherwise qualified to receive a Regents or local diploma. While permitted to participate, these students are not required to participate in the graduation ceremony or related graduation activities of his or her high school graduating class. For purposes of this policy, a student's high school graduating class is the twelfth grade class with which he or she entered into ninth grade.

The District will provide annual written notice of policy and any related procedures to all students and their parents or guardians.

Education Law § 3204(4-b)

Adopted: 06/27/07

Revised: 10/17/18

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)

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
#7560 -- Dignity for all Students
#7551 -- Sexual Harassment of Students
#7553 -- Hazing of Students
#8242 -- Civility, Citizenship and Character Education/Interpersonal Violence Prevention Education

Adopted: 11/04/15
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