

**BOARD MEETING:** Regular  
**DATE:** Wednesday, December 17, 2014  
**TIME:** 6:30 p.m.  
**PLACE:** Naples High School Cafeteria

- I. Meeting Called to Order
- II. Roll Call
- III. Adopt the Agenda of the Regular Meeting of December 17, 2014 (Board Action)
- IV. Executive Session (Board Action)
- V. Pledge of Allegiance

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

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

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

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

- VII. Points of Interest
- VIII. Superintendent Recognitions & Updates

- Kudos
- Department Chair Reports
- Guidance
- Physical Education
- Reflections on Department Chair Reports
- Summer School Eligibility & Grading

- IX. Administrative Reports
- Elementary Principal
- Secondary Principal
- Director of Pupil Personnel

- School Business Administrator
- Student Representative

- X. Board Reports
- Budget Committee
- Community Education Committee
- WFL BOCES Meeting

- XI. Minutes (Board Action)
- December 3, 2014

- XII. Business (Board Action)
- Discards
- Policy Updates
- Purchasing Guidelines

- XIII. Personnel (Board Action)
- Retirement Resignation

- XIV. Consent Agenda Items (Board Action)
- CSE & CPSE Placements
- Student Teacher
- Substitutes
- Teacher Aide
- Cleaner

## Regular Meeting

December 17, 2014

Minutes of a Regular Meeting of the Board of Education of Naples Central School held on Wednesday, December 17, 2014 at 6:32 p.m. in the Naples High School Cafeteria.

Members Present: Robert Brautigam Robert Hotchkiss  
Ronald Burke: Arrived at 6:33 p.m. Gail Musnicki  
Joseph Callaghan Margo Ulmer  
Carter Chapman Jericho Cervantes  
Jacob Hall

Members Absent: Brent Gerstner

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

Guests: Robert Birdsall, Donna Bay, Monica Kastner, John McCabe, and Diann Payne.

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

**Motion: Carter Chapman**

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

**Resolved, that the Board of Education approves the agenda of the Regular Meeting of December 17, 2014 as presented.**

**Voting Yes: 7 Motion Carried**

**Voting No: 0**

**Motion: Gail Musnicki**

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

**Resolved, that the Board of Education approves calling an executive session at 6:33 p.m. for the purpose of discussing the employment history of a particular person or persons and to discuss collective negotiations with the Naples Association of School Administrators.**

**Voting Yes: 8 Motion Carried**

**Voting No: 0**

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

### **Public Comment**

Pauline Preston indicated that there are some issues with parking in the new bus loop noting that there are times when cars are parked three deep creating issues with leaving. Ms. Preston asked that something be done to correct the problem.

### **Board Response**

None

### **Points of Interest**

Board of Education 2<sup>nd</sup> Vice President Joseph Callaghan stated he had viewed a swim meet on television, adding it was pretty neat.

### **Superintendent Recognitions & Updates**

Superintendent Matthew Frahm recognized 4<sup>th</sup> Grade Teacher Jack Stover for his continued and ongoing contributions to the district noting some recent specific examples of his achievements

including receiving the Golden Apple Award which celebrates teachers who make a great impact on the lives of their students, adding that will be aired on Channel 8 on January 7<sup>th</sup>, 2015.

Mr. Frahm recognized students participating in Operation Santa and their advisor Mr. Alan Moore for their contributions to the district. A period of comments by the Board of Education followed.

Department Reports: The following Department Chairs provided information regarding their various departments through reports followed by a period of questions and comments by the Board of Education (Reports Attached):

Guidance Department: Chairperson, School Counselor Monica Kastner

Physical Education Department: Chairperson, Physical Education Teacher Robert Birdsall

Mr. Frahm reflected on Department Chair Reports and posed questions to the Board of Education regarding and relating to the format of the reports, scheduling, areas of strength, areas of growth, items that should be considered for budgeting, and messages to Principals. This was followed by a period of responses and comments by the Board of Education.

Mr. Frahm discussed summer school eligibility and grading noting that current district procedures allow students to solely use summer school grades on their final transcripts. Mr. Frahm noted that the State Education Department recommends a blending the regular school year grade and the summer school grade to determining a final grade that would be placed on student transcripts. Mr. Frahm distributed a new recommended practice using a blended rate for determining the final grade that would be reflected on student transcripts.

Mr. Frahm noted that tomorrow will be “tacky sweater day”.

### **Elementary Principal Report**

Elementary Principal Kristina Saucke outlined items that appeared in the monthly Board of Education Report and spoke briefly about the tacky sweater day, the NSA food drive, Operation Santa, and the NSA “Parents Day Out”.

### **Secondary Principal Report**

Secondary Principal Justin Stuck outlined items that appeared in the monthly Board of Education Report and spoke briefly about the NSA “Parents Day Out” and the various Music Department activities.

### **Director of Pupil Personnel Services Report**

Director of Pupil Personnel Services Karen Mead outlined items that appeared in the monthly Board of Education Report and spoke briefly about Special Education areas of service, classification rates, and other information relating to Special Education.

**Business Administrator Report**

Business Administrator Mitchell Ball outlined items that appeared in the monthly Board of Education Report and spoke briefly about purchasing guidelines, capital project close out, and a budgeting update.

**Student Representative Report**

Student Representative Jericho Cervantes spoke briefly about the interscholastic sports programs and records; extracurricular activities; student activities; a field trip to G.W. Lisk Company; and student clubs.

**Budget Committee**

Board of Education and Budget Committee Member Carter Chapman reviewed items as discussed in the Budget Committee Meeting including the budget process and a spaghetti dinner to be held by the NSA on the day of the annual meeting.

**Community Education Committee**

Board of Education and Community Education Committee Member Brent Gerstner reviewed items as discussed in the Community Education Meeting including a potential position for managing Community Education, facility access paperwork, and potential community interest in new programs.

**WFL BOCES Meeting**

Board of Education President Margo Ulmer gave an update following the WFL BOCES Meeting held on Monday, December 15<sup>th</sup> speaking briefly about tenure updates, targeted policies at the State level, funding issues at the State level, the 4 County School Boards, two Superintendent searches, the resignation of Commissioner King, and BOCES budgeting.

**Motion: Ronald Burke**

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

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

**Regular Meeting of December 3, 2014**

**Voting Yes: 8 Motion Carried**

**Voting No: 0**

**Motion: Gail Musnicki**

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

**Resolved, that the Board of Education approves the Business/Financial resolutions as presented:**

- Resolved that approval be given for the following to be declared surplus property and approval given to discard as per Policy #5250:
  - Elementary Library discards as listed.
  - Approximately 100 Surplus Auditorium Chairs
- Resolved, that the Board of Education approves the following policies, regulations and forms as presented:
  - Policy # 1650: Submission of Questions and Propositions at the Annual Meeting and Election and Special District Meetings
  - Policy # 3420: Non-Discrimination and Anti-Harassment in the School District



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

<u>Name</u>	<u>Placement</u>	<u>Supervising Teacher</u>
Kelsey Davidson	Special Education, March 23 - May 8, 2015	Kyle Inda

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

Appointments:

<u>Name</u>	<u>Position</u>	<u>Address</u>
Rosemary Schelter	Teacher Aide	7154 South Gannett Hill Road, Naples, NY 14512
Kristine Chudyk	Cleaner	10891 Mattoon Road, Prattsburgh, NY 14973

**Voting Yes: 8**

**Motion Carried**

**Voting No: 0**

**Motion: Robert Brautigam**

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

**There being no further business, the Regular Meeting of December 17, 2014 is hereby adjourned at 8:40 p.m.**

**Voting Yes: 8**

**Motion Carried**

**Voting No: 0**

Dated this 17<sup>th</sup> day of December, 2014

  
\_\_\_\_\_  
Mitchell Ball  
District Clerk

**Department Report to the Board of Education:**  
**Career and Counseling Office for 2014-2015 School Year**

**Department Members:**

Monica Kastner	School Counselor, Grades 7 <sup>th</sup> – 9 <sup>th</sup> / Department Chairperson
Bill Murphy	School Counselor, Grades 10 <sup>th</sup> – 12
Judy Miller	Secretary

Significant work has been done at the national and state level this year to realign the professional school counseling standards with the Common Core Education Standards, the Career and College Readiness Movement, and the push for 100% graduation. We know that academic skills are only one piece of the puzzle in regards to students' graduation; however we haven't always been able to identify *why some students are or are not successful*. In a recent comprehensive literature study, analyzing over 50 years of data from key stake holders on student success, researchers identified traits that students must have to be successful in high school, career, college, and beyond. One key piece of research identified non-cognitive factors that shape school success. Knowledge of content and having academic skills are only part of the equation for success per researchers who stated 'School performance is a complex phenomenon, shaped by a wide variety of factors intrinsic to students and the external environment' (June 2012). The American School Counselor Association, or ASCA, significantly modified their curriculum standards this fall to better align with the new education movements and this research.

The new Mindsets and Behaviors for Student Success, or College and Career Readiness Standards for every student, focus on 3 domains: Academic, Career, and Social/Emotional Development.

There are 5-main categories of standards:

1. Mindsets, which references the psycho-social beliefs or attitudes of the student about themselves in relation to academic work
2. Behaviors, which include those actions commonly observed in successful students. There are 3 sub-categories of behaviors including:
  - a. Learning Strategies, the processes and tactics a student uses to help with thinking, remembering, and learning,
  - b. Self-Management Skills, focusing on a goal despite obstacles and avoidance of distractions, and
  - c. Social Skills, highlighting what are appropriate behaviors that improve social functioning.

There are 35 specific standards to address these categories, including 6 that fall under Mindsets and 29 that fall into Behavioral standards. These characters include such traits as goal-setting, cooperation, self-control, organization, motivation, help-seeking, resilience, work habits, study skills, etc. (see chart below for more detail).

# **The ASCA Mindsets & Behaviors for Student Success: K-12 College- and Career-Readiness Standards for Every Student**

*Each of the following standards can be applied to the academic, career and social/emotional domains.*

## **Category 1: Mindset Standards**

School counselors encourage the following mindsets for all students.

1. Belief in development of whole self, including a healthy balance of mental, social/emotional and physical well-being
2. Self-confidence in ability to succeed
3. Sense of belonging in the school environment
4. Understanding that postsecondary education and life-long learning are necessary for long-term career success
5. Belief in using abilities to their fullest to achieve high-quality results and outcomes
6. Positive attitude toward work and learning

## **Category 2: Behavior Standards**

Students will demonstrate the following standards through classroom lessons, activities and/or individual/small-group counseling.

### Learning Strategies:

1. Demonstrate critical-thinking skills to make informed decisions
2. Demonstrate creativity
3. Use time-management, organizational, and study skills
4. Apply self-motivation and self-direction to learning
5. Apply media and technology skills
6. Set high standards of quality
7. Identify long and short-term academic, career, and social/emotional goals
8. Actively engage in challenging coursework
9. Gather evidence and consider multiple perspectives to make informed decisions
10. Participate in enrichment and extracurricular activities

### Self-Management Skills:

1. Demonstrate ability to assume responsibility
2. Demonstrate self-discipline and self-control
3. Demonstrate ability to work independently
4. Demonstrate ability to delay immediate gratification for long-term rewards
5. Demonstrate perseverance to achieve long and short-term goals
6. Demonstrate ability to overcome barriers to learning
7. Demonstrate effective coping skills when faced with a problem
8. Demonstrate the ability to balance school, home, and community activities
9. Demonstrate personal safety skills
10. Demonstrate ability to manage transitions and the ability to adapt to changing situations and responsibilities

### Social Skills:

1. Use effective oral and written communication skills and listening skills
2. Create positive and supportive relationships with other students
3. Create relationships with adults that support success
4. Demonstrate empathy
5. Demonstrate ethical decision-making and social responsibility
6. Use effective collaboration and cooperation skills
7. Use leadership and teamwork skills to work effectively in diverse teams
8. Demonstrate advocacy skills and ability to assess self, when necessary
9. Demonstrate social maturity and behaviors appropriate to the situation and environment

Ultimately it's important that stakeholders within a school are aware of these new standards so they can support us in our programming. This *research-based data* allows us to take our program, which can have some ambiguity and a difficulty in obtaining data, and refine the activities we implement-ensuring that we are hitting curriculum goals. Whether it's meeting individually with a student to address their inappropriate behaviors in lunch, assisting a child in learning how to better advocate for themselves in the context of a classroom, or in educating a child on the differences between college entrance exams, the goal is always the same: to have them leave Naples academically and socially-emotionally prepared to lead successful, productive adult lives.

