

The Gilbertsville-Mount Upton Central School District is committed to an educational environment that assures equitable opportunity for individuals to become College and Career Ready and ultimately, responsible, productive members of society. We will encourage all individuals to do their personal best, that they may gain a lifelong enthusiasm for work and learning.

GILBERTSVILLE-MOUNT UPTON CENTRAL SCHOOL DISTRICT

693 State Highway 51

Gilbertsville, New York 13776

Wednesday, August 17, 2022

Public Hearing and Regular Meeting, 6:00 pm, D131

AGENDA

CALL TO ORDER & PLEDGE OF ALLEGIANCE

COMMUNICATIONS / POSITIVE HIGHLIGHTS

-Thank You Card-Kacie Turnbull, 2022 BOE Scholarship Recipient (**Enclosure 2**)

PUBLIC COMMENT

REPORTS

-Public Hearing: District-Wide Safety Plan

INFORMATION FOR MEMBERS

-Therapy Dogs

-School Meals Program

BOARD DISCUSSION

-District Goals-Annette Hammond, Superintendent (**Enclosure 3**)

-Mission, Vision & Core Values Statement (**Enclosure 4**)

-First Reading: Wellness Policy (BP 5661) (**Enclosure 5**)

-Private School Student Transportation (not in-session days)

-First Reading: Child Abuse (BP 7530) (**Enclosure 6**)

-First Reading: Alcohol, Drugs and Other Substances (Students) (BP 7320) (**Enclosure 7**)

-First Reading: Student Bullying, Cyber-Bullying, Harassment, and Hazing Prevention and Interventions (BP 7315) (**Enclosure 8**)

-First Reading: Graduation Ceremony (BP 7223) (**Enclosure 9**)

-First Reading: Education of Homeless Children and Youth Policy (BP 7132) (**Enclosure 10**)

EXECUTIVE SESSION

I. RECOMMENDED ACTIONS – ROUTINE MATTERS

APPROVE MINUTES

RESOLVED, to approve the minutes from the Regular Board of Education Meeting on 06 July 2022. (**Enclosure 11**)

APPROVE AGENDA

RESOLVED, to approve the 17 August 2022, consent agenda. (**Enclosure 1**)

II. RECOMMENDED ACTIONS – NEW BUSINESS

The Gilbertsville-Mount Upton Central School District is committed to an educational environment that assures equitable opportunity for individuals to become College and Career Ready and ultimately, responsible, productive members of society. We will encourage all individuals to do their personal best, that they may gain a lifelong enthusiasm for work and learning.

FINANCIAL CONSENT AGENDA

RESOLVED, upon the recommendation of the Superintendent of Schools, to accept/approve the 17 August 2022, Financial Consent Agenda.

PERSONNEL PROPOSAL AGENDA

RESOLVED, upon the recommendation of the Superintendent of Schools, to accept/approve the 17 August 2022, Personnel Proposal Agenda.

Create Licensed Teaching Position

To approve creating a Licensed Teaching Assistant position.

PERSONNEL CONSENT AGENDA

RESOLVED, upon the recommendation of the Superintendent of Schools, to accept/approve the 17 August 2022, Personnel Consent Agenda.

NEW ITEMS CONSENT AGENDA

RESOLVED, upon the recommendation of the Superintendent of Schools, to accept/approve the 17 August 2022, New Item Consent Agenda.

EXECUTIVE SESSION

SECOND PUBLIC COMMENT

ADJOURNMENT

Gilbertsville-Mount Oton Bo E,

Thank you so much for the
generous gift. It will help
make college more affordable.

Thank you,

Kacie Turnbull

2022-2023 Goals

Goal 1: Focus on Academic Instruction and Learning

Goal 2: Focus on Social, Emotional, and Behavioral Health

Goal 3: Focus on Diverse Opportunities/Exposure

Goal 4: Focus on Efficient and Effective Systems

Strategies

Goal 1: Focus on Academic Instruction and Learning

Strategies:

- Review student-learning data to inform instruction with a strong literacy and math focus.
- Using curricula with fidelity.
 - Coaching by literacy consultant weekly and by math consultant monthly.
- Use tiered Response to Intervention/Academic Intervention Services process
 - Scheduled for 30 minutes each day, rotating between literacy and math
 - Concentrated during tutorial for middle and high school
- Use a universal screener
 - iReady (K – 8) for Reading and Math
 - Forefront Number Sense (K – 6) for Math
 - AIM Criterion-Referenced Assessment (PK)
- Working with outside consulting agency Education Elements
- Use of Crossroads online-learning program through APEX (9-12)
- Meet in Professional Learning Communities
 - Analyze student performance data
 - Share best practices.
 - Behavioral and study skills

Goal 2: Focus on Social, Emotional, and Behavioral Health

Strategies:

- Social-Emotional Learning Focus
 - School counselor teaching mini-lessons (K – 6) students
- Connect students and families to services
- PAX GBG behavioral program (PK and K)
- Training in Restorative Practices
- Use tiered behavioral interventions
- Participation in the PAWS “therapy dog” program
- Emphasize mindfulness and coping strategies through tutorial and PE classes
 - Explore use of QBQ book for training/discussion
- Focus on gratitude, positivity and self-care through monthly activities
 - Explore opportunities for outside speakers to provide training

Goal 3: Focus on Diverse Opportunities/Exposure

Strategies:

- Bolster business and community partnerships
 - Work-study program
- Expose learners to:
 - College & career opportunities
 - Host annual career fair on campus
 - College and career-based field trips
 - Understanding of civic responsibility
 - Community-based volunteering requirement for specific classes and extracurricular programs
 - Essential Work Skills
 - Monthly skill focus
 - Printing posters with essential skills listed
 - Engage in career plans
 - STEAM for all grades
 - Every teacher collaborates with STEAM teacher for at least one lesson per year (PK – 6)
 - Financial Literacy
 - Requirement for students to take financial literacy course before graduation
- Peer Mentoring
 - Led through National Honor Society and Leadership program
 - Mentors will push into classrooms to work with mentees

Goal 4: Focus on Efficient and Effective Systems

Strategies:

- Leverage technology to provide students with greater opportunities
 - One-to-one devices for learning
- Utilize training and strategies to support teachers as they implement the mission & vision
- Fiscally responsible spending to support programs
- Utilize FISH Philosophy for staff
- Engage stakeholders in assessing safety planning
 - School-Resource Officer
- Districtwide, open communication system between students, staff, administration, parents, and community.
 - ParentSquare – program for communication
 - Raider Report for staff
 - Healthy Kids extended daycare program



Our Motto

“It’s the *Quality* of the journey that counts”

Our Vision

To have a nurturing school community that provides opportunities for lifelong personal growth.

Our Mission

We support everyone's journey to become the best version of themselves by:

- fostering an equitable, inclusive and student-focused environment
- providing opportunities for academic and community engagement
- empowering individuals to embrace their potential

We Value

A Growth Mindset

Critical Thinking Skills

Essential Skills for Career Readiness

Social/Emotional/Behavioral Wellness

Meaningful and Healthy Relationships

A Safe School Environment

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SUBJECT: Wellness Policy

Gilbertsville-Mt. Upton Central School District Wellness Policy

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Gilbertsville-Mt. Upton Central School District Wellness Policy

Note: This "Basic" district-level wellness policy template meets the minimum Federal standards for local school wellness policy implementation under the final rule of the Healthy, Hunger-Free Kids Act of 2010, the Alliance for a Healthier Generation Healthy Schools Program Bronze-level award criteria, and minimum best practice standards accepted in the education and public health fields. Where appropriate, the template includes optional policy language school districts can use to establish a stronger policy that meets the Healthy Schools Program Silver or Gold award levels. School districts should choose policy language that meets their current needs and also supports growth over time] If you are using this tool to compare your policy against, you should include the language in italics as the strongest examples for comparison.

Preamble

Gilbertsville-Mt. Upton Central School District (hereto referred to as the District) is committed to the optimal development of every student. The District believes that for students to have the opportunity to achieve personal, academic, developmental and social success, we need to create positive, safe and health-promoting learning environments at every level, in every setting, throughout the school year. Research shows that two components, good nutrition and physical activity before, during and after the school day, are strongly correlated with positive student outcomes. For example, student participation in the U.S. Department of Agriculture's (USDA) School Breakfast Program is associated with higher grades and standardized test scores, lower absenteeism and better performance on cognitive tasks.^{i,ii,iii,iv,v,vi,vii} Conversely, less-than-adequate consumption of specific foods including fruits, vegetables and dairy products, is associated with lower grades among students.^{viii,ix,x} In addition, students who are physically active through active transport to and from school, recess, physical activity breaks, high-quality physical education and extracurricular activities – do better academically.^{xi,xii,xiii,xiv} Finally, there is evidence that adequate hydration is associated with better cognitive performance.^{15,16,17}

This policy outlines the District's approach to ensuring environments and opportunities for all students to practice healthy eating and physical activity behaviors throughout the school day while minimizing commercial distractions. Specifically, this policy establishes goals and procedures to ensure that:

- Students in the District have access to healthy foods throughout the school day – both through reimbursable school meals and other foods available throughout the school campus– in accordance with Federal and state nutrition standards;
- Students receive quality nutrition education that helps them develop lifelong healthy eating behaviors;
- Students have opportunities to be physically active before, during and after school;
- Schools engage in nutrition and physical activity promotion and other activities that promote student wellness;
- School staff are encouraged and supported to practice healthy nutrition and physical activity behaviors in and out of school;
- The community is engaged in supporting the work of the District in creating continuity between school and other settings for students and staff to practice lifelong healthy habits; and
- The District establishes and maintains an infrastructure for management, oversight, implementation, communication about and monitoring of the policy and its established goals and objectives.

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This policy applies to all students, staff and schools in the District. Specific measureable goals and outcomes are identified within each section below.

- *The District will coordinate the wellness policy with other aspects of school management, including the District's School Improvement Plan, when appropriate.*
- *NOTE: Will also include any relevant data or statistics from state or local sources supporting the need for establishing and achieving the goals in this policy.*

I. School Wellness Committee

Committee Role and Membership

The District will convene a representative district wellness committee (hereto referred to as the DWC or work within an existing school health committee) that meets at least four times per year to establish goals for and oversee school health and safety policies and programs, including development, implementation and periodic review and update of this district-level wellness policy (heretofore referred as "wellness policy").

The DWC membership will represent all school levels (elementary and secondary schools) and include (to the extent possible), but not be limited to: parents and caregivers; students; representatives of the school nutrition program (e.g., school nutrition director); physical education teachers; health education teachers; school health professionals (e.g., health education teachers, school health services staff [e.g., nurses, physicians, dentists, health educators, and other allied health personnel who provide school health services], and mental health and social services staff [e.g., school counselors, psychologists, social workers, or psychiatrists]; school administrators (e.g., superintendent, principal, vice principal), school board members; health professionals (e.g., dietitians, doctors, nurses, dentists); and the general public. When possible, membership will also include Supplemental Nutrition Assistance Program Education coordinators (SNAP-EDEDSNAP-Ed). To the extent possible, the DWC will include representatives from each school building and reflect the diversity of the community.

Leadership

The Superintendent or designee(s) will convene the DWC and facilitate development of and updates to the wellness policy, and will ensure each school's compliance with the policy.

The designated official for oversight is:

Superintendent Annette D. Hammond @ ahammond@gmucsd.org 607-783-2207
693 State Highway 51, Gilbertsville, NY 13776

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The name(s), title(s), and contact information (email address is sufficient) of this/these individual(s) is(are):

Name	Title / Relationship to the School or District	Email address	Role on Committee
Ima Example	Community Member	ImaExample@community.org	Assists in the evaluation of the wellness policy implementation
Amber Birdsall	District Secretary	abirdsall@gmucsd.org	
Heather Wilcox	Acting Pk-12 Principal	hwilcox@gmucsd.org	
Carol Angelone	School Nurse	cangelone@gmucsd.org	
Susan Sebeck	School Meals Manager	ssebeck@gmucsd.org	
Greg Bonczkowski	Athletic Director Teacher Parent	gbonczkowski@gmucsd.org	
Molly Toulson	Health Teacher	mtoulson@gmucsd.org	
Matthew Johnson	PE Teacher	mjohnson@gmucsd.org	
Nikki Conway	PE Teacher	nconway@gmucsd.org	
Carrieann Heath	Community Member		

Each school will designate a school wellness policy coordinator, who will ensure compliance with the policy. Refer to Appendix A for a list of school-level wellness policy coordinators.

II. Wellness Policy Implementation, Monitoring, Accountability and Community Engagement

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Implementation Plan

The District will develop and maintain a plan for implementation to manage and coordinate the execution of this wellness policy. The plan delineates roles, responsibilities, actions and timelines specific to each school; and includes information about who will be responsible to make what change, by how much, where and when; as well as specific goals and objectives for nutrition standards for all foods and beverages available on the school campus, food and beverage marketing, nutrition promotion and education, physical activity, physical education and other school-based activities that promote student wellness. It is recommended that the school use the Healthy Schools Program online tools to complete a school-level assessment based on the Centers for Disease Control and Prevention's School Health Index, create an action plan that fosters implementation and generate an annual progress report. This wellness policy and the progress reports can be found at: www.gmucsd.org

Recordkeeping

The District will retain records to document compliance with the requirements of the wellness policy at the District Office. Documentation maintained in this location will include but will not be limited to:

- The written wellness policy;
- Documentation demonstrating that the policy has been made available to the public;
- Documentation of efforts to review and update the Local Schools Wellness Policy; including an indication of who is involved in the update and methods the district uses to make stakeholders aware of their ability to participate on the DWC;
- Documentation to demonstrate compliance with the annual public notification requirements;
- The most recent assessment on the implementation of the local school wellness policy;
- Documentation demonstrating the most recent assessment on the implementation of the Local School Wellness Policy has been made available to the public.

Annual Notification of Policy

The District will actively inform families and the public each year of basic information about this policy, including its content, any updates to the policy and implementation status. The District will make this information available via the district website and/or district-wide communications. The District will provide as much information as possible about the school nutrition environment. This will include a summary of the District's events or activities related to wellness policy implementation. Annually, the District will also publicize the name and contact information of the District officials leading and coordinating the committee, as well as information on how the public can get involved with the school wellness committee.

Triennial Progress Assessments

At least once every three years, the District will evaluate compliance with the wellness policy to assess the implementation of the policy and include:

- The extent to which schools under the jurisdiction of the District are in compliance with the wellness policy;
- The extent to which the District's wellness policy compares to the Alliance for a Healthier Generation's model wellness policy; and
- A description of the progress made in attaining the goals of the District's wellness policy.

The position/person responsible for managing the triennial assessment and contact information is Superintendent Annette D. Hammond, 783-2207 X140

The DWC, in collaboration with individual schools, will monitor schools' compliance with this wellness policy.

The District will actively notify households/families of the availability of the triennial progress report.

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Revisions and Updating the Policy

The DWC will update or modify the wellness policy based on the results of the annual School Health Index and triennial assessments and/or as District priorities change; community needs change; wellness goals are met; new health science, information, and technology emerges; and new Federal or state guidance or standards are issued. **The wellness policy will be assessed and updated as indicated at least every three years, following the triennial assessment.**

Community Involvement, Outreach and Communications

The District is committed to being responsive to community input, which begins with awareness of the wellness policy. The District will actively communicate ways in which representatives of DWC and others can participate in the development, implementation and periodic review and update of the wellness policy through a variety of means appropriate for that district. The District will also inform parents of the improvements that have been made to school meals and compliance with school meal standards, availability of child nutrition programs and how to apply, and a description of and compliance with Smart Snacks in School nutrition standards. The District will use electronic mechanisms, such as email or displaying notices on the district's website, as well as non-electronic mechanisms, such as newsletters, presentations to parents, or sending information home to parents, to ensure that all families are actively notified of the content of, implementation of, and updates to the wellness policy, as well as how to get involved and support the policy. The District will ensure that communications are culturally and linguistically appropriate to the community, and accomplished through means similar to other ways that the district and individual schools are communicating important school information with parents. The District will actively notify the public about the content of or any updates to the wellness policy annually, at a minimum. The District will also use these mechanisms to inform the community about the availability of the annual and triennial reports.

III. Nutrition

School Meals

Our school district is committed to serving healthy meals to children, with plenty of fruits, vegetables, whole grains, and fat-free and low-fat milk; that are moderate in sodium, low in saturated fat, and have zero grams *trans* fat per serving (nutrition label or manufacturer's specification); and to meeting the nutrition needs of school children within their calorie requirements. The school meal programs aim to improve the diet and health of school children, help mitigate childhood obesity, model healthy eating to support the development of lifelong healthy eating patterns and support healthy choices while accommodating cultural food preferences and special dietary needs.

All schools within the District participate in USDA child nutrition programs, including the National School Lunch Program (NSLP), the School Breakfast Program (SBP), and After School Snack Program. The District also operates additional nutrition-related programs and activities including School Garden. All schools within the District are committed to offering school meals through the NSLP and SBP programs, and other applicable Federal child nutrition programs, that:

- Are accessible to all students;
- Are appealing and attractive to children;
- Are served in clean and pleasant settings;
- Meet or exceed current nutrition requirements established by local, state, and Federal statutes and regulations. (The District offers reimbursable school meals that meet USDA nutrition standards.)
- Promote healthy food and beverage choices using at least ten of the following Smarter Lunchroom techniques:

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- Whole fruit options are displayed in attractive bowls or baskets (instead of chaffing dishes or hotel pans).
- Sliced or cut fruit is available daily.
- Daily fruit options are displayed in a location in the line of sight and reach of students.
- All available vegetable options have been given creative or descriptive names.
- Daily vegetable options are bundled into all grab-and-go meals available to students.
- All staff members, especially those serving, have been trained to politely prompt students to select and consume the daily vegetable options with their meal.
- White milk is placed in front of other beverages in all coolers.
- Alternative entrée options (e.g., salad bar, yogurt parfaits, etc.) are highlighted on posters or signs within all service and dining areas.
- A reimbursable meal can be created in any service area available to students (e.g., salad bars, snack rooms, etc.).
- Student surveys and taste testing opportunities are used to inform menu development, dining space decor and promotional ideas.
- Student artwork is displayed in the service and/or dining areas.
- Daily announcements are used to promote and market menu options.
- Menus will be posted on the District website or individual school websites, and will include nutrient content and ingredients.
- Menus will be created/reviewed by a Registered Dietitian or other certified nutrition professional.
- School meals are administered by a team of child nutrition professionals.
- The District child nutrition program will accommodate students with special dietary needs.
- Students will be allowed at least 10 minutes to eat breakfast and at least 20 minutes to eat lunch, counting from the time they have received their meal and are seated.
- Students are served lunch at a reasonable and appropriate time of day.
- Lunch will follow the recess period to better support learning and healthy eating.
- Participation in Federal child nutrition programs will be promoted among students and families to help ensure that families know what programs are available in their children's school.
- The District will implement at least four of the following five Farm to School activities (meets Healthy Schools Program Gold-level criteria; mark/circle the four activities the District plans to do):
 - Local and/or regional products are incorporated into the school meal program;
 - Messages about agriculture and nutrition are reinforced throughout the learning environment;
 - School hosts a school garden;
 - School hosts field trips to local farms; and
 - School utilizes promotions or special events, such as tastings, that highlight the local/ regional products.]

Staff Qualifications and Professional Development

All school nutrition program directors, managers and staff will meet or exceed hiring and annual continuing education/training requirements in the USDA professional standards for child nutrition professionals. These school nutrition personnel will refer to USDA's Professional Standards for School Nutrition Standards website to search for training that meets their learning needs.

Water

The District will make drinking water available where school meals are served during mealtimes. Water cups/jugs will be available in the cafeteria if a drinking fountain is not present.

All water sources and containers will be maintained on a regular basis to ensure good hygiene and health safety standards. Such sources and containers may include drinking fountains, water jugs, hydration stations, water jets and other methods for delivering drinking water.]

Students will be allowed to bring and carry (approved) water bottles filled with only water with them throughout the day.

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Competitive Foods and Beverages

The District is committed to ensuring that all foods and beverages available to students on the school campus* during the school day* support healthy eating. The foods and beverages sold and served outside of the school meal programs (e.g., "competitive" foods and beverages) will meet the USDA Smart Snacks in School nutrition standards, at a minimum. Smart Snacks aim to improve student health and well-being, increase consumption of healthful foods during the school day and create an environment that reinforces the development of healthy eating habits. A summary of the standards and information, as well as a Guide to Smart Snacks in Schools are available at:

<http://www.fns.usda.gov/healthierschoolday/tools-schools-smart-snacks>. The Alliance for a Healthier Generation provides a set of tools to assist with implementation of Smart Snacks available at www.foodplanner.healthiergeneration.org.

[NOTE: In some cases, states have passed more stringent nutrition standards for competitive foods and beverages in addition to the USDA Smart Snacks in School nutrition standards. In these states, districts and schools must also comply with their state standards.]

To support healthy food choices and improve student health and well-being, most foods and beverages outside the reimbursable school meal programs that are sold to students on the school campus during the school day* will meet or exceed the USDA Smart Snacks nutrition standards. These standards will apply in all locations and through all services where foods and beverages are sold, which may include, but are not limited to, à la carte options in cafeterias, vending machines, school stores and snack or food carts.

Celebrations and Rewards

All foods offered on the school campus will meet or exceed the USDA Smart Snacks in School nutrition standards including through:

1. Celebrations and parties. The district will provide a list of healthy party ideas to parents and teachers, including non-food celebration ideas. Healthy party ideas are available from the Alliance for a Healthier Generation and from the USDA.
2. Classroom snacks brought by parents. The District will provide to parents a list of foods and beverages that meet Smart Snacks nutrition standards.
3. Rewards and incentives. The District will provide teachers and other relevant school staff a list of alternative ways to reward children. Foods and beverages will not be used as a reward, or withheld as punishment for any reason, such as for performance or behavior.

[Meets Healthy Schools Program Silver-level criteria]

Fundraising

Foods and beverages that meet or exceed the USDA Smart Snacks in Schools nutrition standards may be sold through fundraisers on the school campus* during the school day*. The District will make available to parents and teachers a list of healthy fundraising ideas *[examples from the Alliance for a Healthier Generation and the USDA]*.

Schools will encourage non-food fundraisers, and encourage those promoting physical activity (such as walk-a-thons, Jump Rope for Heart, fun runs, etc.).

Nutrition Promotion

Nutrition promotion and education positively influence lifelong eating behaviors by using evidence-based techniques and nutrition messages, and by creating food environments that encourage healthy nutrition choices and encourage participation in school meal programs. Students and staff will receive consistent nutrition messages throughout schools, classrooms, gymnasiums, and cafeterias. Nutrition promotion also includes marketing and advertising nutritious foods and beverages to students and is most effective when implemented consistently through a comprehensive and multi-channel approach by school staff, teachers, parents, students and the community.

The District will promote healthy food and beverage choices for all students throughout the school campus, as well as encourage participation in school meal programs. This promotion will occur through at least:

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- Implementing at least ten or more evidence-based healthy food promotion techniques through the school meal programs using Smarter Lunchroom techniques; and
- Ensuring 100% of foods and beverages promoted to students meet the USDA Smart Snacks in School nutrition standards. Additional promotion techniques that the District and individual schools may use are available at <http://www.foodplanner.healthiergeneration.org/>.

Nutrition Education

The District will teach, model, encourage and support healthy eating by all students. Schools will provide nutrition education and engage in nutrition promotion that:

- Is designed to provide students with the knowledge and skills necessary to promote and protect their health;
- Is part of not only health education classes, but also integrated into other classroom instruction through subjects such as math, science, language arts, social sciences and elective subjects;
- Includes enjoyable, developmentally-appropriate, culturally-relevant and participatory activities, such as cooking demonstrations or lessons, promotions, taste-testing, farm visits and school gardens;
- Promotes fruits, vegetables, whole-grain products, low-fat and fat-free dairy products and healthy food preparation methods;
- Emphasizes caloric balance between food intake and energy expenditure (promotes physical activity/exercise);
- Links with school meal programs, cafeteria nutrition promotion activities, school gardens, Farm to School programs, other school foods and nutrition-related community services;
- Teaches media literacy with an emphasis on food and beverage marketing; and
- Includes nutrition education training for teachers and other staff.
- All health education teachers will provide opportunities for students to practice or rehearse the skills taught through the health education curricula (meets Healthy Schools Program Silver/Gold-level criteria).

Essential Healthy Eating Topics in Health Education

The District will include in the health education curriculum a minimum of 12 of the following essential topics on healthy eating:

- Relationship between healthy eating and personal health and disease prevention
- Food guidance from MyPlate
- Reading and using FDA's nutrition fact labels
- Eating a variety of foods every day
- Balancing food intake and physical activity
- Eating more fruits, vegetables and whole grain products
- Choosing foods that are low in fat, saturated fat, and cholesterol and do not contain *trans* fat
- Choosing foods and beverages with little added sugars
- Eating more calcium-rich foods
- Preparing healthy meals and snacks
- Risks of unhealthy weight control practices
- Accepting body size differences
- Food safety
- Importance of water consumption
- Importance of eating breakfast
- Making healthy choices when eating at restaurants
- Eating disorders
- The Dietary Guidelines for Americans

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- Reducing sodium intake
- Social influences on healthy eating, including media, family, peers and culture
- How to find valid information or services related to nutrition and dietary behavior
- How to develop a plan and track progress toward achieving a personal goal to eat healthfully
- Resisting peer pressure related to unhealthy dietary behavior
- Influencing, supporting, or advocating for others' healthy dietary behavior

Food and Beverage Marketing in Schools

The District is committed to providing a school environment that ensures opportunities for all students to practice healthy eating and physical activity behaviors throughout the school day while minimizing commercial distractions. The District strives to teach students how to make informed choices about nutrition, health and physical activity. These efforts will be weakened if students are subjected to advertising on District property that contains messages inconsistent with the health information the District is imparting through nutrition education and health promotion efforts. It is the intent of the District to protect and promote student's health by permitting advertising and marketing for only those foods and beverages that are permitted to be sold on the school campus, consistent with the District's wellness policy.

Any foods and beverages marketed or promoted to students on the school campus* during the school day* will meet or exceed the USDA Smart Snacks in School nutrition standards.

Food and beverage marketing is defined as advertising and other promotions in schools. Food and beverage marketing often includes an oral, written, or graphic statements made for the purpose of promoting the sale of a food or beverage product made by the producer, manufacturer, seller or any other entity with a commercial interest in the product.^{xv} This term includes, but is not limited to the following:

- Brand names, trademarks, logos or tags, except when placed on a physically present food or beverage product or its container.
- Displays, such as on vending machine exteriors
- Corporate brand, logo, name or trademark on school equipment, such as marquees, message boards, scoreboards or backboards (Note: immediate replacement of these items are not required; however, districts will replace or update scoreboards or other durable equipment when existing contracts are up for renewal or to the extent that is in financially possible over time so that items are in compliance with the marketing policy.)
- Corporate brand, logo, name or trademark on cups used for beverage dispensing, menu boards, coolers, trash cans and other food service equipment; as well as on posters, book covers, pupil assignment books or school supplies displayed, distributed, offered or sold by the District.
- Advertisements in school publications or school mailings.
- Free product samples, taste tests or coupons of a product, or free samples displaying advertising of a product.

As the District/school nutrition services/Athletics Department/PTA/PTO reviews existing contracts and considers new contracts, equipment and product purchasing (and replacement) decisions should reflect the applicable marketing guidelines established by the District wellness policy.

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IV. Physical Activity

Children and adolescents should participate in at least 60 minutes of physical activity every day. A substantial percentage of students' physical activity can be provided through a comprehensive school physical activity program (CSPAP). A CSPAP reflects strong coordination and synergy across all of the components: quality physical education as the foundation; physical activity before, during and after school; staff involvement and family and community engagement and the district is committed to providing these opportunities. Schools will ensure that these varied physical activity opportunities are in addition to, and not as a substitute for, physical education (addressed in "Physical Education" subsection).

It is not encouraged to withhold physical activity from any student unless deemed necessary as per mutual agreement between the teachers involved and appropriate administration.

Recess shall not be deemed as equivalent to a Physical Education class. GMU will conduct PE classes and scheduling in accordance with NYS Commissioner Regulations.

To the extent practicable, the District will ensure that its grounds and facilities are safe and that equipment is available to students to be active. The District will conduct necessary inspections and repairs.

Through a formal joint- or shared-use agreement, indoor and outdoor physical activity facilities and spaces will be open to students, their families, and the community outside of school hours. Use of space is based on availability and subject to meeting requirements for building use via the District Office.

Equipment needed for community activities must be approved by the PE Department. Age appropriateness, safety, availability, and the activity itself are some of the determining factors in the PE Department's decision.

Physical Education

The District will provide students with physical education, using an age-appropriate, sequential physical education curriculum consistent with national and state standards for physical education. The physical education curriculum will promote the benefits of a physically active lifestyle and will help students develop skills to engage in lifelong healthy habits, as well as incorporate essential health education concepts (discussed in the "*Essential Physical Activity Topics in Health Education*" subsection). The curriculum will support the essential components of physical education.

All students will be provided equal opportunity to participate in physical education classes. The District will make appropriate accommodations to allow for equitable participation for all students and will adapt physical education classes and equipment as necessary.

All District **elementary students** in each grade will receive physical education for at least 120 minutes per week throughout the school year taught by a certified PE teacher.

All **secondary students** (middle and high school) are required to take the equivalent of one academic year of physical education throughout all secondary years and will be taught by a certified PE teacher.

Elementary and secondary specifications for PE requirements will be based on NYS Commissioner Regulations. GMU will make necessary changes to abide by these rules.

The District physical education program will promote student physical fitness through individualized fitness and activity assessments (via the FITNESS GRAM or other appropriate assessment tool) and will use criterion-based reporting for each student. Teacher-designed assessment tools may also be used throughout the year. Physical Education assessment is required and is not "opt out."

Students will be moderately to vigorously active for at least 50% of class time during most or all physical education class sessions.

All physical education teachers will be required to participate in at least a once a year professional development in education and are encouraged to participate in more if approved by administration.

All physical education classes are taught by licensed teachers who are certified or endorsed to teach physical education.

Waivers, exemptions, or substitutions for physical education classes are not granted.

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All elementary schools will offer at least **20 minutes of recess** on all days during the school year. This may be waived on early dismissal or late arrival days. If recess is offered before lunch, schools will have appropriate hand-washing facilities and/or hand-sanitizing mechanisms located just inside/outside the cafeteria to ensure proper hygiene prior to eating and students are required to use these mechanisms before eating. Hand-washing time, as well as time to put away coats/hats/gloves, will be built in to the recess transition period/timeframe before students enter the cafeteria.

Outdoor recess will be offered when weather is feasible for outdoor play. Students will be allowed outside for recess except when outdoor temperature is below 20 degrees.

In the event that the school or district must conduct **indoor recess**, teachers and staff will follow the indoor recess guidelines that promote physical activity for students, to the extent practicable.

Gilbertsville-Mt. Upton Central School will maintain and enforce its own indoor recess guidelines.

Recess will complement, not substitute, physical education class. Recess monitors or teachers will encourage students to be active, and will serve as role models by being physically active alongside the students whenever feasible.

Classroom Physical Activity Breaks (Elementary and Secondary)

The District recognizes that students are more attentive and ready to learn if provided with periodic breaks when they can be physically active or stretch. Thus, students will be offered **periodic opportunities** to be active or to stretch throughout the day on all or most days during a typical school week. The District recommends teachers provide short (3-5-minute) physical activity breaks to students during and between classroom time at least three days per week. These physical activity breaks will complement, not substitute, for physical education class, recess, and class transition periods.

The District will provide resources and links to resources, tools, and technology with ideas for classroom physical activity breaks. Resources and ideas are available through USDA and the Alliance for a Healthier Generation.

Active Academics

Teachers will incorporate movement and kinesthetic learning approaches into "core" subject instruction when possible (e.g., science, math, language arts, social studies and others) and do their part to limit sedentary behavior during the school day.

The District will support classroom teachers incorporating physical activity and employing kinesthetic learning approaches into core subjects by providing annual professional development opportunities and resources, including information on leading activities, activity options, as well as making available background material on the connections between learning and movement.

Teachers will serve as role models by being physically active alongside the students whenever feasible.

Before and After School Activities

The District offers opportunities for students to participate in physical activity either before and/or after the school day (or both) through a variety of methods. The District will encourage students to be physically active before and after school by: *Choosing appropriate and reasonable options such as physical activity clubs, physical activity in aftercare or interscholastic sports.*

V. Other Activities that Promote Student Wellness

The District will integrate wellness activities across the entire school setting, not just in the cafeteria, other food and beverage venues and physical activity facilities. The District will coordinate and integrate other initiatives related to physical activity, physical education, nutrition and other wellness components so all efforts are complementary, not duplicative, and work towards the same set of goals and objectives promoting student well-being, optimal development and strong educational outcomes.

Schools in the District are encouraged to coordinate content across curricular areas that promote student health, such as teaching nutrition concepts in mathematics, with consultation provided by either the school or the District's curriculum experts.

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All efforts related to obtaining federal, state or association recognition for efforts, or grants/funding opportunities for healthy school environments will be coordinated with and complementary of the wellness policy, including but not limited to ensuring the involvement of the DWC/SWC.

All school-sponsored events will adhere to the wellness policy guidelines. All school-sponsored wellness events will include physical activity and healthy eating opportunities when appropriate.

Community Partnerships

The District will continue and enhance relationships with community partners (e.g., hospitals, universities/colleges, local businesses, SNAP-Ed providers and coordinators, etc.) in support of this wellness policy's implementation. Existing and new community partnerships and sponsorships will be evaluated to ensure that they are consistent with the wellness policy and its goals.

Community Health Promotion and Family Engagement

The District will promote to parents/caregivers, families, and the general community the benefits of and approaches for healthy eating and physical activity throughout the school year. Families will be informed and invited to participate in school-sponsored activities and will receive information about health promotion efforts.

As described in the "Community Involvement, Outreach, and Communications" subsection, the District will use electronic mechanisms (e.g., email or displaying notices on the district's website), as well as non-electronic mechanisms, (e.g., newsletters, presentations to parents or sending information home to parents), to ensure that all families are actively notified of opportunities to participate in school-sponsored activities and receive information about health promotion efforts.

Staff Wellness and Health Promotion

The DWC will have a staff wellness subcommittee that focuses on staff wellness issues, identifies and disseminates wellness resources and performs other functions that support staff wellness in coordination with human resources staff. The subcommittee leader's name is Carol Angelone.

Schools in the District will implement strategies to support staff in actively promoting and modeling healthy eating and physical activity behaviors. Examples of strategies schools will use, as well as specific actions staff members can take, include Heart Risk Clinic offered every three years, weight room, etc. open for staff use, offer exercises for staff, recommend hepatitis B immunization for at-risk staff, promote healthy eating-suggest information to be given to staff periodically with healthy foods, amounts etc.-in coordination with our School Meals Program, webinars for staff for information on nutrition lessons for the classroom, and health insurance incentives that are offered for annual physicals by employees as well as discounts to join the local gym. The District promotes staff member participation in health promotion programs and will support programs for staff members on healthy eating/weight management that are accessible and free or low-cost.

Professional Learning

When feasible, the District will offer annual professional learning opportunities and resources for staff to increase knowledge and skills about promoting healthy behaviors in the classroom and school (e.g., increasing the use of kinesthetic teaching approaches or incorporating nutrition lessons into math class). Professional learning will help District staff understand the connections between academics and health and the ways in which health and wellness are integrated into ongoing district reform or academic improvement plans/efforts.

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Glossary:

Extended School Day – the time during, before and afterschool that includes activities such as clubs, intramural sports, band and choir practice, drama rehearsals and more.

School Campus - areas that are owned or leased by the school and used at any time for school-related activities, including on the outside of the school building, school buses or other vehicles used to transport students, athletic fields and stadiums (e.g., on scoreboards, coolers, cups, and water bottles), or parking lots.

School Day – the time between midnight the night before to 30 minutes after the end of the instructional day.

Triennial – recurring every three years.

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Adopted: 8/22/06

Revised/Adopted: 11/15/17

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POLICY

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SUBJECT: Wellness Policy

The Gilbertsville-Mount Upton Central School District is committed to providing a school environment that promotes and protects children's health, well-being, and the ability to learn by fostering healthy eating and physical activity before, during, and after the school day.

The District has established a wellness committee that meets at least four times per year to establish goals for, and oversee the development of the District's local wellness policy. The Committee will make policy recommendations for review and adoption by the Board of Education. The District Wellness Committee includes, but is not limited to, representatives from each of the following groups:

1. Parents and caregivers;
2. Students;
3. Physical Education teachers;
4. School health professionals;
5. The District's food service program;
6. School Board;
7. School administrators;
8. General Education teachers; and
9. Members of the public.

The District Wellness Committee will also be responsible for assessing current activities, programs, and policies available in the District, and providing mechanisms for implementation, evaluation, and revision of the policy. In so doing, the Wellness Committee will evaluate and make recommendations which reflect the specific needs of the District and its students.

The Superintendent will designate a District Wellness Coordinator to convene the District Wellness Committee in order to facilitate the development of, and any proposed updates to, the District's wellness policy, and will also ensure the District's compliance with this policy.

GOALS TO PROMOTE STUDENT WELLNESS

The District seeks to ensure all of its students obtain the knowledge and skills necessary to make nutritious food selections and enjoy life-long physical activity. To this end, the District sets forth the following goals relating to nutrition promotion and education, physical activity, and other school-based activities.

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NUTRITION PROMOTION AND EDUCATION

The District will model and encourage healthy eating by all students by engaging in nutrition education and promotion by:

1. Nutrition education will be integrated within the comprehensive health education curriculum and other instructional areas, as appropriate, and taught at every grade level, K through 12. Nutrition education will follow applicable New York State Standards and be designed to help students acquire:
 - a) Nutrition knowledge, including but not limited to: the benefits of healthy eating; essential nutrients; nutritional deficiencies; principles of healthy weight management; the use and misuse of dietary supplements; and safe food storage, handling, and preparation.
 - b) Nutrition related skills, including but not limited to: planning healthy meals; understanding and using food labels; critically evaluating nutrition information, misinformation, and commercial food advertising; assessing personal eating habits; and setting and achieving goals related to these concepts.
2. Marketing and Promotion
 - a) The District will promote nutrition education activities that involve parents, students, and the community.
 - b) The District will promote healthy food and beverage choices for all students and encourage participation in school meal programs. This will occur by using Smarter Lunchroom techniques which guide students toward healthful choices and ensuring that 100% of foods and beverages promoted to students meet the Smart Snacks in School nutrition standards, which can be found on the United States Department of Agriculture's (USDA) official website.
 - c) The District will promote school and community awareness of this policy through various means, such as publication on the District website.
 - d) Marketing and advertising of foods and beverages on school campuses during the school day will be consistent with nutrition education and health promotion. As such, schools will restrict food and beverage marketing to the promotion of those foods and beverages that meet the nutrition standards set forth by the Healthy Hunger-Free Kids Act's Smart Snacks in School Rule and that are consistent with this policy.

(Continued)

- e) The District is cognizant of the fact that certain scoreboards, signs, and other durable equipment it employs may market foods and beverages in a way that is inconsistent with the aims of this policy. While the immediate replacement of this equipment is not required, the District will replace or update this equipment over time to ensure the message it delivers to students regarding nutrition, health, and well-being is consistent. As the District reviews existing contracts, or considers new contracts, resulting decisions should reflect the marketing guidelines established by this policy.

PHYSICAL ACTIVITY

1. The District will provide opportunities for every student to participate in physical education and in an effort to comply with the recommendation that children and adolescents participate in at least 60 minutes of physical activity each day, is also committed to providing opportunities for physical activity. In doing so, the District aims to promote among students, staff, and community members, the development of knowledge and skills for specific physical activities, the maintenance of physical fitness, regular participation in physical activity, and an understanding of the short-term and long-term benefits from a physically active and healthy lifestyle.
2. The District will ensure that the following standards are met to achieve its goals relative to physical education and physical activity:
 - A. The District will have a Board-approved Physical Education Plan on file with the New York State Education Department that meets or exceeds the requirements set forth in Section 135.4 of the Commissioner of Education's regulations.
 - B. The District recognizes the importance of physical education classes in providing students with meaningful opportunities for physical exercise and development. Consequently, the District will ensure:
 - I. All physical education classes are taught or supervised by a certified physical education teacher.
 - II. All physical education staff receives professional development relevant to physical education on a yearly basis.

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- III. Interscholastic sports, intramural sports, and recess do not serve as substitutes for a quality physical education program.
 - IV. Students are afforded the opportunity to participate in moderate to vigorous activity for at least 50% of physical education class time.
 - V. It provides adequate space and equipment for physical education and conforms to all applicable safety standards.
 - VI. An age appropriate, sequential physical education consistent with national and state standards for physical education is implemented, with a focus on students' development of motor skills, movement forms, and health related fitness.
 - VII. A physical and social environment is provided that encourages safe and enjoyable activity for all students.
 - VIII. Activities or equipment are adapted to meet the needs of students who are temporarily or permanently unable to participate in the regular program of physical education. In doing so, the District will abide by specific provisions in 504 Plans and/or individualized education programs (IEP). To that end, the Committee on Special Education (CSE) will ensure that a certified physical education teacher participates in the development of a student's IEP, if the student may be eligible for adapted physical education.
 - IX. All students, including students in need of adaptive physical education, will be encouraged to participate in physical fitness programs and competitions.
- C. All students will be required to fulfill the physical education requirements set forth in the regulations of the Commissioner of Education as a condition of graduating from the District's schools.
3. All classroom teachers, and particularly those engaged in the instruction of K through 5 students, are strongly encouraged to incorporate into the school day short breaks for students that include physical activity, especially after long periods of inactivity. Teachers are encouraged to incorporate kinesthetic learning approaches into core learning subjects when possible so as to limit sedentary behavior during the school day. Additionally, all elementary students will be offered one daily period of recess for a minimum of twenty (20) minutes. This requirement will not apply on days where students arrive late, leave early, or are otherwise on campus for less than a full day. Outdoor

(Continued)

recess will be offered when weather permits. In the event that indoor recess is necessary, it will be offered in a place that accommodates moderate to vigorous physical activity.