Standards can be met in many different forms including individual or group counseling sessions, classroom lessons, fieldtrips, meetings with parents or outside providers, intervention plans, and/or team meetings and consultations. A few examples of current programs, lessons, or initiatives that support this model include (list is not exhaustive):

- Classroom lesson on group cooperative Learning
- Orientation session for all new students
- Classroom lesson on exploring vocational, college, and career paths
- Communication through bulletin boards, web pages, and Facebook and Twitter accounts of resources and school counseling news (end of marking periods, Naviance, how School Tool works, upcoming exams, Honor Roll Lists, etc.)
- Classroom lesson on the value of choice and individualism in society
- Individual or group targeted RtI programming
- Classroom lesson on test taking skills
- Classroom lesson on Interview skills
- Presentation about FLTCC options, the different type of college options, and a vocational fieldtrip for interested students
- Classroom lesson on respecting cultural differences
- Individual 4-year planning sessions with students and their parents
- Fieldtrips to area colleges and career fairs to explore college and career options
- Individual counseling sessions to explore management of emotions
- Group counseling sessions to discuss friendship, bullying, and social-emotional needs
- Lesson on college entrance exams, with an opportunity to take the PSAT
- Classroom lesson on learning how to match interests, aptitudes, work values, to careers
- Individual academic planning sessions with students
- Group lesson on different paths one can take in life and the risks and rewards of each (family, college, career, adventure, etc.).
- Fieldtrip for students to learn hands-on career options in technical fields
- Individual meetings to college options, choices, and plans
- Group parent financial aid presentation

If you have any questions, concerns, or suggestions, feel free to contact me at 585-374-7908. Thank you for your time.

Monica Kastner  
School Counselor, Grades 7<sup>th</sup> – 9<sup>th</sup>  
Department Chairperson for Guidance

Elementary School Physical Education Board Report

1. Data you collect to improve instruction
  - a. Skills test
    - i. Students complete a psychomotor skill test and cognitive quiz for each unit. These tests provide evidence where adjustments are needed to lessons, or more time needs to be spent. This year students completed a bowling quiz, where they needed to keep score for a single bowler. The 4<sup>th</sup> grade scores averaged out to a 79.1. The fifth graders average was an 84.5. The sixth graders average was a 94.6. Of all the mistakes made for 4<sup>th</sup> graders, eleven percent was mathematical errors, and 89% of other errors were caused by not applying bonus balls for strikes and spares correctly. This indicated more time needs to be spent, especially with 4<sup>th</sup> graders on how to understand counting strikes and spares.
  - b. Daily Grades
    - ii. Daily grades ranging from a score of zero to five are collected. The daily grades provide a clear picture of students that may need more teacher proximity, checks for understanding, physical therapy services, CSE services, or are truly excelling. This data makes it clear to track behavior patterns for students. Students only receive a 5 if they demonstrate bucket filling interactions.
2. Strengths
  - a. Archery Grant
    - i. In New York State Naples had the largest number of participants participate in the NASP Virtual Archery Tournament. As a result, a grant was received and used to replace some of our archery equipment.
  - b. Creating a positive experience for students
    - i. The curriculum is sequential in scope and sequence enabling students to be successful. Offer a breadth of activities and skills for students to get interested in physical activity for enjoyment. A new successful unit for this year was the creation of a swim unit for our adapted physical education students. Character education development is always at the core of lessons, and students are able to thrive in a safe environment.
3. Areas of growth
  - a. Common Core
    - i. Many units are now emphasizing common core learning standards, while allowing students to get their recommended physical activity minutes. By further combining the two, the hope is students will gain a deeper level of understanding while receiving the benefits of being physically active.
  - b. Technology
    - i. Implement more technology based units. For example, students might enjoy using a GPS rather than solely a compass for geocaching during the orienteering unit. For the first time students are going to be using pulse bars to identify how their exercise intensity relates to their heart rate, effort, and health.
4. Needs from BOE
  - a. Curriculum time to close the gap between the high school and elementary, as well as updating and aligning units. With different PE teachers teaching classes they haven't in the past, this would help create a district wide consistency.

## High School Physical Education Board Report

5. Data you collect to improve instruction
  - a. Skills test
    - i. Give a minimum of three skills test per marking period. The skills tests are out of a possible 5 points. The skill tested is chosen based on importance to the activity. The test becomes more complex as the students move through high school. After scores are collected adjustments are made to lessons to create greater success in the lowest scoring area. Skill test averages for the 2014 1<sup>st</sup> quarter are a 4.2 out of a possible 5.
  - b. Cognitive quiz
    - i. A minimum of three cognitive quizzes per marking period are given. The quizzes are based on the information covered in class. There are handouts or study guides for nearly every quiz. After scores are collected adjustments are made to lessons to create greater success in the lowest scoring area. Quiz averages for the 2014 1<sup>st</sup> quarter are a 81.5 out of a possible 100
6. Strengths
  - a. Collaboration
    - i. Time is made every week to either create new lessons or make appropriate changes to current lessons and units. Collaborating and organizing instruction so that it is congruent between classes and sequential through the grades.
  - b. Creating a positive experience for students
    - i. The high school does a wonderful job of creating an environment where students feel free to explore through movement. There are many different activities offered so that each student may find success and has the opportunity to enjoy that activity for the rest of their life.
7. Areas of growth
  - a. New yoga unit
    - i. With the help of Suzanne Frazer, a new yoga unit has been created. This unit focuses on beginner yoga and the history of yoga. The students are introduced to new vocab related to the unit and to the body. The teachers create an environment of calm for the students in an otherwise hectic day.
  - b. Revamped/improved basketball unit
    - i. This unit focuses on basic skill and rules for a game of pick-up basketball. There is also the opportunity to participate in other basketball related games. This is all done in the hopes that students will become confident enough in their skills and knowledge to join a pick-up game after high school.
  - c. Self-Defense
    - i. Currently working on a self-defense unit for seniors. The goal of this unit would be to give those students a better awareness. The hope is students will become conscious of their surroundings. This will include everything from social settings to when they are walking places alone, going for a run, or dating.
8. Needs from BOE: Ability to offer different electives to create more college and career readiness. An example of this would be a lifeguarding class. Students could obtain a lifeguard certification and the school would benefit with more students able to lifeguard for pool programs. Another possible elective would be a lifetime fitness class or an advanced fitness class. This would teach students to be lifelong lovers of fitness. In order to do this please consider allowing anyone with a physical education degree to cover general physical education classes, if the schedule allows. Lastly, consider options for having a fitness room in the high school. No longer using the current room due to time restraints and safety, resulting from room size and location.

## Health/FCS Board Report

### 9. Data you collect to improve instruction

#### a. Health

- i. Health status is dependent on knowledge, attitude, and behaviors. Data is taken in the form of needs assessments. Last year's needs assessment indicated students felt the course should spend more time in the fitness room. As a result students are now completing a research project on technology tools or fitness apps that could help society improve fitness. Surveys are often used to determine if behavior change is occurring. Last year's data showed 78% of students changed and consistently maintained the behavior to improve their health from the start of the year. Quizzes and tests for each unit are given to determine understanding of core concepts. Students complete skill tests to demonstrate their ability to use health enhancing skills, and are graded using rubrics. The Wayne-Finger Lakes regionally created Health Pre-Assessment and Post- Assessment identified areas that could be improved curriculum wise. The majority of students increased their scores but more time needs to be spent on fitness, child care, and other diseases and disorders. Last year the junior high average score on the pretest was 67 out of 100. After comparing to their post-test, 16 of 16 junior high students increased their scores. This shows 100% class improvement. 60 of 64 senior high students increased their score. This was a 94% improvement. This data provided a clear picture of topics that need revising and additional projects that would be beneficial to add. To see this year's junior high data please see the next page.

#### b. FCS

- i. Locally created assessment that was aligned with State and National Standards. The mean score for students' pre-tests were 58%. See the following page for data graphs. Students also complete food labs, homework assignments, quizzes, and tests.

### 10. Strengths

#### a. Health

- i. Continual development of curriculum to relevant and upcoming health risks. Rapport and ability to change student health behaviors based on completed health needs assessment and student self-reflection activities. Use of cross disciplinary approach and a coordinated school health program to reinforce consistent health messages. For example, brought in a speaker who was injured in a drinking and driving accident to address all high school at an assembly. Last year co-taught with guidance and psychologist to teach mental health awareness. Also Co-taught with nurse to complete partial student biometric screenings.

#### b. FCS

- i. Ability to offer students opportunities to learn lifelong skills in the classroom such as cooking, sewing/quilting, design, and keyboarding.

### 11. Areas of growth

#### a. Health

- i. Based on interactions with students marijuana and drinking appear to be the risk behaviors students engage in most. The school should complete the Ontario County PRIDE Survey, or complete the (YRBSS) Youth Risk Behavior Surveillance Survey. This data would provide a clear picture of what our weaknesses are, so actions can be taken to decrease these risky behaviors. Students need more opportunities to access information during class. As a result chrome books are being used more frequently, but having class lpads would be ideal. This would enable the curriculum to further move toward project and skill based learning. Students need the opportunity to use information from valid and reliable websites.

b. FCS

- i. Bring in the community for a career week, and aid in other units. Recruit community members, public speakers, and use problem based learning strategies.

Health/FCS

12. Needs from BOE

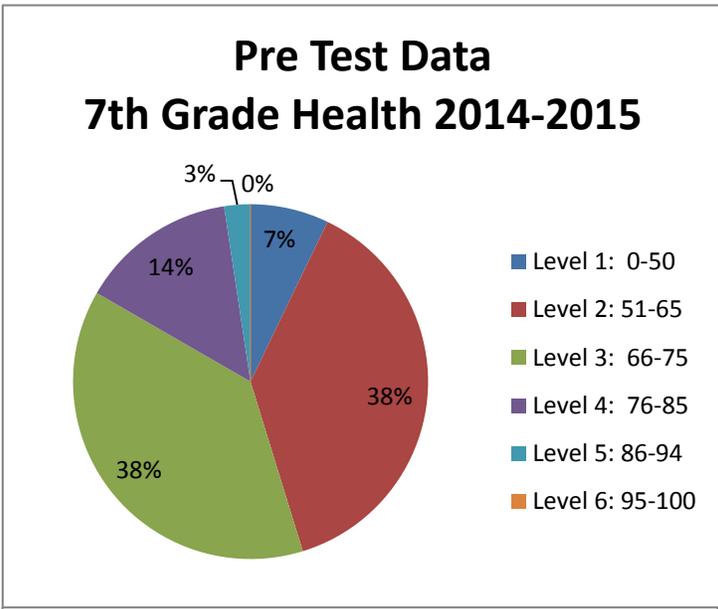
a. Health

- i. Approval to complete a school wide survey that will give information on student health behaviors and areas we need to improve. Need to have Ipads or chromebooks available for all Health classes. Need curriculum time to collaborate with new Health/FCS teacher.

b. FCS

- i. Allow for a career day/week in the future. Continue allowing for cooking experiences to occur in the classroom.

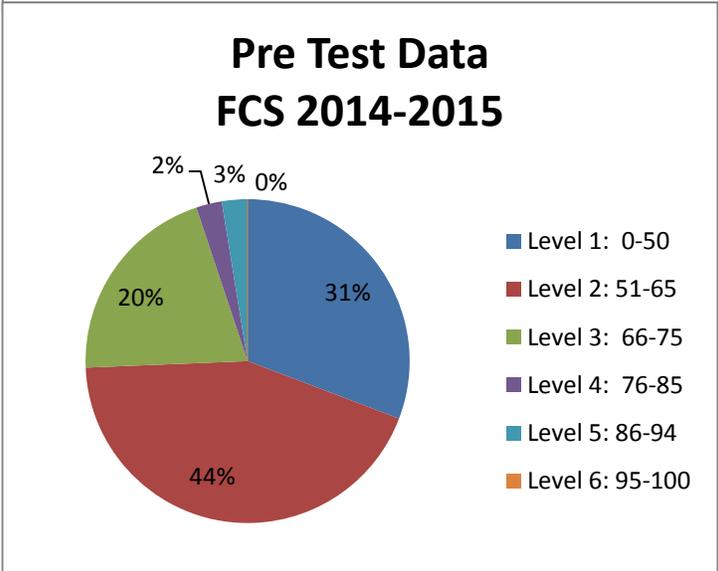
Junior High Health/ FCS SLO Data



Levels	Grading Scale	Number of Students
Level 1:	0-50	3
Level 2:	51-65	16
Level 3:	66-75	16
Level 4:	76-85	6
Level 5:	86-94	1
Level 6:	95-100	0

**Mean: 67.3%**

**Mean: 58%**



Levels	Grading Scale	Number of Students
Level 1:	0-50	12
Level 2:	51-65	17
Level 3:	66-75	8
Level 4:	76-85	1
Level 5:	86-94	1
Level 6:	95-100	0



## Naples Elementary School Board of Education Updates December 2014

The following are updates on building goals:

**Analyze state assessment data to develop SMART goals regarding curriculum, instruction and assessments:** Meetings will continue after the holidays with our BOCES Coach (Amy Busby). Department Chairs are currently working with their departments to set an agenda for these next work days. Collaboration times for grade levels will be in 2 hour blocks, except UPK which will be a 30 minute block. Special Education and AIS Teachers will join the grade level(s) they work with.