4. Physical activity during the school day, including, but not limited to, recess or classroom activity breaks, will not be withheld for disciplinary action unless the student is a danger to him or herself or others. Classroom teachers will be provided with a list of ideas for alternative ways to discipline students. Recess, physical education, or other physical activity time will not be cancelled for instructional make up time.

OTHER SCHOOL-BASED ACTIVITIES

The District is committed to establishing a school environment that is conducive to healthy eating and physical activity for all. The District will, therefore, adopt the following standards:

1. Federal School Meal Programs:
 - A. The District will participate to the maximum extent practicable in available federal school meal programs (including the School Breakfast Program (SBP) and National School Lunch Program (NSLP), including after-school snacks). Food served through these programs will meet all applicable federal and state standards.
 - B. The District will ensure that food service directors, managers, and staff are provided with annual professional development in the areas of food and nutrition consistent with USDA Professional Standards for State and Local Nutrition Programs. District food service staff will solicit student feedback on the school breakfast and/or school lunch program(s).

2. Access to School Nutrition Programs

The District will utilize a system of student payment that ensures all eligible students have access to free/reduced meals in a non-stigmatizing manner.

3. Meal Environment

The District will ensure:

- A. School dining areas have sufficient space for students to sit and consume meals.
- B. School dining areas are clean, safe, and pleasant environments that reflect the social value of eating.
- C. Enough serving areas are provided to ensure student access to school meals with a minimum of wait time.

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- D. All students have a scheduled lunch period, unless agreed upon by students, parents, Teachers, and administration due to scheduling conflict.
- E. Lunch times are scheduled near the middle of the school day.
- F. Students are given adequate time to eat healthy meals.
- G. Students and staff have access to free, safe, and fresh drinking water throughout the school day and where school meals are served.

4. Community Partnership

The District will continue relationships with community partners in support of the implementation of this policy. Existing and new community partnerships will be evaluated to ensure they are consistent with this policy and its goals.

NUTRITION GUIDELINES

In an effort to encourage healthy life-long eating habits by providing foods that are high in nutrients, low in saturated fat and added sugars, have zero grams trans-fat per serving, and are of moderate portion size, the District Wellness Committee recommends nutrition standards to be set for all foods and beverages available on school campus. For purposes of this policy, the school day is defined as the period from the midnight before, to thirty (30) minutes after the end of the official school day.

SCHOOL MEALS

All schools within the District participate in the USDA child nutrition programs, including the NSLP and the SBP. School meals will, at a minimum, meet the program requirements and nutrition standards of these programs. The District is committed to ensuring that meals through the SBP and NSLP are accessible to all students, are served in sanitary settings, are appealing to children, and meet or exceed those nutrition requirements established by local, state, and federal law and regulation. The USDA nutrition standards are available online.

FUNDRAISING

1. All foods and beverages sold as or during a fundraiser during the school day will meet, or exceed, the nutritional requirements listed in the USDA Healthy, Hunger-Free Kids Act "Smart Snacks in Schools" Rule: these foods and beverages sold as fundraisers will not be sold until the end of the last lunch period, so as not to compete with the NSLP.

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2. School-sponsored fundraisers conducted outside of the school day will be encouraged to support the goals of this policy by promoting the sale of healthy food items (fresh fruit and produce) and/or non- food items, such as water bottles, plants, etc., and by promoting events involving physical activity.

COMPETITIVE FOODS AND BEVERAGES SOLD AND SERVED TO STUDENTS DURING THE SCHOOL DAY

Competitive foods-which include all foods and beverages sold to students outside of the school meal programs, on the school campus in student accessible areas, and at any time during the school day-will follow, at a minimum, the nutrition standards specified by the Healthy, Hunger-Free Kids Act. These standards will apply to all foods and beverages sold individually and outside of the reimbursable school meal, including vending machines, school stores, and cafeteria a la carte lines.

COMPETITIVE FOODS AND BEVERAGES SERVED TO STUDENTS DURING THE SCHOOL DAY

The District will encourage staff and parents to provide students with healthy options at any event where foods and beverages are served to students (i.e. classroom and school-wide celebrations and rewards).

1. Refreshments for district meetings, classroom, club, and team celebrations will include healthy food and beverage choices. At the elementary school, birthdays are encouraged to be celebrated once per month and encourage healthy food options.

FOODS AND BEVERAGES SOLD OR SERVED AT EVENTS OUTSIDE OF THE SCHOOL DAY

1. All foods and beverages sold or served at school-sponsored events will be in serving sizes which are in accordance with recommended dietary guidelines and/or nutrition standards.
2. At events where food and beverages are sold, an effort will be made to encourage the sale of items that meet the USDA Healthy, Hunger-free Kids Act "Smart Snacks in Schools" Standards.

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IMPLEMENTATION AND EVALUATION OF THE WELLNESS POLICY

1. Evaluation and feedback from interested parties, including an assessment of student, parent, teacher, and administration satisfaction with the wellness policy, are welcomed as an essential part of the District's evaluation program.
2. Assessments of compliance with the District's wellness policy and implementation efforts will be repeated on a triennial basis. The assessment will include:
 - A. Compliance with the wellness policy;
 - B. How the wellness policy compares to model wellness policies; and
 - C. Progress made in attaining the goals of the wellness policy.
3. The District will, as necessary, revise and update this wellness policy, but at least every three (3) years, following the triennial assessment, and develop work plans to facilitate its implementation.

ANNUAL NOTIFICATION

The District will inform families and the general public each year, via the District website and/or District-wide communications, of information about this policy, including, but not limited to, its content as well as any updates.

RECORDKEEPING

The District will retain records relative to compliance with the requirements of this policy in the District Office and/or on the District's central computer network. Documentation maintained at this location includes, but is not limited to:

1. The written wellness policy;
2. Documentation demonstrating that this policy has been made available to the public;
3. Documentation of efforts to review and update this policy;
4. Documentation to demonstrate compliance with the annual public notification requirements;
5. The most recent assessment on the implementation of this policy;

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6. Documentation demonstrating the most recent assessment on the implementation of this policy has been made available to the public.

National School Lunch Act, 42 USC § 1758(b)

National School Lunch Program and School Breakfast Program regulations, 7 CFR § 210.11

Local School Wellness Policy Implementation Under the Healthy, Hunger-Free Kids Act of 2010; 79 FR 10693

Education Law § 915

8 NYCRR § 135.4

Adopted: 8/22/06

Revised/Adopted: 11/15/17

Amended:

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New

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Students

CHILD ABUSE

In accordance with Education Law § 3209-a, the Board of Education directs the Superintendent to develop a set of procedures detailing the District's responsibilities pursuant to Article Six of the Social Services Law pertaining to abused and maltreated children. Those procedures shall specify the procedures to be followed regarding:

1. Mandatory reporting requirements of suspected child abuse or neglect;
2. Procedures for reporting child abuse and neglect including which District personnel are required to report;
3. Provisions for taking a child into protective custody;
4. Mandatory reporting of deaths;
5. Immunity from liability and penalties for failure to report; and
6. Obligations for provision of services and procedures necessary to safeguard the life of a child.

The District shall establish and implement a training program for all District personnel regarding the policies and procedures for reporting child abuse and neglect.

Adopted: 7/6/93

Revised:

old

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Students

SUBJECT: CHILD ABUSE

The Gilbertsville-Mount Upton Central School District subscribes to all of the provisions of Title 6 - Child Protection Services of the Social Services Law (Sections 411-428). Our purpose is to provide protective services to abused and maltreated children as described by the law, and to make all school personnel within the District aware of our legal responsibilities under this law.

Regulations shall be developed, maintained and disseminated by administration regarding the:

- a) Mandatory reporting of child abuse/neglect;
- 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; and
- f) Obligations for provision of services and procedures necessary to safeguard the life of a child.

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

Social Services Law, Sections 411-428
Family Court Act, Section 1012
Education Law, Section 3209(a)

Adopted: 7/6/93

New

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Students

SUBJECT: ALCOHOL, DRUGS AND OTHER SUBSTANCES (STUDENTS)

The Board of Education recognizes that the misuse of drugs and/or alcohol is a serious problem with legal, physical, emotional, and social implications for the entire community. Therefore, the consumption, sharing and/or selling, use and/or possession of alcoholic beverages, illegal drugs, counterfeit and designer drugs, or paraphernalia for the use of such drugs is prohibited at any school -sponsored event or on school property at all times. The inappropriate use of prescription and over-the-counter drugs shall also be disallowed. Persons shall be banned from entering school grounds or school-sponsored events when exhibiting behavioral, personal, or physical characteristics indicative of having used or consumed alcohol or other substances.

Through the collaborative efforts of staff, students, parents/legal guardians, and the community as a whole, a certifiable comprehensive program shall be developed addressing alcohol and other substances to include the following elements:

Primary Prevention

Preventing or delaying alcohol and other substance use/abuse by students shall be the major focus of a comprehensive K-12 program in which proactive measures of prevention and early intervention are emphasized. This program shall include:

- a) A sequential K-12 curriculum that will be developed and incorporated into the total educational process. This curriculum shall be concerned with education and prevention in all areas of alcohol and other substances uses/abuse.
- b) Training school personnel and parents/legal guardians to reinforce the components of the policy through in-service and community education programs with up-to-date factual information and materials.
- c) An effort to provide positive alternatives to alcohol and other substances use/abuse through the promotion of drug/alcohol-free special events, service projects and extracurricular activities that will develop a positive peer influence.

Intervention

School-based intervention services shall be made available to all students, grades K-12, and provided by prevention professionals who are appropriately trained in this area. The purpose of intervention is to eliminate any existing use/abuse of alcohol and other substances and to identify students considered to be at risk for use/abuse. Intervention programming shall include:

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Students

- a) Counseling of students in groups and as individual s on alcohol and other substance use/abuse. Counsel or shall be appropriately trained and ski l led school staff assigned for this purpose.
- b) Referring students to community or other outside agencies when their use/abuse of alcoho l and other substances requires additional counseling or treatment. Referral is a key l ink in school and community efforts and the process is basic to the dissemination of information regarding available counseling and health services.
- c) Providing a supportive school environment designed to continue the recovery process for students returning from treatment. A re-entry program may include continuing student and/or family counseling and emphasizing positive alternatives to alcohol and other substance use/abuse.
- d) Developing a parent network to serve as a support group and provide a vehicle of communication for parent education.
- e) Ensuring confidentiality as required by state and federal law.
- f) Parents will be notified in the event of a child's use of alcohol or drugs and will be encouraged to participate in an appropriate treatment program.

Disciplinary Measures

Disciplinary measures for students consuming, sharing and/or selling, using and/or possessing alcoholic beverages, illegal drugs, counterfeit and designer drugs, or paraphernalia for the use of such drugs shall be outlined in the District's policy on Code of Conduct.

Staff Development

There shall be ongoing training of District staff about the components of an effective alcohol and other substances program. Training shall include, but not be limited to, District policies and regulations and the staff's role in implementing such policies, and regulations. Teachers shall be trained to implement the District's K-12 alcohol and other substance prevention curricula; intervention staff shall be suitably trained to carry out appropriate services.

Drug-Free School s and Communities Act
Amendment of 1989
(Public Law 101-226)

Adopted: 7/6/93

Revised:

old

POLICY

1993

7320

Students

SUBJECT: ALCOHOL, DRUGS AND OTHER SUBSTANCES (STUDENTS)

The Board of Education recognizes that the misuse of drugs and/or alcohol is a serious problem with legal, physical, emotional and social implications for the entire community. Therefore, the consumption, sharing and/or selling, use and/or possession of alcoholic beverages, illegal drugs, counterfeit and designer drugs, or paraphernalia for the use of such drugs is prohibited at any school-sponsored event or on school property at all times. The inappropriate use of prescription and over-the-counter drugs shall also be disallowed. Persons shall be banned from entering school grounds or school-sponsored events when exhibiting behavioral, personal or physical characteristics indicative of having used or consumed alcohol or other substances.

Through the collaborative efforts of staff, students, parents/legal guardians and the community as a whole, a certifiable comprehensive program shall be developed addressing alcohol and other substances to include the following elements:

Primary Prevention

Preventing or delaying alcohol and other substance use/abuse by students shall be the major focus of a comprehensive K-12 program in which proactive measures of prevention and early intervention are emphasized. This program shall include:

- a) A sequential K-12 curriculum that will be developed and incorporated into the total educational process. This curriculum shall be concerned with education and prevention in all areas of alcohol and other substances uses/abuse;
- b) Training school personnel and parents/legal guardians to reinforce the components of the policy through in-service and community education programs with up-to-date factual information and materials.
- c) An effort to provide positive alternatives to alcohol and other substances use/abuse through the promotion of drug/alcohol-free special events, service projects and extracurricular activities that will develop a positive peer influence.

Intervention

School-based intervention services shall be made available to all students, grades K-12, and provided by prevention professionals who are appropriately

(Continued)

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7320

Students

SUBJECT: ALCOHOL, DRUGS AND OTHER SUBSTANCES (STUDENTS) (Cont'd.)

trained in this area. The purpose of intervention is to eliminate any existing use/abuse of alcohol and other substances and to identify students considered to be at risk for use/abuse. Intervention programming shall include:

- a) Counseling of students in groups and as individuals on alcohol and other substance use/abuse. Counselors shall be appropriately trained and skilled school staff assigned for this purpose.
- b) Referring students to community or other outside agencies when their use/abuse of alcohol and other substances requires additional counseling or treatment. Referral is a key link in school and community efforts and the process is basic to the dissemination of information regarding available counseling and health services.
- c) Providing a supportive school environment designed to continue the recovery process for students returning from treatment. A re-entry program may include continuing student and/or family counseling and emphasizing positive alternatives to alcohol and other substance use/abuse.
- d) Developing a parent network to serve as a support group and provide a vehicle of communication for parent education.
- e) Ensuring confidentiality as required by state and federal law.
- f) Parents will be notified in the event of a child's use of alcohol or drugs and will be encouraged to participate in an appropriate treatment program.

Disciplinary Measures

Disciplinary measures for students consuming, sharing and/or selling, using and/or possessing alcoholic beverages, illegal drugs, counterfeit and designer drugs, or paraphernalia for the use of such drugs shall be outlined in the District's policy on Student Rights and Responsibilities.

(Continued)

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Students

SUBJECT: ALCOHOL, DRUGS AND OTHER SUBSTANCES (STUDENTS) (Cont'd.)

Staff Development

There shall be ongoing training of District staff about the components of an effective alcohol and other substances program. Training shall include, but not be limited to, District policies and regulations and the staff's role in implementing such policies, and regulations. Teachers shall be trained to implement the District's K-12 alcohol and other substance prevention curricula; intervention staff shall be suitably trained to carry out appropriate services.

Drug-Free Schools and Communities Act
Amendment of 1989
(Public Law 101-226)

Adopted: 7/6/93

POLICY

Students

SUBJECT: STUDENT BULLYING, CYBER-BULLYING, HARASSMENT, AND HAZING PREVENTION AND INTERVENTION

The Board of Education is committed to providing an educational and working environment that promotes respect, dignity and equality. The Board recognizes that harassment, hazing, bullying, and cyber-bullying is detrimental to student learning and achievement. It interferes with the mission of the district to educate our students and disrupts the operation of our schools. Such behavior affects not only the students who are its targets but also those individuals who participate and witness such acts.

To this end, the Board condemns and strictly prohibits all forms of harassment, hazing, bullying, and cyber-bullying on school grounds, school buses and at all school-sponsored activities, programs and events including those that take place at a location outside the district that materially and substantially disrupt the educational process of the school environment or impinge the on the rights of others.

Incidents involving the use of technology, electronics, digital media, social media, and/or email for harassment, hazing, bullying and/or cyber-bullying are strictly prohibited.

It is the policy of the Gilbertsville-Mount Upton Central School District that no student or employee will be discriminated against, the subject of bullying behavior, or harassed based on several factors, including but not limited to a person's actual or perceived race, color, weight, national origin, ethnic group, religion, religious practice, disability, sex, sexual orientation, or gender (identity or expression).

Definitions

For the purpose of this policy, the following definitions will be used:

- **Harassment:** is defined as the creation of a hostile environment by conduct or by verbal threats, intimidation or abuse that has or would have the effect of unreasonably or substantially interfering with a student's educational performance, opportunities, or benefits, or mental, emotional or physical wellbeing; or conduct, verbal threats, intimidation or abuse that reasonably causes or would reasonably be expected to cause a student to fear for his or her physical safety. The harassing behavior may be based on a person's actual or perceived race, color, weight, national origin, ethnic group, religion, religious practice, disability, sex, sexual orientation, or gender (identity or expression).
- **Bullying (subsumed under the term "harassment"):** is defined as a hostile activity, which harms or induces fear through the threat of further aggression and/or creates terror. Bullying may be premeditated or a sudden activity. "Bullying" is a form of harassment that consists of inappropriate and often persistent behavior including threats or intimidation of others, treating

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Students

others cruelly, terrorizing, coercing, or habitual put-downs and/or badgering of others. Bullying can take at least three forms:

- A. Physical (including, but not limited to, hitting, kicking, spitting, pushing, and/or taking personal belongings);
- B. Verbal (including, but not limited to, taunting, malicious teasing, name calling, and/or making threats); and
- C. Psychological (including, but not limited to, spreading rumors, manipulating social relationships, and/or engaging in social exclusion, extortion, or intimidation).

Bullying is characterized by:

1. *Power Imbalance* – occurs when a bully uses his/her physical or social power over a target
2. *Intent to Harm* – the bully seeks to inflict physical or emotional harm and/or takes pleasure in this activity
3. *Threat of Further Aggression* – the bully and the target believe the bullying will continue
4. *Terror* – when the bullying increases it becomes “systematic violence or harassment used to intimidate and maintain dominance.”

-Barbara Coloroso, *The Bully, The Bullied & The*

Bystander

- **Emotional Harm:** that takes place in the context of harassment or bullying shall be defined as harm to a student’s emotional well-being through creation of a hostile school environment that is so severe or pervasive as to unreasonably and substantially interfere with a student’s education. Such conduct shall include, but is not limited to, acts based on a person’s actual or perceived race, color, weight, national origin, ethnic group, religion, religious practice, disability, sexual orientation, gender or sex.
- **Cyber bullying:** is defined as bullying activity that includes, but is not limited to, the misuse of technology to harass, tease, intimidate, threaten, or terrorize another student or staff member. This may include, but is not limited to, sending or posting inappropriate or derogatory email messages, instant messages, text messages, digital pictures or images, or postings on Web sites of any type. Cyber bullying has the effect of:
 - A. Physically, emotionally, or mentally harming a student;
 - B. Placing a student in reasonable fear of physical, emotional, or mental harm;
 - C. Placing a student in reasonable fear of damage to or loss of personal property; and
 - D. Creating an intimidating or hostile environment that substantially interferes with a student’s educational opportunities.

Also, cyber-bullying that occurs on or off-campus, which endangers the health and safety of students or staff within the school or can be reasonably forecast to cause a material or substantial disruption to the educational process, is prohibited. Such conduct could also be subject to

appropriate disciplinary action in accordance with the *Gilbertsville-Mount Upton Code of Conduct* and possible referral to local law enforcement authorities.

- **Hazing:** is a form of harassment which involves committing an act against a student, or coercing a student into committing an act, that creates a risk of emotional, physical, or psychological harm to a person, in order for the student to be initiated into or affiliated with a student organization or for any other purpose. The fact that a victim may consent to the act does not excuse the behavior or lessen the offense.

For the remainder of this policy and associated regulations the term bullying will be used to refer to harassing or hazing behaviors as that is the term most commonly used by parents and students.

Prevention and Intervention

The school learning environment provides an opportunity for both students and staff to gain an appreciation in a key district value: the importance of respect and working positively with others.

The District recognizes that by requiring the implementation of an anti-bullying program, through both direct student instruction and professional development for staff, both students and staff will learn key elements about bullying prevention: the warning signs of bullying and everyone's responsibility to take an active role in preventing bullying before overt acts of bullying happen. Personnel at all levels are responsible for taking corrective action to prevent bullying behavior of which they have been made aware at School District sites or activities and/or reporting such behavior to their immediate supervisor.

The District recognizes the importance of eliminating unacceptable student conduct and works proactively to prevent these behaviors. School personnel who become aware of harassment shall act promptly to address the harassment, with the goal of preventing it from recurring. Where appropriate, school personnel will address the effects on the student who was harassed. Remedial measures will generally include counseling of persons(s) who have been harmed by harassment and person(s) who have been responsible for the harassment of others and implementing monitoring programs to follow up on addressed issues of harassment.

The District shall also provide required instruction supporting development of a school environment free of harassment, bullying and discrimination having an emphasis on discouraging acts of harassment, bullying (including cyber-bullying) and discrimination and including instruction in the safe, responsible use of the Internet and electronic communications. Prevention and intervention techniques within the District to prevent against bullying behavior and to support and protect victims shall include building-level and classroom-level strategies and activities as determined by administration. Individual intervention will be provided by

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Students

appropriate staff members to bullies/participants, victims and their parents to help ensure that the bullying stops.

Although the focus of this policy is prevention, it is recognized that acts of bullying and harassment may still transpire. In such instances, disciplinary action may occur in accordance with the District's Code of Conduct. Consequences shall depend upon the specific circumstances surrounding the incident, the developmental level of the student, their disciplinary history, and must be consistent with the District's Code of Conduct.

District officials will notify local law enforcement for violations of this policy including but not limited to incidents of harassment, bullying, and/or discrimination, which may constitute a crime. Rules against bullying shall be publicized District-wide and shall be disseminated as appropriate to staff, students, and parents.

Gilbertsville-Mount Upton School District Bully Prevention Rules:

- | | |
|----------------|---|
| Rule 1: | We will not bully others. |
| Rule 2: | We will try to help students who are bullied. |
| Rule 3: | We will try to include students who are left out. |
| Rule 4: | If we know somebody is being bullied, we will tell an adult at school and an adult at home. |

Olweus Bully Prevention Program

Training

Staff training shall be provided to raise awareness of the problem of bullying within the schools and to facilitate staff identification of and response to such bullying behavior among students. Training will be provided to employees in conjunction with the District's existing professional development in order to:

- raise awareness and understanding of the school district's Code of Conduct;
- raise awareness and sensitivity to potential acts of discrimination or harassment directed at students that are committed by students or school employees on school property or at school functions; including, but not limited to, discrimination or harassment based on a person's actual or perceived race, color, weight, national origin, ethnic group, religion, religious practices, disability, sexual orientation, gender or sex;
- enable employees to prevent and respond to incidents of discrimination and harassment.

Dignity Act Coordinator

At least one employee in every school shall be designated as a Dignity Act Coordinator and instructed in the provisions of the proposed rule and thoroughly trained in methods to respond to

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Students

human relations in the areas of race, color, weight, national origin, ethnic group, religion, religious practice, disability, sexual orientation, gender and sex.

The designation of each Dignity Act Coordinator shall be approved by the Board of Education annually.

The name(s) and contact information for the Dignity Act Coordinator(s) shall be shared with all school personnel, students, and persons in parental relation. This shall be done by:

- including in District Code of Conduct
- posting on District website
- included in at least one district or school mailing per school year
- posted in highly-visible areas of school buildings
- made available at the district and school level administrative offices

In the event a Dignity Act Coordinator vacates his or her position, another school employee shall be immediately designated for an interim appointment as Coordinator, pending approval of a successor Coordinator by the Board of Education within 30 days of the date the position was vacated. In the event a Dignity Act Coordinator is unable to perform the duties of his or her position for an extended period of time, another school employee shall be immediately designated for an interim appointment as the Dignity Act Coordinator, pending return of the previous Dignity Act Coordinator to his or her duties as Dignity Act Coordinator.

Reporting and Investigation

The Gilbertsville-Mount Upton Central School District recognizes the importance of reporting in successfully addressing bullying and bullying behaviors. Students who have been bullied, parents whose children have been bullied, and other students who observe bullying behavior are encouraged to make a verbal and/or written complaint to any school personnel in accordance with the training and guidelines provided. At all times, complaints will be documented, tracked, and handled in accordance with the regulations and procedures accompanying this policy, or, if applicable, Gilbertsville-Mount Upton policy 5687, Non-Discrimination & Anti-Harassment or 5688, Sexual Harassment, and the Code of Conduct. When applicable, incidents will be included in the Violent and Disruptive Incident Reporting (VADIR) system.

It shall be a duty of all school personnel within the Gilbertsville-Mount Upton Central School District to report any incidents of student-to-student and staff-to-student bullying that they observe to their building principal or other administrator that supervises their employment. All school personnel of the district will also have the duty to report any incidents of student-to-student and staff-to-student bullying of which they are made aware of by students to their building principals or other administrator who supervises their employment. Supervisors will refer information to appropriate district staff for investigation as designated in district

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Students

regulations. District employees may be deemed to have permitted unlawful discrimination or harassment if they fail to report an observed incident, whether or not the target complains.

Complaint Procedures

Students, or parent(s) or legal guardian(s) who believe his/her child has been subjected to harassment by another student, teacher, administrator, or other school personnel should report the incident(s) immediately to the Dignity Act Coordinator or another school administrator, teacher or counselor. If the student, parent(s) and/or legal guardian(s) desires further assistance regarding the complaint, the Superintendent may be contacted.

Complaints can be filed by completing a “Gilbertsville-Mount Upton Harassment/Bullying Complaint Form”. No written complaint is necessary by the complainant. If the report is taken verbally, the staff member shall fill out the complaint form on behalf of the complaining party.

These forms are located in the school library, the guidance office and in the building’s main office. Forms can also be accessed and completed online on the District’s homepage: www.gmucsd.org. Forms can be deposited into any specified drop boxes in the building or turned into the main office. Online forms can be e-mailed directly to the appropriate building administrator. All inquiries and harassment complaints filed with the District are confidential to the extent possible as described below. Confidentiality also applies to the investigative process.

Investigation Procedures and Decision of Investigator

Upon receipt of verbal or written report or complaint alleging harassment, the appropriate building administrator shall undertake or authorize an investigation. The investigation may be conducted by school administrators.

The investigation will be completed as soon as practicable. The investigation will, at a minimum, consist of personal interviews with the complainant, the individual(s) against whom the complaint is filed, and others who may have knowledge of the alleged incident(s) or circumstances giving rise to the complaint.

Upon a finding that harassment has occurred, an appropriate response shall be fashioned by the appropriate administrator. Building principals addressing violations of this policy by students and the superintendent addressing violations of this policy by employees and/or students should consider the surrounding circumstances, the nature of the behavior, past incidents or continuing patterns of behavior, the relationships between the parties involved and the context in which the alleged incidents occurred.

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Students

Steps may be taken by the appropriate administrator to protect the complainant, pupils, teachers, administrators or other personnel participating in the investigation pending completion of an investigation of alleged harassment.

Retaliation

Retaliation means some type of adverse action taken against an individual or individuals as a result of filing a complaint or participating in the complaint process.

Retaliation or intimidation for participating in the complaint process is prohibited. Retaliation against any student seeking assistance at their school, filing a complaint, or participating in the investigative process is grounds for a subsequent retaliation/harassment complaint and potential discipline.

Confidentiality

Gilbertsville-Mount Upton CSD will respect the privacy of the complainant, the individual(s) against whom the complaint is filed and the witnesses as much as possible, consistent with our legal obligations to investigate, take appropriate action, and conform to any legal discovery or disclosure obligations.

Dissemination, Monitoring, Review, and Reporting

This policy, or a plain language summary, will be published in student registration materials, student, parent, and employee handbooks, and posted on the district's website. The district will ensure that the process of reporting bullying is clearly explained to all students, staff, parents, and other essential partners within the Gilbertsville-Mount Upton Central School District.

The policy will be reviewed annually, along with the Code of Conduct, to assess its effectiveness and compliance with state and federal law. If changes are necessary, revisions will be recommended to the Board of Education for its consideration.

In addition, the Board of Education will receive the annual VADIR data report for each building and the district as whole, with particular attention to the trends in the incidence of bullying. Based on the review of the data, the Board may consider further action, including but not limited to modification of this policy and additional training.

Cross-Ref 5687 Non-Discrimination & Anti-Harassment
5688, Sexual Harassment
Code of Conduct

Ref Dignity for All Students Act, Education Law, §10-18
American with Disabilities Act, 42 U.S.C. § 12101 *et seq.*
Title VI, Civil Rights Act of 1964, 42 U.S.C. § 2000e *et seq.*; CFR § 100 *et seq.*

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Students

Title IX, Education Amendments of 1972, 20 U.S.C. § 1681 *et seq.*
§ 504, Rehabilitation Act of 1973, 29 U.S.C. §794
Individuals with Disabilities Education Law, 20 U.S.C. §§1400 *et seq.*
Executive Law §290 *et seq.* (New York State Human Rights Law)
Education Law §§ 313 (3), 3201, 3201-a
Davis v. Monroe County Board of Education, 526 U.S. 629 (1999)
Gebser v. Lago Vista Independent School District, 524 U.S. 274 (1998)
Faragher v. City of Boca Raton, 524 U.S. 775 (1998)
Burlington Industries v. Ellerth, 524 U.S. 742 (1998)
Oncale v. Sundowner Offshore Services, Inc., 523 U.S. 75 (1998)
Franklin v. Gwinnett County Public Schools, 503 U.S. 60 (1992)
Meritor Savings Bank, FSB v. Vinson, 477 U.S. 57 (1986)

Adopted: 06/19/2012
Revised: 04/09/2013
Revised: 06/04/2013
Revised:

POLICY

2012

7315

Students

SUBJECT: STUDENT BULLYING, CYBER-BULLYING, HARASSMENT, AND HAZING PREVENTION AND INTERVENTION

The Board of Education is committed to providing an educational and working environment that promotes respect, dignity and equality. The Board recognizes that harassment, hazing, bullying, and cyber-bullying is detrimental to student learning and achievement. It interferes with the mission of the district to educate our students and disrupts the operation of our schools. Such behavior affects not only the students who are its targets but also those individuals who participate and witness such acts.

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Incidents involving the use of technology, electronics, digital media, social media, and/or email for harassment, hazing, bullying and/or cyber-bullying are strictly prohibited.

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Definitions

For the purpose of this policy, the following definitions will be used:

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- **Bullying (subsumed under the term "harassment"):** is defined as a hostile activity, which harms or induces fear through the threat of further aggression and/or creates terror. Bullying may be premeditated or a sudden activity. "Bullying" is a form of harassment that consists of inappropriate and often persistent behavior including threats or intimidation of others, treating others cruelly, terrorizing, coercing, or habitual put-downs and/or badgering of others. Bullying can take at least three forms:

- A. Physical (including, but not limited to, hitting, kicking, spitting, pushing, and/or taking personal belongings);
- B. Verbal (including, but not limited to, taunting, malicious teasing, name calling, and/or making threats); and
- C. Psychological (including, but not limited to, spreading rumors, manipulating social relationships, and/or engaging in social exclusion, extortion, or intimidation).

Bullying is characterized by:

- *Power Imbalance* – occurs when a bully uses his/her physical or social power over a target
- *Intent to Harm* – the bully seeks to inflict physical or emotional harm and/or takes pleasure in this activity
- *Threat of Further Aggression* – the bully and the target believe the bullying will continue
- *Terror* – when the bullying increases it becomes “systematic violence or harassment used to intimidate and maintain dominance.”

-Barbara Coloroso, *The Bully, The Bullied & The Bystander*

- **Emotional Harm:** that takes place in the context of harassment or bullying shall be defined as harm to a student’s emotional well-being through creation of a hostile school environment that is so severe or pervasive as to unreasonably and substantially interfere with a student’s education. Such conduct shall include, but is not limited to, acts based on a person’s actual or perceived race, color, weight, national origin, ethnic group, religion, religious practice, disability, sexual orientation, gender or sex.
- **Cyber bullying:** is defined as bullying activity that includes, but is not limited to, the misuse of technology to harass, tease, intimidate, threaten, or terrorize another student or staff member. This may include, but is not limited to, sending or posting inappropriate or derogatory email messages, instant messages, text messages, digital pictures or images, or postings on Web sites of any type. Cyber bullying has the effect of:
 - A. Physically, emotionally, or mentally harming a student;
 - B. Placing a student in reasonable fear of physical, emotional, or mental harm;
 - C. Placing a student in reasonable fear of damage to or loss of personal property; and
 - D. Creating an intimidating or hostile environment that substantially interferes with a student’s educational opportunities.

Also, cyber-bullying that occurs on or off-campus, which endangers the health and safety of students or staff within the school or can be reasonably forecast to cause a material or substantial disruption to the educational process, is prohibited. Such conduct could also be subject to appropriate disciplinary action in accordance with the *Gilbertsville-Mount Upton Code of Conduct* and possible referral to local law enforcement authorities.

- **Hazing:** is a form of harassment which involves committing an act against a student, or coercing a student into committing an act, that creates a risk of emotional, physical, or psychological harm to a person, in order for the student to be initiated into or affiliated with a student organization or for any other purpose. The fact that a victim may consent to the act does not excuse the behavior or lessen the offense.

For the remainder of this policy and associated regulations the term bullying will be used to refer to harassing or hazing behaviors as that is the term most commonly used by parents and students.

Prevention and Intervention

The school learning environment provides an opportunity for both students and staff to gain an appreciation in a key district value: the importance of respect and working positively with others. The District recognizes that by requiring the implementation of an anti-bullying program, through both direct student instruction and professional development for staff, both students and staff will learn key elements about bullying prevention: the warning signs of bullying and everyone's responsibility to take an active role in preventing bullying before overt acts of bullying happen. Personnel at all levels are responsible for taking corrective action to prevent bullying behavior of which they have been made aware at School District sites or activities and/or reporting such behavior to their immediate supervisor.

The District recognizes the importance of eliminating unacceptable student conduct and works proactively to prevent these behaviors. School personnel who become aware of harassment shall act promptly to address the harassment, with the goal of preventing it from recurring. Where appropriate, school personnel will address the effects on the student who was harassed. Remedial measures will generally include counseling of persons(s) who have been harmed by harassment and person(s) who have been responsible for the harassment of others and implementing monitoring programs to follow up on addressed issues of harassment.

The District shall also provide required instruction supporting development of a school environment free of harassment, bullying and discrimination having an emphasis on discouraging acts of harassment, bullying (including cyber-bullying) and discrimination and including instruction in the safe, responsible use of the Internet and electronic communications.

Prevention and intervention techniques within the District to prevent against bullying behavior and to support and protect victims shall include building-level and classroom-level strategies and activities as determined by administration. Individual intervention will be provided by appropriate staff members to bullies/participants, victims and their parents to help ensure that the bullying stops.

Although the focus of this policy is prevention, it is recognized that acts of bullying and harassment may still transpire. In such instances, disciplinary action may occur in accordance with the District's Code of Conduct. Consequences shall depend upon the specific circumstances surrounding the incident, the developmental level of the student, their disciplinary history, and must be consistent with the District's Code of Conduct.

District officials will notify local law enforcement for violations of this policy including but not limited to incidents of harassment, bullying, and/or discrimination, which may constitute a crime.

Rules against bullying shall be publicized District-wide and shall be disseminated as appropriate to staff, students and parents.

Gilbertsville-Mount Upton School District Bully Prevention Rules:

- | | |
|----------------|---|
| Rule 1: | We will not bully others. |
| Rule 2: | We will try to help students who are bullied. |
| Rule 3: | We will try to include students who are left out. |
| Rule 4: | If we know somebody is being bullied, we will tell an adult at school and an adult at home. |

Olweus Bully Prevention Program

Training

Staff training shall be provided to raise awareness of the problem of bullying within the schools and to facilitate staff identification of and response to such bullying behavior among students. Training will be provided to employees in conjunction with the District's existing professional development in order to:

- raise awareness and understanding of the school district's Code of Conduct;
- raise awareness and sensitivity to potential acts of discrimination or harassment directed at students that are committed by students or school employees on school property or at school functions; including, but not limited to, discrimination or harassment based on a person's actual or perceived race, color, weight, national origin, ethnic group, religion, religious practices, disability, sexual orientation, gender or sex;
- enable employees to prevent and respond to incidents of discrimination and harassment.

Dignity Act Coordinator

At least one employee in every school shall be designated as a Dignity Act Coordinator and instructed in the provisions of the proposed rule and thoroughly trained in methods to respond to human relations in the areas of race, color, weight, national origin, ethnic group, religion, religious practice, disability, sexual orientation, gender and sex.

The designation of each Dignity Act Coordinator shall be approved by the Board of Education annually.

The name(s) and contact information for the Dignity Act Coordinator(s) shall be shared with all school personnel, students, and persons in parental relation. This shall be done by:

- including in District Code of Conduct
- posting on District website
- included in at least one district or school mailing per school year
- posted in highly-visible areas of school buildings
- made available at the district and school level administrative offices

In the event a Dignity Act Coordinator vacates his or her position, another school employee shall be immediately designated for an interim appointment as Coordinator, pending approval of a successor Coordinator by the Board of Education within 30 days of the date the position was vacated. In the event a Dignity Act Coordinator is unable to perform the duties of his or her position for an extended period of time, another school employee shall be immediately designated for an interim appointment as the Dignity Act Coordinator, pending return of the previous Dignity Act Coordinator to his or her duties as Dignity Act Coordinator.

Reporting and Investigation

The Gilbertsville-Mount Upton Central School District recognizes the importance of reporting in successfully addressing bullying and bullying behaviors. Students who have been bullied, parents whose children have been bullied, and other students who observe bullying behavior are encouraged to make a verbal and/or written complaint to any school personnel in accordance with the training and guidelines provided. At all times, complaints will be documented, tracked and handled in accordance with the regulations and procedures accompanying this policy, or, if applicable, Gilbertsville-Mount Upton policy 7315, Equal Opportunity and Nondiscrimination or 5687, Sexual Harassment, and the Code of Conduct. When applicable, incidents will be included in the Violent and Disruptive Incident Reporting (VADIR) system.

It shall be a duty of all school personnel within the Gilbertsville-Mount Upton Central School District to report any incidents of student-to-student and staff-to-student bullying that they observe to their building principal or other administrator that supervises their employment. All school personnel of the district will also have the duty to report any incidents of student-to-student and staff-to-student bullying of which they are made aware of by students to their building principals or other administrator who supervises their employment. Supervisors will refer information to appropriate district staff for investigation as designated in district regulations. District employees may be deemed to have permitted unlawful discrimination or harassment if they fail to report an observed incident, whether or not the target complains.

Complaint Procedures

Students, or parent(s) or legal guardian(s) who believe his/her child has been subjected to harassment by another student, teacher, administrator or other school personnel should report the incident(s) immediately to the Dignity Act Coordinator or another school administrator, teacher or counselor. If the student, parent(s) and/or legal guardian(s) desires further assistance regarding the complaint, the Superintendent may be contacted.

Complaints can be filed by completing a "Gilbertsville-Mount Upton Harassment/Bullying Complaint Form".

These forms are located in the school library, the guidance office and in the building's main office. Forms can also be accessed and completed online on the District's homepage: www.gmucsd.org. Forms can be deposited into any specified drop boxes in the building or turned into the main office. Online forms can be e-mailed directly to the appropriate building administrator. All inquiries and harassment complaints filed with the District are confidential to the extent possible as described below. Confidentiality also applies to the investigative process.

Investigation Procedures and Decision of Investigator

Upon receipt of a report or complaint alleging harassment, the appropriate building administrator shall undertake or authorize an investigation. The investigation may be conducted by school administrators.

The investigation will be completed as soon as practicable. The investigation will, at a minimum, consist of personal interviews with the complainant, the individual(s) against whom the complaint is filed, and others who may have knowledge of the alleged incident(s) or circumstances giving rise to the complaint.

Upon a finding that harassment has occurred, an appropriate response shall be fashioned by the appropriate administrator. Building principals addressing violations of this policy by students and the superintendent addressing violations of this policy by employees and/or students should consider the surrounding circumstances, the nature of the behavior, past incidents or continuing patterns of behavior, the relationships between the parties involved and the context in which the alleged incidents occurred.

Steps may be taken by the appropriate administrator to protect the complainant, pupils, teachers, administrators or other personnel participating in the investigation pending completion of an investigation of alleged harassment.

Retaliation

Retaliation means some type of adverse action taken against an individual or individuals as a result of filing a complaint or participating in the complaint process.

Retaliation or intimidation for participating in the complaint process is prohibited. Retaliation against any student seeking assistance at their school, filing a complaint, or participating in the investigative process is grounds for a subsequent retaliation/harassment complaint and potential discipline.

Confidentiality

Gilbertsville-Mount Upton CSD will respect the privacy of the complainant, the individual(s) against whom the complaint is filed and the witnesses as much as possible, consistent with our legal obligations to investigate, take appropriate action, and conform to any legal discovery or disclosure obligations.

Dissemination, Monitoring, Review, and Reporting

This policy, or a plain language summary, will be published in student registration materials, student, parent, and employee handbooks, and posted on the district's website. The district will ensure that the process of reporting bullying is clearly explained to all students, staff, parents, and other essential partners within the Gilbertsville-Mount Upton Central School District.

The policy will be reviewed annually, along with the Code of Conduct, to assess its effectiveness and compliance with state and federal law. If changes are necessary, revisions will be recommended to the Board of Education for its consideration.

In addition, the Board of Education will receive the annual VADIR data report for each building and the district as whole, with particular attention to the trends in the incidence of bullying. Based on the review of the data, the Board may consider further action, including but not limited to modification of this policy and additional training.

<u>Cross-Ref</u>	0100, Equal Opportunity and Nondiscrimination 0110, Sexual Harassment 5300, Code of Conduct
<u>Ref</u>	Dignity for All Students Act, Education Law, §10-18 American with Disabilities Act, 42 U.S.C. § 12101 <i>et seq.</i> Title VI, Civil Rights Act of 1964, 42 U.S.C. § 2000e <i>et seq.</i> ; CFR § 100 <i>et seq.</i> Title IX, Education Amendments of 1972, 20 U.S.C. § 1681 <i>et seq.</i> § 504, Rehabilitation Act of 1973, 29 U.S.C. §794 Individuals with Disabilities Education Law, 20 U.S.C. §§1400 <i>et seq.</i> Executive Law §290 <i>et seq.</i> (New York State Human Rights Law) Education Law §§ 313 (3), 3201, 3201-a <i>Davis v. Monroe County Board of Education</i> , 526 U.S. 629 (1999) <i>Gebser v. Lago Vista Independent School District</i> , 524 U.S. 274 (1998) <i>Faragher v. City of Boca Raton</i> , 524 U.S. 775 (1998) <i>Burlington Industries v. Ellerth</i> , 524 U.S. 742 (1998) <i>Oncale v. Sundowner Offshore Services, Inc.</i> , 523 U.S. 75 (1998) <i>Franklin v. Gwinnett County Public Schools</i> , 503 U.S. 60 (1992) <i>Meritor Savings Bank, FSB v. Vinson</i> , 477 U.S. 57 (1986)

Adopted: 06/19/2012
Revised: 04/09/2013
Revised: 06/04/2013

New

POLICY

2022

7223
1 of 1

Students

GRADUATION CEREMONY

Participation in the graduation ceremony and related activities will be based on satisfactory completion of all graduation requirements, or as otherwise set forth in this policy. Expectations may be made with the approval of the Superintendent. A student who has earned either a Career Development and Occupational Studies (CDOS) Commencement Credential or a Skills and Achievement Commencement Credential (SACC) by the time the student's ninth-grade cohort reaches graduation may participate in that graduation ceremony and related activities.

If a student who participates in the graduation ceremony by earning a CDOS or SACC subsequently meets the requirements for either a Regents or local high school diploma, the student may participate in the graduation ceremony of that graduating class as well.

A student who participates in graduation ceremonies by earning a CDOS or SACC is entitled to continue in the student's education program until the end of the school year in which the student turns 21 years old, or until the student earns a Regents or local high school diploma.

The district shall provide annual written notice to all students and their parents/guardians of the requirements of this policy.

Approved: 7/15/08

Revised & Adopted:

old

POLICY

1995

7223

Students

SUBJECT: GRADUATION CEREMONY

Only those students who have fulfilled the graduation requirements for a Local or a Regents Diploma as set forth in Policy 7220, or an Individual Education Program Diploma as set forth in Policy 7222, may participate in a graduation ceremony. Preparations for the ceremony are the responsibility of the High School Principal. Students who do not participate in the mandatory rehearsal practice will not participate in or attend the graduation ceremony.

The Board of Education, as grantor of diplomas awarded at Gilbertsville-Mount Upton Central School, establishes the procedures to be followed in the graduation ceremony.

To ensure a uniform and consistent format from year to year, graduation ceremonies will include the following events as a minimum:

1. Welcoming statements from Superintendent and High School Principal;
2. Speeches by the Valedictorian and Salutatorian;
3. Presentation of awards by the Principal, Superintendent and BOE President;
4. Awarding of diplomas by the Board of Education;
5. School band performance of the alma mater.

Approved 7/15/08

New

POLICY

2022

7132
1 of 3

Students

EDUCATION OF HOMELESS CHILDREN AND YOUTH POLICY

The McKinney-Vento Homeless Assistance Act, as amended by the Every Student Succeeds Act of 2015, NYS Education Law 3209 and Commissioner's Regulations allow a homeless child or a person in a parental relationship to a homeless child or when the homeless child is living in a shelter for runaway or homeless to use the Director of the shelter to designate this District as the District of attendance for the homeless child when this District is either the school district of current location, the school district of origin, or is a school district participating in a Regional Placement Plan. A questionnaire upon enrollment will be used to determine whether a student is potentially a homeless child.

The District will maintain open communication with the Department of Social Services as well as any shelters in the District in order to assist in identifying students potentially homeless.

A homeless child or youth is a child under the age of 21, including preschool students, and is defined in accordance with the McKinney-Vento Homeless Assistance Act and Commissioner's Regulations § 100.2 (x). The term homeless child, however, shall exclude children living in foster care or otherwise placed through a government agency into a family home at board, school for the mentally retarded, hospital or other institution for care, custody and treatment of children under the direction of the Department of Social Services, Office of Mental Health or the Division for Youth. An unaccompanied youth shall be treated as a homeless child.

In accordance with Education Law, the student's designator for the district of attendance may be the person in a parental relationship, the student together with the McKinney-Vento liaison, or the director of a residential program for runaway or homeless youth in consultation with the student.

The District will request the designator for a designation for attendance of one of the following: school district of origin or school district of location. The District will presume upon enrollment that attendance in the district of origin is in the child's best interests unless doing so is contrary to the child's request. In making a determination of the child's best interests, the District will consider any student-centered factors but will give priority to the child's request. If the District determines attendance in another District would be in the child's best interests, a written explanation shall be provided.

Homeless child and youth shall be entitled to access to District programs on the same basis as all other District students. Homeless student and youth shall be to the extent possible, integrated with non-homeless children.

POLICY

2022

7132
2 of 3

Students

Students who obtain permanent housing part way through the year are entitled to remain in the school for the remainder of school year. The student may be able to remain in the school of origin for one additional year if the year constitutes the student's terminal year in the school building.

The School District designates **Kristy Carey** as the McKinney-Vento Liaison for homeless children and youth for the District. In addition to any other duties required by law, this person shall be responsible for reporting to the Board of Education on an annual basis the number of homeless children in the District, the placement of these children, and any suggestions for lowering any barriers to enrollment, attendance, school success and retention of homeless children and youth in the District.

Where the District receives a completed Commissioner's form designating the District as the school of attendance for a child and disputes issues relating to school enrollment or school selection of that student, the following shall occur:

1. the student shall be immediately enrolled in the designated school;
2. prior to making a final determination on the disputed issue, the Superintendent or Superintendent's designee shall afford the student or person in parental relation to the student an opportunity to submit information to the District addressing the disputed issue;
3. the Superintendent or Superintendent's designee shall render a decision in writing and provide a copy to the student or person in parental relation. The decision must be in a manner and for understandable to the person in a parental relationship or student. It shall also contain a statement of the McKinney Vento Liaison's available to assist the student with any appeal.

A written decision shall include an explanation of the school's decision and a statement regarding the right to appeal the decision to the Commissioner of Education within 30 days as required by law. The McKinney-Vento liaison must assist the student in bringing an appeal including but not limited to providing the person in a parental relationship with a copy of the form petition and assistance in completing the petition, copying, accepting service of the papers on behalf of the District, filing the petition with the NYS Education Department, accepting service of subsequent papers and provide the parent with a signed and dated acknowledgement of receipt of the petition. If the decision is appealed, the student remains enrolled pending completion of all appeals.

POLICY

2022

7132
3 of 3

Students

The School District will collect and transmit to the Commissioner of Education in accordance with the Commissioner's rules, a report containing information the Commissioner determines necessary to assess the educational needs of homeless children and youths.

TRANSPORTATION RESPONSIBILITIES

- A social services district is responsible for providing transportation to students in temporary housing, including preschool students and students with disabilities who are eligible for benefits under Social Services Law §350-j and placed in temporary housing arrangements outside their designated districts. Where the social services district requests that the District provide or arrange for transportation for a student in temporary housing in the circumstances above, the District shall provide or arrange for the transportation and directly bill the social services district so that the district will be fully and promptly reimbursed for the cost of the transportation.

- If the District is the designated school district of attendance, the District shall provide for the transportation of each homeless student or unaccompanied youth up to 50 miles each way from the district of location. Transportation will be provided on the same basis as is provided to the District's resident students including but not limited to extracurricular activities.

- Where a student in temporary housing must cross state-lines to attend a school of origin, the District will coordinate with the district of origin in the neighboring state to provide transportation services.

Adopted: 08/22/06

Revised & Adopted:

old

POLICY

2006

BP 7132

Students

SUBJECT: Education of Homeless Children

Identification of Homeless Children

It will be the policy of GMU to determine whether there are homeless students within the district by contacting our local department of social services, the local runaway and homeless youth shelter and any other shelters located in the district. It is understood that not all homeless students can be identified through agencies as they may be sharing the housing of other persons, such as family or friends, due to loss of housing, economic hardship, or other similar reason. For this reason, GMU will have an enrollment form that asks for a description of the current living arrangements of the child or youth in order to determine whether the child or youth meets the definition of a homeless child under the McKinney-Vento Homeless Education Assistance Act (42 USC §11434a[2]) ("McKinney -Vento") and New York Education Law §3209(1)(a).

Definition of Homeless Child and Unaccompanied Youth

Pursuant to McKinney- Vento 42 USC §11434a[2] and Education Law §3209(1)(a), a homeless child is defined as a child who does not have a fixed, regular, and adequate nighttime residence or whose primary nighttime location is in a public or private shelter designated to provide temporary living accommodations, or a place not designed for, or ordinarily used as regular sleeping accommodations for human beings.

This definition includes a child who is:

- sharing the housing of other persons due to loss of housing, economic hardship or similar reason (sometimes referred to as double-up);
- living in motels, hotels, trailer parks, or camping grounds due to the lack of alternative adequate accommodations;
- living in a car, park, public space, abandoned building, substandard housing, bus or train stations or similar settings;
- abandoned in hospitals;
- awaiting foster care placement; or
- a migratory child who qualifies as homeless because he or she is living in circumstances described above
- An unaccompanied youth is a homeless child for whom no parent or person in parental relation is available (8 NYCRR §100.2[x][1][vi]).

Duties of the Mandated Local Liaison for Homeless Children and Youth

GMU, regardless of whether it receives a McKinney-Vento subgrant, has designated a local liaison for homeless children and youth ("homeless liaison"). The homeless liaison at GMU who is the Director of Student Support Services serves as one of the primary contacts between homeless families and school staff, district personnel, shelter workers, and other service providers. The homeless liaison coordinates services to ensure that homeless children and youth enroll in school and have the opportunity to succeed academically.

The homeless liaison must ensure that:

- Homeless children and youth are identified by school personnel and through coordination activities with other entities and agencies;
- Homeless students enroll in, and have full and equal opportunity to succeed in, GMU;
- Homeless children and youth and their families receive educational services for which they are eligible, including Head Start, Even Start, and preschool programs administered and/or supported by GMU, and referrals to health, mental health, dental, and other appropriate services;
- Parents or guardians of homeless children and youth are informed of educational and related opportunities available to their children, and are provided with meaningful opportunities to participate in the education of their children;
- Parents and guardians and unaccompanied youth are fully informed of all transportation services, including transportation to and from the school of origin, and are assisted in accessing transportation services;
- Enrollment disputes are mediated in accordance with the requirements of McKinney-Vento; and
- Public notice of the educational rights of homeless students is disseminated to locations where they receive services under McKinney-Vento.

The Designator Has Right to Choose the School District the Homeless Child or Youth Will Attend

The "designator" decides which school district a homeless child or youth will attend. A designator is:

- the parent or person in parental relation (guardian) to a homeless child; or
- the homeless child, together with the homeless liaison designated by the school district if no parent or guardian is available (unaccompanied youth); or
- the director of a residential program for runaway and homeless youth, in consultation with the homeless child, where such homeless child is living in such program.

The designator has the right to designate one of the following as the school district within which a homeless child shall be entitled to attend upon instruction:

- **School district of current location** - the public school district within the State of New York in which the hotel, motel, shelter or other temporary housing arrangement of a homeless child, or the residential program for runaway and homeless youth is located;

- **School district of origin** - the public school district within the State of New York in which the homeless child was attending a public school on a tuition-free basis or was entitled to attend when circumstances arose which caused such child to become homeless, or the last school enrolled;

The homeless child is entitled to attend the schools of the designated school district on a tuition-free basis for the duration of his or her homelessness. If the child becomes permanently housed, the child is entitled to continue attendance in the same school building until the end of the school year and for one additional year if that year constitutes the child's terminal year in such building.

Designation/STAC 202 form

For every homeless student that claims homelessness, designation must be made on STAC 202 forms.

- The appropriate designator must complete the designation form. All school districts, temporary housing facilities operated or approved by a local social services district, and residential facilities for runaway and homeless youth must make designation forms available to a homeless child who seeks admission to school or to the parent or person in parental relation who seeks to enroll such child in school.
- Where the homeless child is located in a temporary housing facility operated or approved by a local social services district or a residential facility for runaway and homeless youth, the director of the facility or a person designated by the social services district, must, within two business days of entry into such facilities, assist the designator to ensure that the form is properly completed and assist the child, where necessary, to enroll in the designated school district.
- Where a parent or person in parental relation to a child who is neither placed in a temporary housing facility by the local department of social services nor housed in a residential program for runaway homeless youth designates the school district of current location, the school district must forward to the Department a completed designation form and a statement of the basis for its determination that the child is a homeless child entitled to attend the schools of the district.

If GMU IS THE RECIPIENT OF THE DESIGNATION/STAC 202 FORM THE DISTRICT WILL:

- Upon receipt of a STAC 202 form, immediately review the designation form to assure that it has been completed and admit the homeless child even if the child or youth is unable to produce records normally required for enrollment, such as previous academic records, medical records, proof of residency or other documentation;
- Provide the child with access to all of its programs, activities and services to the same extent as they are provided to resident students;
- Immediately contact the school district where the child's records are located in order to obtain a copy of such records;

- If the child or youth needs to obtain immunizations or immunization or medical records, the school admitting such child or youth must immediately refer the parent or guardian of the homeless child or youth to the homeless liaison who must assist in obtaining necessary immunizations or immunization or medical records;
- Forward the STAC 202 form to the Commissioner, and the school district of origin, where applicable. Keep a copy of the STAC 202 for appropriate record keeping.
- Within five days of receipt of a request for school records, forward, in a manner consistent with state and federal law, a complete copy of the homeless child's records, including, but not limited to, proof of age, academic records, evaluations, immunization records, and guardianship papers, if applicable

Tuition Reimbursement

Where either the school district of current location or a school district participating in a regional placement plan is designated as the school district in which the homeless child will attend and such homeless child's school district of origin is within New York State, the school district providing instruction will be eligible for reimbursement by the Department for the direct cost of educational services, not otherwise reimbursed under special federal programs, calculated pursuant to regulations of the Commissioner for the period of time for which such services are provided. The claim for reimbursement must be on the STAC 202 form prescribed by the Commissioner.

Transportation Responsibilities

- A social services district is responsible for providing transportation to homeless children who are eligible for benefits under Social Services Law §350-j and placed in temporary housing arrangements outside their designated districts.
- Office of Children and Family Services ("OCFS") must provide transportation for each homeless child who lives in a residential program for runaway youth and homeless youth located outside of the designated school district.
- The social services district or OCFS may contract with a school district or board of cooperative educational services ("BOCES") to provide such transportation.
- Any homeless child not entitled to receive transportation from the Department of Social Services or OCFS must be transported by the designated school district.
- When the school district of the current location is designated as the school district the homeless child will attend, that school district must provide transportation to the homeless child on the same basis as it is provided to resident students.
- If the homeless child attends the school district of origin or a school district participating in a regional placement plan, then that school district must provide transportation to and from the homeless child's temporary housing and school.
- Homeless children are entitled to transportation even if a school district does not provide transportation to non-homeless students and during any disputes regarding school selection and enrollment.

- A designated school district that must provide transportation to a homeless child may not provide transportation in excess of 50 miles one way, unless the Commissioner determines that it is in the best interest of the child.

Dispute Resolution Process

GMU has established the following procedures for the prompt resolution of disputes regarding school selection or enrollment of a homeless child or youth:

- Provide a written explanation, including a statement regarding the right to appeal to the homeless child's or youth's parent or guardian, if the school district declines to either enroll and/or transport such child or youth to the school of origin or a school requested by the parent or guardian.
- Delay for 30 days the implementation of a final determination to decline to either enroll in and/or transport the homeless child or youth or unaccompanied youth to the school of origin or a school requested by the parent or guardian of a homeless child or youth or unaccompanied youth; if the parent or guardian of a homeless child or youth or unaccompanied youth commences an appeal to the Commissioner with a stay application within 30 days of such final determination.
- The homeless child or youth will be permitted to continue to attend the school he or she is enrolled in at the time of the appeal until the Commissioner renders a decision on the stay application.
- If the Commissioner grants the stay request and issues a stay order, the homeless child or youth or unaccompanied youth can continue attending the school until the Commissioner issues an appeal decision. However, if the Commissioner denies the stay request, the homeless child or youth or unaccompanied youth can be asked to leave the school immediately.
- If the Commissioner sustains the appeal, the homeless child or youth or unaccompanied youth can continue attending the school at issue. However, if the Commissioner dismisses the appeal, the homeless child or youth or unaccompanied youth can be asked to leave the school immediately.

Homeless Liaison's Dispute Resolution Responsibilities

- The homeless liaison must assist the homeless child's or youth's parent or guardian or unaccompanied youth in bringing an appeal to the Commissioner under Education Law §310 of a final school district decision regarding enrollment, school selection and/or transportation.
- The homeless liaison must provide the parent or guardian or unaccompanied youth with a copy of the form petition.
- The homeless liaison must assist the parent or guardian or unaccompanied youth in completing the form petition, including the section requesting interim relief (stay provision).
- The homeless liaison must arrange for the copying of the form petition and supporting documents for the parent or guardian or unaccompanied youth, without cost to the parent or guardian or unaccompanied youth.

- The homeless liaison must accept service of the form petition and supporting papers on behalf of any school district employee or officer named as a party or the school district if it is named as a party or arrange for service by mail by mailing the form petition and supporting documents to any school district employee or officer named as a party and, if the school district is named as a party, to a person in the office of the superintendent who has been designated by the board of education to accept service on behalf of the school district.
- The homeless liaison must provide the parent or guardian or unaccompanied youth with a signed and dated acknowledgment verifying that the homeless liaison has received the form petition and supporting documents and will either accept service of these documents on behalf of the school district employee or officer or school district or effect service by mail by mailing the form petition and supporting documents to any school district employee or officer named as a party and, if the school district is named as a party, to a person in the office of the superintendent who has been designated by the board of education to accept service on behalf of the school district.
- The homeless liaison must transmit on behalf of the parent or guardian or unaccompanied youth, within five days after the service of, the form petition or any pleading or paper to the Office of Counsel, New York State Education Department, State Education Building, Albany, New York 12234.
- The homeless liaison must provide the parent or guardian or unaccompanied youth with a signed and dated acknowledgement verifying that the homeless liaison has received the form petition and supporting documents and will transmit these documents on behalf of the parent, guardian or unaccompanied youth to the Office of Counsel, New York State Education Department, State Education Building, Albany, New York 12234.
- The homeless liaison must accept service of any subsequent pleadings or papers, including any correspondence related to the appeal, if the parent or guardian or unaccompanied youth so elects related to the appeal on behalf of the parent or guardian or unaccompanied youth and making such correspondence available to the parent or guardian or unaccompanied youth.

Additional Homeless Liaison Responsibilities

The homeless liaison must maintain a record of all appeals of enrollment, school selection and transportation determinations.

The homeless liaison must inform school personnel, service providers and advocates working with homeless families of the duties of the homeless liaison.

Coordination

- GMU will coordinate the provision of services provided with local social services agencies and other agencies or programs providing services to homeless children and youths and their families, including services and programs funded under the Runaway and Homeless Youth Act.
- GMU will coordinate with other school districts on interdistrict issues, such as transportation or transfer of school records.

Coordination with Title I

- Homeless children and youth are eligible for services under Title I, Part A, whether or not they live in a Title I school attendance area or meet the academic requirements required of other children.
- GMU, a K-12 Title I building, as required by McKinney-Vento, sets aside funds as are necessary to augment services provided to children in Title I, Part A to serve homeless children.
- GMU includes in its Title plan (NCLB) a description of how the plan is coordinated with McKinney-Vento and describes services provided to homeless children.
- If GMU states that there are no homeless children or unaccompanied youth in non-Title I schools, the district describes the efforts it made to identify homeless children and unaccompanied youth. Such efforts must include contacting the local Department of Social Services ("DSS") or OCFS to verify that there are no homeless children or unaccompanied youth in GMU.
- GMU's enrollment form asks the living arrangements of the child or unaccompanied youth, including asking if he or she is living in a shelter; with relatives or others due to lack of housing; in an abandoned apartment/building; in a motel/hotel, camping ground, car, train/bus station or other similar situation due to the lack of alternative, adequate housing; or temporarily housed in a shelter awaiting an OCFS permanent foster care placement. GMU documents efforts to identify homeless children and unaccompanied youth and maintains on file a copy of the enrollment form.

Reporting

GMU will collect and transmit to the Commissioner, at such time and in such manner as the Commissioner may require, a report containing such information as the Commissioner determines is necessary.

Adopted: 8/22/06

07/06/2022

Gilbertsville-Mount Upton Central School Board of Education

Reorganizational & Regular Meeting

06 July 2022

Board Room D131

Members present at the start of the meeting were Jeremy Pain, Sean Barrows, Whitney Talbot, Christopher Ostrander, Sarah Green, Brenda Friedel, Jed Barnes and one guest.

Others present were Superintendent Annette Hammond, District Treasurer Dorothy Iannello, Principal Heather Wilcox and District Clerk Jarrin Hayen.

The meeting was called to order at 6:00 P.M. by Acting District Clerk, Jarrin Hayen. ORDER

The Acting District Clerk called for nominations for Board President for the 2022-2023 school year. Jeremy Pain was nominated by Jed Barnes for President. There were no other nominations. ELECTION, PRESIDENT

On a motion by Barnes, seconded by Talbot and passed unanimously, the Acting District Clerk was requested to cast one ballot for the unanimous election of Jeremy Pain as President for the 2022-2023 school year.

Jeremy Pain was unanimously elected President

The Acting District Clerk called for nominations for Board Vice-President for the 2022-2023 school year. Jed Barnes was nominated by Christopher Ostrander for Vice-President. There were no other nominations. ELECTION, VICE-PRESIDENT

On a motion by Barrows, seconded by Talbot and passed unanimously, the Acting District Clerk was requested to cast one ballot for the unanimous election of Jed Barnes as Vice-President for the 2022-2023 school year.

Jed Barnes was unanimously elected Vice-President.

The Oath of Office was administered to President Pain by the Acting District Clerk. OATHS ADMINISTERED

The Oath of Office was administered to Vice-President Barnes by the Acting District Clerk.

The Oath of Office was administered to new board member Brenda Friedel and re-elected board members Sarah Green and Christopher

07/06/2022

Ostrander by Acting District Clerk.

The Oath of Office was administered to District Clerk Jarrin Hayen by Board President.

The Oath of Office was administered to Dorothy Iannello, District Treasurer, Annette Hammond, Superintendent and Heather Wilcox, Principal.

President Pain assumed the chair.

As recommended by the Superintendent, the following appointments and designations for the 2022-2023 school year were unanimously approved on a motion by Talbot, seconded by Barrows and passed unanimously.

APPOINTMENTS
AND
DESIGNATIONS

Superintendent: *Annette D. Hammond*
District Clerk: *Jarrin Hayen*
Clerk Pro-Tem: *BOE President & VP, Superintendent*
District Treasurer: *Dorothy Iannello*
Deputy Treasurer: *Brianne Simonds*
Purchasing Agent: *Superintendent*
Alternate Purchasing Agent: *Dorothy Iannello*
Asst. Purchasing Agent: *Principal*
K-12 Petty Cash Fund \$100: *District Treasurer*
School Meals Petty Cash Fund \$50: *Susan Sebeck*
School Attorney: *Hogan, Sarzynski Lynch, Dewind & Gregory, LLP*
Compliance Officer for Title IX & Title I: *Heather Wilcox*
Sexual Harassment Complaint Officer: *Superintendent*
Homeless Liaison: *Kristy Carey*
Pesticide Application Coordinator: *Alan Digsby*
Funds Depository: *Community Bank, N.A., JP Morgan-Chase*
HIPAA Privacy Officer: *Dorothy Iannello*
School Tax Collector: *Dorothy Iannello*
Authorized Credit Card: *Visa/Community Bank, N.A.*
Attendance Clerk: *Front Desk Position*
Independent Auditor: *D'Arcangelo & Co., LLP*
Internal Claims Auditor: *Tom Connell*
Payroll Certification: *Superintendent*
DASA Coordinator: *Abbey Beaver, Lisa Ruland*
BOE Regular Meeting Nights: *See attached schedule*
Newspapers: *(Norwich) Evening Sun & (Oneonta) Daily Star*
Legislative Liaison: *BOE Vice President*
Bonding \$1,000,000: *District Treasurer, Deputy Treasurer*
Student Accounts Central Treasurer: *Jarrin Hayen*
Mileage Rate: *Current IRS standard rate*
Budget Transfers up to \$10,000: *Superintendent*
Student Suspensions: *Heather Wilcox*
Tutoring Stipend: *\$27.10 per hour*
Teaching Substitutes: *Certified - \$105.00/day*

07/06/2022

Uncertified - \$100.00/day
Retired from GMU- \$125.00/day

Fully Certified Long Term Teacher: *\$160.00/day*
Non-Certified Long Term Teacher: *\$135.00/day*
Substitute Support Staff: *Minimum Wage*
Substitute Secretary (over 10 consecutive days): *\$14.20/hour*
Substitute Health Aide with Certification: *\$100.00/day*
Substitute Registered Nurse: *\$18.00/hour*
Substitute Bus Driver: *\$25.00/run*
Substitute Cleaner Rate: *\$14.00/hour*
Summer Instructional Pay: *\$27.10/hour*
Election Officials' Stipend: *\$150.00/day*
Records Management Officer: *Jarrin Hayen*
Data Protection Officer: *Eric Voorhees*
Hearing Officer: *BOE President*
Audit Committee: *Board Members*
Financial Advisor: *Fiscal Advisors and Marketing, Inc.*
Bond Council: *Orrick, Herrington & Sutcliffe, LLP.*
Title IX/Section 504 Compliance Officer: *Heather Wilcox*
Human Rights Officer: *Superintendent*
Internal Claims Auditor: *\$16.00/hour*
MOH Workers' Compensation Board Representative: *Annette Hammond, Dorothy Iannello*

Designation of DCMO BOCES to act as the Advisory Council for
GMU Career and Technical Education 2022-2023.

Approve Federal and State Programs: Title I, Title II A, Title IV, IDEA
Part B, Section 611, Section 619, REAP, National School Lunch,
National School Breakfast and Surplus Food, Universal Pre-K (UPK),
No Kid Hungry, CRRSA, ARP ESSER, Learning Loss.

RESOLVED: Upon the recommendation of the Superintendent of Schools, that this Board does hereby authorize the Superintendent of Schools to hire and approve payroll for employees between board meetings. Final approval of employment will be at the next regularly scheduled board meeting.

RESOLVED: Upon the recommendation of the Superintendent of Schools, that this Board does hereby authorize the Board President and/or Deputy Treasurer to sign checks in the absence of the District Treasurer.

RESOLVED: Upon the recommendation of the Superintendent of Schools, that this Board does hereby authorize the Superintendent of Schools to enter into contracts for services on behalf of the Gilbertsville-Mount Upton Central School District.

RESOLVED: Upon the recommendation of the Superintendent of Schools, that this Board does and hereby agrees that the district shall

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provide legal counsel and indemnify to its members, officers, the superintendent of schools, and school building and district administrators against all uninsured financial loss arising out of any proceedings, claim, demand suit, judgment by reason of alleged negligence or other conduct resulting in bodily or other injury to any person or damage to the property of any person committed while said member, officer, superintendent, building administrator or district administrator is acting within the scope of his/her employment or at the direction of the Board of Education and in addition that this clause is continued in the employment contracts of the superintendent, school building and school district administrators.

RESOLVED: Upon the recommendation of the Superintendent of Schools, that this Board of Education of Gilbertsville-Mount Upton Central School District hereby adopts, in full, the coverage provided by Section 18 of the New York Public Officers Law. This coverage shall not supplant any existing protection and/or coverage provided by any other section of law but shall add to and supplement such existing coverage.

RESOLVED: Upon the recommendation of the Superintendent of Schools, that this Board hereby re-adopt Code of Ethics, Code of Conduct, and all existing Policies.

RESOLVED: Upon the recommendation of the Superintendent of Schools, the Board does hereby agree to retain NBT Insurance Agency LLC., (NBT) to broker the business and other insurance needs. The District, with the guidance of NBT, will periodically obtain insurance coverage carrier quotes to assure competitive pricing.

The re-organizational meeting adjourned at 6:06 p.m. on a motion by Barnes, seconded by Barrows, and passed unanimously.

The regular meeting was called to order at 6:06 P.M. by President Pain.

The board acknowledged a thank you card from Skye Wilson and Maddy Pain, 2022 recipients for the Board of Education Scholarship.

COMMUNICATIONS

The Superintendent provided the following Positive Highlights:

POSITIVE
HIGHLIGHTS

- Finishing wrapping up the end of the school year.
- Successful graduation with positive feedback allowing parents/guardians to hand out diploma.
- Moving forward planning for September.

No topics were raised from the floor.

PUBLIC COMMENT

The Superintendent and District Clerk informed the board of the following:

INFORMATION FOR
MEMBERS

- Occasional Drivers-Shortage of drivers, teachers and coaches, with a

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physical and their license ran through system, can drive a school car with students.

-Large Capital Project-Have a list of potential projects. Will need to develop a committee to determine priority. Playground is a high priority (Booster Club mentioned grants). A lot of the building is the original.

-SRO Officer-Safety Committee brought up this up again. B-G looking for a part-time to share, \$31,000 each. Board is in consent to try this and evaluate this for a couple of years.

-Security Software-Safety Committee brought up software that detects weapons through camera system. Not compatible with what we have and privacy concerns. Going with SRO Officer instead.

-District-Wide Safety Plan Public Hearing will be on August 17, 2022 at 6:00pm, for the purpose of receiving any comments with respect to the plan for GMU.

-Diesel Tank was hit by County Representative. Working with their insurance to fix.

-Working on an agreement with Town of Butternuts in case need gas and cannot get, vise versa.

-Fuel tank by cafeteria that leaked into boiler room from December was \$52,000 and \$10,000 for the paving. DEC approved report and closed it out.

Minutes from the 15 June 2022 meeting were unanimously approved on a motion by Talbot, seconded by Green. For the motion seven, opposed none. Motion carried.

MINUTES

The proposed 06 July 2022 Regular Consent Agenda was unanimously adopted as amended on a motion by Barrows, seconded by Barnes. For the motion seven, opposed none. Motion carried.

AGENDA

Board Member Barnes made the motion, seconded by Board Member Talbot, RESOLVED: Upon the recommendation of the Superintendent of Schools, to accept/approve the 06 July 2022 CSE/CPSE Consent Agenda. The meeting dates include 10, 15, 21 & 22 June 2022. For the motion seven, opposed none. Motion carried.

CSE/CPSE
CONSENT AGENDA

Board Member Barrows made the motion, seconded by Board Member Ostrander, RESOLVED: Upon the recommendation of the Superintendent of Schools, to accept/approve the 06 July 2022, Financial Consent Agenda as amended. For the motion seven, opposed none. Motion carried.

FINANCIAL
CONSENT AGENDA

Surplus

To approve the 1 Conn 34652 Trombone with F-attachment as surplus to be disposed of accordingly.

Surplus

To approve the following textbooks/Intervention System as surplus to be disposed of accordingly:

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McGraw Hill Science (orange) – 36 copies, McGraw Hill Science (teal) – 46 copies, McGraw Hill Science (yellow) – 18 copies, McGraw Hill Communities (orange) – 17 copies, McGraw Hill Social Issues (brown) – 11 copies, Scott-Foresman Adison Wesley Math Diagnosis and Intervention System Part 1, 2 & 3 – 1 set, Prentice Hall Biology – 46 copies, Prentice Hall Biology – 3 copies, McGraw Hill Chemistry Matter & Change – 31 copies, Prentice Hall Conceptual Physics – 5 copies, McGraw Hill Physics Principles & Problems – 16 copies, Prentice Hall Middle Grades Math Tools for Success Course 2 – 1 copy, Prentice Hall Middle Grades Math Tools for Success Course 2 Teacher Edition – 1 copy, Glencoe Geometry New York – 25 copies, Mathematics Course 3 Teachers Edition Volume 1 – 1 copy, Mathematics Course 3 Teachers Edition Volume 2 – 1 copy, Prentice Hall Mathematics Course 2 Teacher Edition Volume 2 – 1 copy, Prentice Hall Middle Grades Math Tools for Success Course 3 Teacher Edition – 1 copy, Prentice Hall Middle Grades Math Tools for Success Course 3 Transparencies – 1 copy, Glencoe Algebra New York - 36 copies, Glencoe Algebra New York Teacher Wraparound Edition – 2 copies, Glencoe Algebra New York Spanish Version – 1 copy, Glencoe Mathematics with Business Applications – 5 copies, New York Mathematics Diamond Edition – 1 copy, Glencoe Geometry – 7 copies, Glencoe Geometry Teacher Wraparound Edition – 1 copy.

Budget Transfers

To approve budget transfers from June 1, 2022 through June 30, 2022.

Financial Reports

To accept the financial reports for June 2022.

Board Member Barnes made the motion, seconded by Board Member Talbot, RESOLVED: Upon the recommendation of the Superintendent of Schools, to accept/approve the 06 July 2022, Personnel Consent Agenda as amended. For the motion seven, opposed none. Motion carried.

PERSONNEL
CONSENT AGENDA

Technology Helper

To appoint Bryan Voorhees to assist in the Technology department on an as needed basis at the minimum wage rate for the 2022-2023 school year.

Summer Transportation

To appoint the following individuals as Summer Bus Drivers, effective July 1, 2022 through August 31, 2022, at their 2022-2023 contractual pay rate:

Stacey Barnes, Harold Button, Terry Hoke, Kimberly Oliver, Carol Seha, Bruce Zimmer, Jeff Zaczek, Aaron Bower and David Green.

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To appoint the following individuals as Summer Bus Monitors, effective July 1, 2022 through August 31, 2022, at their 2022-2023 contractual pay rate:
Charles Seha, David Green and Amy Costello

To appoint the following individual as a Summer Bus Driver Trainee, effective July 1, 2022 through August 31, 2022 at their 2022-2023 contractual rate of pay:
Aaron Bower

Substitutes

To appoint the following **certified** substitutes for the 2022-2023 school year:
Jan Johnson, Denise Marshall and Lynne Ohl.

To appoint the following **non-certified** substitutes for the 2022-2023 school year:
Carol Angelone, Phyllis Inman and Tina Nichols.

To appoint the following as **RN-Nurse** substitute for the 2022-2023 school year:
Carol Angelone, RN Nurse.

Summer Food Service Helpers

To appoint the following as Summer Food Service Helpers, effective July 1, 2022 through August 31, 2022, at their 2022-2023 contractual pay rate or minimum wage:
Lisa Dibble, Stacey Barnes, Kathryn Hawkins and Andrew Sebeck

Physical Education Teacher

To appoint Caleb Link as a full-time Physical Education teacher effective 01 September 2022, beginning at a Step 2 of the current GMUTA contract. Upon the recommendation of the Superintendent, the following probationary appointment is hereby made:
Name of appointee: Caleb Link
Tenure area: Physical Education Teacher
Date of commencement of probationary service: 01 September 2022
Expiration date of appointment: 01 September 2026
Certification Status: Physical Education, Initial

Resignation

To accept the resignation of Cierra Stafford, Mathematics Teacher, effective end of day August 31, 2022.

Summer Enrichment Staff

To appoint the following individuals as Summer Enrichment Staff at the rate of \$27.10/hr., effective July 1, 2022 through August 31, 2022:
Amy Costello and Caleb Link.

Fall Coaching Recommendations

07/06/2022

To appoint the following coaches for the 2022-2023 fall sports season:

Girls' Varsity Soccer – Greg Bonczkowski

Girls' Modified Soccer – Ken Held

Girls' Modified Volunteer Assistant – Raquel Norton

All coaches are pending the following requirements: first aid certification, CPR/AED certification, concussion certification, DASA certification, and fingerprint clearance.

Summer School Staff

To appoint Lori Heggenstaller as the Summer School Coordinator, effective July 1, 2022 through August 31, 2022, at the rate of a \$27.10/hr.

To appoint the following individuals as Summer School Tutors at the rate of \$27.10/hr., effective July 1, 2022 through August 31, 2022:
Zea Beckwith and Larisa Waghorn

Annual Positions/Advisors (encl P10)

To appoint the following as paid annual positions/advisors:

POSITION	NAME
Class of 2023 (12th Grade)	Kristy Carey
Class of 2024 (11th Grade)	Shania Speenburgh
Class of 2025 (10th Grade)	Lisa Ruland
Class of 2026 (9th Grade)	Tracy Kokell & Larisa Waghorn
Class of 2027 (8th Grade)	Raquel Norton
Class of 2028 (7th Grade)	
7-8 Student Council	Kaitlyn Woods
9-12 Student Council	Shania Speenburgh
National Honor Society	
Yearbook	
Mock Trial	Raquel Norton
SADD	Katherine Izzo
Marching Band, Jazz Band, Pit Director	William Gilchrest
Color Guard	Anne Monaco
Drama Club	Jackie Turnbull
Extra Choral	Anne Monaco
Musical Director	Anne Monaco
Junior Musical Director	Anne Monaco
Assistant Director/Choreographer	
Language Club	
Leadership Club (former NJHS)	
Elementary Student Council (Grades 4-6)	Alicia Cummings

Safety Patrol	Shari Bennett	
Literacy Instructional Leader	Lauren Weidman	
Math Instructional Leader (K-5)	Darin Trass	
Athletic Director	Greg Bonczkowski	
Auditorium Coordinator	Kristy Carey	
CSE Chairperson	Heather Wilcox	
Alternate Chairperson	Terri Yantz	
Graduation Coordinator	Kristy Carey	
Women For A Change	Jackie Turnbull & Samantha Carrabba	
Gay Straight Alliance	Ashley Hughes & Lisa Ruland	

To appoint the following as non-paid annual positions/advisors:

NON-PAID ANNUAL POSITIONS

Clay Raiders (Trapshooting Club)	Larisa Waghorn
Academic Team	Danielle Rhone
CFES Coordinator	Heather Wilcox

To appoint the following to the Kindergarten Bridging Program and Pre-K Meet and Greet at the rate of \$27.10/hour for the 2022-2023 school year:

Pre-K & Kindergarten Bridging Staff

Abbey Beaver

Amend Summer Enrichment Staff (Enrichment Coordinator)

To amend the appointment of Kevin Walsh, as the Summer Enrichment Coordinator, by increasing the stipend from \$3,000 to \$5,000.

Spanish Teacher (encl P11)

To appoint Jeffrey Rhone as a full-time Spanish Teacher effective 01 September 2022, beginning at a Step 25 of the current GMUTA contract. Upon the recommendation of the Superintendent, the following probationary appointment is hereby made:

Name of appointee: Jeffrey Rhone

Tenure area: Spanish Teacher

Date of commencement of probationary service: 01 September 2022

Expiration date of appointment: 01 September 2025

Certification Status: Spanish 7-12, Professional

Board Member Barrows made the motion, seconded by Board Member Talbot, RESOLVED: Upon the recommendation of the Superintendent of Schools, to accept/approve the 06 July 2022 New Items Consent Agenda as amended. For the motion seven, opposed none. Motion carried.

NEW ITEMS
CONSENT AGENDA

Contract for Consulting Services

To approve the Contract for Consulting Services with Gilbertsville-

07/06/2022

Mount Upton CSD and Tanya Schnabl for the 2022-2023 school year, effective September 1, 2022 through August 31, 2023.

Non-Resident Students

To approve the following non-resident students for the 2022-2023 school year:

Wilbur Barnes, Grade 3; Madelyn Barnes, Grade 1; Peyton Norton, Grade 8; Megan Perrine, Grade 12; Lillian Perrine, Grade 9; Justin Dicky, Grade Pre-K.

Transportation Requests

To approve the following transportation requests to Otsego Christian Academy for the 2022-2023 school year:

Thomas Hanehan, Margaret Hanehan, Eleanor Hanehan, Broden Osborne, Sullivan DiGiorgi, Jack DiGiorgi, Annabelle DiGiorgi, Natalie Gross, Liam Gilchrest, Andrew Taylor, Ethan Bertrand, Joshua Whitehill, Natalie Jipson and Bailey Lamphere.

To approve the following transportation request to Valley heights Christian Academy for the 2022-2023 school year:

Kylee O'Connell

To approve the following transportation request to Holy Family School in Norwich, NY for the 2022-2023 school year:

Addison Dickey, Sullivan Dickey and William Dickey.

Summer Transportation Request

To approve the request from the Guilford-Mt. Upton Summer Program Chairman, Carol Hubbard, for bus transportation to transport participants to Guilford Lake on weekdays from July 5, 2022 through August 5, 2022, effective July 5, 2022.

Sports Mergers

To approve the following sports mergers for the 2022-2023 school year:

Varsity & Modified Boys' Soccer-GMU & Unadilla Valley.

Varsity & Modified Golf-GMU & Unadilla Valley.

Varsity & Modified Cross Country-GMU & Unadilla Valley.

CSEA Contract

To approve the tentative CSEA contract for the period of 01 July 2022 – 30 June 2025.

2023 Large Capital Project Pre-Referendum Services

To approve the proposal from IBI Group for the 2023 Capital Improvements Project for pre-referendum services.

MOU between Gilbertsville-Mount Upton Central School District and Opportunities for Otsego, Inc., Head Start

07/06/2022

To approve the Memorandum of Understanding between the Gilbertsville-Mount Upton Central School and Opportunities for Otsego Head Start for Services to Children with Disabilities for the 2022-2023 and 2023-2024 academic years.

No topics raised from the floor.

The meeting adjourned at 6:45 p.m. on a motion by Barrows, seconded by Talbot, and passed unanimously.

PUBLIC COMMENT

ADJOURNMENT

**Gilbertsville-Mount Upton Board of Education
Regular Meeting
Wednesday, August 17, 2022**

Financial Consent Agenda

The Board of Education will be asked to accept/approve the following Financial Consent Agenda as recommended by the Superintendent of Schools:

Amend Financial Reports (encl F1)

To approve the amended the financial reports from June 2022.

Amend Corrective Action Plan (encl F2)

To approve the amended/revised Corrective Action Plan, originally approved on February 16, 2022.

Financial Reports (encl F3)

To accept the financial reports for July 2022.

Tax Warrant (encl F 4)

To approve the proposed tax warrant for the 2022-2023 school year.