### Elementary

January 9th - Grades K-2

January 21st - Grades 3-5

February 6th - Grades K-2

February 12th - Grades 3-5

March 2nd - Grades 3-5

March 17th - Grades K-2

### Jr./Sr. High School Dates (to include 6<sup>th</sup> Grade)

January 5th

January 23rd

February 12th

March 5th

Grade Level Data meetings continue every 6 weeks. Our Reading and Math Specialists have taken the lead in organizing the data for these meetings. I am pleased that our meetings have become much more data focused and efficient this year, and the changes to intervention groups are relatively seamless. Intervention Groups are 30 minutes per day at a set time per grade level. This allows a process that utilizes all grade level staff to run intervention groups (Classroom Teachers, Special Education Teachers, AIS Teachers, and Classroom Aides). We had a Principal from a neighboring district visit to discuss our Response to Intervention Plan and was very complimentary regarding the process. It is always a benefit to me to network with other Principals to get new ideas and a fresh perspective. RTI is an ongoing topic at the Regional Principals' meetings that I attend every month, and we are not alone regarding the

challenges we face with staffing and scheduling. While there are many different models being done, there is no "perfect plan" - each one comes with benefits and challenges. The Elementary Staff continues to go above and beyond to target students that need both remedial support as well as enrichment, and they collaborate on a daily basis to provide the best RTI services possible.

***Increase student engagement through character education to foster academic achievement:*** In November we continued our school wide theme of "Be Safe, Be Smart, Be Kind". Students participated in a lesson to determine what it means to be safe, smart and kind in the hallway. Check out our displays in the Kindergarten/Music hallway - they are awesome - and completely focused on the students' ideas! We are using these monthly lessons to develop a matrix on the expected behaviors for our school community. We had a great time at our November Rally and celebrated winning the "Golden Turkey Award" for beating the Jr./Sr. High for most nonperishable foods brought in for our local Open Food Cupboard. For a quick laugh, check out the video we showed our students about nice things you can say to someone: <http://safeshare.tv/w/GnJWHwGakZ>. It was awesome to be able to watch this on the new screen in the Jr./Sr. High School Cafeteria. Our next "Rally in the Valley" is on December 19<sup>th</sup> in the morning. There are two assemblies - UPK-3 and 4-6. We are planning some more fun activities and will again celebrate kindness by drawing bucket tickets. ☺ We will also announce the class who has had the most bucket tickets for the first half of the school year. The winning class is in for a special surprise!



On Tuesday December 9<sup>th</sup> Mr. Stuck and I had a meeting with new staff members and their mentors. Katie Piedici and Anneke Radin-Snaith did a great presentation on assessments. A hand out of the information covered is below.

## Formative Assessment Ideas:

- Turn and talk (Think, Pair, Share)
- Stand if you have a good answer
- Thumbs up/down to agree/disagree with someone's answer
- Show answer to multiple choice or T/F on fingers
- Ticket out the door
- Socratic Seminar

**Randomly:** ipad/iphone app that randomly selects students

**Today's Meet** (upper elementary and higher)

- example looking at symbolism in a graphic novel: <https://todaysmeet.com/SS7Period8>

**Padlet** - like post it notes on a screen

- example of vocab review: <http://padlet.com/aradinsnaith/lmhgsydne7>

**Google Form/Flubaroo:**

- Example:



<https://docs.google.com/forms/d/1p8mOwVoHnF6jqt2ozOkSbv8yU4NEd2loejgxbmRm1ZA/viewform>

- Automatically generates spreadsheet:  
<https://docs.google.com/a/naplescscsd.org/spreadsheets/d/1RKf8-0wBx7-CRadUINnnM6eGWbSztWzS1L6opENMIko/edit#gid=1278644311>
- Flubaroo (self-grading) directions:  
<https://docs.google.com/a/naplescscsd.org/document/d/13VPaIGCBJq47Fvy5Vz-WEx-yuqw1O96a9AKP4cq5olQ/edit>

## Feedback: Key to formative assessment!

- Be clear, provide suggestions and cues that allow for action by the students
- Allow students to self-assess, allowing for internal feedback
- Peer-assessment can also provide great feedback

## Links for more information:

Article: [http://www.amplify.com/assets/regional/Heritage\\_FA.pdf](http://www.amplify.com/assets/regional/Heritage_FA.pdf) <http://www.nwea.org/blog/2014/33-digital-tools-advancing-formative-assessment-classroom/>

# Summative Vs Formative Assessment

## Formative Assessment



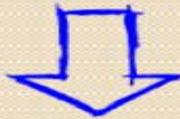
It is used to check students' understanding and to plan subsequent instruction.



The information gained from formative assessments guides the next steps in instruction and helps teachers and students consider the additional learning opportunities needed to ensure success.

Formative assessment information must be fed forward into an instructional model that allows for responsiveness to student need.

### Examples of formative assessment



Assigning projects and performances

Giving writing assignments

Giving tests

Asking questions

## Summative Assessment



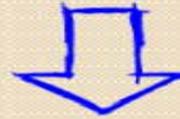
Assessment of learning, or summative assessment, provides teachers and students with information about the attainment of content knowledge.

Summative assessments often result in grades which means that they have a high point value



The goal of summative assessment is to evaluate student learning at the end of an instructional unit by comparing it against some standard or benchmark.

### Examples of summative assessment



A senior recital

A final project

A midterm exam

A paper

Created by : **Med Kharbach**  
[www.educatorstechnology.com](http://www.educatorstechnology.com)

## Other Updates:

Our students will have the opportunity to participate in the Children's Christmas Bazaar on December 17<sup>th</sup> (Grades 3-6) and December 18<sup>th</sup> (Grades K-2) throughout the school day. This annual event is sponsored by the NSA. Students will have the chance to "shop" for all of their family members, with a single donation of \$1.00. The gifts will be wrapped by adult helpers or by the children themselves. There is a large variety of items to choose from and the children really enjoy the whole experience. A portion of the proceeds will go directly to Operation Santa, and the rest will help support funding for field trips. The NSA is in need of donations of items and volunteers to help set up the event, wrap the gifts, etc.!

Donated items can be dropped off at 205 North Main Street in the little white carriage house at the head of the driveway. We can also always use donations of wrapping supplies (wrapping paper, bows, tape, gift bags, etc.). Anyone interested in volunteering should contact Stephanie Sheedy at 478-1279. We could use help on both days. Even a half hour of donated time is greatly appreciated (and guaranteed fun!!).



Again this year, the Elementary School teachers are asking parents and students to please donate to the Open Cupboard and Operation Santa projects rather than purchasing gifts for them. For the Open Cupboard Project, students bring non-perishable food and paper products as presents for their teachers, and place them in the foyer in decorated boxes marked with their teachers' names. We encourage students to bring in food that they would enjoy eating themselves to give as gifts.

Then the teachers donate these gifts of food to our local Open Cupboard. It is a wonderful lesson in kindness, and we are pleased to be one of the major donation sources for food at this time of the year. Donations are welcome between now and December 19<sup>th</sup>.



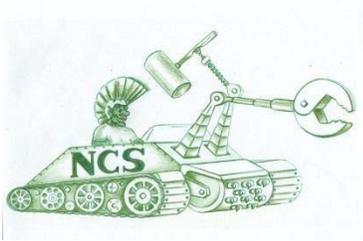
Our Elementary School family also reaches out to the community through Operation Santa. Our elementary students make many of the tags early in the month to support the tag sale which will happen between December 8<sup>th</sup> and 12<sup>th</sup>. Tags will be available here for a donation of 50 cents per tag for students and \$1.00 per tag for adults. Student Council will sell the tags during lunch periods outside of the Media Center.

**The Naples School Association will be hosting a Parents' Day Out event on Saturday December 13<sup>th</sup> from 10:00am-3:00pm. This will be a time for parents to drop kids off so they can have some time to do things they need to get done while their kids are having fun! We are looking for anyone who might be willing to come and donate a little time to help out. We will have the gym, pool and cafe. Movies, board games, snacks and crafts will be offered in the cafe. If someone would like to come and organize a game or a craft, or simply just hang out we would love to have you!! We could also use some ideas for the gym and crafts if you have something to share with us. Lastly, we will be offering snacks... if there is anyone willing to donate snacks we would really appreciate it. Healthier snacks would probably be best, but anything is appreciated. Please call Tammy Brace at ext. 7945 if you can help out!**



## Mark Your Calendars!

December Event	Date	Time/Location
Winter Concert Assembly	Thursday 12/11/14	1:00pm in the Elementary Gym
Elementary Winter Concert	Thursday 12/11/14	7:00pm in the Elementary Gym
Staff Holiday Party	Friday 12/12/14	3:30-5:30pm at the Naples Hotel
Light Up Naples	Saturday 12/13/14	6:00pm start time
DARE Graduation	Tuesday 12/16/14	1:00pm in the Jr./Sr. High School Auditorium
NSA Holiday Bazaar	Wednesday 12/17/14 & Thursday 12/18/14	Gym Hallway - NSA would love some volunteers!
Board of Education Meeting	Wednesday 12/17/14	7:00pm in the Jr./Sr. High School Cafeteria
Holiday Sing-a-long	Thursday 12/18/14 & Friday 12/19/14	1:30pm in the Band Room * Sign-up will be in the copier room in the coming weeks
Rally in the Valley	Friday 12/19/14	9:00 Grades 4-6 in the Elementary Cafeteria 9:30 Grades UPK-3 in the Elementary Cafeteria
Holiday Recess	Monday 12/22/14 - Friday 1/2/15	School Closed - Enjoy the vacation! ☺



**Naples Jr/Sr High School**  
**136 North Main Street**  
**Naples, NY 14512**  
**(585) 374 - 7905**



Naples Junior Senior High School Board of Education Updates

December 2014

Updates on Secondary building goals:

**Provide professional development at monthly faculty meetings that includes evidence and artifact examples of highly effective practice**

- This past month we focused on Standard 6: Professional Responsibilities and Collaboration. We had a lively discussion about "evidence" and "artifacts" and how these relate to the final summative meeting towards the end of the year.

**Create short and long-term goals from this data for program and process development**

- A section of ELA AIS will be piloting a project based approach to developing the skills that students are working on by assigned the additional support. The group will be working with LEGO Mindstorm kits to incorporate coding and problem solving into the English AIS program. We will continue to meet and explore ways to make AIS a highly effective program.

Senior Privileges have started - our continued opportunity for Seniors who had at least an 80% in first Quarter and completed 5 hours of volunteer work are able to have more freedoms than other students during their study hall periods.

Music has a lot going on since the middle of November. The Chorus group successfully navigated NYC avoiding all protests while getting to see some of the big ticket destinations - Rockefeller Center Tree, FAO Swartz, Times Square, Chinatown, and of course watching Les Miserables. It was a wonderful 36 hour sprint and most importantly we brought back all that we left with!

We had our Winter Concert on December 8th, I don't have a past way of gauging - but it was standing room only and I heard there was "a much bigger crowd" than usual! The music was wonderful and diverse; the kids did a great job!

Junior High Area All State Band: Julia Marks- Flute, Ethan DeTurk- Clarinet, Elizabeth Maczynski- Clarinet, Maggie Pettinger- Alto Saxophone, Adam Quarterman- Trumpet

Senior High Area All State Orchestra: Zoe Smith -Viola

Senior High Area All State Band: Vanessa Donadio- Flute, Elizabeth Friend- Trumpet

Senior High Choral All-State Students (10-12): Matt Cotton, Jordaen Baglio, Moriah Kunes, Michaela Sheedy, Mikayla Metzger, Chloe Shearing

Junior High Choral All-State Students (7-9): Spencer Hunter, Emily Logan, Paytan Mann, Felicity Hutchingson, Hannah Steff, Fennel Makepeace, Claire Radak

Departments are working with Mitch's forms to create and document their budgeting needs for 2015-16. Kris and I held a joint Department Chair meeting to give another opportunity to clarify any questions as Chairs have started to build those budgets.

Operation Santa is in full swing with meetings planned for almost every day between now and Christmas.

Upcoming Events	Date	Time/Location
Winter Break	December 22 - January 2	
Math Coaching	January 5	Working with classroom teachers
Winter Ball	January 9	Gym/Cafe
No School - Martin Luther King Jr. Day	January 19	

Board of Education Report

Karen J. Mead

December 17, 2014

Attached is a spreadsheet representing all current students served by NCS special education and 504 services/supports. Please note that “Non-Naples” students include 3 students from other districts in the area with whom we share our services/programs (2 from Bloomfield, 1 from Prattsburgh). Two students are homeschooled and receive related services with an Individual Education Support Plan (IESP). These five students are not included in the calculated percentages at the bottom of the spreadsheet.