School Meals (encl F5)

To approve the School Meal and Snack Pricing for the 2022-2023 school year:

Breakfast PreK -12	\$1.55
Lunch PreK – 12	\$2.35
Milk	\$.55
Snacks	\$.75-\$2.00
Adult Breakfast	\$3.25
Adult Lunch	\$5.50

Surplus (encl F6)

To approve the following equipment as surplus to be disposed of accordingly:

<u>Model #</u>	<u>Serial #</u>
CDM1250	103TGC0918
CDM1250	1091AE1009
RADIUS	778FQQ1937
RADIUS	778FQQ1933
RADIUS	778FQQ1936
RADIUS	778FQJC186
RADIUS	778FQQ1935
RADIUS	778FQJCF188
RADIUS	778FQG8582
RADIUS	778VQQ4259
RADIUS	778FQJC182
RADIUS	778FQQ1939
RADIUS	778FQJC183

**Gilbertsville-Mount Upton Board of Education
Regular Meeting
Wednesday, August 17, 2022**

RADIUS	778FQJC187
RADIUS	778VQQ4329
RADIUS	778FQJC186
RADIUSGM300	159TXJJ280
RADIUSGM300	159TVWE456
RADIUSP100	759TQN8149
Radius	None
Radius	None
Radius	None

Miscellaneous Bus DVR and camera equipment

CLAIMS AUDIT REPORT
JUNE, 2022

Date	Payee	Check #	Issue	resolution
6/2	Carquest	30220	No signature for receipt	Added
	Cynthia Carey	30221	Missing time card 5/19	added
6/9	None			
6/16	None			
6/24	Business Card	40557	Payment this fiscal year for next fiscal year activity	According to Business Manager that is ok
	Instant Whip	32632	Invoice was missing signature	added
	Microbac	30266	Outstanding balance of \$.01	Waived by company
	Amazon	30281	Membership fee included tax	Tax (and previous years) will be refunded
	Rural Schools	30282	Missed check processing fee	Extra check was written
7/13	Eastern	30301	Incorrect invoice #	changed
	Gillee's Auto Truck	30302	Wrong budget code	changed

Gilbertsville-Mt. Upton CSD

Check Warrant Report For C - 14: JUNE 2022 Cash Disbursement For Dates 6/1/2022 - 6/30/2022



Check #	Check Date	Vendor ID	Vendor Name	PO Number	Check Amount
32621	06/06/2022	2062	BIMBO BAKERIES USA	183	321.72
32622	06/06/2022	2907	Carlo Masi and Sons Inc.	184	1,300.65
32623	06/06/2022	280	GINSBERG'S FOODS	185	2,480.52
32624	06/06/2022	3068	HERSHEY'S CREAMERY CO	186	192.00
32625	06/06/2022	318	HILL & MARKES INC.	187	539.98
32626	06/13/2022	3067	INSTANT WHIP-EASTERN NY INC	188	2,279.86
32627	06/14/2022	188	DCMO BOCES	287	282.68
32628	06/17/2022	2907	Carlo Masi and Sons Inc.	184	580.10
32629	06/17/2022	280	GINSBERG'S FOODS	185	671.30
32630	06/17/2022	318	HILL & MARKES INC.	187	63.87
32631	06/21/2022	2062	BIMBO BAKERIES USA	183	254.50
32632	06/21/2022	3067	INSTANT WHIP-EASTERN NY INC	188	1,576.25
32633	06/24/2022	3067	INSTANT WHIP-EASTERN NY INC	188	153.53

Number of Transactions: 13

Warrant Total: 10,696.96

Vendor Portion: 10,696.96

*See Detail Report denotes that multiple purchase orders are referenced on this check. Run the Detail report to view the purchase order information

Certification of Warrant

To The District Treasurer: I hereby certify that I have verified the above claims. 13 in number, in the total amount of \$ 10,696.96. You are hereby authorized and directed to pay to the claimants certified above the amount of each claim allowed and charge each to the proper fund.

Date Signature Title

Certification of Warrant

To The District Treasurer: I hereby certify that I have audited the above claims in the total amount of \$ 10,696.96. You are hereby authorized and directed to pay to the claimants certified above the amount of each claim allowed and charge each to the proper fund.

7/13 7/13/22 Erin E. Gault Internal Claims Auditor
Date Auditor's Signature Title

Gilbertsville-Mt. Upton CSD

Check Warrant Report For A - 26: JUNE 2022 Cash Disbursement For Dates 6/1/2022 - 6/30/2022



Check #	Check Date	Vendor ID	Vendor Name	PO Number	Check Amount
16	06/15/2022	3107	US BANK	320	177,525.00
17	06/15/2022	3107	US BANK	320	717,425.00
18	06/30/2022	3252	Lifetime Benefit Solutions	66	20,302.90
30220	06/01/2022	2291	AAP ONEONTA #9508	139	7.79
30221	06/01/2022	3520	CYNTHIA CAREY		46.80
30222	06/01/2022	248	DOUG EXLEY		340.20
30223	06/01/2022	432	MIRABITO ENERGY PRODUCTS	105	1,593.80
30224	06/01/2022	3338	TEAM VIEWER GERMANY GMBH		2,876.00
30225	06/01/2022	765	THE WATER BOTTLE	130	80.00
30226	06/02/2022	835	GRAINGER	118	38.37
30227	06/02/2022	407	MATTHEWS BUSES INC	134	685.81
30228	06/02/2022	450	NASSP		385.00
30229	06/02/2022	810	UNITED STATES TREASURY		111.60
30230	06/06/2022	327	HOGAN & SARZYNSKI LYNCH, DEWIND & GREGORY, LLP	205	3,785.92
30231	06/06/2022	407	MATTHEWS BUSES INC	134	12.65
30232	06/06/2022	243	THE EVENING SUN	157	481.98
30233	06/06/2022	781	TOWN OF GUILFORD		500.00
30234	06/06/2022	2254	US BANK EQUIPMENT FINANCE	152	438.00
30235	06/08/2022	3251	BUELL FUELS LLC	104	3,067.50
30236	06/08/2022	1834	Gillie's Auto Truck & Marine	*See Detail Report	710.05
30237	06/08/2022	407	MATTHEWS BUSES INC	134	512.76
30238	06/08/2022	2409	THE TROPHY GUY & SPORTS CONNECTION		139.85
30239	06/08/2022	2283	W.B. MASON CO INC	498	58.99
30240	06/08/2022	54	AT & T	111	140.91
30241	06/08/2022	3249	WASTE RECOVERY ENTERPRISES. LLC	68	370.83
30242	06/13/2022	3251	BUELL FUELS LLC	104	3,067.50
30242	06/23/2022	3251	**VOID** BUELL FUELS LLC	104	-3,067.50
30243	06/13/2022	2908	Greg Bonczkowski		292.34
30244	06/13/2022	60	HERFF JONES. LLC	484	271.75
30245	06/13/2022	3252	Lifetime Benefit Solutions	66	99.00
30246	06/13/2022	407	MATTHEWS BUSES INC	134	131.40
30247	06/13/2022	3453	MEGHAN KERR		110.94
30248	06/13/2022	432	MIRABITO ENERGY PRODUCTS	105	1,318.16
30249	06/13/2022	1970	RICHARD S. SMITH	127	600.00
30250	06/13/2022	659	SANICO INC.	198	854.48
30251	06/13/2022	752	THE DAILY STAR	155	617.70
30252	06/14/2022	2471	LOGISOFT	493	2,490.00
30253	06/14/2022	188	DCMO BOCES	286	178,269.11
30254	06/14/2022	890	BEST PLUMBING SPECIALTIES, INC	112	794.18
30255	06/14/2022	188	DCMO BOCES	211	510.46
30256	06/14/2022	1809	LOWE'S	120	194.36
30257	06/14/2022	2452	NORWICH OUTDOOR POWER	123	544.97
30258	06/14/2022	2006	BUILT RIGHT FABRICATION, LLC		144.00
30259	06/15/2022	3532	CHARLES J HUSTED INC	490	250.00
30260	06/15/2022	547	OTSEGO ELECTRIC COOP.	125	6,648.98

Gilbertsville-Mt. Upton CSD

Check Warrant Report For A - 26: JUNE 2022 Cash Disbursement For Dates 6/1/2022 - 6/30/2022



Check #	Check Date	Vendor ID	Vendor Name	PO Number	Check Amount
30261	06/16/2022	2409	THE TROPHY GUY & SPORTS CONNECTION		77.70
30262	06/16/2022	188	DCMO BOCES		177.50
30263	06/17/2022	1159	PETTY CASH		200.00
30264	06/17/2022	3204	SHUPPERDS TACK SHOP		600.00
30265	06/17/2022	407	MATTHEWS BUSES INC	134	101.00
30266	06/17/2022	2109	MICROBAC LABORATORIES, INC	121	682.64
30267	06/17/2022	3193	UNATEGO CSD		683.20
30268	06/17/2022	2978	UTICA PLUMBING SUPPLY	511	1,029.76
30269	06/17/2022	58	B R JOHNSON INC.	466	1,383.41
30270	06/21/2022	134	CHENANGO WELDING SUPPLY LLC	423	99.66
30271	06/21/2022	1507	UNIFIRST	131	84.22
30272	06/21/2022	1783	WILLIAMS TIRE & AUTO INC	506	752.50
30273	06/21/2022	835	GRAINGER	118	121.56
30274	06/21/2022	2109	MICROBAC LABORATORIES, INC	121	149.15
30275	06/22/2022	30	AMAZON.COM	*See Detail Report	327.77
30276	06/22/2022	3372	JACQUELINE MARSH		189.00
30277	06/22/2022	2249	GMU CAFETERIA		3,178.00
30278	06/22/2022	2522	Tallmadge Tire	505	654.00
30279	06/22/2022	2742	WILLIAMS LUBRICANTS INC	507	1,428.90
30280	06/23/2022	607	PUTNAM PEST CONTROL INC	126	55.00
30281	06/23/2022	1583	BUSINESS CARD		429.61
30282	06/23/2022	1885	RURAL SCHOOLS ASSOCIATION OF NY		850.00
30283	06/23/2022	830	VASCO BRAND INC	132	180.23
30284	06/23/2022	3555	UTICA ZOO		34.00
30285	06/23/2022	659	SANICO INC.	129	239.76
30286	06/24/2022	1885	RURAL SCHOOLS ASSOCIATION OF NY		10.00
30287	06/24/2022	1975	RIFANBURG LAWN & LANDSCAPE	128	175.00
30288	06/24/2022	2222	Utica National Insurance Group	518	63,713.00
30289	06/24/2022	1608	ASHLEY HUGHES		15.18
30290	06/24/2022	2518	Hummel's Office Plus	492	148.78
30291	06/27/2022	835	GRAINGER	118	55.32
30292	06/27/2022	3251	BUELL FUELS LLC	104	3,276.09
30293	06/27/2022	130	CHENANGO CO. SCHOOL BOARDS		100.00
30294	06/27/2022	432	MIRABITO ENERGY PRODUCTS	105	1,497.49
30295	06/28/2022	2495	BIG APPLE MUSIC	62	78.00
30296	06/28/2022	407	MATTHEWS BUSES INC	134	12.96
30297	06/28/2022	3521	Calvin Locke		424.96
30298	06/30/2022	765	THE WATER BOTTLE	130	74.00
30299	06/30/2022	3251	BUELL FUELS LLC	104	572.60
30300	06/30/2022	428	CDW GOVERNMENT	304	257.00
30301	06/30/2022	2782	EASTERN	210	600.51
30302	06/30/2022	1834	Gillee's Auto Truck & Marine	*See Detail Report	231.74
30303	06/30/2022	243	THE EVENING SUN	156	18.55
30304	06/30/2022	830	VASCO BRAND INC	132	16.18
30305	06/30/2022	188	DCMO BOCES	286	4,811.30
30306	06/30/2022	3402	E&FS LLC	456	51,305.00

Gilbertsville-Mt. Upton CSD

Check Warrant Report For A - 26: JUNE 2022 Cash Disbursement For Dates 6/1/2022 - 6/30/2022



Check #	Check Date	Vendor ID	Vendor Name	PO Number	Check Amount
30307	06/30/2022	407	MATTHEWS BUSES INC	412	524.50
30308	06/30/2022	890	BEST PLUMBING SPECIALTIES, INC	112	16.00
Number of Transactions: 93				Warrant Total:	1,267,422.27
				Vendor Portion:	1,267,422.27

*See Detail Report denotes that multiple purchase orders are referenced on this check. Run the Detail report to view the purchase order information

Certification of Warrant

To The District Treasurer: I hereby certify that I have verified the above claims, 93 in number, in the total amount of \$ 1,267,422.27. You are hereby authorized and directed to pay to the claimants certified above the amount of each claim allowed and charge each to the proper fund.

6/1/2022 [Signature] Director
 Date Signature Title

Certification of Warrant

To The District Treasurer: I hereby certify that I have audited the above claims in the total amount of \$ 1,267,422.27. You are hereby authorized and directed to pay to the claimants certified above the amount of each claim allowed and charge each to the proper fund

6/1/2022 [Signature] Internal Claims Auditor
 Date Auditor's Signature Title

Gilbertsville-Mt. Upton CSD

Check Warrant Report For TA - 23: JUNE 2022 Cash Disbursement For Dates 6/1/2022 - 6/30/2022



Check #	Check Date	Vendor ID	Vendor Name	PO Number	Check Amount
23802	06/01/2022	2650	AFLAC		249.68
23803	06/08/2022	2406	HEATHER WILCOX		19.49
23805	06/14/2022	3545	BRYNNE LIVELSBERGER		500.00
23806	06/14/2022	3544	CAMERON TEALE		500.00
23807	06/14/2022	3549	JOSHUA LAWTON		322.01
23808	06/14/2022	3541	KACIE TURNBULL		300.00
23809	06/14/2022	3548	KYLIE LAWTON		322.01
23810	06/14/2022	3547	LANE DIBBLE		100.00
23811	06/14/2022	2876	MADELINE PAIN		300.00
23812	06/14/2022	3543	MORGAN KEUHN		500.00
23813	06/14/2022	3542	PAYTON TALBOT		500.00
23814	06/14/2022	3546	ROMAN TARANTO		100.00
23815	06/14/2022	3377	Skye Wilson		300.00
23816	06/14/2022	3540	SKYLAR CLEMENT		500.00
23817	06/14/2022	3377	Skye Wilson		100.00
23820	06/28/2022	545	**VOID** OTSEGO COUNTY SHERIFF		-176.10
23821	06/17/2022	3411	EMILY HAMMOND		0.68
23827	06/22/2022	30	AMAZON.COM		17.99
23828	06/22/2022	2249	GMU CAFETERIA		184.50
23829	06/23/2022	1583	BUSINESS CARD		4.99
23830	06/24/2022	2249	GMU CAFETERIA		216.00
23831	06/28/2022	3036	CAROL SEHA		176.10
23833	06/30/2022	2984	JOE STORZINGER		11.32

Number of Transactions: 23

Warrant Total: 5,048.67

Vendor Portion: 5,048.67

*See Detail Report denotes that multiple purchase orders are referenced on this check. Run the Detail report to view the purchase order information

Certification of Warrant

To The District Treasurer: I hereby certify that I have verified the above claims, 23 in number, in the total amount of \$ 5,048.67. You are hereby authorized and directed to pay to the claimants certified above the amount of each claim allowed and charge each to the proper fund.

Date Signature Title

Certification of Warrant

To The District Treasurer: I hereby certify that I have audited the above claims in the total amount of \$ 5,048.67. You are hereby authorized and directed to pay to the claimants certified above the amount of each claim allowed and charge each to the proper fund.

Date Auditor's Signature Title

Gilbertsville-Mt. Upton CSD

Check Warrant Report For H - 7: JUNE 2022 Cash Disbursement For Dates 6/1/2022 - 6/30/2022



Check #	Check Date	Vendor ID	Vendor Name	PO Number	Check Amount
749	06/01/2022	1141	CAZENOVIA EQUIPMENT CO	430	45,108.07
Number of Transactions: 1					Warrant Total: 45,108.07
					Vendor Portion: 45,108.07

*See Detail Report denotes that multiple purchase orders are referenced on this check. Run the Detail report to view the purchase order information

Certification of Warrant

To The District Treasurer: I hereby certify that I have verified the above claims, 1 in number, in the total amount of \$ 45,108.07. You are hereby authorized and directed to pay to the claimants certified above the amount of each claim allowed and charge each to the proper fund.

7/13 Date [Signature] Signature [Signature] Title

Certification of Warrant

To The District Treasurer: I hereby certify that I have audited the above claims in the total amount of \$ 45,108.07. You are hereby authorized and directed to pay to the claimants certified above the amount of each claim allowed and charge each to the proper fund

7/13 Date [Signature] Auditor's Signature Internal Claims Auditor Title

Gilbertsville-Mt. Upton CSD

Check Warrant Report For F - 14: JUNE 2022 Cash Disbursement For Dates 6/1/2022 - 6/30/2022



Check #	Check Date	Vendor ID	Vendor Name	PO Number	Check Amount
40555	06/06/2022	3003	TANYA SCHNABL	389	3,600.00
40556	06/08/2022	3444	Kendall Hunt Publishing Co	*See Detail Report	12,489.64
40557	06/23/2022	1583	BUSINESS CARD		107.25
40558	06/28/2022	3550	FROG STREET PRESS LLC	504	3,679.26
Number of Transactions: 4				Warrant Total:	19,876.15
				Vendor Portion:	19,876.15

*See Detail Report denotes that multiple purchase orders are referenced on this check. Run the Detail report to view the purchase order information

Certification of Warrant

To The District Treasurer: I hereby certify that I have verified the above claims, 4 in number, in the total amount of \$ 19,876.15. You are hereby authorized and directed to pay to the claimants certified above the amount of each claim allowed and charge each to the proper fund.

6/1/22 Date
 [Signature] Signature
 [Title] Title

Certification of Warrant

To The District Treasurer: I hereby certify that I have audited the above claims in the total amount of \$ 19,876.15. You are hereby authorized and directed to pay to the claimants certified above the amount of each claim allowed and charge each to the proper fund.

6/1/22 Date
 [Signature] Auditor's Signature
 Internal Claims Audit Title



"It's the Quality of Journey that counts"

Gilbertsville-Mount Upton Central School District

Annette D. Hammond, Superintendent

July 18, 2022

Ann C. Singer
State Office Building
Suite 1702
44 Hawley Street
Binghamton, NY 13901-4417

Re: Revised Corrective Action Plan – Gilbertsville-Mount Upton School District

Dear Ms. Singer:

On behalf of the Gilbertsville-Mount Upton Central School District, please accept our revised corrective action plan.

Audit Recommendation #1:

District Officials should ensure the inventory list is accurate and up-to-date.

Implementation Plan of Action: The district will be working with Questar III BOCES on the implementation of AssetWorks Software. Questar III will coordinate an on-site physical inventory and appraisal through AssetWorks, Inc. An Asset Management Technician will observe the district assets' physical inventory during the physical inventory to ensure the inventory list is both complete and accurate.

Implementation Date: March 9th and 10th, 2022

Person Responsible for Implementation: The District Treasurer, Deputy Treasurer, and department heads, if necessary.

Audit Recommendation #2:

Ensure that all fixed assets on the inventory list are immediately and appropriately tagged to identify them as District property.

Implementation Plan of Action: Upon the delivery of new equipment, and if the purchase price of each unit of said equipment is \$500 or higher (BOED approved revised policy on January 12, 2022), the Deputy Treasurer will provide an asset tag to the appropriate staff at time of payment and enter the following information into the district's asset management system within 5 to 10 days: make/manufacture; description/model; asset tag identifier; date unit was received; serial number, unit cost; and first and last name of person the item is assigned to and location.

Implementation Date: January 12, 2022

Person Responsible for Implementation: The District Treasurer, Deputy Treasurer, and appropriate staff.

Audit Recommendation #3:

Ensure that all staff who manage the District's inventory are aware of their responsibilities related to the District's fixed asset inventory and fixed asset disposal policies.

Implementation Plan of Action: All Staff who manage the District's inventory have been provided with the District's Fixed Asset Policy and Procedures.

Implementation Date: February 8, 2022

Person Responsible for Implementation: The District Treasurer, Deputy Treasurer, District Clerk, and department heads.

Audit Recommendation #4:

Ensure that the Treasurer removes all assets from the inventory list that have been disposed of.

Implementation Plan of Action: After the board has approved the disposal of items, the Business Office will update the fixed asset software.

Implementation Date: March 9th and 10th, 2022

Person Responsible for Implementation: The District Treasurer together with the Deputy Treasurer.

Audit Recommendation #5:

Ensure that surplus assets are approved by the Board before disposal and retain documentation indicating that the assets were approved for disposal.

Implementation Plan of Action: Any tagged equipment to be disposed of will be provided to the district clerk for the next schedule board meeting for approval to destroy/dispose of. After approval, the fixed asset software will be updated by the business office, with equipment assigned to the scrap inventory, as appropriate.

Implementation Date: March 9th and 10th, 2022

Person Responsible for Implementation: The District Treasurer together with the Deputy Treasurer.

Comptroller Recommendation #6:

Conduct a complete physical inventory and ensure that periodic physical inventories are conducted at the frequency set in Board policy.

Implementation Plan of Action: Questar III BOCES will coordinate a complete physical inventory and appraisal through AssetWorks, Inc. An Asset Management Technician will

observe the district assets' physical inventory during the physical inventory to ensure the inventory is both complete and accurate. Inventories shall be conducted as set forth in the Board policy that was revised and adopted on January 12, 2022.

Implementation Date: March 9th and 10th, 2022

Person Responsible for Implementation: The District Treasurer together with the Deputy Treasurer.

Audit Recommendation #7:

Remove all assets from the inventory list that have been properly disposed of.

Implementation Plan of Action: The fixed asset software will be updated by the business office, with equipment assigned to the scrap inventory, as appropriate.

Implementation Date: March 9th and 10th, 2022

Person Responsible for Implementation: The District Treasurer together with the Deputy Treasurer.

Audit Recommendation #8:

Periodically conduct unannounced physical inventories of each department.

Implementation Plan of Action: The Business Office will conduct an unannounced physical inventory of each department 1x per year to ensure that all tagged assets are in their assigned location.

Implementation Date: On or about March 31, 2023

Person Responsible for Implementation: The District Treasurer together with the Deputy Treasurer.

If you have any questions or concerns, please do not hesitate to contact me or the district office.

Thank you for your continued interest in our district.

Respectfully,

Annette D. Hammond
Superintendent
Gilbertsville-Mount Upton School District

c: Board of Education
Dorothy L. Iannello, District Treasurer

Gilbertsville-Mt. Upton CSD

Check Warrant Report For A - 2: JULY 2022 Cash Disbursement For Dates 7/1/2022 - 7/31/2022



Check #	Check Date	Vendor ID	Vendor Name	PO Number	Check Amount
1	07/31/2022	3252	Lifetime Benefit Solutions	199	12,576.84
30309	07/07/2022	450	NASSP		95.00
30310	07/07/2022	2254	US BANK EQUIPMENT FINANCE	254	438.00
30311	07/07/2022	2629	BROWN & BROWN OF GARDEN CITY INC	202	6,171.20
30311	07/11/2022	2629	**VOID** BROWN & BROWN OF GARDEN CITY INC	202	-6,171.20
30312	07/07/2022	3244	CASEBP	201	114,114.00
30313	07/07/2022	2635	Excellus Health Plan - Group	200	9,074.82
30314	07/07/2022	248	DOUG EXLEY	197	340.20
30315	07/07/2022	272	FRONTIER COMMUNICATIONS	216	682.25
30316	07/07/2022	752	THE DAILY STAR	145	290.00
30317	07/07/2022	518	NYSPHSAA	243	810.00
30318	07/07/2022	3485	TRI VALLEY ASSOCIATION	242	1,000.00
30319	07/11/2022	2629	BROWN & BROWN OF GARDEN CITY INC	202	6,273.44
30320	07/11/2022	1899	PITNEY BOWES GLOBAL FINANCIAL SERVICES LLC	257	2,500.00
30320	07/31/2022	1899	**VOID** PITNEY BOWES GLOBAL FINANCIAL SERVICES LLC	257	-2,500.00
30321	07/11/2022	2222	Utica National Insurance Group		450.00
30322	07/11/2022	327	HOGAN & SARZYNSKI LYNCH, DEWIND & GREGORY, LLP		2,907.54
30323	07/11/2022	1809	LOWE'S		1,586.94
30324	07/11/2022	3515	PARKITECT INC.		274.34
30325	07/11/2022	1899	PITNEY BOWES GLOBAL FINANCIAL SERVICES LLC		181.89
30326	07/11/2022	659	SANICO INC	225	176.98
30327	07/11/2022	3249	WASTE RECOVERY ENTERPRISES, LLC	198	430.17
30328	07/12/2022	3248	MADISON-ONEIDA-HERKIMER CONSORTIUM		34,630.00
30329	07/12/2022	3553	BAUGHMAN BROS INC		2,785.00
30330	07/12/2022	72	THE BLAKE GROUP	260	100.00
30331	07/13/2022	3311	CONCORD THEATRICALS	251	1,571.96
30332	07/13/2022	969	DELCHENOT OF NYAPT	273	35.00
30333	07/13/2022	260	FLINN SCIENTIFIC INC	*See Detail Report	260.86
30334	07/13/2022	316	HICKEY'S MUSIC CENTER	*See Detail Report	184.89
30335	07/13/2022	2518	Hummel's Office Plus	256	20.98
30336	07/13/2022	350	J W. PEPPER & SON INC	208	619.99
30337	07/13/2022	488	NYAPT	272	175.00
30338	07/13/2022	898	NYSSMA	196	400.00
30339	07/13/2022	898	NYSSMA	195	65.00
30340	07/13/2022	580	PIONEER DRAMA SERVICE, INC	237	634.50
30341	07/13/2022	547	OTSEGO ELECTRIC COOP		5,398.05
30342	07/13/2022	3311	CONCORD THEATRICALS	252	338.45
30343	07/18/2022	3357	PHILADELPHIA INSURANCE CO.		523.00
30344	07/18/2022	407	MATTHEWS BUSES INC	267	45.31
30345	07/19/2022	1583	BUSINESS CARD		100.50
30346	07/19/2022	196	BLICK ART MATERIALS	11	11.22
30347	07/19/2022	2994	EDUCATIONAL INNOVATIONS	181	16.20
30348	07/19/2022	1915	PITSCO	191	118.90
30349	07/20/2022	3212	TALK TOOLS	176	212.00

Gilbertsville-Mt. Upton CSD

Check Warrant Report For A - 2: JULY 2022 Cash Disbursement For Dates 7/1/2022 - 7/31/2022



Check #	Check Date	Vendor ID	Vendor Name	PO Number	Check Amount
30350	07/20/2022	54	AT & T	217	114.08
30351	07/20/2022	788	TRI-COUNTY COMMUNICATIONS INC.	276	213.44
30352	07/20/2022	3058	TYLER TECH INC		2,500.00
30353	07/20/2022	2451	THE MAGELLAN FOUNDATION		149.00
30354	07/20/2022	2451	THE MAGELLAN FOUNDATION		129.00
30355	07/20/2022	134	CHENANGO WELDING SUPPLY LLC	282	8.93
30356	07/21/2022	3463	CHRISTIAN BOOK		35.00
30357	07/21/2022	2635	Excellus Health Plan - Group	200	7,867.58
30358	07/21/2022	3244	CASEBP	201	114,114.00
30359	07/25/2022	3552	CHANEY ELECTRONICS	207	287.75
30360	07/25/2022	1469	PYRAMID SCHOOL PRODUCTS	*See Detail Report	79.50
30361	07/25/2022	407	MATTHEWS BUSES INC	267	488.40
30362	07/25/2022	915	HEINEMANN PUBLISHING	183	1,832.88
30363	07/26/2022	186	D'ARCANGELO & CO., LLP	203	9,500.00
30364	07/26/2022	488	NYAPT	296	99.00
30365	07/26/2022	2629	BROWN & BROWN OF GARDEN CITY INC	202	5,501.28
30366	07/27/2022	407	MATTHEWS BUSES INC	267	177.00
30367	07/27/2022	765	THE WATER BOTTLE	213	112.00
30367	07/27/2022	765	**VOID** THE WATER BOTTLE	213	-112.00
30368	07/27/2022	817	UPS		107.19
30369	07/27/2022	840	WARD'S SCIENCE	180	7.81
30370	07/27/2022	1025	VOLO'S AUTO SUPPLY	268	50.08
30371	07/27/2022	3476	AMY FAVINGER		430.79
30372	07/27/2022	2109	MICROBAC LABORATORIES, INC	211	230.29
30373	07/27/2022	292	GOPHER, SPORT	194	537.18
30374	07/27/2022	1469	PYRAMID SCHOOL PRODUCTS	22	13.95
30375	07/27/2022	765	THE WATER BOTTLE	213	38.00

Gilbertsville-Mt. Upton CSD

Check Warrant Report For A - 2: JULY 2022 Cash Disbursement For Dates 7/1/2022 - 7/31/2022



Check #	Check Date	Vendor ID	Vendor Name	PO Number	Check Amount
Number of Transactions: 71				Warrant Total:	344,461.35
				Vendor Portion:	344,461.35

*See Detail Report denotes that multiple purchase orders are referenced on this check. Run the Detail report to view the purchase order information

Certification of Warrant

To The District Treasurer: I hereby certify that I have verified the above claims, 71 in number, in the total amount of \$ 344,461.35. You are hereby authorized and directed to pay to the claimants certified above the amount of each claim allowed and charge each to the proper fund

7-1-22 Date [Signature] Signature [Signature] Title

Certification of Warrant

To The District Treasurer: I hereby certify that I have audited the above claims in the total amount of \$ 344,461.35. You are hereby authorized and directed to pay to the claimants certified above the amount of each claim allowed and charge each to the proper fund

7-1-22 Date [Signature] Auditor's Signature Intervenor, D. J. [Signature] Title

Gilbertsville-Mt. Upton CSD

Check Warrant Report For TA - 2: JULY 2022 Cash Disbursement For Dates 7/1/2022 - 7/31/2022



Check #	Check Date	Vendor ID	Vendor Name	PO Number	Check Amount
23834	07/07/2022	2650	AFLAC		249.68
23835	07/19/2022	1583	BUSINESS CARD		4.99

Number of Transactions: 2

Warrant Total: 254.67

Vendor Portion: 254.67

*See Detail Report denotes that multiple purchase orders are referenced on this check. Run the Detail report to view the purchase order information

Certification of Warrant

To The District Treasurer: I hereby certify that I have verified the above claims 2 in number, in the total amount of \$ 254.67. You are hereby authorized and directed to pay to the claimants certified above the amount of each claim allowed and charge each to the proper fund.

7/27/2022 [Signature] [Title]
 Date Signature Title

Certification of Warrant

To The District Treasurer: I hereby certify that I have audited the above claims in the total amount of \$ 254.67. You are hereby authorized and directed to pay to the claimants certified above the amount of each claim allowed and charge each to the proper fund

7/27/2022 [Signature] Interim Claims Auditor
 Date Auditor's Signature Title

Gilbertsville-Mt. Upton CSD

Check Warrant Report For F - 1: JULY 2022 Cash Disbursement For Dates 7/1/2022 - 7/31/2022



Check #	Check Date	Vendor ID	Vendor Name	PO Number	Check Amount
40559	07/07/2022	2460	HOWE CAVERNS		1,077.20
40560	07/07/2022	3556	ANIMAL ADVENTURE		660.00
40561	07/19/2022	1583	BUSINESS CARD		100.00
40562	07/20/2022	3438	NYS OPRHP		42.00
40563	07/20/2022	3003	TANYA SCHNABL	389	1,200.00
40564	07/25/2022	1673	RIFTON EQUIPMENT	246	1,477.50
40565	07/25/2022	3560	WARREN INSTRUCTIONAL NETWORK	294	285.00
40566	07/27/2022	3476	AMY FAVINGER		199.15

Number of Transactions: 8

Warrant Total: 5,040.85

Vendor Portion: 5,040.85

*See Detail Report denotes that multiple purchase orders are referenced on this check. Run the Detail report to view the purchase order information

Certification of Warrant

To The District Treasurer: I hereby certify that I have verified the above claims, _____ in number, in the total amount of \$5,040.85. You are hereby authorized and directed to pay to the claimants certified above the amount of each claim allowed and charge each to the proper fund

Date Signature Title

Certification of Warrant

To The District Treasurer: I hereby certify that I have audited the above claims in the total amount of \$5,040.85. You are hereby authorized and directed to pay to the claimants certified above the amount of each claim allowed and charge each to the proper fund.

Date Auditor's Signature Title

JULY, 2022

[illegible]

Gilbertsville-Mt. Upton CSD

Revenue Status Report By Function From 7/1/2022 To 7/31/2022



Account	Description	Budget	Adjustments	Revised Budget	Revenue Earned	Unearned Revenue
<u>A 1001</u>	REAL PROPERTY TAXES	2,297,150.00	0.00	2,297,150.00	0.00	2,297,150.00
<u>A 1085</u>	STAR TAX REIMBURSEMENT	350,000.00	0.00	350,000.00	0.00	350,000.00
<u>A 1090</u>	INTEREST AND PENALTY ON TAXES	13,500.00	0.00	13,500.00	0.00	13,500.00
<u>A 2401</u>	INTEREST AND EARNINGS	325.00	0.00	325.00	264.54	60.46
<u>A 2401.PR</u>	INTEREST PAYROLL ACCOUNT	3.00	0.00	3.00	0.09	2.91
<u>A 2402</u>	INTEREST EARNINGS-CAPITAL RESERVE	325.00	0.00	325.00	746.61	-421.61
<u>A 2403</u>	INTEREST EARNINGS-LIABILITY RESERVE	100.00	0.00	100.00	80.81	19.19
<u>A 2404</u>	INTEREST EARNINGS-EBALR RESERVE	102.00	0.00	102.00	249.37	-147.37
<u>A 2405</u>	INTEREST EARNINGS-ERS RESERVES	100.00	0.00	100.00	258.73	-158.73
<u>A 2406</u>	INTEREST EARNINGS-UNEMPLOYMENT RES	45.00	0.00	45.00	84.27	-39.27
<u>A 2666</u>	SALE OF TRANS EQUIP-BUSES	12,500.00	0.00	12,500.00	0.00	12,500.00
<u>A 2701</u>	BOCES REFUND PRIOR YRS EXP	55,000.00	0.00	55,000.00	0.00	55,000.00
<u>A 2703</u>	REFUND OF PRIOR YEARS EXP	0.00	0.00	0.00	3,802.80	-3,802.80
<u>A 2770</u>	OTHER UNCLASSIFIED REVENUES	40,000.00	0.00	40,000.00	42.96	39,957.04
<u>A 3101</u>	BASIC AID GENERAL	4,557,294.00	0.00	4,557,294.00	0.00	4,557,294.00
<u>A 3101.1</u>	Building Aid	1,108,832.00	0.00	1,108,832.00	0.00	1,108,832.00
<u>A 3101.A</u>	EXCESS COST AID	627,741.00	0.00	627,741.00	0.00	627,741.00
<u>A 3102</u>	LOTTERY AID	471,551.00	0.00	471,551.00	0.00	471,551.00
<u>A 3102..1</u>	LOTTERY GRANT AID	203,360.00	0.00	203,360.00	0.00	203,360.00
<u>A 3103</u>	BOCES AID	632,570.00	0.00	632,570.00	0.00	632,570.00
<u>A 3260</u>	TEXTBOOK AID	20,096.00	0.00	20,096.00	0.00	20,096.00
<u>A 3262</u>	SOFTWARE AID	4,869.00	0.00	4,869.00	0.00	4,869.00
<u>A 3262.B</u>	HARDWARE AID	5,506.00	0.00	5,506.00	0.00	5,506.00
<u>A 3263</u>	LIBRARY A/V AID	2,031.00	0.00	2,031.00	0.00	2,031.00
<u>A 4601</u>	MEDICAID	17,500.00	0.00	17,500.00	3,884.95	13,615.05
A Totals:		10,420,500.00	0.00	10,420,500.00	9,415.13	10,411,084.87
<u>C 1440</u>	SALE OF REIMBURSABLE MEALS	34,000.00	0.00	34,000.00	0.00	34,000.00
<u>C 1445</u>	OTHER CAFETERIA SALES	22,500.00	0.00	22,500.00	0.00	22,500.00
<u>C 2401</u>	INTEREST AND EARNINGS	50.00	0.00	50.00	0.72	49.28
<u>C 2701</u>	REFUND OF PRIOR YEARS EXPENDITURES	200.00	0.00	200.00	0.00	200.00
<u>C 2770</u>	MISC REVENUE FROM LOCAL SOURCES	2,500.00	0.00	2,500.00	0.00	2,500.00
<u>C 2772</u>	Catering - Internal	5,000.00	0.00	5,000.00	0.00	5,000.00

Gilbertsville-Mt. Upton CSD

Revenue Status Report By Function From 7/1/2022 To 7/31/2022



Account	Description	Budget	Adjustments	Revised Budget	Revenue Earned	Unearned Revenue
<u>C 3190</u>	STATE REIMB.-BREAKFAST	3,500.00	0.00	3,500.00	0.00	3,500.00
<u>C 3190.01</u>	STATE REIMB.-LUNCH	3,500.00	0.00	3,500.00	0.00	3,500.00
<u>C 3190.1</u>	BOCES AID	500.00	0.00	500.00	0.00	500.00
<u>C 4190</u>	FEDERAL REIMB.-BREAKFAST	75,000.00	0.00	75,000.00	0.00	75,000.00
<u>C 4190.01</u>	FEDERAL REIMB.-LUNCH	130,165.00	0.00	130,165.00	0.00	130,165.00
<u>C 4190.02</u>	FEDERAL REIM-AFTER SCHOOL SNACKS	3,585.00	0.00	3,585.00	0.00	3,585.00
<u>C 4190.1</u>	SURPLUS FOOD	15,000.00	0.00	15,000.00	0.00	15,000.00
<u>C 909.01</u>	INTERFUND TRANSFER FROM GF	50,000.00	0.00	50,000.00	0.00	50,000.00
C Totals:		345,500.00	0.00	345,500.00	0.72	345,499.28
<u>F 2401</u>	INTEREST	0.00	0.00	0.00	0.43	-0.43
<u>F 2510.22</u>	2021-22 UPK	0.00	0.00	0.00	14,531.00	-14,531.00
<u>F 4121.22</u>	21-22 Title I	9,390.33	0.00	9,390.33	0.00	9,390.33
<u>F 4121.23</u>	2022-23 - Title I	118,576.00	0.00	118,576.00	0.00	118,576.00
<u>F 4142.23</u>	2022-23 Title IIA	14,356.00	0.00	14,356.00	0.00	14,356.00
<u>F 4143.23</u>	2022-23 - Title IV	10,000.00	0.00	10,000.00	0.00	10,000.00
<u>F 4146.22</u>	2020-2024 - ARP ESSER 3	677,753.49	0.00	677,753.49	0.00	677,753.49
<u>F 4147.22</u>	2020-2024 ARP Learning Loss	267,048.76	0.00	267,048.76	0.00	267,048.76
<u>F 4147.22-AF.SCH</u>	2020-2024 ARP-AFTER SCHOOL	55,125.34	0.00	55,125.34	19,315.94	35,809.40
<u>F 4147.22-SU.MMER</u>	2020-2024 - SUMMER ENRICHMENT	83,081.16	0.00	83,081.16	3,079.00	80,002.16
<u>F 4148.22</u>	2020-2023 - CRRSA	94,969.80	0.00	94,969.80	0.00	94,969.80
<u>F 4242.23</u>	2022-23 IDEA, Section 611	106,074.00	0.00	106,074.00	0.00	106,074.00
<u>F 4243.23</u>	2022-23 IDEA, Section 619	362.00	0.00	362.00	0.00	362.00
<u>F 6122</u>	21-22 REAP	5,253.74	0.00	5,253.74	0.00	5,253.74
<u>F 6123</u>	2022-23 REAP	22,359.00	0.00	22,359.00	0.00	22,359.00
F Totals:		1,464,349.62	0.00	1,464,349.62	36,926.37	1,427,423.25
<u>H 2401</u>	INTEREST EARNED	0.00	0.00	0.00	103.29	-103.29
H Totals:		0.00	0.00	0.00	103.29	-103.29
<u>V 2401</u>	INTEREST EARNED	0.00	0.00	0.00	83.66	-83.66
V Totals:		0.00	0.00	0.00	83.66	-83.66

Gilbertsville-Mt. Upton CSD

Revenue Status Report By Function From 7/1/2022 To 7/31/2022



Account	Description	Budget	Adjustments	Revised Budget	Revenue Earned	Unearned Revenue
Grand Totals:		12,230,349.62	0.00	12,230,349.62	46,529.17	12,183,820.45