Further data related to students who have moved into the district and our classification rates in recent years will be put together soon. Please share any areas of interest in which you would like data compiled.

Grade	In-District			Out-of-District			Non-NCS or Homeschooled			504 Students			Total by Grade Level	Grade
	SWD	M	F	SWD	M	F	SWD	M	F	504	M	F		
PS	8	7	1										8	PS
K	9	5	4				2	2		1	1	0	12	K
1	2	1	1										2	1
2	9	6	3							1	1	0	10	2
3	11	10	1										11	3
4	7	3	4										7	4
5	11	7	4				1	1		3	1	2	15	5
6	12	10	2	2	1	1	2	2					16	6
7	5	5	0	2	2								7	7
8	6	5	1	2	2					4	4	0	12	8
9	19	14	5	1	1					3	3	0	23	9
10	9	6	3	4	4					4	3	1	17	10
11	8	6	2	3	2	1				1	1	0	12	11
12	4	4	0	1		1				5	5	0	10	12
Ung	3	2	1	6	4	2							9	Ung
	<b>123</b>	<b>91</b>	<b>32</b>	<b>21</b>	<b>16</b>	<b>5</b>	<b>5</b>	<b>5</b>	<b>0</b>	<b>22</b>	<b>19</b>	<b>3</b>	<b>171</b>	

NCS Enrollment = 735 (PK-12)

SWD (PK-12) = 144

%SWD of total population = 19.6

504 (PK-12) = 22

%504 of total population = 2.9

74% of NCS SWD are male  
26% of NCS SWD are female

86% of NCS 504 students are male  
14% of NCS 504 students are female

**School Business Administrator's  
Board Report  
Naples Central School District  
December 17, 2014**

Purchasing Guidelines

Our purchasing guidelines are currently as follows:

**\$0-\$499.99:** Approval of Administrator/Director/Supervisor (A.D.S.)

**\$500.00 - \$999.99:** *Two* quotes from different catalogs and approval of A.D.S.

**\$1,000.00 - \$4,999.99:** *Three* verbal quotes and approval of A.D.S.

**\$5,000.00 - \$9,999.99:** *Three* written quotes and approval of A.D.S.

Prior to 2010, New York State General Municipal Law § 103 indicated that any purchase \$10,000 or greater would require competitive bidding. In 2010, the law was amended to increase this threshold from \$10,000 to \$20,000. As noted in the information above, our purchasing guidelines end at \$9,999.99. Therefore, there is currently a gap in rules relating to purchases that fall within the range of \$10,000.00 to \$19,999.99.

In an attempt to remedy this issue, the Budget Committee met, discussed, and is recommending that the purchasing guidelines be adjusted to the following.

**\$0-\$999.99:** Approval of Administrator/Director/Supervisor (A.D.S.)

**\$1,000.00 - \$4,999.99:** *Two* quotes from different catalogs/sources and approval of A.D.S.

**\$5,000.00 - \$9,999.99:** *Two* written quotes and approval of A.D.S.

**\$10,000.00 - \$19,999.99:** *Three* written quotes and approval of A.D.S.

Therefore, this evening there will be a motion recommending an adjustment to the purchasing guidelines per the thresholds written above.

Capital Project Close Out

We are currently on track to have all reports filed with the state by the end of the month so that we can begin receiving aid on the project. At the upcoming January Facilities Committee Meeting, we will likely be discussing any possible return of capital monies to the debt service fund. The debt service fund is used to offset future debt service payments.

## Budgeting Update

Budgeting season continues to move forward in accordance with the dates set forth on the Budgeting Calendar. The instructional departments are currently completing requisitions and department chairs will be submitting budgets to the Elementary and Secondary School Principals the Pupil Personnel Services Director by January 16<sup>th</sup>. In the meantime, the Transportation, Operations & Maintenance, and Instructional Technology Departments plan on having budgetary requests to the Business Office before Holiday Break. The Athletic Director intends to have his budget in by January 16<sup>th</sup> as well.

The Business Office is currently reviewing roll over expenditure items and complied budgeting data from our fiscal advisor, Bernie Donegan's Office, various contractual vendors, and looking at expenses relating to the pension system contributions, health insurance, and other incidental employee benefits.

The major item that essentially slows down any significant discussions regarding the budget is state aid projections. The Governor's Office typically releases state aid projections by January 15<sup>th</sup> of every year. Once we have that information in hand, the district will be better prepared to start looking at the 2015-16 in greater detail. The Board of Education Budgeting Committee will meet on January 24<sup>st</sup>. Hopefully at that point, we will be able to have some meaningful conversations about next year's budget.

December 2, 2014

TO: Pam Claes

RE: Deletions Naples Elementary Library

Hi Pam,

Following is a list of our deletions for the Elem. Library for November 2014:

House of Hades NAS0035564 Lost Book

National Audubon Society First Field Guide: Rocks and Minerals 550000000024 Lost Book

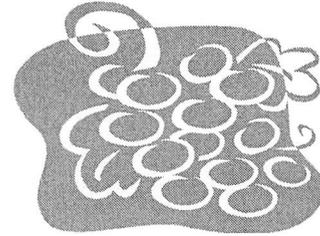
The Son of Neptune NAE00159735 Damaged

The War of the Worlds NAE0008200 Lost Book

Thanks Pam!!!!



**Memo**  
**NaplesCentralSchool**



Date: December 12, 2014

To: Matt Frahm  
Superintendent

From: Chad Hunt  
Director of School Facilities and Operations

Subject: Additional Auditorium Chairs

---

Matt,

I am looking for permission from you and the board of education to discard nearly one hundred (100) extra auditorium chairs that were removed and brought to Naples from Penn Yan Academy several years ago. These are taking up valuable storage space that could be better utilized. We will still keep enough on hand for replacement/repair of any chairs needing it in the future. Thank you for your consideration.

Sincerely,

*Chad Hunt*

Chad Hunt

## By-Laws

**SUBJECT: SUBMISSION OF QUESTIONS AND PROPOSITIONS AT THE ANNUAL MEETING AND ELECTION AND SPECIAL DISTRICT MEETINGS****Questions and Propositions at the Annual Meeting and Election**

The following rules and regulations shall apply to the submission of the questions or propositions at the annual meeting and elections of this School District.

- a) Questions or propositions shall be submitted by petition directed to the Clerk of the School District and shall be signed by twenty-five (25) qualified voters, or five percent (5%) of the registered voters of the District who voted in the previous annual election of Board members, whichever is greater.
- b) A separate petition shall be required for each question or proposition.
- c) Each petition shall be filed with the Clerk of the School District. Petitions relating to an Annual Election must be filed not later than sixty (60) days preceding the election at which the question or proposition is to be voted upon.
- d) Questions or propositions submitted in accordance with these rules and accepted will be printed on the ballot for the voting machine. The School District, however, retains the right to reject petitions as permitted by law, including but not limited to instances where such petitions are advisory in nature or beyond the power of the voters.
- e) The Board of Education shall cause the rules and regulations set forth in this policy to be distributed within the District.
- f) Nothing herein contained shall affect the nominations of candidates as set forth in the Annual District Election notice pursuant to Section 2018 of the Education Law.

**Questions or Propositions to be Submitted at Special District Meetings**

The procedure for requesting the Board of Education to call a Special District Meeting to vote on a question or proposition shall be in accordance with subdivision 2 and 3 of Education Law Section 2008.

Education Law Sections 1703, 2008, 2018, 2035(2) and 2601-a

Adopted: 06/27/07

Revised: 12/17/14

**SUBJECT: NON-DISCRIMINATION AND ANTI-HARASSMENT IN THE SCHOOL DISTRICT**

The Board of Education is committed to providing an environment free from discrimination and harassment. Accordingly, the Board prohibits discrimination and harassment on the basis of race, color, creed, religion, national origin, sex, sexual orientation, age, disability or other legally protected category. Such actions and occurrences are prohibited regardless of whether they take place on School District premises or at school-sponsored events, programs, or activities held at other locations.

**Prohibited Conduct**

Determinations as to whether conduct or occurrences constitute discrimination or harassment for the purposes of this Policy and its implementing Administrative Regulations will be made consistent with applicable law. Such determinations may depend upon a number of factors, including but not limited to: the particular conduct or occurrence at issue, the ages of the parties involved, the context in which the conduct or occurrence takes place, the relationship of the parties to one another, the category or characteristic that is alleged to have been the basis for the action or occurrence, and other considerations as are necessary and consistent with law. The characterizations and examples below are intended to serve as a general guide for individuals in determining whether to file a complaint of discrimination or harassment, and should not be construed to add or limit the rights individuals and entities possess as a matter of law.

Discrimination is, generally, the practice of conferring or denying privileges on the basis of membership in a legally protected class. Discriminatory actions may include, but are not limited to: refusing to promote or hire an individual on the basis of his/her membership in a protected class, denying an individual access to facilities or educational benefits on the basis of his/her membership in a protected class, or impermissibly instituting policies or practices that disproportionately and adversely impact members of a protected class.

Harassment generally consists of subjecting an individual, on the basis of his/her membership in a protected class, to conduct and/or communications that are sufficiently severe, pervasive, or persistent as to have the purpose or effect of: creating an intimidating, hostile, or offensive environment; substantially or unreasonably interfering with an individual's work or a student's educational performance, opportunities, benefits, or well-being; or otherwise adversely affecting an individual's employment or educational opportunities.

Harassment can include unwelcome verbal, written, or physical conduct which offends, denigrates, or belittles an individual because of his/her membership in a protected class. Such conduct includes, but is not limited to: derogatory remarks, jokes, demeaning comments or behavior, slurs, mimicking, name calling, graffiti, innuendo, gestures, physical contact, stalking, threatening, bullying, extorting, or the display or circulation of written materials or pictures.

(Continued)

**SUBJECT: NON-DISCRIMINATION AND ANTI-HARASSMENT IN THE SCHOOL DISTRICT (Cont'd.)****Civil Rights Compliance Officer**

The District will designate one or more individuals to serve as Civil Rights Compliance Officer. The Civil Rights Compliance Officer will be responsible for coordinating the District's efforts to comply with and carry out its responsibilities regarding non-discrimination and anti-harassment, including investigations of complaints alleging discrimination, harassment, or the failure of the District to comply with its obligations under relevant non-discrimination and anti-harassment laws and regulations (e.g., the Americans with Disabilities Act, Title IX of the Education Amendments of 1972, and Section 504 of the Rehabilitation Act of 1973).

Prior to the beginning of each school year, the District shall issue an appropriate public announcement or publication which advises students, parents/guardian, employees and other relevant individuals of the District's established grievance procedures for resolving complaints of discrimination and harassment. Included in such announcement or publication will be the name, address and telephone number, and effective-mail of the Civil Rights Compliance Officer(s).

The Civil Rights Compliance Officer for the District is:  
The School District Superintendent

**Investigation of Complaints and Grievances**

The School District will act to promptly, thoroughly, and equitably investigate all complaints, whether verbal or written, of discrimination and/or harassment based on any of the characteristics described above; and will promptly take appropriate action to protect individuals from further discrimination or harassment. In the event an anonymous complaint is filed, the District will respond to the extent possible.

It is essential that any individual who is aware of a possible occurrence of discrimination or harassment immediately report such occurrence. All reports will be directed or forwarded to the District's designated Civil Rights Compliance Officer(s). Such complaints are recommended to be in writing, although verbal complaints of discrimination or harassment will also be promptly investigated in accordance with applicable law and District policy and procedure. In the event the Civil Rights Compliance Officer is the alleged offender, the report will be directed to another Civil Rights Compliance Officer, if the District has designated another individual to serve in such a capacity, or to the Superintendent.

(Continued)

**SUBJECT: NON-DISCRIMINATION AND ANTI-HARASSMENT IN THE SCHOOL DISTRICT (Cont'd.)**

To the extent possible, all complaints will be treated as confidential. Disclosure may, however, be necessary to complete a thorough investigation of the charges and/or notify law enforcement officials.

If an investigation reveals that discrimination or harassment has occurred, the District will take immediate corrective action as warranted. Such 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.

**Knowingly Makes False Accusations**

Employees and/or students who *knowingly* make false accusations against another individual as to allegations of discrimination or harassment may also face appropriate disciplinary action.

**Prohibition of Retaliatory Behavior**

The Board prohibits any retaliatory behavior directed against complainants, victims, witnesses, and/or any other individuals who participated in the investigation of a complaint of discrimination and/or harassment. Complaints of retaliation may be directed to the Civil Rights Compliance Officer. In the event the Civil Rights Compliance Officer is the alleged offender, the report will be directed to another Civil Rights Compliance Officer, if the District has designated another individual to serve in such a capacity, or to the Superintendent.

Where appropriate, follow-up inquiries will be made to ensure that discrimination and/or harassment has not resumed and that those involved in the investigation have not suffered retaliation.

**Additional Provisions**

Regulations will be developed for reporting, investigating, and remedying allegations of discrimination and/or harassment.

In order to promote familiarity with issues pertaining to discrimination and harassment in the schools, and to help reduce incidents of prohibited conduct, the District will provide appropriate information and/or training to staff and students. As may be necessary, special training will be provided for individuals involved in the investigation of discrimination and/or harassment complaints.

A copy of this policy and its accompanying regulations will be available upon request and will be posted and/or published in appropriate locations and/or school publications.

(Continued)

**SUBJECT: NON-DISCRIMINATION AND ANTI-HARASSMENT IN THE SCHOOL DISTRICT (Cont'd.)**

This policy should not be read to abrogate other District policies and/or regulations or the *District Code of Conduct* prohibiting other forms of unlawful discrimination, harassment, and/or inappropriate behavior within this District. It is the intention of the District that all such policies and/or regulations be read consistently to provide protection from unlawful discrimination and harassment. However, different treatment of any individual which has a legitimate, legal, and nondiscriminatory reason shall not be considered a violation of District policy.

Age Discrimination in Employment Act, 29 United States Code (USC) Section 621  
Americans With Disabilities Act, 42 United States Code (USC) Section 12101 et seq.  
Section 504 of the Rehabilitation Act of 1973, 29 United States Code (USC) Section 794 et seq.  
Title VI of the Civil Rights Act of 1964, 42 United States Code (USC) Section 2000d et seq.  
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.  
Education Law Section 2801(1)  
Executive Law Section 290 et seq.

NOTE: Refer also to Policies #6120 -- Equal Employment Opportunity  
#6121 -- Sexual Harassment of District Personnel  
#6122 -- Employee Grievances  
#7550 -- Dignity For All Students Act  
#7551 -- Sexual Harassment of Students  
*District Code of Conduct*

Adopted: 06/27/07  
Revised: 12/07/11  
Revised: 12/17/14

**SUBJECT: INFORMATION SECURITY BREACH AND NOTIFICATION**

The School District values the protection of private information of individuals in accordance with applicable law and regulations. Further, the District is required to notify affected individuals when there has been or is reasonably believed to have been a compromise of the individual's *private information* in compliance with the Information Security Breach and Notification Act and Board policy.

- a) "*Private information*" shall mean **\*\*personal information** in combination with any one or more of the following data elements, when either the personal information or the data element is not encrypted or encrypted with an encryption key that has also been acquired:
1. Social security number;
  2. Driver's license number or non-driver identification card number; or
  3. Account number, credit or debit card number, in combination with any required security code, access code, or password which would permit access to an individual's financial account.

"*Private information*" does not include publicly available information that is lawfully made available to the general public from federal, state or local government records.

**\*\*"Personal information"** shall mean any information concerning a person which, because of name, number, symbol, mark or other identifier, can be used to identify that person.

- b) "*Breach of the security of the system,*" shall mean unauthorized acquisition or acquisition without valid authorization of computerized data which compromises the security, confidentiality, or integrity of personal information maintained by the District. Good faith acquisition of personal information by an employee or agent of the District for the purposes of the District is not a breach of the security of the system, provided that private information is not used or subject to unauthorized disclosure.

**Determining if a Breach Has Occured**

In determining whether information has been acquired, or is reasonably believed to have been acquired, by an unauthorized person or person without valid authorization, the District may consider the following factors, among others:

- a) Indications that the information is in the physical possession and control of an unauthorized person, such as a lost or stolen computer or other device containing information; or
- b) Indications that the information has been downloaded or copied; or

(Continued)

**SUBJECT: INFORMATION SECURITY BREACH AND NOTIFICATION (Cont'd.)**

- c) Indications that the information was used by an unauthorized person, such as fraudulent accounts opened or instances of identity theft reported.
- d) System Failures

**Notification Requirements**

- a) For any computerized data owned or licensed by the School District that includes private information, the District shall disclose any breach of the security of the system following discovery or notification of the breach to any New York State resident whose private information was, or is reasonably believed to have been, acquired by a person without valid authorization. The disclosure to affected individuals shall be made in the most expedient time possible and without unreasonable delay, consistent with the legitimate needs of law enforcement, or any measures necessary to determine the scope of the breach and restore the reasonable integrity of the data system. The District shall consult with the State Office of Information Technology Services to determine the scope of the breach and restoration measures.
- b) For any computerized data maintained by the District that includes private information which the District does not own, the District shall notify the owner or licensee of the information of any breach of the security of the system immediately following discovery, if the private information was, or is reasonably believed to have been, acquired by a person without valid authorization.

The notification requirement may be delayed if a law enforcement agency determines that such notification impedes a criminal investigation. The required notification shall be made after the law enforcement agency determines that such notification does not compromise the investigation.

**Methods of Notification**

The required notice shall be directly provided to the affected persons by one of the following methods:

- a) Written notice;
- b) Electronic notice, provided that the person to whom notice is required has expressly consented to receiving the notice in electronic form; and a log of each such notification is kept by the District when notifying affected persons in electronic form. However, in no case shall the District require a person to consent to accepting such notice in electronic form as a condition of establishing any business relationship or engaging in any transaction;
- c) Telephone notification, provided that a log of each such notification is kept by the District when notifying affected persons by phone; or

(Continued)

**SUBJECT: INFORMATION SECURITY BREACH AND NOTIFICATION (Cont'd.)**

- d) Substitute notice, if the District demonstrates to the State Attorney General that the cost of providing notice would exceed \$250,000, or that the affected class of subject persons to be notified exceeds 500,000, or that the District does not have sufficient contact information. Substitute notice shall consist of **all** of the following:
1. E-mail notice when the District has an e-mail address for the subject persons;
  2. Conspicuous posting of the notice on the District's website page, if the District maintains one; and
  3. Notification to major statewide media.

Regardless of the method by which notice is provided, the notice shall include contact information for the notifying District and a description of the categories of information that were, or are reasonably believed to have been, acquired by a person without valid authorization, including specification of which of the elements of personal information and private information were, or are reasonably believed to have been, so acquired.

In the event that any New York State residents are to be notified, the District shall notify the New York State Attorney General (AG), the New York State Department of State, and the New York State Office of Information Technology Services as to the timing, content and distribution of the notices and approximate number of affected persons.

In the event that more than five thousand (5,000) New York State residents are to be notified at one time, the District shall also notify consumer reporting agencies, as defined pursuant to State Technology Law Section 208, as to the timing, content and distribution of the notices and approximate number of affected persons. Such notice shall be made without delaying notice to affected New York State residents. A list of consumer reporting agencies shall be compiled by the State Attorney General and furnished upon request to school districts required to make a notification in accordance with State Technology Law Section 208(2), regarding notification of breach of security of the system for any computerized data owned or licensed by the District that includes private information.

State Technology Law Sections 202 and 208

Adopted: 05/02/12  
Revised: 03/20/13  
Revised: 12/17/14

**SUBJECT: EQUAL EMPLOYMENT OPPORTUNITY**

The Naples Central School District is an equal opportunity employer and does not discriminate against any employee or applicant for employment in its programs and activities on the basis of race, color, national origin, sex, disability, or age. Further, the District does not discriminate on the basis of religion or creed, sexual orientation, military status, genetic status, marital status, domestic violence victim status, criminal arrest or conviction record, or any other basis prohibited by state or federal non-discrimination laws.

**Investigation of Complaints and Grievances**

The School District will act to promptly, thoroughly, and equitably investigate all complaints, whether verbal or written, of discrimination, and will promptly take appropriate action to protect individuals from further discrimination. All such complaints will be handled in a manner consistent with the District's policies, procedures, and/or regulations regarding the investigation of discrimination and harassment complaints, including Policy #3420 -- Non-Discrimination and Anti-Harassment in the School District; Policy #6121 -- Sexual Harassment of District Personnel; Policy #6122 -- Employee Grievances; and Administrative Regulation #3420R -- Non-Discrimination and Anti-Harassment in the School District.

Additional information regarding the District's discrimination and harassment complaint and grievance procedures, including but not limited to the designation of the Civil Rights Compliance Officer, knowingly making false accusations, and possible corrective actions, can be found in Policy #3420 -- Non-Discrimination and Anti-Harassment in the School District and Administrative Regulation #3420R -- Non-Discrimination and Anti-Harassment in the School District.

**Prohibition of Retaliatory Behavior**

The Board prohibits any retaliatory behavior directed against complainants, victims, witnesses, and/or any other individuals who participated in the investigation of a complaint of discrimination. Complaints of retaliation may be directed to the Civil Rights Compliance Officer. In the event the Civil Rights Compliance Officer is the alleged offender, the report will be directed to another Civil Rights Compliance Officer, if the District has designated another individual to serve in such a capacity, or to the Superintendent.

Where appropriate, follow-up inquiries will be made to ensure that discrimination has not resumed and that all those involved in the investigation of the discrimination have not suffered retaliation.

(Continued)

**SUBJECT: EQUAL EMPLOYMENT OPPORTUNITY (Cont'd.)**

Age Discrimination in Employment Act, 29 United States Code (USC) Section 621  
Americans With Disabilities Act, 42 United States Code (USC) Section 12101 et seq.  
Genetic Information Non-Discrimination Act of 2008 (GINA) Public Law 110-233  
Section 504 of the Rehabilitation Act of 1973, 29 United States Code (USC) Section 794 et seq.  
Title VI of the Civil Rights Act of 1964, 42 United States Code (USC) Section 2000d et seq.  
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.  
Civil Rights Law Section 40-c  
Civil Service Law Section 75-B  
Executive Law Section 290 et seq.  
Military Law Sections 242 and 243

Adopted: 06/27/07  
Revised: 05/19/10  
Revised: 12/17/14

**SUBJECT: SEXUAL HARASSMENT OF DISTRICT PERSONNEL**

The Board of Education affirms its commitment to provide an environment free from sex-based discrimination and sexual harassment, including sexual violence and intimidation. The Board, therefore, prohibits all forms of sexual harassment against District personnel by employees, school volunteers, students, and non-employees such as contractors and vendors which occur on school grounds and at all school-sponsored events, programs, or activities, including those that take place at locations off school premises.

**Sexual Harassment**

Unwelcome sexual advances, requests for sexual favors and other verbal or physical conduct of a sexual nature constitutes harassment on the basis of sex when:

- a) Submission of such conduct is made, either explicitly or implicitly, a term or condition of an individual's employment;
- b) Submission to or rejection of such conduct by an individual is used as a basis for employment decisions affecting such individuals; and
- c) 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.

Sexual harassment includes, but is not limited to, sexual violence. For the purpose of this policy, sexual violence refers to physical sexual acts perpetrated against a person's will or where a person is incapable of giving consent. Sexual violence includes rape, sexual assault, sexual battery, and sexual coercion.

Sexual harassment can originate from a person of either sex against a person of the opposite or same sex, and from students, supervisors, co-workers or third parties such as visitors and school volunteers.

**Prohibited Conduct**

Sexual harassment can be verbal, non-verbal, or physical. Examples of such conduct may include, but are not limited to, the following:

- a) Verbal abuse or ridicule, including innuendoes, stories and jokes that are sexual in nature and/or gender-related. This might include inappropriate sex-oriented comments on appearance, including dress or physical features.
- b) Direct or indirect threats or bribes for unwanted sexual activity.
- c) Asking or commenting about a person's sexual activities.

(Continued)

## Personnel

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

- d) Unwelcome and unwanted physical contact of a sexual nature including, but not limited to, physical acts such as assault, impeding or blocking movement, offensive touching, or any physical interference with normal work or movement.
- e) Displaying or distributing pornographic or other sexually explicit materials such as magazines, pictures, internet material, cartoons, etc.
- f) The use of profanity and/or other obscenities that are sexually suggestive or degrading in nature.
- g) Unwelcome staring, leering, or gesturing which is sexually suggestive in nature.
- h) Unwelcome and/or offensive public displays of sexual/physical affection.
- i) Clothing that reflects sexually obscene and/or sexually explicit messages, slogans, or pictures.
- j) Engaging in sexual conduct with an individual who is unable to consent due to his/her age, use of drugs or alcohol, intellectual disability, or other disability.
- k) Any other unwelcome and unwanted sexually oriented and/or gender-based behavior which is sexually demeaning, belittling, intimidating, or perpetrates sexual stereotypes and attitudes.

**Investigation of Complaints and Grievances**

In order for the Board to enforce this policy, and to take corrective measures as may be necessary, it is essential that any employee who believes he/she has been a victim of sexual harassment in the work environment, as well as any other person who is aware of and/or who has knowledge of or witnesses any possible occurrence of sexual harassment, immediately report such alleged harassment to the District's designated Compliance Officer. In the event that the Compliance Officer is the alleged offender, the report should be directed to another Civil Rights Compliance Officer, if the District has designated an additional individual to serve in such capacity, or to the Superintendent.