Gilbertsville-Mt. Upton CSD

Appropriation Status Detail Report By Function From 7/1/2022 To 7/31/2022



Account	Description	Budget	Adjustments	Adj. Budget	Expensed	Encumbered	Available
<u>A 1010.400</u>	BOE - CONTRACTUAL	6,000.00	0.00	6,000.00	0.00	0.00	6,000.00
<u>A 1010.450</u>	BOE - SUPPLIES	250.00	0.00	250.00	0.00	19.16	230.84
<u>A 1010.490</u>	BOCES-STAFF DEV-SUPER EVAL	5,000.00	0.00	5,000.00	0.00	0.00	5,000.00
<u>A 1040.400</u>	CONF/ELECTION OFFICIALS	750.00	0.00	750.00	0.00	0.00	750.00
<u>A 1040.450</u>	BOARD CLERK-SUPPLIES	150.00	0.00	150.00	0.00	0.00	150.00
<u>A 1060.400</u>	LEGAL ADVERTISING	2,500.00	912.00	3,412.00	0.00	912.00	2,500.00
<u>A 1240.150</u>	SUPERINTENDENT-SALARY	146,018.00	0.00	146,018.00	11,477.76	0.00	134,540.24
<u>A 1240.160</u>	SUPERINTENDENT SECRETARY	42,850.00	0.00	42,850.00	3,304.08	0.00	39,545.92
<u>A 1240.400</u>	DO - CONTRACTUAL	6,200.00	0.00	6,200.00	0.00	0.00	6,200.00
<u>A 1240.450</u>	DO - SUPPLIES	1,000.00	0.00	1,000.00	0.00	152.85	847.15
<u>A 1310.160</u>	BO - NON INSTRUCTIONAL	117,777.00	0.00	117,777.00	9,145.22	0.00	108,631.78
<u>A 1310.400</u>	BO - CONTRACTUAL	5,000.00	0.00	5,000.00	450.00	0.00	4,550.00
<u>A 1310.450</u>	SUPPLIES	100.00	0.00	100.00	20.98	0.00	79.02
<u>A 1310.490</u>	BOCES-PAYROLL SERVICE	88,900.00	0.00	88,900.00	0.00	0.00	88,900.00
<u>A 1320.400</u>	AUDITOR SERVICES	20,000.00	0.00	20,000.00	9,500.00	9,500.00	1,000.00
<u>A 1325.160</u>	INTERNAL CLAIMS AUD	1,065.00	0.00	1,065.00	0.00	0.00	1,065.00
<u>A 1325.400</u>	TREAS - CONTRACTUAL	500.00	0.00	500.00	0.00	0.00	500.00
<u>A 1325.450</u>	TREAS - SUPPLIES	480.00	0.00	480.00	0.00	0.00	480.00
<u>A 1330.160</u>	TAX COLLECTOR-SALARY	3,000.00	0.00	3,000.00	230.76	0.00	2,769.24
<u>A 1330.400</u>	TAX COLLECTOR-NOTICES	3,200.00	0.00	3,200.00	0.00	0.00	3,200.00
<u>A 1345.490</u>	BOCES - COOP BID	3,020.00	0.00	3,020.00	0.00	0.00	3,020.00
<u>A 1420.400</u>	LEGAL SERVICES	15,000.00	0.00	15,000.00	0.00	0.00	15,000.00
<u>A 1430.400</u>	ADVERTISING-PERSONNEL	2,500.00	1,016.24	3,516.24	0.00	1,016.24	2,500.00
<u>A 1430.400-01</u>	PERSONNEL-FINGER PRINTING	520.00	0.00	520.00	0.00	0.00	520.00
<u>A 1430.490</u>	BOCES-REC/WC/EPA	35,000.00	0.00	35,000.00	0.00	0.00	35,000.00
<u>A 1460.400</u>	RECORDS MANAGEMENT	546.00	0.00	546.00	0.00	0.00	546.00
<u>A 1460.490</u>	BOCES-RECORD MANAGEMENT	20,000.00	0.00	20,000.00	0.00	0.00	20,000.00
<u>A 1480.490</u>	BOCES - SAFETY	82,025.00	0.00	82,025.00	0.00	0.00	82,025.00
<u>A 1620.160</u>	BLDG MAINT MECHANIC-SALARY	76,842.00	0.00	76,842.00	5,787.72	0.00	71,054.28
<u>A 1620.200</u>	MAINT-EQUIPMENT	10,000.00	4,308.00	14,308.00	0.00	4,308.00	10,000.00
<u>A 1620.400</u>	MAINT-CONTRACTUAL	24,500.00	0.00	24,500.00	251.44	4,037.00	20,211.56
<u>A 1620.400-05</u>	MAINT-RUGS/MIOPS	2,200.00	0.00	2,200.00	0.00	1,700.00	500.00
<u>A 1620.421</u>	MAINT-FUEL OIL	85,000.00	0.00	85,000.00	0.00	73,000.00	12,000.00

Gilbertsville-Mt. Upton CSD

Appropriation Status Detail Report By Function From 7/1/2022 To 7/31/2022



Account	Description	Budget	Adjustments	Adj. Budget	Expensed	Encumbered	Available
<u>A 1620.422</u>	MAINT-PROPANE	200.00	0.00	200.00	0.00	0.00	200.00
<u>A 1620.425</u>	MAINT-ELECTRIC	80,000.00	0.00	80,000.00	0.00	60,000.00	20,000.00
<u>A 1620.427</u>	MAINT-CLAY/MATERIAL/CRACK	750.00	0.00	750.00	0.00	0.00	750.00
<u>A 1620.428</u>	MAINT-PARTS EQP'T.	5,000.00	0.00	5,000.00	0.00	0.00	5,000.00
<u>A 1620.431</u>	MAINT-TELEPHONE	9,500.00	0.00	9,500.00	796.33	8,588.67	115.00
<u>A 1620.450</u>	MAINT-SUPPLIES	45,500.00	0.00	45,500.00	176.98	5,031.02	40,292.00
<u>A 1620.450-01</u>	MAINT-SUPPLIES/STAFF/ADVISOR PURCHASES	1,500.00	0.00	1,500.00	0.00	0.00	1,500.00
<u>A 1620.450-CO-VID</u>	Supplies - COVID-19	0.00	4,258.00	4,258.00	0.00	4,258.00	0.00
<u>A 1620.470</u>	MAINT-COPIER	1,500.00	0.00	1,500.00	0.00	0.00	1,500.00
<u>A 1620.471</u>	MAINT-SEPTIC	3,000.00	0.00	3,000.00	0.00	1,760.00	1,240.00
<u>A 1620.471-01</u>	MAINT-EXTERMINATOR	1,500.00	0.00	1,500.00	0.00	660.00	840.00
<u>A 1620.472</u>	MAINT-FIRE EXTING	5,000.00	0.00	5,000.00	0.00	2,500.00	2,500.00
<u>A 1620.474</u>	MAINT-GARBAGE	4,950.00	0.00	4,950.00	215.09	2,365.91	2,369.00
<u>A 1620.474-01</u>	MAINT-HAZARD WASTE DISP	1,500.00	0.00	1,500.00	0.00	0.00	1,500.00
<u>A 1620.475</u>	MAINT-PORT A FACILITIES	1,800.00	0.00	1,800.00	0.00	1,450.00	350.00
<u>A 1621.160</u>	MAINT-SALARIES	167,250.00	0.00	167,250.00	7,807.96	0.00	159,442.04
<u>A 1621.160-21</u>	MAINT-SUMMER HELP	15,000.00	0.00	15,000.00	1,452.00	0.00	13,548.00
<u>A 1621.160-22</u>	MAINT-OVERTIME	5,000.00	0.00	5,000.00	0.00	0.00	5,000.00
<u>A 1621.160-LO-NG</u>	NON-INSTRUCTIONAL-LONGEVITY	1,600.00	0.00	1,600.00	0.00	0.00	1,600.00
<u>A 1621.400-01</u>	MAINT-HVAC	5,000.00	0.00	5,000.00	0.00	0.00	5,000.00
<u>A 1621.400-02</u>	MAINT-TEL.REPAIRS	2,600.00	0.00	2,600.00	0.00	0.00	2,600.00
<u>A 1621.400-03</u>	MAINT-BOILER/MAINTENANCE	4,000.00	0.00	4,000.00	0.00	3,317.00	683.00
<u>A 1621.400-04</u>	MAINT-WATER SYSTEM	3,000.00	150.00	3,150.00	149.15	3,000.85	0.00
<u>A 1621.400-06</u>	MAINT-HARDWARE REPAIRS	1,150.00	0.00	1,150.00	0.00	0.00	1,150.00
<u>A 1621.400-07</u>	MAINT-MECH./ELECTRICAL REPAIR	10,000.00	0.00	10,000.00	0.00	0.00	10,000.00
<u>A 1621.400-08</u>	MAINT-ROOF SCAN/GYM FLOOR	6,500.00	0.00	6,500.00	0.00	0.00	6,500.00
<u>A 1621.400-09</u>	MAINT-ROOF MAINT.	2,000.00	0.00	2,000.00	0.00	0.00	2,000.00
<u>A 1621.400-10</u>	MAINT-CLOCK MAINT.& REPAIR	2,000.00	0.00	2,000.00	0.00	0.00	2,000.00
<u>A 1621.423</u>	MAINT-BJIL DING COND SURVEY-PROJECT INCIDENTALS	12,500.00	0.00	12,500.00	0.00	0.00	12,500.00
<u>A 1621.429</u>	MAINT-TURF MAINT.	4,350.00	0.00	4,350.00	0.00	2,500.00	1,850.00
<u>A 1621.450</u>	MAINT- FIELD PAINTS	2,300.00	0.00	2,300.00	0.00	0.00	2,300.00
<u>A 1621.450-01</u>	MAINT-BASEBALL INFIELD DIRT	1,600.00	0.00	1,600.00	0.00	0.00	1,600.00

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Account	Description	Budget	Adjustments	Adj. Budget	Expensed	Encumbered	Available
<u>A 1621.450-02</u>	MAINT-TOP DRESSING	3,500.00	12,200.00	15,700.00	0.00	12,200.00	3,500.00
<u>A 1670.450</u>	POSTAGE/PAPER/PC	24,155.00	0.00	24,155.00	107.19	5,000.00	19,047.81
<u>A 1670.490</u>	BOCES-PRINTING/Q-COPY	50,145.00	0.00	50,145.00	0.00	0.00	50,145.00
<u>A 1680.490</u>	BOCES-Central Data Processing	77,500.00	0.00	77,500.00	0.00	0.00	77,500.00
<u>A 1910.400</u>	INSURANCE-DISTRICT LIABILITY	50,745.00	0.00	50,745.00	523.00	0.00	50,222.00
<u>A 1964.400</u>	REFUND-PROPERTY TAXES	1,500.00	0.00	1,500.00	0.00	0.00	1,500.00
<u>A 1981.490</u>	BOCES-ADM CHARGES/CAPITAL EXP	210,000.00	0.00	210,000.00	0.00	0.00	210,000.00
<u>A 2010.150</u>	CURRICULUM DEVELOPMENT- STIPENDS	1,500.00	0.00	1,500.00	0.00	0.00	1,500.00
<u>A 2020.150-01</u>	PRINCIPAL-SALARY PRE-K-12	110,000.00	0.00	110,000.00	6,592.62	0.00	103,407.38
<u>A 2020.160</u>	SECRETARIES-HS/ELEM-SALARY	35,350.00	0.00	35,350.00	2,280.74	0.00	33,069.26
<u>A 2020.160-01</u>	SUB CALLING	1,591.00	0.00	1,591.00	0.00	0.00	1,591.00
<u>A 2020.160-LO-NG</u>	NON-INSTRUCTIONAL-LONGEVITY	1,000.00	0.00	1,000.00	0.00	0.00	1,000.00
<u>A 2020.400</u>	MAIN OFFICE CONTRACTUAL	2,000.00	0.00	2,000.00	95.00	0.00	1,905.00
<u>A 2020.450</u>	MAIN OFFICE SUPPLIES	1,500.00	0.00	1,500.00	290.00	251.72	958.28
<u>A 2020.450-00-1</u>	MAIN OFFICE BRIDGING SUPPLIES	500.00	0.00	500.00	100.50	0.00	399.50
<u>A 2020.450-00-2</u>	MAIN OFFICE AWARDS	300.00	0.00	300.00	0.00	0.00	300.00
<u>A 2020.450-00-3</u>	MAIN OFFICE SUMMER SCHOOL	500.00	0.00	500.00	0.00	0.00	500.00
<u>A 2020.451-02</u>	MAIN OFFICE GRADUATION SUPPLIES	1,500.00	0.00	1,500.00	0.00	0.00	1,500.00
<u>A 2020.490</u>	BOCES-STAFF DEVELOPMENT	9,716.00	0.00	9,716.00	0.00	0.00	9,716.00
<u>A 2060.490</u>	BOCES-Research,Planning & Evaluation	950.00	0.00	950.00	0.00	0.00	950.00
<u>A 2070.490</u>	BOCES-IN SERVICE TRAINING	20,000.00	0.00	20,000.00	0.00	0.00	20,000.00
<u>A 2110.120</u>	SALARIES/K-6	821,331.00	0.00	821,331.00	0.00	0.00	821,331.00
<u>A 2110.120-01</u>	SALARIES-BRIDGING	2,000.00	0.00	2,000.00	0.00	0.00	2,000.00
<u>A 2110.120-02</u>	SALARIES- SUMMER PROGRAM	4,000.00	0.00	4,000.00	0.00	0.00	4,000.00
<u>A 2110.130</u>	SALARIES/7-12	785,041.00	0.00	785,041.00	0.00	0.00	785,041.00
<u>A 2110.130-12</u>	SALARIES-TUTORING	5,000.00	0.00	5,000.00	381.50	0.00	4,618.50
<u>A 2110.130-CS</u>	SALARIES-STEAM SALARY	44,828.00	0.00	44,828.00	0.00	0.00	44,828.00
<u>A 2110.140</u>	SALARIES-SUB TEACHERS	39,250.00	0.00	39,250.00	0.00	0.00	39,250.00
<u>A 2110.160</u>	SALARIES-AIDES	120,400.00	0.00	120,400.00	613.80	0.00	119,786.20
<u>A 2110.160-01</u>	SALARIES-SUB CLERICAL	10,000.00	0.00	10,000.00	0.00	0.00	10,000.00
<u>A 2110.160-CS</u>	Non-Instructional-Community School Aid	15,950.00	0.00	15,950.00	0.00	0.00	15,950.00
<u>A 2110.160-LO-NG</u>	NON-INSTRUCTIONAL-LONGEVITY	2,000.00	0.00	2,000.00	0.00	0.00	2,000.00
<u>A 2110.200</u>	EQUIPMENT-PREK-12 BUILDING	4,500.00	0.00	4,500.00	0.00	0.00	4,500.00

Gilbertsville-Mt. Upton CSD

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Account	Description	Budget	Adjustments	Adj. Budget	Expensed	Encumbered	Available
<u>A 2110.200-06-S</u>	STEM Equipment	500.00	0.00	500.00	0.00	0.00	500.00
<u>A 2110.200-10</u>	EQUIPMENT-HS PE	1,500.00	0.00	1,500.00	0.00	0.00	1,500.00
<u>A 2110.220-08</u>	EQUIPMENT-MUSIC	1,500.00	0.00	1,500.00	0.00	0.00	1,500.00
<u>A 2110.400-08</u>	CONTRACTUAL - ELEM ART	2,500.00	0.00	2,500.00	0.00	0.00	2,500.00
<u>A 2110.400-10</u>	CONTRACTUAL - ELEM MUSIC	10,345.00	0.00	10,345.00	1,910.41	3,226.11	5,208.48
<u>A 2110.400-11</u>	CONTRACTUAL - PREK-12 BLDG.	16,307.00	0.00	16,307.00	716.00	4,889.56	10,701.44
<u>A 2110.400-14</u>	CONTRACTUAL-ELEM PHYS ED	500.00	0.00	500.00	0.00	0.00	500.00
<u>A 2110.401-06-S</u>	STEM - CONTRACTUAL	3,000.00	0.00	3,000.00	0.00	0.00	3,000.00
<u>A 2110.401-07</u>	CONTRACTUAL - HOME & CAREERS	500.00	0.00	500.00	0.00	0.00	500.00
<u>A 2110.401-08</u>	CONTRACTUAL - HS MUSIC/BAND	5,500.00	0.00	5,500.00	465.00	1,000.00	4,035.00
<u>A 2110.401-09</u>	CONTRACTUAL - HS TECHNOLOGY	1,900.00	0.00	1,900.00	0.00	500.00	1,400.00
<u>A 2110.401-12</u>	CONTRACTUAL - HS SCIENCE	850.00	0.00	850.00	0.00	0.00	850.00
<u>A 2110.450</u>	SUPPLIES-K	750.00	0.00	750.00	0.00	706.11	43.89
<u>A 2110.450-01</u>	SUPPLIES-1ST GRADE	750.00	0.00	750.00	0.00	585.32	164.68
<u>A 2110.450-02</u>	SUPPLIES-2ND GRADE	1,250.00	35.00	1,285.00	0.00	1,281.61	3.39
<u>A 2110.450-03</u>	SUPPLIES-3RD GRADE	750.00	1,815.00	2,565.00	0.00	2,334.85	230.15
<u>A 2110.450-04</u>	SUPPLIES-4TH GRADE	500.00	2,240.00	2,740.00	2,263.67	469.84	6.49
<u>A 2110.450-05</u>	SUPPLIES-5TH GRADE	500.00	10.00	510.00	0.00	509.14	0.86
<u>A 2110.450-06</u>	SUPPLIES-6TH GRADE	1,050.00	1,360.00	2,410.00	189.00	2,201.43	19.57
<u>A 2110.450-08</u>	SUPPLIES-ELEM ART	500.00	1,775.00	2,275.00	18.99	2,250.88	5.13
<u>A 2110.450-09</u>	SUPPLIES-ELEM PE	1,150.00	0.00	1,150.00	537.18	0.00	612.82
<u>A 2110.450-1</u>	SUPPLIES-PREK-12 BLD	1,525.00	0.00	1,525.00	0.00	0.00	1,525.00
<u>A 2110.450-10</u>	SUPPLIES-ELEM MUSIC	500.00	1,135.00	1,635.00	677.50	955.98	1.52
<u>A 2110.450-14</u>	SUPPLIES-ELEM COMPUTER LAB	100.00	0.00	100.00	0.00	0.00	100.00
<u>A 2110.450-19</u>	SUPPLIES-ELEM AGENDAS	1,000.00	0.00	1,000.00	0.00	0.00	1,000.00
<u>A 2110.450-20</u>	SUPPLIES-PRE-K	550.00	1,109.52	1,659.52	0.00	1,595.89	63.63
<u>A 2110.450-21</u>	READING	500.00	250.00	750.00	0.00	746.34	3.66
<u>A 2110.451</u>	SUPPLIES- HS ENGLISH	450.00	50.00	500.00	0.00	497.79	2.21
<u>A 2110.451-01</u>	SUPPLIES- HS MATH	750.00	0.00	750.00	10.54	533.74	205.72
<u>A 2110.451-02</u>	SUPPLIES- HS SOCIAL STUDIES	100.00	30.00	130.00	0.00	125.04	4.96
<u>A 2110.451-03</u>	SUPPLIES- HS SCIENCE	2,500.00	65.00	2,565.00	114.86	2,399.21	50.93
<u>A 2110.451-04</u>	SUPPLIES - HS ART	650.00	0.00	650.00	0.00	436.98	213.02
<u>A 2110.451-05</u>	SUPPLIES - H.S. TECHNOLOGY	2,850.00	440.00	3,290.00	406.65	2,881.92	1.43

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<u>A 2110.451-06</u>	SUPPLIES - H.S. BUSINESS	100.00	0.00	100.00	0.00	0.00	100.00
<u>A 2110.451-06-S</u>	STEM SUPPLIES	1,500.00	0.00	1,500.00	0.00	0.00	1,500.00
<u>A 2110.451-08</u>	SUPPLIES - HS MUSIC	1,500.00	1,695.00	3,195.00	761.88	2,430.42	2.70
<u>A 2110.451-09</u>	SUPPLIES- HS LANGUAGE	100.00	125.00	225.00	0.00	224.97	0.03
<u>A 2110.451-10</u>	SUPPLIES - HS PHYS ED.	1,000.00	265.00	1,265.00	13.95	1,243.68	7.37
<u>A 2110.451-16</u>	SUPPLIES-H.S. HEALTH	350.00	0.00	350.00	9.90	234.19	105.91
<u>A 2110.471</u>	Tuition - Paid to Other Districts	16,000.00	0.00	16,000.00	0.00	0.00	16,000.00
<u>A 2110.480-1</u>	TEXTBOOKS-DISTRICT WIDE	19,500.00	2,668.50	22,168.50	35.00	5,674.63	16,458.87
<u>A 2110.490</u>	BOCES/REGULAR SCHOOL	191,500.00	0.00	191,500.00	0.00	0.00	191,500.00
<u>A 2250.150</u>	SPEC ED-SALARIES	424,382.00	0.00	424,382.00	0.00	0.00	424,382.00
<u>A 2250.160</u>	SPEC ED-SALARIES	221,300.00	0.00	221,300.00	0.00	0.00	221,300.00
<u>A 2250.400</u>	SPECIAL ED - CONTRACTUAL	6,000.00	0.00	6,000.00	0.00	250.00	5,750.00
<u>A 2250.400-05</u>	SPEC ED-TUITION	340,000.00	0.00	340,000.00	0.00	0.00	340,000.00
<u>A 2250.450</u>	SPEC ED-SUPPLIES ELEMENTARY	0.00	1,675.00	1,675.00	0.00	1,673.61	1.39
<u>A 2250.450-05</u>	SPEC ED-CSE SUPPLIES	2,500.00	3,450.00	5,950.00	223.22	5,726.70	0.08
<u>A 2250.490</u>	BOCES-SPECIAL EDUCATION	567,489.00	0.00	567,489.00	0.00	0.00	567,489.00
<u>A 2280.490</u>	BOCES-OC ED	223,500.00	0.00	223,500.00	0.00	0.00	223,500.00
<u>A 2610.150</u>	LIBRARIAN-SALARY	64,948.00	0.00	64,948.00	0.00	0.00	64,948.00
<u>A 2610.160</u>	LIBRARY AIDES-SALARIES	15,600.00	0.00	15,600.00	0.00	0.00	15,600.00
<u>A 2610.450</u>	LIBRARY-SUPPLIES	500.00	0.00	500.00	0.00	100.70	399.30
<u>A 2610.460</u>	LIBRARY-BOOKS/PERIODICALS	9,000.00	0.00	9,000.00	0.00	8,213.65	786.35
<u>A 2610.490</u>	BOCES-MEDIA SERVICES	48,000.00	0.00	48,000.00	0.00	0.00	48,000.00
<u>A 2630.150-01</u>	COMPUTER-HS/STIPEND	69,050.00	0.00	69,050.00	5,324.08	0.00	63,725.92
<u>A 2630.160-01</u>	COMPUTER LAB SUMMER WORK	4,500.00	0.00	4,500.00	0.00	0.00	4,500.00
<u>A 2630.220</u>	COMPUTER HARDWARE K-12	10,000.00	0.00	10,000.00	0.00	0.00	10,000.00
<u>A 2630.400</u>	COMPUTER-CONTRACTUAL	6,400.00	0.00	6,400.00	0.00	0.00	6,400.00
<u>A 2630.450</u>	COMPUTER-SUPPLIES	2,900.00	0.00	2,900.00	0.00	0.00	2,900.00
<u>A 2630.460</u>	COMPUTER-SOFTWARE K-12	24,058.00	0.00	24,058.00	0.00	0.00	24,058.00
<u>A 2630.490</u>	BOCES - COMPUTER SERVICES	60,500.00	0.00	60,500.00	0.00	0.00	60,500.00
<u>A 2810.150</u>	GUIDANCE-SALARY	41,468.00	0.00	41,468.00	0.00	0.00	41,468.00
<u>A 2810.150-CS</u>	GUIDANCE SALARY CS	40,930.00	0.00	40,930.00	0.00	0.00	40,930.00
<u>A 2810.400-01</u>	GUIDANCE CONTRACTUAL/HS	1,500.00	0.00	1,500.00	0.00	0.00	1,500.00
<u>A 2810.400-02</u>	GUIDANCE-CONTRACTUAL/ES	350.00	0.00	350.00	0.00	0.00	350.00

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<u>A 2810.450</u>	GUIDANCE-SUPPLIES/ES	600.00	0.00	600.00	0.00	452.74	147.26
<u>A 2810.450-01</u>	GUIDANCE-SUPPLIES/HS	350.00	0.00	350.00	0.00	167.59	182.41
<u>A 2815.160</u>	HEALTH OFFICE-SALARIES	53,561.00	0.00	53,561.00	0.00	0.00	53,561.00
<u>A 2815.400</u>	HEALTH OFFICE-CONTRACTUAL	7,028.00	0.00	7,028.00	0.00	0.00	7,028.00
<u>A 2815.450</u>	HEALTH OFFICE-SUPPLIES	2,550.00	0.00	2,550.00	21.08	1,203.61	1,325.31
<u>A 2816.450</u>	SCREENING-K	215.00	0.00	215.00	0.00	0.00	215.00
<u>A 2820.490</u>	BOCES - PSYCHOLOGIST	25,650.00	0.00	25,650.00	0.00	0.00	25,650.00
<u>A 2850.150</u>	MARCHING BAND	2,819.00	0.00	2,819.00	0.00	0.00	2,819.00
<u>A 2850.150-01</u>	EXTRA CHORAL	1,233.00	0.00	1,233.00	0.00	0.00	1,233.00
<u>A 2850.150-02</u>	COLOR GUARD	1,165.00	0.00	1,165.00	0.00	0.00	1,165.00
<u>A 2850.150-03</u>	HS STUDENT COUCIL	1,370.00	0.00	1,370.00	0.00	0.00	1,370.00
<u>A 2850.150-03-1</u>	ES STUDENT COUNCIL	660.00	0.00	660.00	0.00	0.00	660.00
<u>A 2850.150-04</u>	YEARBOOK	1,508.00	0.00	1,508.00	0.00	0.00	1,508.00
<u>A 2850.150-05</u>	DRAMA DIRECTOR	1,165.00	0.00	1,165.00	0.00	0.00	1,165.00
<u>A 2850.150-05-1</u>	ASST. DIRECTOR/COREOGRAPHER	676.00	0.00	676.00	0.00	0.00	676.00
<u>A 2850.150-05-2</u>	PIT AND DIRECTOR	676.00	0.00	676.00	0.00	0.00	676.00
<u>A 2850.150-06</u>	MUSICAL DIRECTOR	3,762.00	0.00	3,762.00	0.00	0.00	3,762.00
<u>A 2850.150-08</u>	SAFETY PATROL	547.00	0.00	547.00	0.00	0.00	547.00
<u>A 2850.150-09</u>	CHEERLEADING-V/JV	1,508.00	0.00	1,508.00	0.00	0.00	1,508.00
<u>A 2850.150-10</u>	HONOR SOCIETY	847.00	0.00	847.00	0.00	0.00	847.00
<u>A 2850.150-12</u>	SADD	547.00	0.00	547.00	0.00	0.00	547.00
<u>A 2850.150-13</u>	7TH GRADE	344.00	0.00	344.00	0.00	0.00	344.00
<u>A 2850.150-14</u>	8TH GRADE	410.00	0.00	410.00	0.00	0.00	410.00
<u>A 2850.150-15</u>	9TH GRADE	479.00	0.00	479.00	0.00	0.00	479.00
<u>A 2850.150-16</u>	10TH GRADE	1,647.00	0.00	1,647.00	0.00	0.00	1,647.00
<u>A 2850.150-17</u>	11TH GRADE	1,917.00	0.00	1,917.00	0.00	0.00	1,917.00
<u>A 2850.150-18</u>	12TH GRADE	2,189.00	0.00	2,189.00	0.00	0.00	2,189.00
<u>A 2850.150-19</u>	NATIONAL JHS	547.00	0.00	547.00	0.00	0.00	547.00
<u>A 2850.150-20</u>	MS STUDENT COUNCIL	731.00	0.00	731.00	0.00	0.00	731.00
<u>A 2850.150-21</u>	JAZZ BAND	1,418.00	0.00	1,418.00	0.00	0.00	1,418.00
<u>A 2850.150-23</u>	LANGUAGE CLUB	531.00	0.00	531.00	0.00	0.00	531.00
<u>A 2850.150-24</u>	MOCK TRIAL	847.00	0.00	847.00	0.00	0.00	847.00
<u>A 2850.150-26</u>	SKI CLUB	499.00	0.00	499.00	0.00	0.00	499.00

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<u>A 2850.150-27</u>	GAY/STRAIGHT ALLIANCE	547.00	0.00	547.00	0.00	0.00	547.00
<u>A 2850.150-28</u>	Women for Change	547.00	0.00	547.00	0.00	0.00	547.00
<u>A 2850.150-29</u>	THEATER ADVISOR	547.00	0.00	547.00	0.00	0.00	547.00
<u>A 2850.160-00</u>	STUDENT ACCT TREAS STIPEND	1,250.00	0.00	1,250.00	96.16	0.00	1,153.84
<u>A 2855.150</u>	SOCCER/VARSITY-1/2 EACH	8,050.00	0.00	8,050.00	0.00	0.00	8,050.00
<u>A 2855.150-02</u>	SOCCER/MODIFIED-1/2 EACH	3,866.00	0.00	3,866.00	0.00	0.00	3,866.00
<u>A 2855.150-03</u>	BASKETBALL/VARSITY-1/2 EACH	10,050.00	0.00	10,050.00	0.00	0.00	10,050.00
<u>A 2855.150-04</u>	BASKETBALL/JV-1/2 EACH	7,668.00	0.00	7,668.00	0.00	0.00	7,668.00
<u>A 2855.150-05</u>	BASKETBALL/MODIFIED-1/2 EACH	5,480.00	0.00	5,480.00	0.00	0.00	5,480.00
<u>A 2855.150-07</u>	BASEBALL/SOFTBALL-VSTY-1/2 EACH	7,598.00	0.00	7,598.00	0.00	0.00	7,598.00
<u>A 2855.150-08</u>	BASEBALL/SOFTBALL-MOD 1/2 EACH	3,866.00	0.00	3,866.00	0.00	0.00	3,866.00
<u>A 2855.150-10</u>	ATHLETIC DIRECTOR	5,171.00	0.00	5,171.00	0.00	0.00	5,171.00
<u>A 2855.150-11</u>	CHAPERONES	3,500.00	0.00	3,500.00	0.00	0.00	3,500.00
<u>A 2855.150-15</u>	MOD TRACK/ASST VARSITY	1,822.00	0.00	1,822.00	0.00	0.00	1,822.00
<u>A 2855.150-16</u>	VARSITY TRACK	3,799.00	0.00	3,799.00	0.00	0.00	3,799.00
<u>A 2855.150-17</u>	TIMERS	1,000.00	0.00	1,000.00	0.00	0.00	1,000.00
<u>A 2855.150-18</u>	Cross Country	4,025.00	0.00	4,025.00	0.00	0.00	4,025.00
<u>A 2855.200</u>	ATHLETIC-EQUIPMENT	5,500.00	0.00	5,500.00	0.00	0.00	5,500.00
<u>A 2855.400</u>	OFFICIALS/CONTRACTUAL	20,250.00	0.00	20,250.00	1,810.00	0.00	18,440.00
<u>A 2855.450</u>	ATHLETIC-SUPPLIES	10,500.00	0.00	10,500.00	0.00	378.00	10,122.00
<u>A 2855.490</u>	BOCES-SPORTS COORD	4,000.00	0.00	4,000.00	0.00	0.00	4,000.00
<u>A 5510.160</u>	TRANS-SALARIES	280,235.00	0.00	280,235.00	5,312.09	0.00	274,922.91
<u>A 5510.160-01</u>	TRANS-OFFICE SALARIES	11,150.00	0.00	11,150.00	837.78	0.00	10,312.22
<u>A 5510.160-22</u>	TRANS-EXTRA RUNS	14,000.00	0.00	14,000.00	68.84	0.00	13,931.16
<u>A 5510.160-23</u>	TRANS-SUB RUNS	17,500.00	0.00	17,500.00	0.00	0.00	17,500.00
<u>A 5510.160-24</u>	TRANS-SUMMER RUNS	8,320.00	0.00	8,320.00	0.00	0.00	8,320.00
<u>A 5510.160-LO-NG</u>	NON-INSTRUCTIONAL-LONGEVITY	2,800.00	0.00	2,800.00	0.00	0.00	2,800.00
<u>A 5510.400</u>	TRANS-INSURANCE	13,500.00	0.00	13,500.00	0.00	0.00	13,500.00
<u>A 5510.400-01</u>	TRANS-CONF./WKSHOPS/DUES	1,500.00	0.00	1,500.00	309.00	0.00	1,191.00
<u>A 5510.400-02</u>	TRANS-MILEAGE	500.00	0.00	500.00	0.00	0.00	500.00
<u>A 5510.400-03</u>	TRANS-PAINT/BODY REPAIRS	4,000.00	0.00	4,000.00	0.00	1,000.00	3,000.00
<u>A 5510.400-04</u>	TRANS-ROUTING SOFTWARE	2,500.00	0.00	2,500.00	2,500.00	0.00	0.00
<u>A 5510.400-05</u>	TRANS-FIRE EXTINGUISHERS	625.00	0.00	625.00	0.00	0.00	625.00

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<u>A 5510.400-06</u>	TRANS-DRIVER PHYSICALS	3,500.00	0.00	3,500.00	0.00	2,900.00	600.00
<u>A 5510.400-07</u>	TRANS-COPIER CHARGES	1,366.00	0.00	1,366.00	0.00	0.00	1,366.00
<u>A 5510.400-08</u>	TRANS-PHONE (NOT REPAIRS)	1,000.00	0.00	1,000.00	0.00	0.00	1,000.00
<u>A 5510.400-09</u>	TRANS-CONTRACTUAL	1,000.00	1,000.00	2,000.00	0.00	1,505.00	495.00
<u>A 5510.400-10</u>	TRANS-FINGERPRINTING/HEP.B SHOTS	500.00	0.00	500.00	0.00	0.00	500.00
<u>A 5510.450</u>	TRANS-DIESEL	55,000.00	0.00	55,000.00	0.00	55,000.00	0.00
<u>A 5510.450-01</u>	TRANS-RIMS/TIRES	4,000.00	0.00	4,000.00	0.00	800.00	3,200.00
<u>A 5510.450-02</u>	TRANS-OIL & GREASE	2,400.00	0.00	2,400.00	0.00	500.00	1,900.00
<u>A 5510.450-03</u>	TRANS-OFFICE SUPPLIES	500.00	0.00	500.00	0.00	0.00	500.00
<u>A 5510.450-04</u>	TRANS-CLEANING SUPPLIES	500.00	0.00	500.00	0.00	0.00	500.00
<u>A 5510.450-05</u>	TRANS-POSTAGE	250.00	0.00	250.00	0.00	0.00	250.00
<u>A 5510.450-06</u>	TRANS-JACKETS	700.00	0.00	700.00	0.00	0.00	700.00
<u>A 5510.450-07</u>	TRANS-UNLEADED GASOLINE	25,000.00	0.00	25,000.00	0.00	25,000.00	0.00
<u>A 5510.450-08</u>	TRANS-PROPANE	6,000.00	0.00	6,000.00	0.00	6,000.00	0.00
<u>A 5510.490</u>	BOCES-TRAINING/TESTING/TOWERS	4,500.00	0.00	4,500.00	0.00	0.00	4,500.00
<u>A 5530.160</u>	MECHANIC/BUS DRIVER-SALARY	46,012.00	0.00	46,012.00	3,551.46	0.00	42,460.54
<u>A 5530.160-01</u>	CLEANER/BUS GARAGE-SALARY	41,060.00	0.00	41,060.00	2,968.18	0.00	38,091.82
<u>A 5530.200</u>	GARAGE-TRANS. EQP'T. SMALL TOOLS	2,000.00	0.00	2,000.00	0.00	0.00	2,000.00
<u>A 5530.200-01</u>	MAINT EQUIP	2,500.00	0.00	2,500.00	0.00	0.00	2,500.00
<u>A 5530.400</u>	GARAGE-ELECTRIC	30,000.00	0.00	30,000.00	0.00	25,000.00	5,000.00
<u>A 5530.400-01</u>	GARAGE-INSURANCE, PROP & LIAB.	7,500.00	0.00	7,500.00	0.00	0.00	7,500.00
<u>A 5530.400-02</u>	GARAGE-SEALANT/PAVING	10,000.00	10,000.00	20,000.00	0.00	10,000.00	10,000.00
<u>A 5530.400-03</u>	GARAGE-HARDWARE REPAIR	1,000.00	0.00	1,000.00	0.00	0.00	1,000.00
<u>A 5530.400-04</u>	GARAGE-GARBAGE REMOVAL/MOSA	4,000.00	0.00	4,000.00	215.08	2,365.92	1,419.00
<u>A 5530.400-05</u>	GARAGE-SNOW REMOVAL/ICE MELT	15,000.00	0.00	15,000.00	0.00	0.00	15,000.00
<u>A 5530.400-06</u>	GARAGE - UNIFORMS	1,000.00	0.00	1,000.00	0.00	0.00	1,000.00
<u>A 5530.400-07</u>	GARAGE - HEAT	5,000.00	0.00	5,000.00	0.00	0.00	5,000.00
<u>A 5530.400-09</u>	GARAGE - HVAC	2,000.00	0.00	2,000.00	0.00	0.00	2,000.00
<u>A 5530.400-10</u>	GARAGE - RUGS/MOPS	1,000.00	0.00	1,000.00	0.00	0.00	1,000.00
<u>A 5530.400-11</u>	GARAGE - WATER SYSTEM MAINT.	500.00	4,150.00	4,650.00	81.14	4,568.86	0.00
<u>A 5530.400-12</u>	BUS WASH DISCHARGE	2,500.00	0.00	2,500.00	0.00	0.00	2,500.00
<u>A 5530.400-13</u>	GARAGE - PHONE REPAIRS	500.00	0.00	500.00	0.00	0.00	500.00
<u>A 5530.400-14</u>	GARAGE-LIFT INSPECTION	400.00	0.00	400.00	0.00	0.00	400.00

Gilbertsville-Mt. Upton CSD

Appropriation Status Detail Report By Function From 7/1/2022 To 7/31/2022



Account	Description	Budget	Adjustments	Adj. Budget	Expensed	Encumbered	Available
<u>A 5530.400-16</u>	GARAGE-GARAGE DOOR MAINT.	1,000.00	0.00	1,000.00	0.00	0.00	1,000.00
<u>A 5530.450</u>	GARAGE-PARTS	23,124.00	0.00	23,124.00	760.79	12,339.21	10,024.00
<u>A 5530.450-01</u>	GARAGE-PARTS(EXTRA)	4,500.00	0.00	4,500.00	0.00	0.00	4,500.00
<u>A 5530.450-02</u>	GARAGE-MAINT SUPPLIES	11,000.00	0.00	11,000.00	100.00	8,700.00	2,200.00
<u>A 5530.450-03</u>	GARAGE-TRANS. SUPPLIES	400.00	185.00	585.00	8.93	575.68	0.39
<u>A 7140.400</u>	SUMMER RECREATION PROGRAM	1,000.00	0.00	1,000.00	0.00	0.00	1,000.00
<u>A 9010.800</u>	EMPLOYEES RETIREMENT	179,770.00	0.00	179,770.00	0.00	0.00	179,770.00
<u>A 9020.800</u>	TEACHERS RETIREMENT	283,880.00	0.00	283,880.00	0.00	0.00	283,880.00
<u>A 9030.800</u>	FICA/MEDICARE-EMPLOYER	320,000.00	0.00	320,000.00	6,282.05	0.00	313,717.95
<u>A 9040.800</u>	WORKERS COMPENSATION	35,200.00	0.00	35,200.00	34,630.00	0.00	570.00
<u>A 9050.800</u>	UNEMPLOYMENT BENEFITS	15,000.00	0.00	15,000.00	0.00	0.00	15,000.00
<u>A 9060.800</u>	HEALTH INSURANCE	1,600,850.00	-21,900.00	1,578,950.00	250,810.57	1,145,994.96	182,144.47
<u>A 9070.800</u>	DENTAL INSURANCE	41,429.00	0.00	41,429.00	11,014.56	29,654.28	760.16
<u>A 9731.600</u>	BONDS - SCHOOL CONSTRUCTION- PRINCIPAL	810,000.00	0.00	810,000.00	0.00	810,000.00	0.00
<u>A 9731.700</u>	BONDS-SCHOOL CONSTRUCTION- INTEREST	195,300.00	0.00	195,300.00	0.00	195,300.00	0.00
<u>A 9770.700</u>	REVENUE ANTICIPATION NOTE (RAN)- INTEREST	5,500.00	0.00	5,500.00	0.00	0.00	5,500.00
<u>A 9901..01</u>	INTERFUND TRANSFER TO SLF	50,000.00	0.00	50,000.00	0.00	0.00	50,000.00
<u>A 9950.1</u>	TRANSFER-CAPITAL OUTLAY	100,000.00	0.00	100,000.00	0.00	0.00	100,000.00
Fund ATotals:		10,695,500.00	36,472.26	10,731,972.26	396,805.36	2,602,834.56	7,732,332.34
<u>C 2860.160</u>	SALARIES	155,850.00	0.00	155,850.00	4,936.16	0.00	150,913.84
<u>C 2860.160-LO-NG</u>	NON-INSTRUCTIONAL-LONGEVITY	675.00	0.00	675.00	0.00	0.00	675.00
<u>C 2860.200</u>	EQUIPMENT	5,000.00	0.00	5,000.00	0.00	3,500.00	1,500.00
<u>C 2860.409</u>	CONTRACTUAL	4,000.00	0.00	4,000.00	0.00	300.00	3,700.00
<u>C 2860.410</u>	FOOD PURCHASES	96,040.00	3,710.00	99,750.00	0.00	99,750.00	0.00
<u>C 2860.410-1</u>	SURPLUS FOOD	15,000.00	0.00	15,000.00	0.00	0.00	15,000.00
<u>C 2860.450</u>	SUPPLIES	10,000.00	0.00	10,000.00	0.00	6,500.00	3,500.00
<u>C 2860.490</u>	BOCES MAINT AGREEMENT	4,250.00	0.00	4,250.00	0.00	0.00	4,250.00
<u>C 9030.800</u>	SOCIAL SECURITY	8,500.00	0.00	8,500.00	377.62	0.00	8,122.38
<u>C 9060.800</u>	HEALTH & DENTAL INSURANCE	46,185.00	-3,710.00	42,475.00	0.00	0.00	42,475.00
Fund CTotals:		345,500.00	0.00	345,500.00	5,313.78	110,050.00	230,136.22