The School District will act to promptly, thoroughly and equitably investigate all complaints, whether verbal or written, of sexual harassment, and will promptly take appropriate actions to protect individuals from further harassment. All such complaints will be handled in a manner consistent with the District's policies, procedures, and/or regulations regarding the investigation of discrimination and harassment complaints, including Policy #3420 – Non-Discrimination and Anti-Harassment in the School District; and Administrative Regulation #3420R - Non-Discrimination and Anti-Harassment in the School District.

(Continued)

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

Additional information regarding the District's discrimination and harassment complaint and grievance procedures, including but not limited to the designation of the Civil Rights Compliance Officer, knowingly making false accusations, and possible corrective actions, can be found in Policy #3420 -- Non-Discrimination and Anti-Harassment in the School District and Administrative Regulation #3420R -- Non-Discrimination and Anti-Harassment in the School District.

**Prohibition of Retaliatory Behavior (Commonly Known as "Whistle-Blower" Protection)**

The Board prohibits any retaliatory behavior directed against complainants, victims, witnesses, and/or any other individuals who participated in the investigation of a complaint of sexual harassment. Complaints of retaliation may be directed to the Civil Rights Compliance Officer. In the event the Civil Rights Compliance Officer is the alleged offender, the report will be directed to another Civil Rights Compliance Officer, if the District has designated another individual to serve in such a capacity, or to the Superintendent.

Where appropriate, follow-up inquiries will be made to ensure that sexual harassment has not resumed and that all those involved in the investigation of the sexual harassment complaint have not suffered retaliation.

Civil Rights Act of 1991, 42 United States Code (USC) Section 1981(a)  
29 Code of Federal Regulations (CFR) Section 1604.11(a)  
Civil Service Law Section 75-B  
Executive Law Sections 296 and 297  
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.  
34 Code of Federal Regulations (CFR) Section 100 et seq.

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

## Personnel

**SUBJECT: EMPLOYEE GRIEVANCES**

In accordance with Article 15-C of the General Municipal Law, all District employees shall have the opportunity to present grievances free from interference, coercion, restraint, discrimination or reprisal. The District shall provide at least two (2) procedural stages and an appellate stage for the settlement of any grievance.

General Municipal Law Sections 681-685

Adopted: 06/27/07

Revised: 12/17/14

## Personnel

**SUBJECT: TEMPORARY PERSONNEL**

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

**Student Teachers**

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

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

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

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

**Substitute Teachers**

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

**Eligibility for Service**

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

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

(Continued)

## Personnel

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

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

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

Substitute Tutor: \$30.00/hour

Per Diem Substitute Teacher Pay

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

**Days of Service**

1 to 20 days

**Salary**

\$85/day: Certified

\$70/day: Uncertified

21 days up to one semester

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

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

(Continued)

## Personnel

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

Certified RN: \$110.00/day

**Substitute Non-Instructional**

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

Food Service Helper, Bus Monitor, School Monitors Teacher Aides & Cleaners: \$8.75/hour

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

Lifeguards: \$12.00/hour

Teacher Assistant: \$9.00/hour

Typist: \$8.75/hour

Maintenance Mechanic: \$11.50/hour

Head Mechanic/Bus Driver: \$11.50/hour

Bus Driver: \$22.50/trip

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

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

Bus Driver Refresher Course - \$20.00 per session

**Special provisions relative to Substitute Bus Drivers:**

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

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

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

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

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

A minimum of six months of service and 30 bus runs

(Continued)

## Personnel

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

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

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

Education Law Section 3023

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

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

Adopted: 6/27/07

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

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

Revised: 01/05/11

Revised: 04/27/11

Revised: 07/13/11

Revised: 12/07/11

Revised: 03/21/12

Revised: 07/11/12

Revised: 02/13/13

Revised: 10/16/13

Revised: 01/22/14

Revised: 03/19/14

Revised: 12/17/14

**SUBJECT: NON-RESIDENT STUDENTS**

Non-resident families who wish to enroll children in the Naples Central School District shall submit a request in writing to the Superintendent who shall recommend to the Board of Education for approval whether or not admission will be granted.

The following general conditions for acceptance will be met when considering admittance:

- a) There is sufficient space to accommodate the non-resident student;
- b) No increase in the size of faculty or staff will be necessary;
- c) Admittance will not result in the establishment of a new section;
- d) Parents/guardians must work out transfer conditions with the home school district or provide their own transportation;
- e) All rules and regulations in effect for District students will be applicable to non-District students;
- f) Tuition may be charged to families of non-resident students in accordance with the New York State Education Department formula for estimated Non-Resident Tuition.

**Determination of Student Residency**

The residence of children dwelling within the District boundaries shall be established in a manner consistent with State Law and the Regulations of the Commissioner. The Board of Education or its designee shall determine whether a child is entitled to attend a District school. Any adverse residency decision by a school official, other than the Board or its designee, shall include written notice to the parent/person in parental relation of the procedures for obtaining review of the decision within the District.

Non-resident students may make application to the Superintendent of Schools to be granted permission to attend Naples Schools.

Final decisions regarding the acceptance of non-resident students rest with the Board of Education.

**Tuition-Paying Students**Future Students

The children of families who have signed a contract to buy or build a residence in the School District may be enrolled for the semester in which they expect to become residents. Non-resident tuition shall be charged, payable in advance, with an adjustment to be made when the family becomes a resident in the District.

(Continued)

## Students

**SUBJECT: NON-RESIDENT STUDENTS (Cont'd.)**Foreign Students

Students from other nations who are living with District residents may be enrolled at the discretion of the District. In accordance with federal law, a foreign student who attends a public secondary school under an F-1 Visa must reimburse the school district for the full unsubsidized per capita cost of providing education at the school during the student's attendance. The administration is authorized to file with the U.S. Department of Homeland Security the forms necessary for the monitoring of non-immigrant foreign students during the course of their stay in the district in accordance with the Student and Exchange Visitor Information System (SEVIS).

**Non-Tuition Students**Former Residents

- a) Students of any grade who move from the Naples Central School District during the school year may be given permission to finish the school year in which the move occurs.
- b) A student who moves from the District during his/her junior or senior year may be given permission to remain in the Naples Central School District until graduation.

Children of Staff Members

It is the opinion of the Board of Education that allowing the children of a non-resident staff member to attend school at Naples Central sends a positive message and allows its practice.

Immediate, custodial children of staff members will be enrolled on a tuition free basis upon application to and approval by the Board of Education.

Foreign Exchange Students

Only foreign students participating in a recognized Student Exchange Program under a J-1 Visa may attend District schools without payment of tuition. The administration is authorized to file with the U.S. Department of Homeland Security the forms necessary for the monitoring of non-immigrant foreign students during the course of their stay in the District in accordance with the Student and Exchange Visitor Information System (SEVIS).

Other Non-resident Students

Non-resident students other than those affected by the above provisions may be accepted as tuition-paying students at the discretion of the Board of Education on an annual basis provided the general conditions listed above are met. Requests should be submitted to the Superintendent.

(Continued)

**SUBJECT: NON-RESIDENT STUDENTS (Cont'd.)****Determination of Student Residency**Proof of Residency

Such documentation or sworn proof as shall be required by the administration or Board of Education must be furnished prior to the admission of any child residing in the District with a person not his/her parent or who is the child of a non-resident. The admission of homeless children and youth shall be in accordance with law and/or regulations.

Reservation of Claims

Should a material misstatement of fact be made and relied upon by any administrator or the Board of Education in admitting a non-resident student without tuition, the Board shall be entitled to recover the cost of instruction for the time the student was not authorized to attend a school in the District from the person having made the misstatement or from a person in parental relation to the student.

**Tuition Fees**

Where applicable, tuition fees are computed according to a formula established by the Commissioner of Education.

Tuition of individual non-resident students shall be computed in advance at the time of enrollment. Methods of payment (e.g., monthly) may be arranged in the District Office and approved by the Superintendent. Non-resident status is contingent upon timely payment of tuition fees as established by the Board of Education.

**Legal Residence**

Parents who maintain more than one residence, but whose legal residence for the purposes of voting or filing income tax is within the District, are eligible to send their children to District schools. However, school tax payments of non-residents who own assessable property in the District will be deducted from any tuition charges levied against such non-resident.

**Children Living With Noncustodial Parents**

A child's residence is usually determined by the residence of the custodial parent. However, a noncustodial parent who resides in the District may enroll his/her child in a District school if he/she shares the day-to-day responsibilities for the child and the custodial parent designates the child's residence with the noncustodial parent.

(Continued)

**SUBJECT: NON-RESIDENT STUDENTS (Cont'd.)****Homeless Children**

The parent/person in parental relation to a homeless child; or the homeless child, together with the homeless liaison designated by the School District in the case of an unaccompanied youth; or the director of a residential program for runaway and homeless youth established pursuant to Article 19-H of the Executive Law, in consultation with the homeless child, where such homeless child is living in such program, may designate either the school district of current location, the school district of origin, or a school district participating in a regional placement plan as the district the homeless child shall attend.

**Children of Activated Reserve Military Personnel**

Students temporarily residing outside the boundaries of the District, due to relocation necessitated by the call to active military duty of the student's parent or person in parental relation, will be allowed to attend the public school that they attended prior to the relocation. However, the District is not required to provide transportation between a temporary residence located outside the District and the school the child attends.

**Emancipated Minors**

A determination of whether a student is to be designated as an emancipated minor in the Naples Central School District will be based on evidence that the student is no longer under custody, control and support of his/her parents/persons in parental relation. To establish emancipation, a minor may submit documentation of his/her means of support, proof of residency and an explanation of the circumstances surrounding the student's emancipation, including a description of the student's relationship with his/her parents/persons in parental relation.

Education Law Sections 1709(13), 2045 and 3202  
8 New York Code of Rules and Regulations (NYCRR) Section 174.2  
8 United States Code (USC) Chapter 12

NOTE: Refer also to Policy #7131 -- Education of Homeless Children and Youth

Adopted: 06/27/07  
Revised: 12/02/09  
Revised: 12/17/14

Students

**SUBJECT: CHILD ABUSE AND MALTREATMENT**

The School District takes seriously the obligations of its officers and employees to report cases of child abuse or maltreatment. To this end, regulations shall be developed, maintained and disseminated by administration regarding the:

- a) Mandatory reporting of suspected child abuse or maltreatment;
- b) Reporting procedures and obligations of persons required to report;
- c) Provisions for taking a child into protective custody;
- d) Mandatory reporting of deaths;
- e) Immunity from liability and penalties for failure to report;
- f) Obligations for provision of services and procedures necessary to safeguard the life of a child; and
- g) Provision of information in recognizing signs of unlawful methamphetamine laboratories for all current and new school officials (i.e., "mandated reporters") who, as part of their usual responsibilities, visit children's homes.

Additionally, an ongoing training program for all current and new school officials shall be established and implemented to enable such staff to carry out their reporting responsibilities.

**Persons Required to Report**

Persons required to report cases of child abuse or maltreatment to the State Central Register (SCR) pursuant to Social Services Law Section 413(1) include, but are not limited to, school teachers, school guidance counselors, school psychologists, school social workers, school nurses, school administrators or other school personnel required to hold a teaching or administrative license or certificate, and full- or part-time compensated school employees required to hold a temporary coaching license or professional coaching certificate.

All mandated reporters shall make the report themselves and then immediately notify the Building Principal or his/her designee. The Building Principal or his/her designee shall be responsible for all subsequent administration necessitated by the report.

Any report shall include the name, title and contact information for every staff member who is believed to have direct knowledge of the allegations in the report.

(Continued)

**SUBJECT: CHILD ABUSE AND MALTREATMENT (Cont'd.)**Prohibition of Retaliatory Personnel Action

Social Services Law Section 413(1) also prohibits a school from taking any retaliatory personnel action against an employee because such employee believes that he/she has reasonable cause to suspect that a child is an abused or maltreated child and that employee makes a report to SCR pursuant to Social Services Law. Further, no school or school official shall impose any conditions, including prior approval or prior notification, upon any staff member specifically designated a mandated reporter.

Pursuant to Labor Law Section 740(1)(e), "retaliatory personnel action" means the discharge, suspension or demotion of an employee, or other adverse employment action taken against an employee in the terms and conditions of employment.

Report Form

The "**Report of Suspected Child Abuse or Maltreatment**" Form LDSS-2221A may be accessed at the website of the New York State Office of Children and Family Services.

**Child Abuse in an Educational Setting**

The School District is committed to the protection of students in educational settings from abuse and maltreatment by employees or volunteers as enumerated in law.

"Child abuse" shall mean any of the following acts committed in an educational setting by an employee or volunteer against a child:

- a) Intentionally or recklessly inflicting physical injury, serious physical injury or death; or
- b) Intentionally or recklessly engaging in conduct which creates a substantial risk of such physical injury, serious physical injury or death; or
- c) Any child sexual abuse, defined as conduct prohibited by Penal Law Articles 130 or 263; or
- d) The commission or attempted commission against a child of the crime of disseminating indecent materials to minors pursuant to Penal Law Article 235.

"Educational setting" shall mean the building(s) and grounds of the School District; the vehicles provided by the School District for the transportation of students to and from school buildings, field trips, co-curricular and co-curricular activities both on and off School District grounds; all co-curricular and co-curricular activity sites; and any other location where direct contact between an employee or volunteer and a child has allegedly occurred.

(Continued)

Students

**SUBJECT: CHILD ABUSE AND MALTREATMENT (Cont'd.)**

In any case where an oral or written allegation is made to a teacher, school's registered professional nurse, school guidance counselor, school psychologist, school social worker, school administrator, School Board member, or other school personnel required to hold a teaching or administrative license or certificate, that a child (defined in the law as a person under the age of twenty-one (21) years enrolled in a school district in this state) has been subjected to child abuse by an employee or volunteer in an educational setting, that person shall upon receipt of such allegation:

- a) Promptly complete a written report of such allegation including the full name of the child alleged to be abused; the name of the child's parent; the identity of the person making the allegation and their relationship to the alleged child victim; the name of the employee or volunteer against whom the allegation was made; and a listing of the specific allegations of child abuse in an educational setting. Such written report shall be completed on a form as prescribed by the Commissioner of Education.
- b) Except where the school administrator is the person receiving such an oral or written allegation, the employee completing the written report must promptly *personally deliver* a copy of that written report to the school administrator of the school in which the child abuse allegedly occurred (subject to the following paragraph).

In any case where it is alleged the child was abused by an employee or volunteer of a school other than a school within the school district of the child's attendance, the report of such allegations shall be promptly forwarded to the Superintendent of Schools of the school district of the child's attendance and the school district where the abuse allegedly occurred.

Any employee or volunteer who reasonably and in good faith makes a report of allegations of child abuse in an educational setting in accordance with the reporting requirements of the law shall have immunity from civil liability which might otherwise result by reason of such actions.

Upon receipt of a written report alleging child abuse in an educational setting, the school administrator or Superintendent must then determine whether there is "reasonable suspicion" to believe that such an act of child abuse has occurred. Where there has been a determination as to the existence of such reasonable suspicion, the school administrator or Superintendent must follow the notification/reporting procedures mandated in law and further enumerated in administrative regulations including parental notification. When the school administrator receives a written report, he/she shall promptly provide a copy of such report to the Superintendent.

Where the school administrator or Superintendent has forwarded a written report of child abuse in an educational setting to law enforcement authorities, the Superintendent shall also refer such report to the Commissioner of Education where the employee or volunteer alleged to have committed such an act of child abuse holds a certification or license issued by the State Education Department.

(Continued)

**SUBJECT: CHILD ABUSE AND MALTREATMENT (Cont'd.)**

Any school administrator or Superintendent who reasonably and in good faith makes a report of allegations of child abuse in an educational setting, or reasonably and in good faith transmits such a report to a person or agency as required by law, shall have immunity from civil liability which might otherwise result by reason of such actions.

Reports and other written material submitted pursuant to law with regard to allegations of child abuse in an educational setting, and photographs taken concerning such reports that are in the possession of any person legally authorized to receive such information, *shall be confidential and shall not be redisclosed except* to law enforcement authorities involved in an investigation of child abuse in an educational setting or as expressly authorized by law or pursuant to a court-ordered subpoena. School administrators and the Superintendent shall exercise reasonable care in preventing such unauthorized disclosure.

Additionally, teachers and all other school officials shall be provided an annual written explanation concerning the reporting of child abuse in an educational setting, including the immunity provisions as enumerated in law. Further, the Commissioner of Education shall furnish the District with required information, including rules and regulations for training necessary to implement District/staff responsibilities under the law.

**Prohibition of "Silent" (Unreported) Resignations**

The Superintendent and other school administrators are prohibited from withholding from law enforcement authorities, the Superintendent or the Commissioner of Education, where appropriate, information concerning allegations of child abuse in an educational setting against an employee or volunteer in exchange for that individual's resignation or voluntary suspension from his/her position.

Superintendents (or a designated administrator) who reasonably and in good faith report to law enforcement officials information regarding allegations of child abuse or a resignation as required pursuant to the law shall have immunity from any liability, civil or criminal, which might otherwise result by reason of such actions.

Education Law Article 23-B and Sections 902(b), 3028-b, and 3209-a  
Family Court Act Section 1012  
Labor Law Section 740(1)(e)  
Penal Law Articles 130, 235 and 263  
Social Services Law Sections 411-428  
8 New York Code of Rules and Regulations (NYCRR) Part 83

Adopted: 06/27/07  
Revised: 12/17/14

**SUBJECT: SEXUAL HARASSMENT OF STUDENTS**

The Board of Education affirms its commitment to provide an environment free from sex-based discrimination and sexual harassment, including sexual violence and intimidation. The Board, therefore, prohibits all forms of sexual harassment against students by other students, employees, school volunteers, and non-employees such as contractors and vendors, which occur on school grounds and at school-sponsored events, programs and activities, including those that take place on at locations off school premises.

**Sexual Harassment**

Sexual harassment is unwelcome conduct of a sexual nature. It includes unwelcome sexual advances, requests for sexual favors and other verbal, nonverbal, or physical conduct of a sexual nature. For the purposes of this policy, sexual harassment also includes sexual violence. Sexual violence refers to physical sexual acts perpetrated against a person's will or where a person is incapable of giving consent. Sexual violence includes, but is not limited to: rape, sexual assault, sexual battery, and sexual coercion.

Sexual harassment can originate from a person of either sex against a person of the opposite or same sex, and from students, District employees, or third parties such as visitors or school volunteers.

**Prohibited Conduct**

Sexual harassment can be verbal, non-verbal, or physical. Examples of such conduct may include, but are not limited to the following:

- a) Verbal abuse or ridicule, including innuendoes, stories and jokes that are sexual in nature and/or gender-related. This might include inappropriate sex-oriented comments on appearance, including dress or physical features.
- b) Direct or indirect threats or bribes for unwanted sexual activity.
- c) Asking or commenting about a person's sexual activities.
- d) Unwelcome and unwanted physical contact of a sexual nature including, but not limited to, physical acts such as assault, impeding or blocking movement, offensive touching, or any physical interference with normal work or movement.
- e) Displaying or distributing pornographic or other sexually explicit materials such as magazines, pictures, internet material, cartoons, etc.
- f) The use of profanity and/or other obscenities that are sexually suggestive or degrading in nature.

(Continued)

Students

**SUBJECT: SEXUAL HARASSMENT OF STUDENTS (Cont'd.)**

- g) Unwelcome staring, leering, or gesturing which is sexually suggestive in nature.
- h) Unwelcome and/or offensive public displays of sexual/physical affection.
- i) Clothing that reflects sexually obscene and/or sexually explicit messages, slogans, or pictures.
- j) Demanding sexual favors of a student, insinuating that refusal to acquiesce in such favors will adversely affect a student's grades, references, academic/scholastic placement, and/or participation in extracurricular activities.
- k) Engaging in sexual conduct with an individual who is unable to consent due to his/her age, use of drugs or alcohol, intellectual disability, or other disability.
- l) Any other unwelcome and unwanted sexually oriented and/or gender-based behavior which is sexually demeaning, belittling, intimidating, or perpetrates sexual stereotypes and attitudes.

**Investigation of Complaints and Grievances**

In order for the Board to enforce this policy, and to take corrective measures as may be necessary, it is essential that any student who believes he/she has been a victim of sexual harassment in the school environment, as well as any other person who is aware of and/or who has knowledge of or witnesses any possible occurrence of sexual harassment, should immediately report such alleged harassment. The District recognizes that sexual harassment is a sensitive issue and that students may choose to inform any trusted staff member of suspected discrimination or harassment. Staff members who receive such complaints will immediately inform the Civil Rights Compliance Officer. Where appropriate, the Civil Rights Compliance Officer may seek the assistance of the relevant Dignity Act Coordinator in investigating, responding to, and remedying student complaints of discrimination and/or harassment. In the event that the Civil Rights Compliance Officer is the alleged offender, the report will be directed to another Civil Rights Compliance Officer, if the District has designated an additional individual to serve in such capacity, or to the Superintendent.

The School District will act to promptly, thoroughly, and equitably investigate all complaints, whether verbal or written, of sexual harassment and will promptly take appropriate action to protect individuals from further sexual harassment. All such complaints will be handled in a manner consistent with the District's policies, procedures, and/or regulations regarding the investigation of discrimination and harassment complaints, including Policy #3420 -- Non-Discrimination and Anti-Harassment in the School District; and Administrative Regulation #3420R -- Non-Discrimination and Anti-Harassment in the School District.

(Continued)

Students

**SUBJECT: SEXUAL HARASSMENT OF STUDENTS (Cont'd.)**

Additional information regarding the District's discrimination and harassment complaint and grievance procedures, including but not limited to the designation of the Civil Rights Compliance Officer, knowingly making false accusations, and possible corrective actions, can be found in Policy #3420 -- Non-Discrimination and Anti-Harassment in the School District and Administrative Regulation #3420R -- Non-Discrimination and Anti-Harassment in the School District.

**Prohibition of Retaliatory Behavior (Commonly Known as "Whistle-Blower" Protection)**

The Board prohibits any retaliatory behavior directed against complainants, victims, witnesses, and/or any other individuals who participated in the investigation of a complaint of sexual harassment. Complaints of retaliation may be directed to the Civil Rights Compliance Officer. In the event the Civil Rights Compliance Officer is the alleged offender, the report will be directed to another Civil Rights Compliance Officer, if the District has designated another individual to serve in such a capacity, or to the Superintendent.

Where appropriate, follow-up inquiries will be made to ensure that sexual harassment has not resumed and that all those involved in the investigation of the sexual harassment have not suffered retaliation.

Civil Rights Act of 1991, 42 United States Code (USC) Section 1981(a)  
Title IX of the Education Amendments of 1972, 20 United States Code (USC) Section 1681 et seq.  
34 Code of Federal Regulations (CFR) Section 100 et seq.  
Education Law Section 2801(1)  
OCR Dear Colleague Letter, April 4, 2011

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

**SUBJECT: EQUAL EDUCATIONAL OPPORTUNITIES**

The Naples Central School District provides equal opportunity for students and does not discriminate against any student enrolled in (or any candidate for admission to) its programs and activities on the basis of actual or race, color, national origin, sex, disability, or age. Further, the District does not discriminate on the basis of weight, ethnic group, religion, religious practice, sexual orientation, gender, or any other basis prohibited by state or federal non-discrimination laws, and provides equal access to its facilities to the Boy Scouts and other designated youth groups.

**Educational Services for Married/Pregnant Students**

Public schools may not discriminate against students based on their parental and/or marital status. The opportunity to participate in all of the services, programs, and activities of the school district shall not be restricted or denied because of pregnancy, parenthood, or marriage.

Pregnant students shall be encouraged to remain and participate in District programs. The forms of instruction provided to such students may include any or all of the following:

- a) Remain in school with provisions for special instruction, scheduling, and counseling as needed;
- b) Receive home instruction;
- c) Attend BOCES programs.

In this regard, the Superintendent or his/her designee, in consultation with student services staff, the school physician and the student's personal physician, may make program modifications which are feasible and necessary to accommodate the special needs of such students.

**Investigation of Complaints and Grievances**

The School District will act to promptly, thoroughly, and equitably investigate all complaints, whether verbal or written, of discrimination and will promptly take appropriate action to protect individuals from further discrimination. All such complaints will be handled in a manner consistent with the District's policies, procedures, and/or regulations regarding the investigation of discrimination and harassment complaints, including Policy #3420 -- Non-Discrimination and Anti-Harassment in the School District; Policy #7551 -- Sexual Harassment of Students; and Administrative Regulation #3420R -- Non-Discrimination and Anti-Harassment in the School District.

(Continued)

## Instruction

**SUBJECT: EQUAL EDUCATIONAL OPPORTUNITIES (Cont'd.)**

Additional information regarding the District's discrimination and harassment complaint and grievance procedures, including but not limited to the designation of the Civil Rights Compliance Officer, knowingly making false accusations, and possible corrective actions, can be found in Policy #3420 -- Non-Discrimination and Anti-Harassment in the School District and Administrative Regulation #3420R -- Non-Discrimination and Anti-Harassment in the School District.

**Prohibition of Retaliatory Behavior**

The Board prohibits any retaliatory behavior directed against complainants, victims, witnesses, and/or any other individuals who participated in the investigation of a complaint of discrimination. Complaints of retaliation may be directed to the Civil Rights Compliance Officer. In the event the Civil Rights Compliance Officer is the alleged offender, the report will be directed to another Civil Rights Compliance Officer, if the District has designated another individual to serve in such a capacity, or to the Superintendent.