Gilbertsville-Mt. Upton CSD



Appropriation Status Detail Report By Function From 7/1/2022 To 7/31/2022

Account	Description	Budget	Adjustments	Adj. Budget	Expensed	Encumbered	Available
<u>F 1423.150</u>	2022-23 Title IIA - Instructional Salaries	14,356.00	0.00	14,356.00	0.00	0.00	14,356.00
<u>F 1623.150</u>	2022-23 Title IV - Instructional Salaries	10,000.00	0.00	10,000.00	0.00	0.00	10,000.00
<u>F 2110.160-CR-RSA</u>	2020-2023 - Non-Instructional Salaries	60,483.60	0.00	60,483.60	4,561.48	0.00	55,922.12
<u>F 2110.200-CR-RSA</u>	2020-2023 - Equipment - CRRSA	30,458.20	14,876.30	45,334.50	0.00	14,876.30	30,458.20
<u>F 2110.300-CR-RSA</u>	2020-2023 Remodeling - CRRSA	4,028.00	0.00	4,028.00	0.00	0.00	4,028.00
<u>F 2111.150-ES-SER</u>	2020-24 - Instructional Salaries - ESSER	247,129.75	0.00	247,129.75	5,786.08	0.00	241,343.67
<u>F 2111.160-ES-SER</u>	2020-24 - Non-Instructional Salaries - ESSER	30,081.30	0.00	30,081.30	0.00	0.00	30,081.30
<u>F 2111.200-ES-SER</u>	2020-24 - Equipment - ESSER	265,969.23	12,000.00	277,969.23	0.00	12,000.00	265,969.23
<u>F 2111.400-ES-SER</u>	2020-24 - Purchased Services - ESSER	0.00	18,000.00	18,000.00	1,200.00	16,800.00	0.00
<u>F 2111.450-ES-SER</u>	2020-24 - Supplies & Materials ESSER	65,601.21	0.00	65,601.21	0.00	0.00	65,601.21
<u>F 2111.800-ES-SER</u>	2020-24 Employee Benefits	68,972.00	0.00	68,972.00	0.00	0.00	68,972.00
<u>F 2112.150-LL</u>	2020-24 - Instructional Salaries - LLoss	231,622.37	0.00	231,622.37	0.00	0.00	231,622.37
<u>F 2112.160-LL</u>	2020-24 - Non-Instructional Salaries - LLoss	30,950.51	0.00	30,950.51	0.00	0.00	30,950.51
<u>F 2112.450-LL</u>	2020-24 Supplies and Materials - LLoss	4,475.88	0.00	4,475.88	0.00	897.84	3,578.04
<u>F 2113.150-AS</u>	2020-24 - Instructional Salaries - After School	19,448.49	0.00	19,448.49	852.98	0.00	18,595.51
<u>F 2113.160-AS</u>	2020-24 - Non-Instructional - After School	19,869.45	0.00	19,869.45	0.00	0.00	19,869.45
<u>F 2113.450-AS</u>	2020-24 - Supplies & Materials - After School	15,807.40	44,192.60	60,000.00	285.00	45,167.60	14,547.40
<u>F 2114.150-SE</u>	2020-24 - Instructional Salaries - Sum Enr	23,971.07	0.00	23,971.07	162.60	0.00	23,808.47
<u>F 2114.160-SE</u>	2020-24 - Non-Instructional Salaries - Sum Enr	37,588.97	0.00	37,588.97	0.00	0.00	37,588.97
<u>F 2114.450-SE</u>	2020-24 - Supplies and Materials - Sum Enr	21,521.12	0.00	21,521.12	2,078.35	460.39	18,982.38
<u>F 2122.150</u>	21-22 Title I - Instructional Salaries	4,910.41	0.00	4,910.41	26.31	0.00	4,884.10
<u>F 2122.160</u>	21-22 Title I - Non Instructional Salaries	4,081.25	0.00	4,081.25	0.00	0.00	4,081.25
<u>F 2122.450</u>	21-22 Title I - Materials and Supplies	398.67	0.00	398.67	0.00	0.00	398.67
<u>F 2123.150</u>	2022-23 Title I - Instructional Salaries	78,905.00	0.00	78,905.00	0.00	0.00	78,905.00
<u>F 2123.160</u>	2022-23 Title I - Non-Instructional Salaries	3,171.00	0.00	3,171.00	0.00	0.00	3,171.00
<u>F 2123.400</u>	2022-23 Title I - Purchased Services	36,000.00	0.00	36,000.00	0.00	0.00	36,000.00
<u>F 2123.450</u>	2022-23 Title I - Supplies and Materials	500.00	0.00	500.00	0.00	0.00	500.00
<u>F 2510.450-22</u>	2021-22 UPK - Supplies and Materials	0.00	14,530.77	14,530.77	0.00	14,530.77	0.00
<u>F 2510.450-23</u>	2022-23 UPK - Supplies and Materials	0.00	0.00	0.00	1,477.50	23,444.21	-24,921.71
<u>F 2822.160</u>	2021-22 ELC - Non-Instructional Salaries	0.00	0.00	0.00	136.00	0.00	-136.00
<u>F 3222.150</u>	21-22 IDEA, Section 611 - Instructional Salaries	0.00	0.00	0.00	0.00	0.00	0.00
<u>F 3223.150</u>	2022-23 IDEA, Section 611 Instructional Salaries	67,991.00	0.00	67,991.00	538.46	0.00	67,452.54
<u>F 3223.160</u>	2022-23 IDEA Section 611 - Non Instructional	38,083.00	0.00	38,083.00	3,013.14	0.00	35,069.86

Gilbertsville-Mt. Upton CSD


Appropriation Status Detail Report By Function From 7/1/2022 To 7/31/2022



Account	Description	Budget	Adjustments	Adj. Budget	Expensed	Encumbered	Available
	Salaries						
<u>F 3323.450</u>	2022-23 IDEA Section 619 - Supplies and Materials	362.00	0.00	362.00	0.00	0.00	362.00
<u>F 8422.160</u>	21-22 REAP - Non-Instructional Salaries	5,253.74	0.00	5,253.74	0.00	0.00	5,253.74
<u>F 8423.160</u>	2022-23 REAP - Non-Instructional	22,359.00	0.00	22,359.00	0.00	0.00	22,359.00
	Fund FTotals:	1,464,349.62	103,599.67	1,567,949.29	20,117.90	128,177.11	1,419,654.28
<u>H 5510.200</u>	BUS PAYMENTS	0.00	266,196.44	266,196.44	0.00	266,196.44	0.00
	Fund HTotals:	0.00	266,196.44	266,196.44	0.00	266,196.44	0.00
	Grand Totals:	12,505,349.62	406,268.37	12,911,617.99	422,237.04	3,107,258.11	9,382,122.84

GILBERTSVILLE-MOUNT UPTON CENTRAL SCHOOL STUDENT ACCOUNTS

07/01/2022 through 07/31/2022

ACTIVITY	ADVISOR	TREASURER	BEGINNING BALANCE	PAYMENTS	DEPOSITS	ENDING BALANCE
Class of 2023 (Seniors)	Kristy Carey		\$5,418.46			\$ 5,418.46
Class of 2024 (Juniors)	Shania Speenburgh		\$4,082.95			\$ 4,082.95
Class of 2025 (Sophomores)	Lisa Ruland		\$1,231.96			\$ 1,231.96
Class of 2026 (Freshman)	Larisa Waghorn/Tracy Kokell		\$1,933.00			\$ 1,933.00
Class of 2027 (8th Grade)	Raquel Noton		\$2,784.57			\$ 2,784.57
Class of 2028 (7th Grade)						
Theatre Club (Drama)	Jackie Turnbull		\$4,524.46			\$ 4,524.46
7-8 Student Council	Katie Woods		\$2,805.44		\$ 122.25	\$ 2,927.69
9-12 Student Council	Shania Speenburgh		\$1,054.28			\$ 1,054.28
Elementary Student Council	Alicia Cummings		\$3,526.29			\$ 3,526.29
Language Club			\$448.74			\$ 448.74
Band Fund	William Gilchrest		\$11,436.79			\$ 11,436.79
Chorus Fund	Anne Monaco		\$2,230.39			\$ 2,230.39
National Honor Society			\$1,746.74			\$ 1,746.74
SADD	Katie Izzo		\$3,752.31			\$ 3,752.31
Safety Patrol Special	Shari Bennett		\$0			\$ -
Safety Patrol	Shari Bennett		\$2,758.11			\$ 2,758.11
Women For A Change	Sami Carrabba/Jackie Turnbull		\$752.81			\$ 752.81
Yearbook			\$10,507.43		\$ 0.53	\$ 10,507.96
Acceptance Alliance (GSA)	Ashley Hughes/Lisa Ruland		\$0			\$ -
Leadership Club (NJHS)						
DUE TO OTHER FUNDS						
Cheerleaders	Cheerleaders		\$253.13			\$ 253.13
SALES TAX	SALES TAX		\$471.66			\$471.66
		TOTALS	\$61,719.52	\$ -	\$ 122.78	\$ 61,842.30
SUBMITTED BY _____		REVIEWED BY: 				

Gilbertsville-Mount Upton Central School District
Community Bank and JP Morgan Chase Bank Accounts
Monthly Treasurer's Report
July 1, 2022 through July 31, 2022

Cash Activity	General Community Interest	Cafeteria Community Interest	T & A Community Interest	Payroll Community Interest	Federal Community Interest	Student Community Interest	General MMA Chase Interest	Capital Res Chase Interest	Debt Res Chase Interest	EBALR Res Chase Interest	ERS Res Chase Interest	Unemploy- ment-Chase Interest	Liability Res Chase Interest	Capi.Savings/Ckg Chase Interest
<u>Beginning Bal.</u>	\$ 156,043.51	\$ 55,733.08	\$ 33,926.36	\$ 618.39	\$ 31,152.13	\$ 61,719.52	\$ 911,834.19	\$ 1,954,896.35	\$ 219,036.54	\$ 652,940.79	\$ 677,444.24	\$ 220,655.61	\$ 211,580.75	\$ 270,457.37
<u>Cash Receipts</u>	\$ 792,077.80	\$ 50,131.72	\$ 99,768.37	\$ 70,153.32	\$ 220,359.81	\$ 122.78	\$ 277,733.60	\$ 746.61	\$ 107.72	\$ 249.37	\$ 258.73	\$ 84.27	\$ 80.81	\$ 103.29
<u>Other Adjust.</u>														
<u>TOTAL BEG BAL & CR</u>	\$ 948,121.31	\$ 105,864.80	\$ 133,694.73	\$ 70,771.71	\$ 251,511.94	\$ 61,842.30	\$ 1,189,567.79	\$ 1,955,642.96	\$ 219,144.26	\$ 653,190.16	\$ 677,702.97	\$ 220,739.88	\$ 211,661.56	\$ 270,560.66
<u>Cash Disburse.</u>	\$ 690,413.47	\$ 5,313.78	\$ 99,507.04	\$ 70,153.23	\$ 200,518.90		\$ 600,000.00							\$ 24.06
<u>Other Adjust.</u>														
<u>TOTAL CD & ADJ</u>	\$ 690,413.47	\$ 5,313.78	\$ 99,507.04	\$ 70,153.23	\$ 200,518.90	\$ -	\$ 600,000.00	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ 24.06
<u>Cash Balance End of Month</u>	\$ 257,707.84	\$ 100,551.02	\$ 34,187.69	\$ 618.48	\$ 50,993.04	\$ 61,842.30	\$ 589,567.79	\$ 1,955,642.96	\$ 219,144.26	\$ 653,190.16	\$ 677,702.97	\$ 220,739.88	\$ 211,661.56	\$ 270,536.60

Reconciliation W/Bank Records	General Community	Cafeteria Community	T & A Community	Payroll Community	Federal Community	Student Community	General MMA Chase	Capital Res Chase	Debt Res Chase	EBALR Chase	ERS Res Chase	Unemploy- ment-Chase	Liability Res Chase	Cap Savings/Ckg Chase
<u>Balance Per Bank</u>	\$ 283,880.09	\$ 100,551.02	\$ 35,824.05	\$ 9,407.36	\$ 60,640.69	\$ 61,842.30	\$ 589,567.79	\$ 1,955,642.96	\$ 219,144.26	\$ 653,190.16	\$ 677,702.97	\$ 220,739.88	\$ 211,661.56	\$ 270,536.60
<u>Bank Error Outstanding Checks</u>	\$ 26,172.25		\$ 1,636.36	\$ 8,788.88	\$ 9,647.65									
<u>Other Adjust.</u>														
<u>Available Cash Balance</u>	\$ 257,707.84	\$ 100,551.02	\$ 34,187.69	\$ 618.48	\$ 50,993.04	\$ 61,842.30	\$ 589,567.79	\$ 1,955,642.96	\$ 219,144.26	\$ 653,190.16	\$ 677,702.97	\$ 220,739.88	\$ 211,661.56	\$ 270,536.60

This is to Certify that the above cash balances are in agreement with bank balances.

Received by the Board of Education and Entered as part of the minutes of the Board of
Education on August 17, 2022


DOROTHY L. IANNELLO, DISTRICT TREASURER

JARRIN HAYEN, CLERK OF THE BOARD OF EDUCATION

**Gilbertsville-Mount Upton
Central School District**

Upon motion made by _____ and seconded by _____, the following resolution was adopted:

Whereas the Board of Education of Gilbertsville-Mount Upton Central School District authorizes that a sum of \$2,647,150 for school taxes be raised in Real Property Taxes.

THEREFORE, BE IT RESOLVED, That the Board of Education fix the equalized tax rates by town and confirm the extension of the taxes as they appear on the following described tax rolls:

**2022-2023 Gilbertsville-Mount Upton CSD
School Tax Levy \$2,647,150**

August 17, 2022

		Assessed Value		Equalization Rate	Full Value	Percent of Tax Levy	Tax Levy Dollars	2022-23 Tax Rate
Muni Code	Town	Total Accounts	Total School Taxable					
362200	Butternuts	1,424	129,009,017	88.40	145,937,802	63.3716%	1,677,542.46	13.003296
364200	Morris	82	6,617,837	93.49	7,078,658	3.0738%	81,368.56	12.295341
366200	Unadilla	170	8,851,155	53.00	16,700,292	7.2519%	191,968.42	21.688517
Otsego County Total		1,676	144,478,009		169,716,752	73.697300%	1,950,879.44	
084200	Norwich	1	14,000	40.00	35,000	0.0152%	402.32	28.737285
083200	Guilford	812	53,877,979	89.00	60,537,055	26.2875%	695,868.23	12.915634
Chenango County Total		813	53,891,979		60,572,055	26.302700%	696,270.55	
Grand Total		2,489	198,369,988		230,288,807	100.00%	\$ 2,647,150	

AND IT IS HEREBY DIRECTED THAT the Tax Warrant of the Board duly signed shall be affixed to the above described tax rolls authorizing the collection of said taxes to begin September 1, 2022 and end November 7, 2022 giving the warrant an effective period of 67 days at the expiration of which time the Tax Collector shall make an accounting in writing to the Board of Education:

AND IT IS FURTHER DIRECTED that the delinquent tax penalties shall be fixed as follows:

September 1, 2022 - September 30, 2022 - No Penalty added

October 1, 2022 - October 31, 2022 - 2% Penalty added

November 1, 2022 - November 6, 2022 - 3% Penalty added

The resolution was adopted on the 17th Day of August, 2022 at 6:00 p.m. with ____ members voting YES and ____ voting NO.

SIGNATURES OF MEMBERS, BOARD OF EDUCATION



"It's the of Journey that counts"

Gilbertsville-Mount Upton Central School District

Susan Sebeck Food Service Manager

School Meals Pricing

Breakfast Pre-K-12	\$1.55
Lunch Pre-K-12	\$2.35
Milk	\$0.55
Snacks	\$0.75- \$2.00
Adult Breakfast	\$3.25 includes Tax
Adult Lunch	\$5.50 includes Tax

Adult meal pricing is set by New York State

*****Increased cost of product could cause an
Increase in pricing for Adult's and for snacks*****

GILBERTSVILLE-MT. UPTON CENTRAL SCHOOL
TRANSPORTATION DEPARTMENT
HAROLD IVES, TRANSPORTATION SUPERVISOR
(607) 783-2275

TO: Mrs. Hammond
FROM Harold Ives
SUBJECT Surplus
DATE August 8, 2022

I am requesting that the following equipment be approved for disposal, due to its obsolescence and age. It is old equipment that has been replaced with new equipment.

<u>Model #</u>	<u>Serial #</u>
CDM1250	103TGC0918
CDM1250	1091AE1009
RADIUS	778FQQ1937
RADIUS	778FQQ1933
RADIUS	778FQQ1936
RADIUS	778FQJC186
RADIUS	778FQQ1935
RADIUS	778FQJCF188
RADIUS	778FQG8582
RADIUS	778VQQ4259
RADIUS	778FQJC182
RADIUS	778FQQ1939
RADIUS	778FQJC183
RADIUS	778FQJC187
RADIUS	778VQQ4329
RADIUS	778FQJC186
RADIUSGM300	159TXJJ280
RADIUSGM300	159TVWE456
RADIUSP100	759TQN8149
Radius	None
Radius	None
Radius	None

Miscellaneous Bus DVR and camera equipment

If you should have any questions, you can reach me at Ext. 115.

Thank-You!

**Gilbertsville-Mount Upton Board of Education
Regular Meeting
Wednesday, August 17, 2022**

Personnel Proposal Agenda

The Board of Education will be asked to accept/approve the following Personnel Proposal Agenda as recommended by the Superintendent of Schools:

Create Licensed Teaching Assistant Position (LTA)

To approve creating a Licensed Teaching Assistant position.

**Gilbertsville-Mount Upton Board of Education
Regular Meeting
Wednesday, August 17, 2022**

Personnel Consent Agenda

The Board of Education will be asked to accept/approve the following Personnel Consent Agenda as recommended by the Superintendent of Schools:

Resignation (encl P1)

To accept the resignation of Calvin Locke as Spanish Teacher, effective September 1, 2022.

Summer Enrichment Staff (encl P2)

To appoint the following individuals as Summer Enrichment Staff at the rate of \$27.10/hr., effective July 1, 2022 through August 31, 2022:
Jaclyn Turnbull, Kaitlyn Hillis, Courtney Baker and Amy Bookhout.

Resignation (encl P3)

To accept the resignation of Caleb Link, Physical Education teacher, effective July 23, 2022.

Summer Transportation (encl P4)

To appoint Mark Grabo as a Summer Bus Driver, effective July 1, 2022 through August 31, 2022, at their 2022-2023 contractual pay rate.

Resignation (encl P5)

To accept the resignation of Kaitlyn Hillis, Elementary Teacher, effective end of day August 26, 2022.

Resignation (encl P6)

To accept the resignation of Nicholas Clemente, Cleaner, effective end of day August 2, 2022.

Resignation (encl P7)

To accept the resignation of Teresa Titus, Special Education Teacher, effective August 2, 2022.

Director of Special Education

To appoint Annette Hammond as Director of Special Education for the 2022-2023 school year, effective July 1, 2022.

RESOLVED: Upon the recommendation of the Superintendent of Schools, per the required Commissioner's Regulations Part 200.3, that this Board does hereby appoint the following CSE/CPSE Committee Members for the 2022-2023 school year, effective July 1, 2022:

CSE

- CSE Director: Annette Hammond

Gilbertsville-Mount Upton Board of Education

Regular Meeting

Wednesday, August 17, 2022

- School Psychologist: Theresa Yantz
- Special Education Teacher
- Regular Education Teacher
- Parent Member: Refer to list (Only needed at parent request)
- Parent(s) of Guardian of the Student
- Other persons having knowledge or special expertise regarding the student, including related services personnel as appropriate, as the school district or parent(s) shall designate
- If appropriate, the student

CPSE

- CPSE Director: Annette Hammond
- School Psychologist: Theresa Yantz
- Special Education Teacher
- Regular Education Teacher
- Parent Member: Refer to list (Only needed at parent request)
- Parent(s) of Guardian of the Student
- Other persons having knowledge or special expertise regarding the student, including related services personnel as appropriate, as the school district or parent(s) shall designate
- For child in transition from Early Intervention programs and services, at the request of the parent, the appropriate professional designated by the agency that has been charged with the responsibility of the preschool child
- A representative of the Municipality of the preschool child's residence.

- **Chairperson**

To approve the following Chairperson for the 2022-2023 school year:
Heather Wilcox, Principal.

- **Alternate Chairperson**

To approve the following Alternate Chairperson for the 2022-2023 school year:
Theresa Yantz, School Psychologist and Kevin Walsh, Assistant Principal at the rate of pay \$27.10/hour per meeting.

Licensed Teaching Assistant (encl P8)

To appoint Rebecca Fuller as a Licensed Teaching Assistant, effective September 1, 2022.

Physical Education Teacher (encl P9)

To appoint Cameron Race as a full-time Physical Education Teacher effective 01 September 2022, beginning at a Step 4 of the current GMUTA contract. Upon the recommendation of the Superintendent, the following probationary appointment is hereby made:

Name of appointee: Cameron Race

Tenure area: Physical Education

Gilbertsville-Mount Upton Board of Education
Regular Meeting
Wednesday, August 17, 2022

Date of commencement of probationary service: 01 September 2022
Expiration date of appointment: 01 September 26
Certification Status: Physical Education, Initial

Special Education Teacher (encl P10)

To appoint Susan Phillipe as a Special Education Teacher effective 01 September 2022, beginning at a Step 23 of the current GMUTA contract. Upon the recommendation of the Superintendent, the following probationary appointment is hereby made:

Name of appointee: Susan Phillipe

Tenure area: Special Education

Date of commencement of probationary service: 01 September 2022

Expiration date of appointment: 01 September 26

Certification Status: Special Education, Permanent

Mentors (encl P11)

To appoint the following Mentors for the 2022-2023 school year:

Tom Connell for Tom Bishop (ELA Teacher)

Jennifer McDowall for Jeffrey Rhone (Spanish Teacher)

Matt Johnson for Cameron Race (Physical Education Teacher)

Rebecca McMullen for Amy Favinger (Elementary Teacher)

Lauren Weidman for Rebecca Fuller (LTA)

Katherine Izzo for Tracy Kokell (Mathematics Teacher)

Jaclyn Turnbull for Susan Phillipe (Special Education Teacher)

Lisa Ruland for Abbey Beaver (Counselor/Health Teacher)

Substitute Bus Driver (encl P12)

To appoint Bruce Giuda as a substitute Bus Driver for the 2022-2023 school year.

Summer Transportation (encl P13)

To appoint Vicky Kemmerer as a Summer Bus Monitor/Aide, effective August 10, 2022 through August 31, 2022, at their 2022-2023 contractual pay rate.

Substitute Van/Car Driver (encl P14)

To appoint David Green as a substitute van/car driver for the 2022-2023 school year.

Substitute Bus Monitor/Aide (encl P15)

To appoint Amy Costello as a substitute bus monitor/aide for the 2022-2023 school year.

Annual Positions/Advisors (encl P16)

To appoint the following as paid annual positions/advisors:

POSITION	NAME
Class of 2028 (7 th Grade)	
National Honor Society	
Yearbook	
Assistant Director/Choreographer	Jackie Turnbull

Gilbertsville-Mount Upton Board of Education
Regular Meeting
Wednesday, August 17, 2022

Language Club	Jeffrey Rhone
Leadership Club (former NJHS)	Abbey Beaver

Cafeteria Substitute (encl P17)

To appoint Kathryn Hawkins as a cafeteria substitute for the 2022-2023 school year.



"It's the *Quality* of Journey that counts"

Gilbertsville-Mount Upton Central School District

Main Office

Annette D. Hammond
Superintendent

Heather Wilcox
Principal/
CSE Chairperson

Kevin Walsh
Assistant Principal

Kristy Carey
Main Office
Administrative Assistant
Registrar

Deb Ostrander
Front Desk Clerk

Issy Clapp
Student Support Services
Administrative Assistant

Lisa Ruland
School Counselor

Tiffany LaVancha
School Counselor

July 19, 2022

To: Annette Hammond, Superintendent
CC: Board of Education
From: Kevin Walsh
Re: Annual Positions Recommendations

Please consider accepting the following recommendations for Summer Enrichment program staff.

Summer Enrichment Staff

Jaclyn Turnbull
Kaitlyn Hillis
Courtney Baker
Amy Bookhout

Sincerely,

Kevin Walsh
Assistant Principal

Hayen, Jarrin

From: Link, Caleb
Sent: Saturday, July 23, 2022 5:38 PM
To: Hammond, Annette; Hayen, Jarrin
Subject: Full-time PE position

Hello,

I need to reach out to you to inform you that I can no longer accept the full-time PE position at GMU. Although I appreciate and value the opportunity to serve your community, due to personal reasons I now must decline this opportunity. This is a tough email for me to send because of how nice and welcoming everyone at GMU has been for the short time I've known all of you. However, some things have changed in my life recently that I must make this difficult decision. I want you to know that I am notifying you as soon as these changes came to light. I am deeply sorry for any trouble that this may cause. I hope you can understand.

Thank you,
Caleb Link



"It's the journey that counts"

Gilbertsville-Mount Upton Central School District

Harold Ives, Transportation Supervisor

July 25, 2022

TO: Annette Hammond
FROM: Harold Ives
RE: Summer Transportation

I would like to get approval for Summer Transportation needs for Mark Grabo. He will be assisting with the Summer Transportation programs.

If you have any questions, please let me know.

Thank-you!

Harold Ives

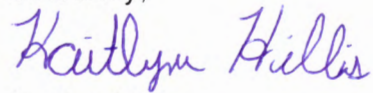
July 25, 2022

Dear Ms. Wilcox and Ms. Hammond,

Please accept this as my formal resignation from Gilbertsville-Mt Upton Central School District. My last day will be August 26th, 2022. I am grateful for all your support during my time here and deeply appreciate all of the valuable teaching experiences I have gained from working at GMU. It has been a pleasure working with you and the team.

I wish everyone good luck in the future. I am going to miss working with all of the staff and students at GMU.

Sincerely,

A handwritten signature in blue ink that reads "Kaitlyn Hillis". The signature is written in a cursive, flowing style.

Kaitlyn Hillis

July 20, 2022

Dear Mr. Digsby and Ms. Hammond,

Please accept this as my formal resignation from Gilbertsville-Mt Upton Central School District. My last day will be August 2nd, 2022. I am grateful for all your support during my time here. It has been a pleasure working with you and the team at GMU.

Sincerely,

A handwritten signature in blue ink, appearing to read 'Nicholas Clemente', written over a light blue rectangular background.

Nicholas Clemente



"It's the *Quality* of Journey that counts"

Gilbertsville-Mount Upton Central School District

Main Office

Annette D. Hammond
Superintendent

Jarrin Hayen
District Clerk/
Administrative Assistant
to the Superintendent

Heather Wilcox
Principal/
CSE Chairperson

Kevin Walsh
Assistant Principal

Dorothy Iannello
District Treasurer

Harold Ives
Transportation Supervisor

Alan Digsby
Buildings and Grounds
Supervisor

Susan Sebeck
Food Service Manager

Eric Voorhees
Technology Director/
CIO

August 10, 2022

To: Annette Hammond, Superintendent
CC: Board of Education
From: Kevin Walsh
Re: Licensed Teacher Assistant recommendation

I am recommending that Ms. Rebecca Fuller be appointed as a Licensed Teacher Assistant for Pre-K classes beginning on September 1, 2022.

Rebecca is currently working towards a Bachelor of Arts in Early Childhood Education at SUNY Oneonta. In addition, Rebecca has been employed by our district as a substitute teacher during the 2021-22 school year and as a teacher aide for our Pre-K Bridging program. As an employee and a GMU alumni, Rebecca has extensive understanding of the community and a well-established network of professional relationships within the district.

Rebecca's educational philosophies align with ours, focusing on inclusivity and strong relationships. She understands the social, emotional, and academic needs of Pre-K students and the expectations for their development. Her knowledge and experiences would make her an asset to our Pre-K classes.

I am confident that Ms. Rebecca Fuller has the enthusiasm and potential to succeed as a Licensed Teacher Assistant for Pre-K classes. Please let me know if you have any questions.

Sincerely,

Kevin Walsh
Assistant Principal



"It's the Quality of Journey that counts"

Gilbertsville-Mount Upton Central School District

Main Office

Annette D. Hammond
Superintendent

Jarrin Hayen
District Clerk/
Administrative Assistant
to the Superintendent

Heather Wilcox
Principal/
CSE Chairperson

Kevin Walsh
Assistant Principal

Dorothy Iannello
District Treasurer

Harold Ives
Transportation Supervisor

Alan Digsby
Buildings and Grounds
Supervisor

Susan Sebeck
Food Service Manager

Eric Voorhees
Technology Director/
CIO

August 10, 2022

To: Annette Hammond, Superintendent
CC: Board of Education
From: Kevin Walsh
Re: Physical Education Teacher recommendation

I am recommending that Mr. Cameron Race be appointed as a physical education teacher beginning on September 1, 2022. Cameron holds a NYS teacher certification in Physical Education (K – 12). In addition, Cameron has experience coaching varsity basketball and is therefore enthusiastic about any coaching opportunities.

Cameron's educational philosophies align with ours. He consistently emphasized the importance of nurturing an inclusive and safe environment for all students. His successful experiences with students from grades 7 – 12 have attuned him to the vitality of the social-emotional well-being of students, as well as the connections between their learning, interests, and strengths. Cultivating positive relationships and building a rapport with both students and parents are cornerstones of his teaching style.

Cameron employs a differentiated and flexible approach to students of various levels of fitness and physical skill. His interest in coaching opportunities could provide a boon to our athletics program.

I am confident that Mr. Cameron Race has the enthusiasm and potential needed to become a successful teacher here at GMU, as well as to support the students' social and emotional needs. Please let me know if you have any questions.

Sincerely,

Kevin Walsh
Assistant Principal

Dear Hiring Manager,

I am contacting you in regards to the Physical Education position at your School District. I'm excited to put my application in and I believe my open-mindedness, enthusiasm, willingness to learn and previous work and educational experiences will fit with and support the philosophies of your district. I'm eager to get my own classroom and continue to expand my skill set and knowledge of Physical Education.

My relevant qualifications include my student teaching placements at Maryvale Elementary School, as well as Sweet Home High School. I was extremely lucky to work with experienced PE teachers and was able to gain a lot of experience through these placements. I also worked as a teacher assistant at St. Mary's School for the Deaf. While working here, I learned sign language and also had the opportunity to coach the school's Elementary soccer team, Varsity basketball team and grade school track team. Working and coaching at St. Mary's School for the Deaf allowed me to gain experience and skills related to teaching and coaching high needs students, as well developing and implementing differentiated lessons and instruction. I am eager to continue on my chosen career path and develop as a professional. I want to help create and be a part of the best educational and athletic environments for my students and my coworkers. I believe I can be a valuable addition to your school district.

Thank you for taking the time to read my cover letter and considering me for this position. I am excited to meet you and learn more about this job opportunity.



"It's the Quality of Journey that counts"

Gilbertsville-Mount Upton Central School District

Main Office

Annette D. Hammond
Superintendent

Jarrin Hayen
District Clerk/
Administrative Assistant
to the Superintendent

Heather Wilcox
Principal/
CSE Chairperson

Kevin Walsh
Assistant Principal

Dorothy Iannello
District Treasurer

Harold Ives
Transportation Supervisor

Alan Digsby
Buildings and Grounds
Supervisor

Susan Sebeck
Food Service Manager

Eric Voorhees
Technology Director/
CIO

August 10, 2022

To: Annette Hammond, Superintendent
CC: Board of Education
From: Kevin Walsh
Re: Special Education Teacher recommendation

I am recommending that Mrs. Susan Phillippe be appointed as a special education teacher beginning on September 1, 2022. Susan holds a NYS teacher certification in Special Education (K – 12). She has 22 years of experience teaching special needs children in both private and public-school settings, including developing IEPs, providing educational skills-based activities, and instructing LD students on a Regents track.

Susan's educational philosophies align with ours. She has shown the ability to establish and maintain a safe and trusting learning environment, thereby building rapport with students. She understands the vitality of the social-emotional well-being of students, as well as the connections between their learning, interests, and strengths. Her approach to instruction is flexible and adapting to individual student requirements and goals. Her recent employment at Unadilla Valley Central School provides her with experience in the needs of students in the broader region.

In addition, she believes in a collaborative approach to teaching, mindful of the need to foster a productive working relationship with general education teachers.

Based on her knowledge and successful experiences, I am confident that Mrs. Susan Phillippe will be an asset to the GMU special education program. Please let me know if you have any questions.

Sincerely,

Kevin Walsh
Assistant Principal



"It's the Journey that counts"

Gilbertsville-Mount Upton Central School District

Main Office

August 10, 2022

Annette D. Hammond
Superintendent

Heather Wilcox
Principal/
CSE Chairperson

Kevin Walsh
Assistant Principal

Kristy Carey
Main Office
Administrative Assistant
Registrar

Deb Ostrander
Front Desk Clerk

Issy Clapp
Student Support Services
Administrative Assistant

Lisa Ruland
School Counselor

Tiffany LaVancha
School Counselor

To: Annette Hammond, Superintendent
CC: Board of Education
From: Heather Wilcox
Re: Mentor Recommendations

Please consider accepting the following recommendations as mentors for our new hires.

New Hires	Mentors
Tom Bishop	Tom Connell
Jeffery Rhone	Jennifer McDowall
Cameron Race	Matt Johnson
Amy Favinger	Becky McMullen
Rebecca Fuller	Lauren Weidman
Tracy Kokell	Katie Izzo
Susan Phillippe	Jackie Turnbull
Abbey Beaver	Lisa Ruland

Sincerely,

Heather Wilcox
Principal

GILBERTSVILLE-MT. UPTON CENTRAL SCHOOL
TRANSPORTATION DEPARTMENT
HAROLD IVES, TRANSPORTATION SUPERVISOR
(607) 783-2275

TO: Mrs. Hammond

FROM Harold Ives

SUBJECT Substitute Bus Driver Appointment

DATE August 8, 2022

I am recommending Bruce Giuda for the position of substitute Bus Driver. This would be for the 2022-2023 school year.

If you should have any questions, you can reach me at Ext. 115.

Thank-You!



Gilbertsville-Mount Upton Central School District

Harold Ives, Transportation Supervisor

August 8, 2022

TO: Annette Hammond
FROM: Harold Ives
RE: Summer Transportation

I would like to get approval for Summer Transportation needs for Vicky Kemmerer assisting as an aide/monitor. She will be assisting with the Summer Transportation programs.

If you have any questions, please let me know.

Thank-you!

Harold Ives



Gilbertsville-Mount Upton Central School District

Harold Ives, Transportation Supervisor

TO: Mrs. Hammond

FROM Harold Ives

SUBJECT Substitute Car Driver Appointment

DATE` August 10, 2022

I am recommending David Green for the position of a substitute van/car driver. This position would be on an as needed basis and he would be able to transport students in one of our cars or van. David is currently licensed to drive that class of vehicle. I would request it be effective September 1, 2022.

If you should have any questions, you can reach me at Ext. 115.

GILBERTSVILLE-MT. UPTON CENTRAL SCHOOL
TRANSPORTATION DEPARTMENT
HAROLD IVES, TRANSPORTATION SUPERVISOR
(607) 783-2275

TO: Mrs. Hammond

FROM Harold Ives

SUBJECT Substitute Bus Monitor/Aide Appointment

DATE August 8, 2022

I am recommending Amy Costello for the position of substitute Bus Monitor/Aide. Amy is currently working as an Aide in the classroom at Gilbertsville-Mt Upton Central School. She would be filling in for our current full-time staff that would be unavailable due to time off for sickness and family emergencies. This would be for the 2022-2023 school year.

If you should have any questions, you can reach me at Ext. 115.

Thank-You!



"It's the Quality of Journey that counts"

Gilbertsville-Mount Upton Central School District

Main Office

Annette D. Hammond
Superintendent

Heather Wilcox
Principal/
CSE Chairperson

Kevin Walsh
Assistant Principal

Kristy Carey
Main Office
Administrative Assistant
Registrar

Deb Ostrander
Front Desk Clerk

Issy Clapp
Student Support Services
Administrative Assistant

Lisa Ruland
School Counselor

Tiffany LaVancha
School Counselor

August 10, 2022

To: Annette Hammond, Superintendent
CC: Board of Education
From: Heather Wilcox
Re: Annual Positions Recommendations

Please consider accepting the following recommendations for the annual positions.

Sincerely,

Heather Wilcox
Principal

PAID ANNUAL POSITIONS (stipends)

POSITION	NAME
Class of 2028 (7th Grade)	
National Honor Society	
Yearbook	
Assistant Director/Choreographer	Jackie Turnbull
Language Club	Jeffery Rhone
Leadership Club (former NJHS)	Abbey Beaver



Gilbertsville-Mount Upton Central School District

Susan Sebeck Food Service Manager

To: Gilbertsville Mount Upton Board of Education
 Annette Hammond, Superintendent

From: Susan Sebeck

Date: August 10, 2022

Re: Cafeteria Substitute

I would like to recommend, Kathryn Hawkins as a substitute in the cafeteria for the 2022-2023 school year.

If you need any further information, please let me know.

Thank you,

Susan Sebeck

Gilbertsville-Mount Upton Board of Education
Regular Meeting
Wednesday, August 17, 2022

New Items Consent Agenda

The Board of Education will be asked to accept/approve the following New Items Consent Agenda as recommended by the Superintendent of Schools:

Agreement between Gilbertsville-Mount Upton Central School District and the Town of Butternuts (encl N1)

To approve the agreement between Gilbertsville-Mount Upton Central School District and the Town of Butternuts to assist the other with availability and supply of fuel during the “event of emergency”.

Professional Development Plan 2021-2022 (encl N2)

To approve Professional Development Plan for 2021-2022 school year.

TCCC Articulation Agreement (encl N3)

To approve the Articulation and Service Agreement with Tompkins Cortland Community College, effective September 1, 2022 – August 31, 2023.

District-Wide Safety Plan (encl N4)

To approve the 2022-2023 District-Wide Safety Plan.

District Goals (encl N5)

To approve the 2022-2023 District Goals.

Agreement between GMU and Otsego County Department of Health 4410 Preschool Service Provider (encl N6)

To approve the agreement between Gilbertsville-Mount Upton Central School and Otsego County Department of Health Division for Children with Special Needs program, effective July 1, 2022 – June 30, 2024.

Business Associate Agreement between GMU and Otsego County (encl N7)

To approve the Business Associate Agreement between the Gilbertsville-Mount Upton CSD and Otsego County effective July 1, 2022 – June 30, 2024.

Abolish Board Policies (encl N8)

To approve the abolishment of the listed Board Policies as unnecessary or restating law on behalf of the Superintendent and Hogan, Sarzynski, Lynch, DeWind & Gregory, LLP.

Students (7000)

7111-Compulsory Attendance Ages

7120-Age of Entrance

7121-Screening of New Entrants

7122-Attendance Records

7122.2-Released Time of Students

7130-Attendance Areas

Gilbertsville-Mount Upton Board of Education

Regular Meeting

Wednesday, August 17, 2022

7140-Involuntary Transfer of Students
7150-Educational Services for Married/Pregnant Students
7210-Student Evaluation
7220-Graduation Requirements
7221-Early Graduation
7222-Credential Options for Students with Disabilities
7224-Minimum Course Load Requirement
7230-Matriculation Policy
7240-Student Records: Access and Challenge
7240AR-Administrative Regulation Regarding Student Records
7241-Release of Information to the Non-Custodial Parent
7243-Disclosure of Directory Information
7311-Loss or Destruction of District Property
7350-Corporal Punishment
7410-Extracurricular Activities
7411-Censorship of School Sponsored Student Publications and Activities
7430-Fund Raising by Students
7440-Contests for Students
7460-Student Participation in Volunteer Services
7511-Immunization of Students
7512-Student Physicals
7513-Prescriptive Medication
7514-Concussion Management Policy
7520-Accidents
7550-Suicide
7560-No Child Left Behind written Complaint and Appeal Policy
7612-Grouping by Similarity of Needs
7613-Special Education Programs and Related Needs
7618-High School Individualized Education Program Diplomas
7630-Appointment and Training of CSE and CPSE Members
7640-Student Individualized Education Program
7650-Identification and Register of Children with Disabilities
7650AR-Administrative Regulation Identification and Register of Children with Disabilities
7651-Independent Educational Evaluation

Adopt Revised Board Policies (encl N9)

To waive the second reading and approve the amended board policies listed on behalf of the Superintendent and Hogan, Sarzynski, Lynch, DeWind & Gregory, LLP

Section 7000-Students

7530-Child Abuse
7320-Alcohol, Drugs and Other Substances (Students)
7315-Student Bullying, Cyber-Bullying, Harassment, and Hazing Prevention and Intervention

Gilbertsville-Mount Upton Board of Education
Regular Meeting
Wednesday, August 17, 2022

7223-Graduation Ceremony

7132-Education of Homeless Children and Youth Policy

AGREEMENT

The Board of Education of the Gilbertsville-Mount Upton Central School District and the Town Board of the Town of Butternuts, New York in order to discharge the duties and obligations imposed upon each of them by the statutes and regulations of the State of New York, and after adopting resolutions authorizing the same, do hereby agree in accordance with General Municipal Law § 119-o as follows:

1. Each party agrees to assist the other with availability and supply of fuel in the event of national, state, or county emergency, fuel supply interruption, fuel shortage, or any other event beyond reasonable control of either party causing failure to secure a fuel supply ("Event of Emergency").
2. Upon request, each party may make fuel available to other ("Recipient") at its discretion. Approval of request may not be unreasonably withheld. When determining approval of the request, each party may consider the amount and type of fuel that is available to itself.
3. When Event of Emergency ceases to exist or normal business operations resume, Recipient shall return the exact amount and type of fuel it received and as indicated in the respective business records of the parties. The parties shall agree to a reasonable timeline for the return of fuel.
4. Each party will keep an accurate record of Fuel Exchanges – the fuel received from and supplied to the other party. The record will include dates, number of gallons, and type of fuel. Such records must be signed by both parties.
5. Parties may designate representatives in charge of Fuel Exchanges occurring pursuant to this Agreement. Such representatives are Town of Butternuts Highway Superintendent and Gilbertsville-Mount Upton Central School District's Transportation Supervisor.
6. Either party may terminate this Agreement at any time upon receipt of written notice.
7. This Agreement shall be governed by and construed in accordance with the law of State of New York without giving effect to conflict of laws principles thereof.
8. This Agreement shall remain in full force and effect from July 13, 2022, to June 30, 2023. The Agreement may be renewed or cancelled by the parties on an annual basis.