Where appropriate, follow-up inquiries will be made to ensure that discrimination has not resumed and that all those involved in the investigation of the discrimination have not suffered retaliation.

Americans With Disabilities Act, 42 United States Code (USC) Section 12101 et seq.  
Section 504 of the Rehabilitation Act of 1973, 29 United States Code (USC) Section 794 et seq.  
Title VI of the Civil Rights Act of 1964, 42 United States Code (USC) Section 2000d et seq.  
Title IX of the Education Amendments of 1972, 20 United States Code (USC) Section 1681 et seq.  
20 USC Section 1701, et seq.  
45 CFR Section 84.40

Adopted: 06/27/07  
Revised: 12/17/14

# REGULATION

2014

3420R

1 of 4

Community Relations

## **SUBJECT: NON-DISCRIMINATION AND ANTI-HARASSMENT IN THE SCHOOL DISTRICT**

Any individual who believes that he/she has been subjected to discrimination or harassment or who is made aware of and/or witnesses any possible occurrence of discrimination or harassment shall report such incident or occurrence as soon as possible after the alleged incident occurs in order to help the District effectively and promptly investigate and resolve the complaint. Victims and/or witnesses should attempt to provide as much detail as possible when making such reports. Individuals may request and use the District Sample Complaint Form (see #3420F).

All parties will be assured that complaints will remain as confidential as possible, and will be disclosed only when necessary to effectively investigate the complaint and/or as required by law. A written record of the investigation and any action taken will, however, be established. Additionally, parents of students accused of or subjected to possible discrimination and/or harassment may be notified by the appropriate administrator of such occurrence and/or allegations as appropriate. The complainant, the alleged perpetrator, and any witnesses will be directed to refrain from talking about the investigation while it is pending.

If the complainant attempts to withdraw his/her complaint, the Civil Rights Compliance Officer will determine, with the assistance of any individual or entity designated to investigate the complaint, whether the withdrawal request was caused by retaliatory behavior, harassment, undue pressure, or fear of such actions. In the event the Civil Rights Compliance Officer determines the withdrawal request was not prompted by the above factors, he/she will document the complainant's reasons for the withdrawal, ask the complainant to sign the documentation, and terminate the investigation, provided such action is not inconsistent with the District's legal obligations.

If the request to withdraw the complaint is the result of retaliatory behavior, harassment, undue pressure, or the fear of such actions, or if the investigation must be carried out to ensure compliance with relevant District obligations, the investigation will continue and interim measures will be taken to protect the alleged victim, the complainant, and witnesses, as appropriate.

### **Complaint and Grievance Procedures**

All complaints of discrimination and/or harassment will be investigated in a prompt, thorough, and equitable fashion, consistent with the following procedures.

- 1) An employee or student who believes that he/she has been subjected to any type of discrimination or harassment, or has knowledge of an occurrence of discrimination or harassment, may file a complaint with his/her immediate supervisor, the building principal or other individual in charge of his/her building, or the District's Civil Rights Compliance Officer. All complaints will ultimately be directed to the Civil Rights Compliance Officer, who will coordinate the District's investigation into the allegations of discrimination and/or harassment. If

(Continued)

# REGULATION

2014

3420R

2 of 4

Community Relations

**SUBJECT: NON-DISCRIMINATION AND ANTI-HARASSMENT IN THE SCHOOL DISTRICT (Cont'd.)**

the Civil Rights Compliance Officer is the individual suspected of engaging in discrimination or harassment, the complaint will be directed to another Civil Rights Compliance Officer, if the District has designated an additional individual to serve in such capacity, or to the Superintendent.

The District recognizes that discrimination and harassment of students is a sensitive issue and that students may choose to inform any trusted staff member of suspected discrimination or harassment. Staff members who receive such complaints will immediately inform the Civil Rights Compliance Officer. Where appropriate, the Civil Rights Compliance Officer may seek the assistance of the relevant Dignity Act Coordinator in investigating, responding to, and remedying student complaints of discrimination and/or harassment.

Complaints of discrimination and/or harassment may be made verbally or in writing. Complainants will be encouraged to fill out a complaint form provided by the District. The District will, however, investigate all complaints of discrimination and/or harassment regardless of the form in which those complaints are made.

- 2) Where appropriate, the District may appoint legal counsel or other appropriate third parties to participate in the investigation of a complaint. The appointment of such individuals or entities does not relieve the Civil Rights Compliance Officer from his/her obligation to coordinate the District's compliance with relevant laws and regulations.
- 3) Within three (3) business days of receiving the complaint, the Civil Rights Compliance Officer will notify the complainant, in writing, that his/her complaint has been received. The designated Civil Rights Compliance Officer, or the individual or entity assigned to investigate the allegations of discrimination and/or harassment, will begin such investigation promptly.
- 4) In conducting an investigation, the Civil Rights Compliance Officer, or the individual or entity assigned to investigate the allegations of discrimination and/or harassment, will, as appropriate: collect and review all relevant documents; interview the complainant, the accused, and any witnesses presented by either the complainant or the accused; review relevant files and video; and collect and review other evidence as appropriate. Interviews of the complainant, the alleged victim, and the accused will be conducted separately.
- 5) Upon completing the investigation, the Civil Rights Compliance Officer, or the individual or entity assigned to investigate the allegations of discrimination and/or harassment, will promptly submit a written report detailing his/her/its findings to the Superintendent. While timelines for investigating complaints of discrimination and/or harassment will vary depending upon the scope and complexity of the matter, it is anticipated that most reports will be submitted no more than sixty (60) calendar days from the receipt of the complaint.

(Continued)

# REGULATION

2014

3420R

3 of 4

Community Relations

## **SUBJECT: NON-DISCRIMINATION AND ANTI-HARASSMENT IN THE SCHOOL DISTRICT (Cont'd.)**

- 6) The Civil Rights Compliance Officer, or the individual or entity assigned to investigate the allegations of discrimination and/or harassment, will inform the Superintendent if extenuating circumstances require more than sixty (60) calendar days for the investigation to be completed. Written notification will also be provided to all parties regarding the need for additional time.
- 7) The complainant and the accused will be informed, in writing, of the investigator's finding as to whether or not discrimination and/or harassment occurred.
- 8) If the investigation results in a finding that discrimination and/or harassment did occur, the appropriate school official will take prompt action in accordance with the terms of District policy and regulations, the District *Code of Conduct*, federal and state law and regulation, and/or any applicable contract or collective bargaining agreement.

After an investigation has concluded, either party may submit to the Civil Rights Compliance Officer additional information that was previously unavailable and would materially impact the investigator's findings. The District, in its sole discretion, will determine whether and to what extent such information will be considered, and whether additional action should be taken.

The Superintendent will inform the Board of Education of the results of each investigation of discrimination and/or harassment.

The above procedures do not prohibit the District from taking interim steps to prevent discrimination and/or harassment. Such steps may include, but are not limited to, separating the complainant and/or the alleged victim from the accused in a way that minimizes the burden on the complainant and the alleged victim. Moreover, the filing of a complaint, and/or the rendering of a decision regarding the complaint shall in no way prohibit, prevent or limit an individual from taking appropriate legal action in accordance with state and federal law.

All investigations will be conducted in a manner consistent with state and federal law and regulation, applicable collective bargaining agreements, and the District *Code of Conduct*.

### **Finding That Discrimination and/or Harassment Occurred: Corrective Action**

If the District's investigation reveals that an individual or entity was discriminated against or harassed, immediate corrective action will be taken. Should the offending individual be a school employee, appropriate remedial and/or disciplinary measures will be applied, including but not limited to termination of the offender's employment, in accordance with contractual and legal guidelines. Should the offending individual be a student, appropriate remedial and/or disciplinary measures will be applied, including but not limited to suspension, in accordance with applicable law, regulation, and the *Code of Conduct*.

(Continued)

# REGULATION

2014

3420R

4 of 4

Community Relations

**SUBJECT: NON-DISCRIMINATION AND ANTI-HARASSMENT IN THE SCHOOL DISTRICT (Cont'd.)**

Vendors/contractors and other individuals who do business with the District, who have been found to violate the terms of the District's non-discrimination and anti-harassment policy and/or its implementing regulations by engaging in prohibited conduct will be subject to appropriate sanctions up to and including loss of District business. School volunteers who are found to have violated District policy and regulation may face loss of volunteer status.

Should the offending individual be a visitor, guest or other third party, any corrective action deemed appropriate will be taken, including but not limited to expulsion from District premises and/or school activities/events under the control and supervision of the \_\_\_\_\_ School District.

**Finding That Discrimination and/or Harassment Did Not Occur**

If at any level/stage of investigation of alleged discrimination and/or harassment, a determination is made that discrimination and/or harassment did not occur, the Civil Rights Compliance Officer will so notify the parties involved and the Superintendent.

However, even if a determination is made that discrimination and/or harassment did not occur, the Superintendent/designee reserves the right to initiate student and staff training to help ensure the school community is committed to preventing and addressing discrimination and/or harassment.

NOTE: Refer also to Regulations #3420F -- Sample Complaint Form  
#6121R -- Sexual Harassment  
#7550R -- Dignity for All Students Act  
#7550F -- Sample Dignity Act Complaint Form  
#7551R -- Sexual Harassment of Students  
*District Code of Conduct*

**NAPLES CENTRAL SCHOOL DISTRICT  
COMPLAINT FORM**

*In order to assist the Naples Central School District in providing for the prompt, thorough, and equitable resolution of discrimination and/or harassment allegations, please fill out the following form to the best of your abilities and submit it to the Civil Rights Compliance Officer, \_\_\_\_\_*

*Questions regarding the completion or submission of this form can be directed to the District's Civil Rights Compliance Officer(s) or a trusted staff member with whom you feel comfortable.*

Name of complainant: \_\_\_\_\_ Date submitted: \_\_\_\_\_

Address: \_\_\_\_\_

Home phone: \_\_\_\_\_ Cell: \_\_\_\_\_ Work: \_\_\_\_\_  
(please circle the number you'd prefer us to call)

Email: \_\_\_\_\_

Name of Victim (if different than complainant): \_\_\_\_\_

The victim is: (check all that apply):

- \_\_\_\_\_ An employee, holding the position of \_\_\_\_\_ at \_\_\_\_\_ (location)
- \_\_\_\_\_ A student, grade \_\_\_\_\_ at \_\_\_\_\_ (school or location)
- \_\_\_\_\_ A parent or community member
- \_\_\_\_\_ Other (please specify your relationship with or association to the District) \_\_\_\_\_

Basis of this complaint/grievance:

- |  |  |                   |
|--|--|-------------------|
| _____ Race, color, creed, national origin            | _____ Sexual harassment                    | _____ Age         |
| _____ Sex, gender, sexual orientation                | _____ Marital status                       | _____ Retaliation |
| _____ Disability                                     | _____ Genetic status                       |                   |
| _____ Military/veteran status                        | _____ Religion                             |                   |
| _____ Domestic violence victim status                | _____ Criminal arrest or conviction record |                   |
| _____ Other/Not sure (Please briefly explain): _____ |  |                   |

Name and/or description of accused person(s) or offending occurrence: \_\_\_\_\_

Description of alleged incident or occurrence: \_\_\_\_\_

Date, time and place of violation(s): \_\_\_\_\_

(Continued)

**NAPLES CENTRAL SCHOOL DISTRICT  
COMPLAINT FORM**

Witnesses, if any, or others who should be contacted with knowledge important to this investigation, including contact information for each:

---

Others you may have discussed this complaint/grievance/incident with, including contact information for each:

---

---

---

Has this incident or occurrence been previously reported? [ ] Y [ ] N If yes, when and to whom?

---

If the incident or occurrence has been previously reported, describe the remedy, outcome or resolution:

---

---

---

Date

---

Signature of Complainant

*(This form is to be used for all complaints within the Naples Central School District, including incidents of alleged discrimination or harassment)*

**NAPLES CENTRAL SCHOOL DISTRICT  
DISTRICT RESPONSE TO COMPLAINT FORM  
(To Be Completed by Civil Rights Compliance Officer)**

Complainant: \_\_\_\_\_

Alleged victim (if different from complainant): \_\_\_\_\_

Alleged perpetrator or offending occurrence: \_\_\_\_\_

Date of complaint: \_\_\_\_\_ Individual in receipt of complaint: \_\_\_\_\_

Nature of complaint: \_\_\_\_\_

\_\_\_\_\_

Interim action taken (if any): \_\_\_\_\_

\_\_\_\_\_

Finding as to whether harassment or discrimination occurred: \_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

Action taken (include the name and position of employee taking action): \_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

Other comments: \_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_  
Date

\_\_\_\_\_  
Signature of Civil Rights Compliance Officer

\_\_\_\_\_  
Date

\_\_\_\_\_  
Signature of Superintendent