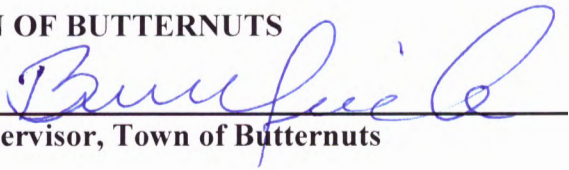
Dated: _____

**GILBERTSVILLE-MOUNT UPTON
CENTRAL SCHOOL DISTRICT**

By: _____
President, Board of Education

Dated: 7-18-2022

TOWN OF BUTTERNUTS

By: 
Supervisor, Town of Butternuts

STATE OF NEW YORK:

: SS.:

COUNTY OF OTSEGO :

On the 18th day of July, in the year 2022, before me, the undersigned, a notary public in and for said State, personally appeared BRUCE GIUDA personally known to me or proved to me on the basis of satisfactory evidence to be the individual whose name is subscribed to the within instrument and acknowledged to me that he/she executed the same in his/her capacity, and that by his/her signature on the instrument, the individual or person on behalf of which the individual acted, executed the instrument.

Dorothy L. Iannello
Notary Public

DOROTHY L. IANNELLO
NOTARY PUBLIC-STATE OF NEW YORK
No. 011A4915257

Qualified in Chenango County
My Commission Expires 12-21-2025

STATE OF NEW YORK:

: SS.:

COUNTY OF OTSEGO :

On the _____ day of _____, in the year 2022, before me, the undersigned, a notary public in and for said State, personally appeared _____ personally known to me or proved to me on the basis of satisfactory evidence to be the individual whose name is subscribed to the within instrument and acknowledged to me that he/she executed the same in his/her capacity, and that by his/her signature on the instrument, the individual or person on behalf of which the individual acted, executed the instrument.

Notary Public

Gilbertsville-Mount Upton Central School District

Professional Development Plan 2021-2022



This plan was developed by the Gilbertsville-Mount Upton Central School District's Professional Development Committee. This committee consisted of administrators, teachers and a parent. This plan will give direction to professional development considerations for the faculty, administration, and staff of the Gilbertsville-Mount Upton Central School District.

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PROFESSIONAL DEVELOPMENT PLANNING COMMITTEE

Committee Member	Role
Annette D. Hammond	Superintendent
Heather Wilcox	Principal/Special Education Chairperson
Greg Bonczkowski	Teacher/Career Coordinator
Ashley Hughes	Teacher
Rebecca McMullen	Teacher
Raquel Norton	Teacher
Lisa Ruland	Counselor
Mark Seigers	Teacher
Cierra Stafford	Teacher
Clara Tanner	Counselor
Darin Trass	Teacher
Lauren Weidman	Teacher
Kaitlyn Woods	Teacher
Dianne (Nan) Gizowski	BOCES Staff Developer
Erin Behnke	Parent

About Gilbertsville-Mount Upton Central School District and Community

The District's Vision for Success:

Gilbertsville-Mount Upton Central School District, our vision is a safe, nurturing environment, where excellence is expected, diversity and individuality are celebrated, and learning prepares students to face the challenges of an ever-changing global society. Gilbertsville-Mount Upton Central School District. Everyone Counts.

Gilbertsville-Mount Upton CSD staff members are expected to pursue professional development opportunities that will enhance their practices toward the achievement of this vision. The District will provide professional development opportunities that allow staff members to succeed in doing so.

The District is located in Gilbertsville, NY, a town in Otsego County, New York. Gilbertsville-Mount Upton Central School is made up of students from Otsego and Chenango County, a rural area approximately three hours north of New York City.

The K-12 population of 310 and is made up of the following enrollment by ethnicity and consists of a 80% economically disadvantaged population, a special education population of 75%, and an English language learner population of 0%.

K-12 enrollment by ethnicity

American Indian Alaskan Native	Black/African American	Hispanic/Latino	Asian/Native Hawaiian/Pacific Islander	White	Multiracial
0%	0.3%	0.98%	0%	96.1%	2.58%

2020-2021 Performance Data on the 3-8 ELA and Math Data is below:

Grade	ELA % Proficient	Math % Proficient
3	47%	38%
4	24%	21%
5	33%	15%
6	29%	7%
7	40%	24%
8	33%	0%

"Due to the extraordinary circumstances related to the pandemic, approximately 4 out of 10 enrolled students participated in state assessments in 2020-21. Because only 40% of students' results are available, state assessments are not representative of the state's student population and the results should not be compared statewide or by statewide subgroup, or with prior year's results". 2021 NYS Report Card

2020-2021 Graduation Rate for all students: 74% :

Gen Ed	Special Ed	Black	Latino	White	ELLs	Economically Disadvantaged
86%	75%	0%	0%	86%	0%	80%

The Gilbertsville-Mount Upton CSD Professional Development Plan is based on the Ten NYSED PD Standards:

1. **Designing Professional Development:** Professional development design is based on data; is derived from the experience, expertise and needs of the recipients; reflects best practices in sustained job-embedded learning; and incorporates knowledge of how adults learn.
2. **Content Knowledge and Quality Teaching:** Professional development expands educators' content knowledge and the knowledge and skills necessary to provide developmentally appropriate instructional strategies and assess student progress.
3. **Research-based Professional Learning:** Professional development is research-based and provides educators with opportunities to analyze, apply and engage in research.
4. **Collaboration:** Professional development ensures that educators have the knowledge, skill and opportunity to collaborate in a respectful and trusting environment.
5. **Diverse Learning:** Professional development ensures that educators have the knowledge and skill to meet the diverse learning needs of all students.
6. **Student Learning Environments:** Professional development ensures that educators are able to create safe, secure, supportive, and equitable learning environments for all students.
7. **Parent, Family and Community Engagement:** Professional development ensures that educators have the knowledge, skill, and opportunity to engage and collaborate with parents, families, and other community members as active partners in children's education.
8. **Data-driven Professional Practice:** Professional development uses disaggregated student data and other evidence of student learning to determine professional development learning needs and priorities, to monitor student progress, and to help sustain continuous professional growth.
9. **Technology:** Professional development promotes technological literacy and facilitates the effective use of all appropriate technology.
10. **Evaluation:** Professional development is evaluated using multiple sources of information to assess its effectiveness in improving professional practice and student learning.

I. Objective/Purpose

This plan has been developed to better inform District staff members—instructional and non-instructional—of the district’s targeted goals for professional development. It also details the work of the district’s Professional Development Committee and its decision making on professional development needs. In this environment of fiscal responsibility and diminishing resources, as well as the unprecedented two years of a pandemic, the district has carefully examined its needs and capacities for professional development.

In alignment with New York State Education Department’s goals to enhance students’ cognitive, social, emotional and academic achievement to be career and college ready, Gilbertsville-Mount Upton CSD has created a Professional Development Plan to ensure educators are provided with ongoing, high quality professional development.

The professional development plan is research- and standards-based to increase student achievement, prepare students for the 21st skills needed to be college and career ready upon graduation, and become productive citizens in their communities.

Research is clear that teacher and leadership qualities are powerful influences on student achievement. It is the goal of Gilbertsville-Mount Upton CSD to provide ongoing, high-quality PD to continually stay on the cutting edge of factors that influence our students’ success.

II. Professional Development Needs Assessment Resources

The New York State Education Department has set upon a rigorous reform agenda designed to increase high school graduates' college and career readiness. These initiatives most notably feature the implementation of the New York State Next Generation Learning Standards in English language arts and mathematics, as well as updated state standards in other content areas, such as science, social studies, and the visual and performing arts.

The District's Professional Development Committee recognizes these priorities, in addition to other needs shared with it from staff members. The Committee accepts the responsibility to regularly meet and analyze the evolving professional development needs of staff members.

1. Part of this process may include the annual review of APPR data to identify areas of need among instructional staff. These reports will inform the Committee on the areas for improvement and considerations for professional development.
2. Professional Development Committee Survey: The "Professional Development Needs Assessment," was done in May, in which all staff members were surveyed on their professional development needs. The results yielded several key findings:
3. Each school year, the district provides professional development days where professional development is provided to all staff. The dates for the 2021-2022 school year are: September 7, September 8, November 15, March 11, March 18, and May 13.
4. The NYS math, ELA, and science tests, along with Literacy and Math data are also used to determine professional development needs.
5. Committee members frequently share qualitative feedback from their peers at their regular meetings. This feedback often provides context to other quantitative data collected and reviewed.

II. Continued - OTHER NEEDS ASSESSMENT RESOURCES:

- ❑ School Report Cards for Gilbertsville-Mount Upton CSD student-based programs and our component districts
- ❑ BEDS data
- ❑ Student Attendance Rates
- ❑ Graduation/Completion Rates
- ❑ Drop-out Rates and Non-Completer Rates
- ❑ Student performance results desegregated by ethnicity, gender, SES and other special need(s)
- ❑ Free and reduced lunch
- ❑ Student work samples
- ❑ State benchmarks for student performance
- ❑ Behavior data
- ❑ IEPs
- ❑ Transition/Post-Secondary Surveys
- ❑ DASA and VADIR Reports
- ❑ Longitudinal Data
- ❑ Technology Surveys
- ❑ Community employment opportunities
- ❑ BOCES-wide technology assessment

III. GOALS

Provide professional development programs designed to increase district staff skill sets that will improve student knowledge and college and career readiness:

1. by increase best practice in cutting edge curriculum programs and strategies.
2. through improving culture and climate of the district utilizing social and emotional, equity/DEI, and mental health resources.
3. utilizing data and needs assessment resources.
4. by promoting and maintaining district safety.
5. through the use of instructional technology.
6. With a district-wide focus on essential skills for employment.

IV. Professional Development Target Activities for the 2021-2022 School Year:

Based on the Professional Development Needs Assessment, professional development days feedback and NYS data, the committee finds the following PD activities be offered in the 2021-2022 school year:

PD Survey Summary of Needs:

- The following topics were shown to be of high interest staff for future professional development:
 - Diversity, Equity, and Inclusion (DEI)
 - Student social/emotional health
 - Strategies for students with disabilities
- The following topics were shown to have a high “needs differential”
 - Student social/emotional health
 - Strategies for student discourse/cognitive discussion
 - Student literacy and math skills

Other Needs Assessment Target Activities

Instructional	Social & Emotional	Technology Integration
Assessment Best Practice Data Driven Decision Making Curriculum Planning Family Engagement Strategies New York State Learning Standards Standards-Based Objectives BOCES trainings/workshops Differentiated Instructional Practices PLC Team Agendas	DASA and Bullying Prevention Strategies for student discourse/cognitive discussion Social -Emotional Learning (SEL) Mental Health Equity/DEI Self-Care Trauma Family Engagement School Safety Writing of Behavior Intervention Plans Suicide Prevention Healthy Coping Strategies (LEAF)	Zoom Google Classroom School Tools Smartboard

The Committee will annually review and update these targets to address the professional development needs of staff. The district shall coordinate and provide professional development opportunities for staff members to achieve these targets through various providers. These providers are listed, in detail, in the Attestation in Appendix A.

V. Registration and 100 Hours Professional Development Requirements

As of the 2016/2017 school year: permanent and professional certified classroom teachers, teaching assistants, and administrators must register with the NYSED TEACH system site every five years.

Registering with the State Education Department:

	Registration Required
Permanently certified classroom teachers/educational leaders	YES
Professionally certified classroom teachers/educational leaders	YES

Continuing Teacher & Leader Education (CTLE) Requirements

	Required to Complete CTLE	Hours Required per 5-Year Registration
Permanently certified classroom teachers/educational leaders	No requirements for NYS certification purposes	No requirements for NYS certification purposes
Professionally certified classroom teachers/educational leaders	YES	100

Record Keeping Responsibilities:

CTLE certificate holders shall maintain a record of completed CTLE, which shall include: the title of the program, the total number of hours completed, and the sponsor's name. Such records shall be retained for at least three years from the end of the registration period and shall be available for review by the Department upon request. The certificate holder will attest to completion of 100 hours when they go to register for their next 5-year cycle. They must keep documentation of all CTLE for 8 years and are subject to NYSED audit. If 100-hour requirement is not met, they will apply for conditional registration and be given one year to complete hours.

Gilbertsville-Mount Upton Central School utilizes My Learning Plan/Frontline.

The statute further requires that CTLE be rigorous and completed through a sponsor approved by the NYSED.

- All certificate holders **permanent and professional** must be registered in order to practice in NYS. Those that do not wish to practice in NYS, must inform NYSED.
- Registration will be staggered according to the birthdate of the teacher or leader.
- All permanent or professional teachers with certificates **issued prior** to July 1, 2016 will register on their month of birth and shall renew every five years.
- All permanent or professional teachers, leaders with certificates issued **on or after** to July 1, 2016 will be automatically registered and shall re-register every five years during their birthday month.
 - Teachers, leaders **with a professional certificate** must complete 100 hours of Continuing Teacher and Leader Education (CTLE) during each five-year registration period. **HOLDERS OF A PERMANENT CERTIFICATE DO NOT NEED TO COMPLETE THE 100 HOUR PD REQUIREMENT.** PLEASE NOTE: All PD hours accumulated prior to July 1, 2016 will be lost.
- If a teacher, leader continue to practice without CTLE completion, the certificate holder may be subject to moral character review pursuant to Part 83 of Commissioner's regulations.
- If a CTLE certificate holder returns to practice in an applicable school, he/she will be required to register with the NYSED prior to resuming practice. If the certificate holder is in the middle of a registration period when he/she becomes inactive and is no longer practicing, he/she must complete a minimum of 20 hours of CTLE for every year that he/she was practicing in an applicable school.

VI. Professional Development Opportunities

The District recognizes that professional development can be accomplished through a number of mediums and platforms. These platforms include, but are not limited to:

- o Conferences (local, regional, state, national)
- o In-service training provided by qualified colleagues or external consultants
- o Online coursework
- o Webinars, Moodle, etc.
- o Graduate-level coursework
- o Faculty meetings
- o Department meetings
- o Grade-level meetings

We will publish a calendar of professional development opportunities no later than the first day teachers report for the new school year—usually during the last week in June.

In addition to providing resources for activities, the District also provides three instructional coaches for technical assistance and embedded support in New York State Learning Standards, data analysis, and instructional practices.

Gilbertsville-Mount Upton CSD staff members are encouraged to review other resources that showcase instructional best practices. DCMO BOCES Course offerings are e-mailed to staff.

The District provides mentoring (see Appendix B) for first year teachers.

VII. Documentation of Professional Development

It is the responsibility of individual staff members to pre-register (when available) for professional development offerings through Frontline Education. In the event that a meeting or offering is not available for pre-registration through [Frontline Education](#), staff members should enter the information in a “meeting log” or “historical records past course form” in [Frontline Education](#).

It is also the responsibility of the staff member to regularly monitor the progress he/she is making toward fulfilling any professional development hour requirements for maintaining certification (i.e., professional teaching certification).

VIII. Review of Plan

The District's Professional Development Committee will meet regularly to monitor this plan's implementation and the general professional development needs of staff members. The Committee will annually review and revise this plan prior to submitting it to the Board of Education for its consideration and approval.

The Gilbertsville-Mount Upton Central School District Board of Education will annually review and approve the professional development plan prior to September 1 of each year. The Board of Education President and the Superintendent of Schools will then [certify](#) the plan with the New York State Education Department.

APPENDIX A

ATTESTATION

I. Gilbertsville-Mount Upton CSD Staff

II. BOCES Providers

Provider	Title
BT BOCES	
DCMO BOCES	
ONC BOCES	
Orange-Ulster BOCES	

III. Third-Party Vendors

Vendor	Program/Service
Phillip	PD on equity
Hogan, Sarzynski, Lynch, DeWind & Gregory, LLP	Legal Updates, DASA, Sexual Harassment Prevention, and Health/Safety Practices
Educational Elements	Individualized Instruction
LETRS	Reading Training (K-8)
Teachers College Reading and Writing Project	Lucy Calkins Units of Study
Tanya Schnable	Literacy Consultant
Jan Laytham	Literacy Consultant

APPENDIX B

Mentoring Program Handbook 2021 - 2022

OUR MISSION

At Gilbertsville-Mount Upton, we use a trauma-sensitive approach to cultivate confident individuals with the desire to take risks, experience new opportunities, and to recognize the potential within themselves.

We are a student-centered learning community that values:

A Growth Mindset
Essential Skills for Career Readiness
Social-Emotional Wellness
Resilience
Critical Thinking
High Expectations
Meaningful Relationships

OUR VISION

To provide an inclusive learning community which fosters life-long personal and academic growth.

OUR MOTTO

It's the Quality of the journey that counts

Mentoring Program Handbook Table of Contents

Mentoring Program Contact Information

**See Mentoring Program in Google Classroom for specific details
(Google Classroom is Maintained by Mentor Coordinator)*

Mentor Coordinator

Name

Phone #

Mentors

Name's

Phone #'s

<u>MENTEE/MENTOR MEETING DATES</u>	
<u>DATE</u>	<u>LOCATION</u>
September 7, 2021	Elementary School Library <i>Superintendent's Conference Day</i>
September 8, 2021	High School Library <i>Superintendent's Conference Day</i>
October 8, 2021	Elementary School Library <i>Superintendent's Conference Day</i>
March 18, 2022	High School Library <i>Superintendent's Conference Day</i>
June 24, 2022	Elementary School Library <i>Superintendent's Conference Day</i>

Meeting topics/articles/resources will be provided prior to meeting by Google Classroom

GMU Mentee Checklist

- i-Ready (PK-12) dates added to calendar
- F & P Program dates and training (PK-8)
- Bassett Health Center (PK-12) Information and introductions
- Student Mentor Program (PK-12) dates and information
- P.L.C. (PK-12) add dates and location to calendar
- Faculty Meetings (PK-12) add dates and location to calendar
- Technology (PK-12) procedures, help email, location for in person help/guidance
- Cafeteria (PK-12) set up account information and introductions
- Custodial Support (PK-12) procedures, help email, location for in person help/guidance
- C.S.E. (PK-12) Information and introductions

August/September

Things To Do:

- Find room(s) and tour building
- Locate supplies
- Review curriculum, assessments, rubrics
- Read all handbooks (faculty & Student)
- Review student agendas (if applicable)
- Prepare lesson plans
- Set up school grading procedure (check school grading policy) "Gradebook"
- Develop/review daily schedule
- Mark calendar with key dates (holidays/testing)
- Prepare bulletin boards
- Review assigned duties and responsibilities for each day
- Prepare introductory letter to families
- Outline classroom procedures/routines
- Review AIS procedures

- Read "Code of Conduct" in handbook
- Develop classroom discipline plan
- Review class lists (including IEP & 504 Plans)
- Prepare substitute folder
- Review bus procedures/report forms
- Create professional files (salary agreement, administrative notes, cumulative sick days)
- Schedule first two observations dates with Mentor

Know About:

- Substitute Service
- Procedures for substitutes
- Office Procedures (computer usage, copy machine, in-district mail, fax machine, telephone usage, etc.)
- Open House dates and procedures
- Lunch routine
- Discipline Referrals
- Playground rules
- Confidential records/Permanent records
- Your students with IEP's/504 Plans, and/or health needs
- Procedure for Mandatory Reporting of Child Abuse
- School hours (teacher & student)
- Procedures for leaving school during the day
- Faculty parking procedures
- Attendance procedures
- Student removal
- Procedure for documenting communication
- Portfolio/student work folders
- Field trip procedures/bus requests
- Fire and Emergency Drills

September 2021						
Sunday	Monday	Tuesday	Wednesday	Thursday	Friday	Saturday
			1	2	3	4
5	6 Labor Day	7 Conference Day Mentor/Mentee Meeting #1	8 Conference Day Mentor/Mentee Meeting #2	9 First Day of School for Students	10	11
12	13	14	15	16	17	18
19	20	21	22	23	24	25
26	27	28	29	30		

Remember your mentor is here to provide you with assistance and feedback. Sometimes you need some quick answers, guidance with trying students, or someone to bounce ideas around with for a new lesson. The first three-four years in any district is always a huge learning experience. The mentor program is here to provide support and make the transition into this new job easier than tackling things alone.

Things To Do

- See activities on the previous page
- Set tentative dates with mentor for all observations
- Enjoy the opening of school!

Mentor Program Requirements

- Attend Mentor/Mentee Meetings September 6th & 7th
- Year 1 Mentees & Mentors meet every week,
Year 2 Mentees & Mentors twice per month

Update Mentor Log



October 2021

Sunday	Monday	Tuesday	Wednesday	Thursday	Friday	Saturday
					1	2
3	4	5	6	7	8 Conference Day Mentor/Mentee Meeting #3	9
10	11 Columbus Day No School	12	13	14	15	16
17	18	19	20	21	22	23
24	25	26	27	28	29 Junior Carnival	30
31						

October marks the first 5 week marking period. Be prepared! Check with your mentor and/or department about getting your grades done properly and on time. Look ahead to Parent Conferences in November and start collecting data and materials to be prepared for these. Establish contact early with parents. If they get to know you on a friendly, cooperative basis, tough calls you have to make later will be easier and better received.

Don't Forget to



for the Junior Carnival



Things To Do:

- Review Parent/Teacher conference procedures
- BEDS Forms: Directions and forms will come from building principals
- Know District policies regarding school closing

Mentoring Program Requirements:

- Mentee/ Mentor Meetings: Year 1 Mentees & Mentors meet every week, Year 2 Mentees & Mentors twice per month.
- Update Mentoring Log
- Attend Mentor/Mentee Meeting on October 8th
- Mentees begin/continue collecting information for your BOE presentation
- Mentees and Mentors discuss a plan for mentor observations



November 2021

Sunday	Monday	Tuesday	Wednesday	Thursday	Friday	Saturday
	1	2	3	4	5 <small>1/2 Day for Students Noon Dismissal</small>	6
7	8	9	10 <small>1/2 Day for Students Parent/Teacher Conferences Noon Dismissal</small>	11 Veterans Day No School	12	13
14	15	16	17	18	19	20
21	22	23	24 <small>Thanksgiving Recess No School</small>	25 <small>Thanksgiving Recess No School</small>	26 <small>Thanksgiving Recess No School</small>	27
28	29	30				

This is a busy month with Parent Conferences and Thanksgiving. Life is good and should be celebrated with plenty of thanks. Thanks for family, friends, and thanks for the opportunity to make every day brighter for someone you meet. You have been given the gift to teach— make the best of it and be thankful. We are thankful to have YOU as part of our GMU educational family.

Things To Do:

- Prepare report cards
- Conduct Parent/Teacher Conferences
- Review curriculum pacing
- Rest and recuperate during Thanksgiving Break

Mentoring Program Requirements:

- Mentor/Mentee Meetings: Minimally, Year 1 Mentees & Mentors meet every two weeks, Year 2 Mentees & Mentors twice per month
- Certification Requirements meeting during PLC 11/2
- Update Mentoring Log
- Mentees continue collecting info. for BOE presentation
- Update Mentee/Mentor observation plan if necessary



December 2021

Sunday	Monday	Tuesday	Wednesday	Thursday	Friday	Saturday
			1	2	3	4
5	6	7	8	9	10	11
12	13	14	15	16	17	18
19	20	21	22 ½ Day for Students 11 AM Dismissal	23 Christmas Recess No School	24 Christmas Recess No School	25 Christmas Recess No School
26 Christmas Recess No School	27 Christmas Recess No School	28 Christmas Recess No School	29 Christmas Recess No School	30 Christmas Recess No School	31 Christmas Recess No School	

HO-HO-HO!!

**Relax, renew and
enjoy the time off as
you celebrate the
holidays and the
New Year!**

Things To Do:

- Review end of semester procedures
- Know District Budget Procedures
- Know school holiday plans scheduled for students
- Enjoy the Holiday Season
- Relax and refresh during our Winter Recess

Mentoring Program Requirements:

- Mentors and Mentees meet regularly
- Update Mentoring Log
- Year 1 & 2 Book Talk During PLC in the HS Library
- Mentees continue collecting info. for BOE presentation



January 2022

Sunday	Monday	Tuesday	Wednesday	Thursday	Friday	Saturday
						1
2	3	4	5	6	7	8
9	10	11	12	13	14	15
16	17 Martin Luther King Jr. Day No School	18	19	20	21	22
23	24	25	26	27	28 1/2 Day for Students Noon Dismissal	29
30	31					

HAPPY NEW YEAR and welcome back! January brings high expectations for the start of a new year. Keep yourself healthy and on top of things. Remember that the first year of teaching is difficult on your immune system, so get lots of rest, fresh air, healthy food, and exercise

Things To Do:

- Review 504's, IEP's, RTI plans
- Prepare for/Administer Regents Exams
- Evaluate curriculum pacing and modify if necessary
- Make course recommendations (HS)

Mentoring Program Requirements:

- Mentees and Mentors meet regularly
- Update Mentoring Log
- Mentees continue collecting info for BOE presentation
- Evaluate how many observation cycles mentees and mentors have completed and plan for the next cycle (remember to check the chart on page 7 for Mentoring Program expectations)



February 2022

Sunday	Monday	Tuesday	Wednesday	Thursday	Friday	Saturday
		1	2	3	4	5
6	7	8	9	10	11	12
13	14	15	16	17	18 Winter Recess No School	19
20	21 Presidents Day No School	22	23	24	25	26
27	28					

Beat the doldrums of the winter months and short days by keeping your students active and focused. Brain research shows us that simply moving up out of our seats activates our brain. Add a directed activity that requires 2 or more senses and the brain really lights up. Get those kids moving!

Things To Do:

- Continue to reflect on teaching/pacing
- Start planning for State Testing (3rd-8th Grades)

Mentoring Program Requirements:

- Mentees and Mentors meet regularly
- Update Mentoring Log
- Book Talk on February during PLC time
- Mentees continue collecting info. for BOE presentation



March 2022

Sunday	Monday	Tuesday	Wednesday	Thursday	Friday	Saturday
		1	2	3	4	5
6	7	8	9	10	11	12
13	14	15	16	17 ½ Day for Students Noon Dismissal Parent/Teacher Conferences	18 Conference Day Mentor/Mentee Meeting #4	19
20	21	22	23	24	25	26
27	28	29 ELA State Test Grades 3-8	30 ELA State Test Grades 3-8	31 ELA State Test Grades 3-8		

“Thinking is the hardest work there is, which is probably why so few people engage in it.” Henry Ford

Things To Do:

- Prepare report cards
- Continue planning for State Testing and begin final exam review procedure and implementation
- Enjoy Spring Break: Prepare your mind and body for the energy needed to successfully finish the year

Mentoring Program Requirements:

- Mentees and Mentors meet regularly
- Update Mentoring Log
- Mentees continue collecting info. for BOE presentation
- Plan for Mentee observations

April 2022						
Sunday	Monday	Tuesday	Wednesday	Thursday	Friday	Saturday
					1	2
3	4	5	6	7	8 ½ Day for Students Noon Dismissal	9
10	11 Spring Recess No School	12 Spring Recess No School	13 Spring Recess No School	14 Spring Recess No School	15 Spring Recess No School	16 Spring Recess No School
17	18 Spring Recess No School	19	20	21	22	23
24 31	25	26 Math State Test Grades 3-8	27 Math State Test Grades 3-8	28 Math State Test Grades 3-8	29	30

Prepare for the State Testing that will occur in the Elementary and Middle School. The end of the year comes quickly, so be proactive and check out the testing schedules for assessments and final exams. Remember to pace yourself and your instruction accordingly. This is the time of year to find out exactly what you will be expected to hand in for each student at the end of the year. Your mentor and grade/department chairperson will be able to help you with these questions. Your building secretary is also a great resource.

Things To Do:

- Conduct Parent Conferences as needed

Mentoring Program Requirements:

- Mentees and Mentors meet regularly
- Update Mentoring Log
- Year 1 and 2 Book Talk on PLC Day
- Mentees continue collecting info. for BOE presentation
- Plan for Mentee observations

May 2022						
Sunday	Monday	Tuesday	Wednesday	Thursday	Friday	Saturday
1	2	3	4	5	6	7
8	9	10	11	12	13	14
15	16	17	18	19	20	21
22	23	24 Science State Test Grade 8	25	26	27	28
29	30 Memorial Day No School	31				

May and June are very busy months with both academic and fun events. Discuss with your mentor the events that happen in your building so you can plan ahead, complete your responsibilities and enjoy the fun moments! Each building celebrates student success differently and you will be a part of that. Their success is YOUR success! Give yourself a pat on the back for a job well done.

Things To Do:

- Student Placement Meetings (elementary)

Mentoring Program Requirements:

- Mentees and Mentors meet regularly
- Update Mentor Log
- Mentees continue collecting info. for BOE presentation
- Make sure Observation Cycles have been completed by the end of the year



June 2022						
Sunday	Monday	Tuesday	Wednesday	Thursday	Friday	Saturday
			1	2	3	4
5	6 Science State Test Grades 4th & 8th	7	8	9	10	11
12	13	14 7th-12th Last Day of School	15 Regents Exams	16 Regents Exams	17 Regents Exams	18
19	20 Juneteenth No School	21	22	23 Pk-6th Last 1/2 Day of School 11AM Dismissal	24 Regents Rating Day	25
26	27	28	29	30		

CELEBRATE !!!
Congratulate
yourself on a great
year and have a
great summer!

It's
SUMMER
 Time

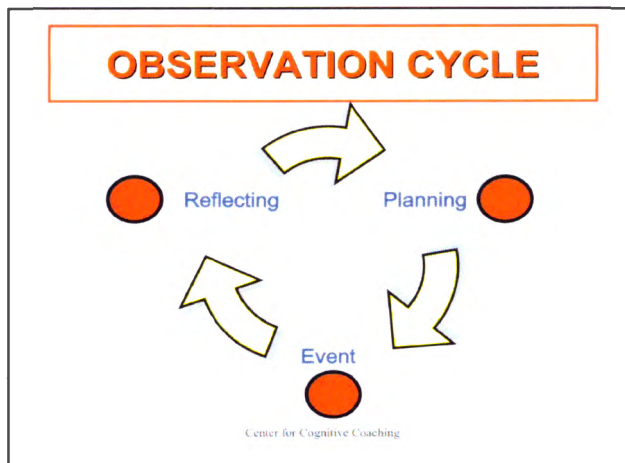
Things To Do:

- Administer final exams and end of year assessments and evaluate results to modify curriculum for next year
- Prepare report cards
- Complete final record keeping and reports
- Complete building checklist
- Pack up rooms and leave them ready for summer cleaning

Mentoring Program Requirements:

- Mentees and Mentors meet regularly
- Mentees and Mentors meet to complete program evaluation and celebrate the end of year on Friday, June 24th!
- Complete Mentoring Logs for the year and submit copies to the Mentor Coordinator. Mentees keep a copy of the log for their Professional Portfolio.

Presenter/Observer Observations



Mentees and their mentors will engage in a coaching observation cycle where they will follow a process similar to the APPR observation cycle. During Year 1, this will occur a minimum of 4 times, during Year 2 a minimum of 3 times. They will engage in a planning conversation where the mentee will share with his/her mentor what they will be teaching, when the observation will take place, the objective(s) for the lesson, and what data he/she wants the mentor to collect and observe. Mentors will then observe the mentee. Afterwards, the mentor and mentee will engage in a reflecting conversation. During the conversation, the mentor will share the data collected and both will engage in a reflecting process to assist the mentee in processing, analyzing, and constructing

new learning focused on the new teacher's reflective practice.

Mentors can have release time from their classroom in order to complete the observation cycle. Time can be taken in half day (morning or afternoon) increments. Mentors need to advise the building principal in advance of the date and specify morning or afternoon release time so the process for obtaining substitute teachers can be followed.

Possible Observation Categories

Teachers generally request that mentors observe two categories of behaviors: their own and their students'. Below is a list of verbal and nonverbal behaviors, with examples of factors teachers most often want mentors to observe in the classroom.

NONVERBAL FEEDBACK ABOUT TEACHERS

1. Mannerisms
 - Pencil tapping
 - Hair twisting
 - Handling coins in pockets
2. Use of Time
 - Interruptions
 - Transitions from one activity to another
 - Time spent with each group
 - Time spent getting class started (e.g. dealing with routines such as attendance)
 - Punctuality of starting and ending times
3. Movement Throughout the Classroom
 - Favoring one side of the room over another
 - Monitoring student progress and seat work
4. Modality Preference
 - Using balanced visual, kinesthetic, and auditory modes of instruction
5. Use of Handouts
 - Clarity, meaningfulness, adequacy or complexity
 - Distribution/Collection of papers
6. Use of Audiovisual Equipment/Technology
 - Placement, appropriateness, operation
7. Pacing
 - Too fast, too slow, "beating a dead horse" (tempo, rhythm)
 - Coverage of desired material in time allotted (synchronicity)
 - Time spent in each section of lesson sequence (duration)
8. Meeting Diverse Student Needs

- Making allowances for gifted, slow, cognitive styles
 - Considering emotional needs, modality strengths, languages, and cultures
9. Nonverbal Feedback
- Body language, gestures, proximity
 - Moving toward or leaning into students when addressing them
 - Eye contact
10. Classroom Arrangements
- Furniture placement
 - Bulletin board space
 - Environment for learning
 - Provision for multiple uses of space

VERBAL FEEDBACK ABOUT TEACHERS

1. Mannerisms
- Saying “okay,” “ya know,” or “um”
 - Nodding head excessively while speaking
2. Sarcasm During Negative Feedback
- Gender references
 - Criticism
 - Put-downs
 - Critical intonation of voice
3. Other Positive and Negative Feedback
- Use of praise and criticism
 - Ignoring distracting student responses
4. Response Behaviors
- Silence
 - Accepting, paraphrasing, clarifying, empathizing
 - Responding to students who give “wrong” answers
5. Questioning Strategies
- Posing questions at appropriate taxonomy level
 - Asking questions in sequence
6. Clarity of Presentation
- Giving clear directions
 - Clarifying assignments
 - Checking for understanding
 - Modeling
7. Interactive Patterns
- Teacher to Student to Teacher to Student
 - Teacher to Student to Student to Student
8. Equitable Distribution of Responses
- Favoring gender
 - Favoring language proficiency, race, perception of abilities, placement in room
9. Specific Activities, Teaching Strategies
- Lectures, group activities, lab exercises, discussion movies, slide shows

NONVERBAL FEEDBACK ABOUT STUDENTS

1. Attentiveness
- On task, off task
 - Note taking
 - Volunteering for tasks
2. Preparedness
- Participation
 - Sharing

- Homework Materials
 - Volunteering knowledge
3. Movement
- Negative: getting out of seat, squirming, fidgeting, causing discomfort, interfering with others
 - Positive: following directions, transitioning, following self-direction, taking initiative, consulting reference books
4. Managing Materials
- Audiovisual equipment, textbooks, art supplies, musical instruments, lab equipment
 - Care of library books
 - Returning supplies
 - Passing out and collecting papers

VERBAL FEEDBACK ABOUT STUDENTS

1. Positive Participation
- Volunteering responses
 - Speaking out while on task
 - On-task student-to-student interaction
 - Requesting assistance
2. Negative Participation
- Speaking out while off task
 - Off-task student-to-student interaction
3. Positive Social Interaction
- Taking turns
 - Listening and allowing for differences
 - Sharing and establishing ground rules
 - Assuming and carrying out roles
 - Following rules of games, interactions
4. Negative Social Interaction
- Interrupting, interfering, hitting
 - Name-calling, put-downs, racial slurs, foul language hoarding, stealing
5. Performing Lesson Objectives
- Using correct terminology
 - Applying knowledge learned before or elsewhere
 - Performing task correctly
 - Conducting experiments
 - Applying rules, algorithms, procedures, formulas
 - Recalling information supplying supportive details, rationale, elaboration
6. Language Patterns
- Using correct syntax
 - Using correct grammar, spelling, and punctuation
 - Using correct numbers and mathematical terms
 - Supplying examples
7. Insights into Student Behaviors and Difficulties
- Learning styles: verbal, auditory, kinesthetic
 - Cognitive styles: field-dependent, field-independent
 - Friendships, animosities
 - Tolerance for ambiguity and chaos
 - Distractibility
 -

Taken/adapted from Appendix B: "What Teachers Want Observed," Costa, A., and Garmston, R. (2002). *Cognitive Coaching: A Foundation for Renaissance Schools*. Norwood, MA: Christopher-Gordon Press.

Teacher Presentations to the Board of Education

At the end of the two-year probationary cycle, the building administrator will present the probationary teacher to the Board of Education between March and April of the year they will be considered.

The probationary teacher will then give a presentation to the Board of Education that highlights what they have to offer the GMU Central School District.

Presentation Expectations -

Time Limit: 5 – 10 minutes

Content: Teachers should share:

- educational background including college degrees, certifications, and previous teaching positions (if applicable)
- instructional strengths
- how they actively engage students
- innovative uses of technology
- proud moments / areas of achievement in the classroom

Teachers may use any format they are comfortable with to present their information: Power Point, Prezi, Media Player, etc.

The presentation should be organized.

Teachers should do the presenting, please do not bring students as part of the presentation.

This presentation is only for teachers new to the district. Teachers changing tenure areas do not need to do a presentation.

Mentoring Logs

Mentoring Logs must be completed to document Mentor/Mentee interactions. The required number of observation cycles and classroom visitation reflection must be documented on the Mentoring Log. One copy of the Mentoring Log must be submitted to the Mentor Coordinator at the beginning of June. Mentee should fill out and include a copy of their Mentoring Log in his/her Mentoring Google Docs.

Possible Categories of Mentoring Activities:

- Planning Conversation
- Observation
- Reflecting Conversation
- Professional Collaboration
- Brainstorming
- Pre-observation Conversation
- Post-observation Conversation
- Curriculum Planning
- Program Planning
- Collaboration
- Curriculum Sharing
- Resource Sharing
- Mentor/Mentee Meeting
- Planning
- Discussion
- Book Talk
- Reflection on Classroom Visitation(s)

Gilbertsville Mount Upton School District
Teacher Induction Program

Mentor Application

Section 1 – Relevant Data

Name _____

Years of teaching experience (total): _____

Are you tenured in this district: _____

Section 2 – Administrative Endorsement

I recommend this teacher, who has been rated "Effective" on the teacher observation subcomponent of their APPR for a minimum of three consecutive years, as a suitable mentor candidate.

Administrator

Date

GMUTA President

Date

Section 3 – Training

Please attach the following documentation:

- Mentor has completed the required pre-service professional development

Section 4 – Attestation

The individual listed above has completed the necessary requirements to become a mentor in the Gilbertsville-Mount Upton Central School District.

Mentor Coordinator

Date

Tompkins Cortland Community College

CollegeNow Concurrent Enrollment Articulation and Service Agreement September 1, 2022 – August 31, 2023

Tompkins Cortland Community College (Tompkins Cortland) and **Gilbertsville – Mount Upton High School** mutually seek to build upon the curricular experiences of students and eliminate unnecessary duplication of instruction to create a seamless secondary to postsecondary pathway. The above institutions subscribe to the following memorandum.

A. Tompkins Cortland Community College agrees:

1. To provide registration in one or more of the concurrent enrollment courses approved to be offered at **Gilbertsville – Mount Upton High School**. A list of approved courses will be maintained on the Concurrent Enrollment section of the CollegeNow website (www.tompkinscortland.edu/CollegeNow).
2. **Gilbertsville – Mount Upton High School** faculty will be eligible to teach each of the respective course(s) when they submit a complete credential packet to CollegeNow and are approved by the respective Tompkins Cortland Faculty Liaison as a CollegeNow adjunct (concurrent enrollment) instructor.
3. To provide course documents, including a master syllabus for each course that outlines the topics and depth of coverage for each course and stipulates methods of evaluating student performance.
4. To provide Faculty Liaisons who will provide guidance with curriculum alignment through review and approval of concurrent enrollment course outlines, meetings with concurrent enrollment instructors, sharing of course materials, site visits, and professional development.
5. To provide access to select learning resources, as needed, including Blackboard and College library.
6. To provide a scholarship to students enrolled in concurrent enrollment courses that covers the tuition charge so that there is no net cost to students.
7. To provide students who register for any Tompkins Cortland course, a College transcript upon request by the student.

B. Gilbertsville – Mount Upton High School agrees:

1. Instruction will be conducted at **Gilbertsville – Mount Upton High School** and provided by **Gilbertsville – Mount Upton High School** instructors who have had their credentials approved by Tompkins Cortland to teach the courses and who have agreed to follow the College syllabus for each course.
2. Each concurrent enrollment instructor develops a course outline congruent to the syllabus provided by Tompkins Cortland. The instructor will submit this outline for Faculty Liaison approval before the course is first taught and at the beginning of each subsequent term that the course is taught.
3. Concurrent enrollment instructors will adhere to the rules and regulations set forth in the *Tompkins Cortland Community College Concurrent Enrollment Instructor's Handbook* except when such rules and regulations are waived by the Academic Dean or Provost.
4. To provide support for concurrent enrollment instructors in meeting CollegeNow requirements, including:
 - a. Orientation for new concurrent enrollment instructors.
 - b. Meeting with CollegeNow Faculty Liaison and participating in Faculty Liaison site visits to coordinate alignment of concurrent enrollment courses with those taught at Tompkins Cortland.
 - c. Participation in Tompkins Cortland professional development annually. If the College identifies a pattern of absence over a three-year period, a CollegeNow administrator will meet with the concurrent enrollment instructor to discuss continued participation in the program.

5. To advise, schedule, and register students into concurrent enrollment courses based upon each student's readiness for the college course, as determined by the concurrent enrollment instructor, College course syllabus, and any additional guidance provided by the College.
6. Applicable academic policies and regulations, as stipulated in the current College catalog, shall apply to both concurrent enrollment faculty and students participating in this program.
7. Textbooks will be college-level texts approved by the Faculty Liaison. Per student fees may apply for courses utilizing the College's Open Educational Resources, to be billed to **Gilbertsville – Mount Upton High School**.
8. Assessments will be similar in design, scope, and level of difficulty, and final course grades will be determined, based on the College master course syllabi and guidance from the Faculty Liaison.
9. Concurrent enrollment students will complete a college evaluation of their concurrent enrollment course(s) at the end of each course.
10. In a case where an approved concurrent enrollment instructor teaching a concurrent enrollment course will be out of school for any extended leave or illness, the Principal will notify the CollegeNow office as soon as possible and provide credentials for the substitute instructor of the course. Any high school instructor intending to teach a previously approved concurrent enrollment course must have credentials reviewed.
11. With the support of **Gilbertsville – Mount Upton High School** staff, students enrolling in Tompkins Cortland courses will provide/obtain all required documents, where applicable, to secure a valid Certificate of Residence once a year or at the time a previously issued Certificate of Residence becomes invalid.

C. **Gilbertsville – Mount Upton High School** agrees to indemnify and hold harmless Tompkins Cortland, its trustees, sponsoring municipalities, agents, officers, and employees from and with respect to any and all claims, causes of action, liability, loss, damages, claims, costs or expenses (including attorneys' fees and disbursements) sustained, incurred by, or asserted against Tompkins Cortland or its trustees, sponsoring municipalities, agents, officers, or employees arising out of, resulting from, or concerning any acts or omissions to act by **Gilbertsville – Mount Upton High School** or any employee or agent thereof in connection with the performance by **Gilbertsville – Mount Upton High School** of its duties and/or responsibilities under this Agreement. Tompkins Cortland agrees to indemnify and hold harmless **Gilbertsville – Mount Upton High School**, its agents, officers, and employees from and with respect to any and all claims, causes of action, liability, loss, damages, claims, costs or expenses (including attorneys' fees and disbursements) sustained, incurred by, or asserted against **Gilbertsville – Mount Upton High School** or its agents, officers, or employees arising out of, resulting from, or concerning any acts or omissions to act by Tompkins Cortland or any employee or agent thereof in connection with the performance by Tompkins Cortland of its duties and/or responsibilities under this Agreement.

This agreement can be withdrawn by either party with one college semester's prior notice.

High School Principal

Date

District Superintendent

Date

Tompkins Cortland Community College Director of CollegeNow

Date

Tompkins Cortland Community College Provost

Date

Gilbertsville-Mount Upton Central School

District-Wide School Safety Plan

2022-2023



GILBERTSVILLE-MOUNT UPTON CENTRAL SCHOOL DISTRICT EMERGENCY RESPONSE PLAN

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GMU District Emergency Plan 2022-2023 General Information



Gilbertsville-Mount Upton Central School District

693 State Highway 51

Gilbertsville, NY 13776

Phone: 607-783-2207

Fax: 607-783-2254

Website: www.gmucsd.org

Follow @GMUCentral on Facebook and Twitter

GILBERTSVILLE-MOUNT UPTON CENTRAL SCHOOL DISTRICT EMERGENCY RESPONSE PLAN

INTRODUCTION

Emergencies and violent incidents in school districts are critical issues that must be handled in a swift and effective manner. Districts are required to develop a district-wide school safety plan designed to prevent or minimize the effect of serious violent incidents and emergencies and to facilitate the coordination of the district with local and county resources in the event of such incidents or emergencies. The district-wide plan is responsive to the needs of all schools within the district and is consistent with the more detailed emergency response plans required at the school building level. Districts stand at risk from a wide variety of acts of violence, natural, and manmade disasters. To address these threats, the State of New York has enacted the Safe Schools Against Violence in Education (**SAVE**) law. Project SAVE is a comprehensive planning effort that addresses prevention, response, and recovery with respect to a variety of emergencies in each school district and its schools.

FOREWORD

This DWS Plan has been developed by the Gilbertsville-Mount Upton School Emergency Response Team, the Gilbertsville-Mount Upton District Superintendent, School Principal and the DCMO BOCES Health & Safety Coordinator.

AUTHORITY

The Board of Education of the Gilbertsville-Mount Upton Central School District recognizes that natural disasters such as earthquakes, floods, tornadoes and winter storms, man-made disasters such as fires, chemical accidents, toxic spills, and civil disorders such as bomb threats and hostage situations are potential threats to the school and the community.

The Gilbertsville-Mount Upton CSD, District-wide Safety Plan was developed pursuant to Commissioner's Regulation 155.17. At the direction of the GMU District Board of Education, the Superintendent appointed a District Wide Safety Team and charged it with the development and maintenance of the District Wide Safety Plan.

The plan shall include but not limited to:

1. Identification of sites of potential emergencies.
2. Identification of appropriate responses to emergencies.
3. A description of arrangements for obtaining assistance from emergency services organizations and local government agencies.
4. A description of procedures to coordinate the use of school district resources and manpower during emergencies.
5. Identification of district resources which may be available for use during an emergency.
6. A description of plans for:
 - a. school cancellation
 - b. early dismissal
 - c. sheltering

A test of the emergency plans for sheltering and early dismissal will be held at least once per year.

GILBERTSVILLE-MOUNT UPTON CENTRAL SCHOOL DISTRICT EMERGENCY RESPONSE PLAN

Gilbertsville-Mount Upton CSD has appointed a District-Wide Safety Team including the following persons:

Superintendent	Annette Hammond
Board Member	Jeremy Pain
School Administrators	Heather Wilcox Dorothy Iannello – District Treasurer
Parents	Caroline Wilson
Student Representative	Jr. Class President
Director of Facilities	Alan Digsby
Teachers	Matthew Johnson
Transportation Supervisor	Harold Ives
Food Service	Susan Sebeck
Fire/Emergency Department	Dave Robinson (Chief)
Liaison	DCMO BOCES Health & Safety Office
Otsego County Sheriff's Department	Otsego County Sheriff's Department
Chenango County Sheriff's Department	Chenango County Sheriff's Department
State Police Liaison	State Police: Sidney & Oneonta

Gilbertsville-Mount Upton CSD has also created an Emergency Response Team which includes the following persons:

Incident Commander	Annette Hammond
Deputy Incident Commander	Heather Wilcox
Safety Officer	Harold Ives
Public Information Officer	Annette Hammond
Operation	Alan Digsby
Planning/Intelligence	Heather Wilcox
Scribe	Jarrin Hayen
School Agency Liaison	Harold Ives
Logistics	Kevin Walsh
Administration/Finance	Dorothy Iannello/Brianne Simonds
Local Law Enforcement Liaison	State Troopers, Troop C, 911

The Gilbertsville-Mount Upton Central School District (**GMU**) supports the SAVE Legislation and intends to facilitate the planning process. The Superintendent of Schools encourages, advocates, and facilitates on-going district-wide cooperation and support of Project SAVE.

The District Wide Safety Plan was adopted **September 2022**.

GILBERTSVILLE-MOUNT UPTON CENTRAL SCHOOL DISTRICT EMERGENCY RESPONSE PLAN

LEGAL BASIS FOR PLAN

This plan is developed in accordance with the Regulations of the Commissioner of Education, Section 155.17 and in recognition of the legal responsibilities for actions during emergencies set forth in Article 2-B of the New York State Executive Law, appended. Education law requires the adoption of a District-Wide Safety Plan and a Building Level Safety Plan.

STATEMENT OF PURPOSE

The DWS Plan is intended to set forth the information required by Gilbertsville-Mount Upton Central School District staff involved in a school or regional emergency due to the occurrence of a natural or man-made disaster and emergencies.

KEY COMPONENTS OF THE REGULATION

This plan shall be reviewed and maintained by the District-Wide School Safety Team and reviewed on an annual basis on or before July 1 of each year.

Pursuant to Commissioner's Regulation 155.17 (e)(3), this plan will be made available for public comment 30 days before its adoption. The district-wide and building-level plans may be adopted by the School Board only after at least one public hearing that provides for the participation of school personnel, parents, students and any other interested parties. The plan must be formally adopted by the Board of Education.

While linked to the District-Wide School Safety Plan, the Building Level Emergency Response Plan shall be confidential and shall not be subject to disclosure under Article 6 of the Public Officers Law or any other provision of law, in accordance with Education Law Section 2801-a.

Full copies of the District-Wide School Safety Plan and any amendments will be submitted to the New York State Education Department within 30 days of adoption. Building Level Emergency Response Plans will be supplied to both local and State Police within 30 days of adoption.

GILBERTSVILLE-MOUNT UPTON CENTRAL SCHOOL DISTRICT EMERGENCY RESPONSE PLAN

The plan must include:

1. Vital Educational Agency Information (pg. 11)
2. Risk Reduction/Prevention and Intervention Components and Strategies (pg. 12)
3. Training, Drills and Exercises (pg. 16)
4. Implementation of School Security (pg. 17)
5. Early Detection of Potentially Violent Behaviors (pg. 19)
6. Hazard Identification (pg. 19)
7. Response - Notification and Activation (pg. 20)
(Internal and External Communications)
8. Response Protocols (pg. 22)
9. Responses to Acts of Violence: Implied or Direct Threats
Acts of Violence (pg. 25)
10. Arrangements for Obtaining Emergency Assistance
from Local Government (pg. 36)
11. Procedures for Obtaining Advice and Assistance
from Local Government Officials (pg. 36)
12. District Resources Use and Coordination (pg. 36)
13. Recovery - District Support for Buildings (pg. 37)
14. Disaster Mental Health Services (pg. 37)
15. Communicable Disease - Pandemic Plan (pg. 38)

ASSUMPTIONS

While it is likely that outside assistance would be available in most serious emergency situations affecting the Gilbertsville-Mount Upton Central School District, it is necessary for the district to plan for and be able to carry out immediate responses during the first stage of an emergency, and to be prepared to effectively coordinate resources with the larger community in the event of a more widespread emergency.

In keeping with the nationwide, state and county strategy of developing an integrated incident management system, this plan is concerned with all types of emergency situations that may develop it also accounts for activities before, during, and after emergency operations.

CONCEPTS OF OPERATIONS

This plan is based on the concept that emergency activities for Gilbertsville-Mt. Upton Central School District personnel will generally parallel their normal day-to-day functions. It is generally true, however, that a disaster is a situation in which the usual way of doing things no longer suffices. It is necessary to maintain organizational continuity and assign familiar tasks to personnel. However, it may also be necessary to draw on people's special skills and ask them to assist in the areas of greatest need.

ORGANIZATION AND ASSIGNMENT OF RESPONSIBILITIES

In an emergency, it is vital that a command structure be adhered to. The chain of command for school emergencies is as follows:

District Superintendent
Building and Grounds Supervisor
Business Administrator
Principal

The primary Emergency Command Center is the District Office and the alternate Command Center is the Bus Garage. The person in charge will be designated is the Incident Commander.

The Incident Commander or his/her designee will remain in charge until the conclusion of the emergency or until civil or local emergency authorities take control of the situation.

The Incident Commander is responsible to:

1. Take full control upon being notified of an emergency.
2. Make immediate decisions regarding emergency response.
3. Order activation of response.
4. Notify appropriate representatives of local, regional and state emergency response agencies and local law enforcement offices.
5. Be prepared to turn over control to appropriate outside agencies as required by law.
6. Submit post-emergency reports to the District Superintendent.
7. Perform testing of the District Wide Safety Plan on an annual basis.
8. Meet with local government and emergency service officials to develop procedures for advice and assistance to situations that exceed the expertise and/or resources of the district.

GILBERTSVILLE-MOUNT UPTON CENTRAL SCHOOL DISTRICT EMERGENCY RESPONSE PLAN

9. Determine when and which educational agencies within the school district shall be notified of an emergency and the action to be taken.
10. Develop and annually update the DWS Plan. The plan will include procedures to be followed for in-house and outside occurrences. The plan will be reviewed by July 1st of each year.
11. Carry out any other activities deemed necessary by the District Superintendent.

School District Chief Emergency Officer

The Superintendent of Schools is the Chief Emergency Officer and through designated personnel will provide:

- Coordination of communication between school staff/law enforcement/first responders.
- Assistance in the selection of security related technology and procedures for its use.
- Coordination of safety, security, and emergency training for school staff.
- Assistance in required evacuation and lock-down drills completion as required by law.
- Assurance that all school district staff understands the District Wide School Safety Plan.
- Assurance that the District-Wide School Safety Plan and Building Level Emergency Response Plans are completed, reviewed annually and updated as needed.

GILBERTSVILLE-MOUNT UPTON CENTRAL SCHOOL DISTRICT EMERGENCY RESPONSE PLAN

GMU Chain of Command during Emergency Response

DISTRICT-WIDE SCHOOL SAFETY TEAM

The District-Wide School Safety Team shall consist of a representative from each of the areas listed below. Their duties will be to continuously review and develop the Disaster Preparedness Plan.

<u>Title</u>	<u>Name</u>	<u>Business Phone</u>
Superintendent	Annette Hammond	783-2207, ext. 140
Board Member	Jeremy Pain	353-2099
School Administrators/Treasurer	Dorothy Iannello	783-2207, ext. 144
	Heather Wilcox	783-2207, ext. 103
	Kevin Walsh	783-2207, ext. 103
	Caroline Wilson	
Parent	Alan Digsby	783-2207, ext. 101
Director of Facilities	Matthew Johnson	783-2207, ext. 103
Teacher	Harold Ives	783-2275
Transportation Supervisor	Susan Sebeck	783-2207, ext. 122
Food Service	Dave Robinson	783-2500 (Fire Dept.)
Fire/Emergency Dept.	DCMO BOCES Health & Safety	335-1283
Liaisons		
Otsego County Sheriff's Department		547-4270
Chenango County Sheriff's Department		334-4040
State Police	Oneonta	432-3211
State Police	Sidney	561-7400

Emergency Response Team

Incident Commander	Annette Hammond > Heather Wilcox
Deputy Incident Commander	Heather Wilcox > Harold Ives
Safety Officer	Harold Ives > Alan Digsby
Public Information Officer	Annette Hammond > Heather Wilcox
Operation	Alan Digsby > Eric Voorhees < Duty Custodian
Planning/Intelligence	Heather Wilcox > Eric Voorhees > Kevin Walsh
Scribe	Jarrin Hayen > Kristy Carey
Agency Liaison	Harold Ives > Annette Hammond
Logistics	Kevin Walsh > Eric Voorhees > Susan Sebeck
Administration/Finance	Dorothy Iannello > Brianne Simonds/Jarrin Hayen
Local Law Enforcement Liaison	State Troopers, Troop C, 911

DESCRIPTION OF BUILDING AND OCCUPANTS

Location Factor

The Gilbertsville-Mount Upton Central School District is a PK-12 single building located in rural upstate Gilbertsville, NY, serving Otsego and Chenango Counties.

Vital Educational Agency Information

The Building Level Emergency Response Plan will contain vital information such as school population, number of staff, transportation needs, facilities information and telephone numbers of key educational officials.

RISK REDUCTION/PREVENTION AND INTERVENTION STRATEGIES

The Gilbertsville-Mount Upton Central School District believes that there is a need for increased emphasis on safety in our school. Our goal is to provide a drug, weapon, and violence free atmosphere where students can receive an education. The GMU Central School shall provide appropriate ongoing training programs to faculty and staff throughout the school year. The following is a list of programs/services that we offer to provide a safe haven for students:

District Wide:

New Teacher Orientation - We address instruction and classroom management.

Right to Know/Hazard Communication - Provided by DCMO BOCES in the fall.

Blood Borne Pathogens - Provided by DCMO BOCES in the fall.

Violence Prevention Update - Provided by DCMO BOCES in the fall.

Yearly S.A.V.E. School Assembly - DCMO BOCES/School Law Firm presents to PK-12 faculty. This assembly targets various issues in regard to school procedures and policies involving the following: drugs, sexual harassment, assaults, and other school related matters.

DASA Training – District wide training for all staff to comply with the Dignity for All Students Act state regulations.

Sexual Harassment Training-District wide training for all staff to comply with state regulations.

Middle School/High School:

- **Planner** - An organizational tool used by all 3rd-12th graders. This will enhance the communication between parents, students and teachers. This planner is used as an infusion of character education through the use of guided readings in the Daily Planner.
- **Sixth Grade Orientation** - An orientation for students entering sixth grade. Middle school teachers plan a day of activities designated to introducing students to the middle school schedule, developing peer relations and group social skills, helping student's feel successful with basic survival skills such as locker combinations.
- **PK-6 Essential Skills/Soaring Eagle Awards** - Students in grades PK-6 are recognized for a character virtue and Honor/High Honor or non-essential skills each month. Some of these virtues include giving, motivation, respect, understanding, sportsmanship and artistic creativity. Each month students from grades PK-6 are selected by their teachers and peers for portraying these qualities. These students receive a certificate and have their pictures in the GMU Newsletter.
- **HS Awards Ceremony** - Students in grades 9-12 are recognized for honor and high honor roll quarterly. These students receive recognition at a year-end ceremony and a certificate.

GILBERTSVILLE-MOUNT UPTON CENTRAL SCHOOL DISTRICT EMERGENCY RESPONSE PLAN

- **Annual Student Assembly** - This assembly is conducted by the Middle/High School Principal. On the first day of school the Principal meets with each class by grade level and reviews the following items that are in our Student/Parent Handbook: Code of Conduct, Sexual Harassment, Violence in Schools, Drug/Alcohol Use, Internet Use, etc...

Middle/High School Counselor Services

- **7th Grade High School Orientation** – The 7th Grade Orientation Program provides students and parents with an overview of the New York State graduation requirements, course selection and scheduling process, and clubs and activities. The program helps students with the transition from middle to high school.
- **Individual Counseling and Crisis Counseling** - Assist with referrals to outside agencies, such as Systems of Care and Bassett, to support students in a crisis.
- **7-12 Bullying Prevention Training** - Students will receive training to recognize and report any type of bullying (including cyber bullying) instances.
- **Child Study Teams** – Assists with putting a plan into place that best supports students with academic or behavioral issues.

Elementary School: Grades PK-6

- **Rockin' Raiders** for children in PK-6 is a monthly program on Friday for ½ hour. The purpose of Morning Raiders is to provide a forum for student presentations, special guest presenters, to promote character education (building social skills) and improve children's self-esteem. Morning program brings our children, teachers and parents together as a community.
- **Agenda/Friday Folders** - An organizational tool used by all PK-6 students. This will enhance the communication between parents, students and teachers. This agenda/folder is used as an infusion of character education through the use of guided readings.
- **Character Education/Soaring Eagles/Essential Skills** - Students in grades PK-6 are recognized for a character virtue each month. Some of these virtues include giving, motivation, respect, understanding,

GILBERTSVILLE-MOUNT UPTON CENTRAL SCHOOL DISTRICT EMERGENCY RESPONSE PLAN

sportsmanship and artistic creativity. Each month a student from each class is selected for portraying this quality. They receive a Soaring Eagles certificate and have their picture in the GMU Newsletter. This recognizes and encourages the positive growth students are making as citizens of our school.

- **PLC Meetings** - Teachers meet as a grade level once a week to discuss curriculum, student issues, co-teaching, RTI/AIS and any other issues as determined by the Principal or team.

Elementary Counselor Services

- **Personal Safety** - Educating students in the importance of taking care of themselves physically and emotionally.
- **Bullying** - Classroom and small group activities. Identifying bullying behaviors and what to do if you or someone else is being bullied. Also help for those who display bullying behaviors or are bullies.
- **Crisis Counseling/Referrals** - Collaboration between counselor and outside agencies to help support and encourage continued success of the student.
- **Child Study Teams** - Assists with putting a plan into place that best supports students with academic or behavioral issues.
- **PK-6 Bullying Prevention Training** - Students will receive training to recognize and report any type of bullying (including cyber bullying) instances.
- **Career Counseling** – Students will be exposed to a variety of career lessons and complete an annual career portfolio supported by the school counselor.

Reporting Mechanisms for School Violence

All students are expected to promptly report violations of the code of conduct to a teacher, school counselor, the building principal or his or her designee, or the superintendent. Any student observing a student possessing a weapon, alcohol or illegal substance on school property or at a school function shall report this information immediately to a teacher, the building principal, the principal's designee or the superintendent.

All district staff that is authorized to impose disciplinary sanctions is expected to do so in a prompt, fair and lawful manner. District staff that are not authorized to impose disciplinary sanctions are expected to promptly report violations of the code of conduct to their supervisor, who shall in turn impose an appropriate disciplinary sanction, if so authorized, or refer the matter to a staff member who is authorized to impose an appropriate sanction.

Any weapon, alcohol or illegal substance found shall be confiscated immediately, if possible, followed by notification to the parent of the student involved and the appropriate disciplinary sanction if warranted, which may include permanent suspension and referral for prosecution.

The superintendent or building principals or his or her designee must notify the appropriate local law enforcement agency of those code violations that constitute a crime and substantially affect the order or security of a school as soon as practical, but in no event later than the close of business the day the principal or his or her

GILBERTSVILLE-MOUNT UPTON CENTRAL SCHOOL DISTRICT EMERGENCY RESPONSE PLAN
designee learns of the violation. The notification may be made by telephone, followed by a letter mailed on same day as the telephone call is made. The notification must identify the student and explain the conduct that violated the code of conduct and constituted a crime.

TRAINING, DRILLS AND EXERCISES

The purpose of conducting drills is to practice, identify shortcomings and adjust as needed. The Elementary and High School/Middle School Crisis Response Teams meet before and after drills to critique, etc. Parents are notified via letter regarding dates of early dismissal drills.

The Middle/High School Crisis Response Team meets as needed to work through the school's response to various situations. Each team member has one or two jobs they are required to do in the event of a crisis. The team works through several tabletop drills to observe responses to the various crisis conditions. These tabletop drills are coordinated in conjunction with local EMS and Fire Depts, County Emergency Management officials and local and state police. These drills provide an overview of team responses and improves overall coordinated efforts.

- **Yearly evacuation drills:** At least once every school year, GMU Central School District conducts tests of the Emergency Plan for sheltering and early dismissal. Transportation and communication procedures are included in the test. Parents or guardians shall be notified in writing at least one week prior to such drills. Pupils are released to their assigned buses when such buses are announced as available. Normal bus schedules are advanced fifteen minutes for the early dismissal plan.
- **Shelter in Place Drills:** Certain emergencies in the community may make it advisable for students and staff to remain in school beyond the end of the normal school day. Building floor plans can be found in the Building Level Safety Plans. In case of such emergency, the Emergency Responder gives directions over the public address system. Teachers relocating students from their classrooms must take their class lists and accompany their students to the designated area. This drill is practiced at least once every school year.
- **Evacuation Drills** - Drills are held 12 times a year (8 by 12/31). We hold 8 evacuation (a.k.a. fire) drills, and 4 lockdown drills as required by the NYSED.
- **Lockdown:** In an event of a Civil Disturbance (any individual or group disturbance uncontrollable by the administration) which may present a threat to the students or staff or property of this school, appropriate notification will be made.

Training

- **Yearly S.A.V.E. School Assembly** - This assembly targets various issues in regard to school procedures and policies involving the following: drugs, sexual harassment, assaults, and other school related matters. Presentations have included representatives from the schools law firm, sheriff or state police. At this assembly the students are also made aware that the school will be using certified firearm and drug detection canines as a deterrent to violence, firearms and drug abuse. The dogs make unannounced visits to the school throughout the year.

Situations/scenarios are continuously covered in faculty meetings and on conference days.

IMPLEMENTATION OF SCHOOL SECURITY

Visitor Badge/Sign in Procedures

GMU employs the following building security measures:

1. Signs are posted indicating that parents and all visitors must report to the front desk to sign in.
2. Updated doorbell to gain secured access to vestibule entrance.
3. All visitors to the school must report to the front desk located at the front of the building upon arrival. There they will be required to sign the visitor's register and will be issued a visitor's identification badge, which must be worn at all times while in the school or on the school grounds.
4. We staff and maintain a highly structured and consistent sign-in procedure.
5. All staff members are trained to challenge suspicious persons encountered in the building.
6. Building entrance security is maintained throughout the day.
7. We employ a feel safe silent security system.
8. Two-way radios are monitored by key personnel during the school day.
9. The services of search canines for drug and/or weapons are available as needed.
10. All doors are locked each day.
11. There are scheduled lock checks throughout the day.

*If an assembly, concert, awards program, etc... is taking place, multiple tables will be set up with numerous people helping at the front desk to sign visitors in.

Dogs

The school will be using certified firearm and drug detection canines as a deterrent to violence, firearms and drug abuse. The dogs make unannounced visits to the school and parking lot throughout the year.

Video Cameras in School and on School Buses

The Board of Education recognizes its responsibility to maintain and improve discipline and to ensure the safety and welfare of its staff and students in school and on school transportation vehicles.

After having carefully considered and balanced the rights of privacy with the district's duty to ensure discipline, health, welfare and safety of staff and students in school and on school transportation vehicles, the Board supports the use of video cameras in the school and on its school buses.

Video cameras may be used to monitor student behavior in the hallways and in the parking lots of the school and on school vehicles transporting students to and from school or extracurricular activities.

Students in violation of school and bus conduct rules shall be subject to disciplinary action.

Fingerprinting of New Employees

As a result of SAVE legislation, all employees hired after July 1, 2001 are mandated to have fingerprint supported background checks.

Teacher Supervision/Hall Monitors

We have a front desk attendance clerk and a building entrance monitor who is trained the same as all other staff members as outlined and described in the present document.

GILBERTSVILLE-MOUNT UPTON CENTRAL SCHOOL DISTRICT EMERGENCY RESPONSE PLAN

Teachers and aides monitor the halls before school, during the passing of classes during the school day, and at dismissal time. They direct students to their classrooms and monitor student movement throughout the building. Classroom teachers and aides also supervise the playground during recess time. In addition, support and consultations are provided by the New York State Troopers.

Hiring and Screening Process of School Security Personnel

The district does not currently employ or utilize school security officers, so there are no policies or procedures to describe here.

EARLY DETECTION OF POTENTIALLY VIOLENT BEHAVIORS

The Gilbertsville-Mount Upton Central School District believes that there is a need for increased emphasis on safety in our school. Our goal is to provide a drug, weapon, and violence free atmosphere where students can receive an education. The following is a list of programs/services that we offer to provide a safe haven for students:

- **PK-12 PLC Meetings** - Teachers meet as a grade level every week to discuss possible student problems, i.e. behavior, grades. They recommend "prescriptions" which may include such services as counseling, remediation, attending the after-school program, or parent conference.
- **Planner** - An organizational tool used by all 3rd - 12th graders. This will enhance the communication between parents, students and teachers. This planner is used as an infusion of character education through the use of guided readings in the Daily Planner.
- **School Calendar and Newsletters** – A school calendar with information regarding school safety and security information is distributed via bulk mail to all addresses within the district in August of each year. The district publishes a newsletter several times a year which is also distributed to all addresses within the district and contains information about early detection of violent behaviors, bullying, and other information regarding school safety and security.

HAZARD IDENTIFICATION

The Site of Potential Emergencies

Surrounding Woods - Hazards: trees, wild animals

Science Lab D127 - Hazards: chemicals, propane

Science Lab C111 - Hazards: chemicals, propane

Playground - Hazards: slides, swings, etc.

PK-12 Building - Hazards: parking area, hills, dumpsters, fuel oil

Bus Garage - Hazards: welding, gasoline, propane

Community* - State Highway 51, winter storms, animals

* We are a small, rural Central New York community. Our "sites of potential emergency" are limited to neighboring farms unless we include airplane/automobile accidents, terrorist attacks, or **extreme** weather emergencies.

RESPONSE - NOTIFICATION AND ACTIVATION
(Internal and External Communications)

Upon receiving notice of an emergency in which the health and safety of students or staff is at risk, the Superintendent or the Principal shall implement the Emergency Plan.

The Incident Commander shall be responsible for contacting the appropriate community emergency service agencies if they have not already been contacted by the "Responsible Person" at the immediate emergency site.

Members of the Emergency Response Team shall report to the Command Post as appropriate.

The Incident Commander and other staff shall follow the procedures outlined in the Building Level Emergency Response Plan for the specific emergency.

Whenever an emergency encompasses a wider area than the Gilbertsville-Mount Upton Central School campus, the Emergency Responder shall establish contact with the County Emergency Management Office and shall act in cooperation with the Director of Emergency Services for the appropriate county.

In case of an emergency which involves the use of fire or police resources, Unified Command will be utilized.

GILBERTSVILLE-MOUNT UPTON CENTRAL SCHOOL DISTRICT EMERGENCY RESPONSE PLAN

The School Superintendent plays a major role in communication and news releases to parents, BOCES, S.E.D. and other emergency services. The School Superintendent will present info to the media and maintain a line of communication with staff members.

A Crisis Team facilitator who is following the events of an emergency condition in order to determine post emergency needs for students, staff and communications should report all updated information to the Superintendent.

Crisis Response Team

Superintendent	Annette Hammond
Crisis Team Facilitator	Annette Hammond
Principal	Heather Wilcox
Buildings and Grounds Supervisor	Alan Digsby
Transportation Supervisor	Harold Ives
School Nurse	Kelly Ingham
School Counselor	Lisa Ruland
Teacher Liaisons	Matthew Johnson

When there is a disaster/emergency condition that takes place within the district, the BOCES district Superintendent is immediately notified and depending on the type of situation, the district would also contact other schools in the immediate area. There are no private schools in our vicinity. The State Education Department is notified of all emergency situations as required.

Notification of persons in parental control

The District will contact appropriate districts, parents, guardians or persons in parental relation to the student's via media release, telephone contact or other appropriate means in the event of a violent incident or early dismissal. Conditions requiring such notification are outlined in the Building Level Emergency Response Plan.

Response Protocols

GMU has identified the following general response actions for emergencies. These actions include (a) school cancellation, (b) early dismissal; (c) evacuation; and (d) sheltering. The Building Level Emergency Response Plan includes identification of specific procedures and actions for each emergency.

Emergencies include, but are not limited to:

Threats of Violence	Intruder
Hostage/Kidnapping	Explosive/Bomb Threat
Natural/Weather Related	Hazardous Material
Civil Disturbance	Biological
School Bus Accident	Radiological
Gas Leak	Epidemic
Others as determined by the Building Level School Safety Team	

General Information

An announcement will be made on the public address system to alert all building occupants of a pending emergency.

Parent Notification

Parents are notified of Early District dismissals in several ways:

1. Early District dismissal drill dates are published in the district calendar and newsletter which is mailed to all district residents.
2. Parents of students are notified by letter of an early district dismissal drill.
3. Emergency closings and school cancellations are announced on the local television and radio stations. Parents are notified throughout the year in the school newsletter to listen to local radio and television stations if they feel an emergency closing due to inclement weather may occur. Parents will also receive a phone call through our Global Connect System.

Emergency Information data sheets are sent home with students during the first week of school in order to update the emergency information the school has on file for each student. The information includes name, address, parents place of work and phone number, emergency contact person if a parent cannot be reached, and where to send student in case of an emergency closing.

Messages regarding school early dismissal, sheltering in place or evacuation of a school will be called in to the media as soon as the decision is made. The superintendent, or his/her designee, shall issue all public communications, prepare news releases, and brief the media as appropriate.

Threat Assessment

Threats of violence in school, while not a commonplace, have the potential to become catastrophic if not responded to in an appropriate manner. These threats can originate from within the school community (students or staff) or from outside (disgruntled taxpayers, parents, persons from “competing” districts, terrorists). Regardless of the origin of the threat, the Gilbertsville- Mount Upton Central School District is committed to respond to all threats of violence using protocol as established by the United States Secret Service in its *Safe School Initiative: Implications for the Prevention of School Attacks in the United States (2002)*. Broadly speaking, this document urges schools to develop a multi-pronged approach to threats of violence and to coordinate a patterned response to each threat.

The patterned approach varies depending upon the individual threat, but each threat is subjected to a three-pronged process that; 1) Determines whether the threat is direct or implied; 2) Determines the potential for violence of the threat; and 3) Determines the plan of action to prevent the threat of violence from becoming an act of violence.

- 1) All received threats will be initially treated as direct, meaning that initially the district will treat every threat of violence as serious until it is proven otherwise. For this reason, differentiating between implied and direct threats of violence is somewhat a moot point because further investigation will be conducted on each and every threat received. The person receiving the threat will have the option of convening the threat assessment group for any threat received, or may use available information to determine the potential for violence immediately.
- 2) The threat assessment group, if activated, will utilize threat assessment forms to “quantify” the extent of the threat and categorize it into one of three categories: low, medium or high.
- 3) Based upon the category of threat, the district will implement strategies to deal with the specifics contained in the received threat. These strategies will include the assistance of law enforcement agencies and could result in a myriad of actions, from simple non-intrusive investigations to more complex emergency actions. All actions will be deployed via the Emergency Response Structure and will be implemented with one objective in mind, namely, to safeguard the school population from danger.

RESPONSES TO ACTS OF VIOLENCE: IMPLIED OR DIRECT

Code of Conduct (Adopted by BOE on January 12, 2022)

I. Introduction

Consistent with our mission statement, the Board of Education is committed to providing a safe and orderly school environment where students may receive, and district personnel may deliver, quality educational services without disruption or interference. Responsible and respectful behavior by students, teachers, other district personnel, parents or persons in parental relations, and other visitors is essential to achieving this goal.

The district has a long-standing set of expectations for conduct on school property and at school functions. These expectations are based on the principles of civility, mutual respect, citizenship, character, tolerance, honesty and integrity. The board recognizes the need to clearly define these expectations for acceptable conduct on school property, to identify the possible consequences of unacceptable conduct, and to ensure that discipline when necessary is administered promptly and fairly. To this end, the board adopts this code of conduct ("code").

Unless otherwise indicated, this code applies to all students, school personnel, parents or persons in parental relations, and other visitors when on school property or attending a school function.

II. Definitions: (For purposes of this code, the following definitions apply.)

"Bullying" and "Harassment" means the creation of a hostile environment by conduct or by verbal threats, intimidation or abuse that has or would have the effect of unreasonably or substantially interfering with a student's educational performance, opportunities or benefits, or mental, emotional or physical well-being; or conduct, verbal threats, intimidation, or abuse that reasonably causes or would reasonably be expected to cause a student to fear for his or her physical safety.

Bullying is a form of harassment that consists of inappropriate and often persistent behavior including threats or intimidation of others, treating others cruelly, terrorizing, coercing, or habitual put-downs and or badgering of others.

Bullying occurs when someone purposely says or does mean or hurtful things to another person who has a hard time defending oneself or is in an otherwise vulnerable position.

"Cyber-bullying" refers to any harassment/bullying, on or off school property, which occurs via the internet, cell phones or other electronic devices.

"Disability" means (a) a physical, mental or medical impairment resulting from anatomical, physiological, genetic or neurological conditions which prevents the exercise of a normal bodily function or is demonstrable by medically accepted clinical or laboratory diagnostic techniques or (b) a record of such an impairment or (c) a condition regarded by others as such an impairment, provided, however, that in all provisions of this article dealing with employment, the term must be limited to disabilities which, upon the provision of reasonable accommodations, do not prevent the complainant from performing in a reasonable manner the activities involved in the job or occupation sought or held (Education Law §11[4] and Executive Law §292[21]).

"Disruptive student" means any student who substantially interferes with the educational process or the teacher's authority over the classroom.

"Employee" means any person receiving compensation from a school district or employee of a contracted service provider or worker placed within the school under a public assistance employment program, pursuant to title nine-B of article five of the Social Services Law, and consistent with the provisions of such title for the provision of services to such district, its students or employees, directly or through contract, whereby

such services performed by such persons involve direct student contact (Education Law §§11[4] and 1125[3]).

“Gender” means actual or perceived sex and shall include a person’s gender identity or expression (Education Law §11[6]).

“Emotional Harm” that takes place in the context of harassment or bullying shall be defined as harm to a student’s emotional well-being through creation of a hostile school environment that is so severe or pervasive as to unreasonably and substantially interfere with a student’s education. Such conduct shall include, but is not limited to, acts based on a person’s actual or perceived race, color, weight, national origin, ethnic group, religion, religious practice, disability, sexual orientation, gender or sex.

“Hazing” is a form of harassment which involves committing an act against a student or coercing a student into committing an act that creates a risk of or causes emotional, physical, psychological harm to a person, in order for the student to be initiated or affiliated with a student or other organization, or for any other purpose. Consent or acquiescence is no defense to hazing: i.e., the implied or expressed consent of a person or persons to hazing shall not be a defense to discipline under this policy.

“Parent” means parent, guardian or person in parental relation to a student.

“School Bus” means every motor vehicle owned by a public or governmental agency or private school and operated for the transportation of pupils, children of pupils, teachers and other persons acting in a supervisory capacity, to or from school or school activities, or, privately owned and operated for compensation for the transportation of pupils, children of pupils, teachers and other persons acting in a supervisory capacity to or from school or school activities (Education Law §11[1] and Vehicle and Traffic Law §142).

“School property” means in or within any building, structure, athletic playing field, playground, parking lot or land contained within the real property boundary line of the school, or in or on a school bus.

“School function” means any school sponsored extracurricular event or activity.

“Sexting” refers to an act of sending sexually explicit photos, images, text messages, or e-mails by using a cell phone or other electronic device.

“Sexual orientation” means actual or perceived heterosexuality, homosexuality or bisexuality (Education Law §11[5]).

“Weapon” means a firearm as defined in 18 USC §921 for purposes of the Gun-Free Schools Act. It also means any other gun, BB gun, pistol, revolver, shotgun, rifle, machine gun, disguised gun, dagger, dirk, razor, stiletto, switchblade knife, gravity knife, brass knuckles, sling shot, metal knuckle knife, box cutter, cane sword, electronic dart gun, Kung Fu star, electronic stun gun, pepper spray or other noxious spray, explosive or incendiary bomb, or other device, instrument, material or substance that can cause physical injury or death when used to cause physical injury or death.

III. Bill of Rights and Responsibility of Students

A. Student Rights

The district is committed to safeguarding the rights given to all students under state and federal law. In addition, to promote a safe, healthy, orderly and civil school environment, all district students have the right to:

Take part in all district activities on an equal basis regardless of real or perceived race, color, weight, national origin, ethnic group, religion, religious practice, disability, sexual orientation, gender and sex.

Present their version of the relevant events to school personnel authorized to impose a disciplinary penalty in connection with the imposition of the penalty.

Access school rules and receive an explanation of those rules in an age appropriate manner on at least an annual basis from school personnel. A challenging education, free of disruption.

B. Student Responsibilities

All district students have the responsibility to:

1. Come to school on time and ready and willing to learn.
2. Contribute to maintaining a safe and orderly school environment that is conducive to learning and to show respect to other persons and to property.
3. Be familiar with and abide by all district policies, rules and regulations dealing with student conduct.
4. Attend school every day unless they are legally excused and be in class on time, and prepared to learn.
5. Work to the best of their ability in all academic and extracurricular pursuits and strive toward their highest level of achievement possible.
6. React to direction given by teachers, administrators and other school personnel in a respectful, positive manner.
7. Work to develop mechanisms to control their anger.
8. Ask questions when they do not understand.
9. Seek help in solving problems that might lead to discipline.
10. Dress appropriately for school and school functions.
11. Accept responsibility for their actions.
12. Students must recognize that younger students look up to them and follow their leadership. Therefore, they should hold themselves to the highest standards of conduct.

IV. *Essential Partners*

It is expected that parents or persons in parental relation, Board of Education members, teachers and administrators will work together to educate the children of GMU as a collaborative responsibility.

All parents or parental relations are expected to:

1. Recognize the importance of their child(ren)'s education and to send them to school regularly, on time and ready to learn.
2. Instill in their children a supportive attitude towards the programs and rules of the school and promote positive relationships with others.
3. Maintain open communication between the home and school.
4. Report to the appropriate school-designated staff member incidents of bullying, cyber-bullying, harassment, and/or intimidation that directly impact the school environment.

All district and school personnel are expected to:

1. Create and maintain a climate of mutual respect and dignity which will strengthen a student's self-concept and promote confidence to learn.
2. Promote a safe, orderly and stimulating school environment, supporting active teaching and learning.
3. Maintain open communications between the school and home.

4. Demonstrate tolerance, respect and dignity towards others and self regardless of real or perceived race, weight, national origin, ethnic groups, religion, religious practices, mental or physical abilities, sexual orientation, gender identity, or sex.
5. Participate in training to ensure in creating a school environment that is free of bullying, harassment, and intimidation.
6. Address bullying and harassment incidents that occur within the school to help ensure the creation of a positive learning environment for all students.
7. Report occurrences of bullying, cyber-bullying or harassment to the appropriate school staff members; School Counselors and DASA Coordinators, Lisa Ruland and Clara Tanner.

All members of the Board of Education are expected to:

1. Collaborate with student, teacher, administrator, and parent organizations, school safety personnel and other school personnel to develop a code of conduct that clearly defines expectations for the conduct of students, district personnel and visitors on school property and at school functions.
2. Adopt and review at least annually the district's code of conduct to evaluate the code's effectiveness and the fairness and consistency of its implementation.
3. Lead by example by conducting board meetings in a professional, respectful, courteous manner.

V. *Student Dress Code*

All students are expected to give proper attention to personal cleanliness and to dress appropriately for school and school functions. Our guiding principles for the student dress code are similar to those experienced and expected in the workplace; attire that furthers the health and safety of students and staff, enables the educational process, and facilitates the operations of the school. Students and their parents have the primary responsibility for acceptable student dress and appearance. Parents, teachers and all other district personnel should exemplify and reinforce acceptable student dress and help students develop an understanding of appropriate appearance in the school setting.

The following guidelines will address student appearance within the school and at any school related function:

- A student's appearance shall be safe, appropriate and not disrupt or interfere with the educational process.
- Breasts, genitals, and buttocks must be covered with opaque (non-see-through) fabric.
 - To be more specific, clothing that reveals too much cleavage is unacceptable.
- Ensure that underwear is covered with outer clothing.
- Exclude "weapon jewelry", spikes, chains that hang from belts or pockets, or other such things worn on the body that could injure oneself or others.
- Footwear must be worn at all times. Some footwear (such as sandals or flip-flops) can be a safety hazard in some courses which may have specific requirements for footwear.
- Headwear is allowed to be worn throughout the school building, but may be required to remove at teacher discretion. At no time are hoods allowed to be worn.
- Items that depict profanity, vulgarity, obscenity, and libel or negatively refer to others on account of race, color, religion, creed, national origin, gender, sexual orientation, disability or other protected rights are not allowed.
- Appearance or dress should not promote and/or endorse the use of alcohol, tobacco or illegal drugs, the use of controlled substances, is of a sexual nature, depicts violence, is racist or harassing based on cultural or ethnic differences and/or endorse illegal or violent activities.

Exceptions

- Exceptions to the coverage requirement of the dress code policy may be given to athletes that are participating in athletic events. This will be at the discretion of the athletic department and school administration.

Students who violate the student dress code shall be required to modify their appearance by covering or removing the offending item and if necessary will replace it with an acceptable item. Any student who refuses to do so shall be subject to disciplinary action. Parents will be informed of and will be asked to review the policy for any students with repeat infractions.

Anything not covered in the dress code is at the discretion of a school administrator.

VI. Prohibited Student and Employee Conduct

The board recognizes the need to make its expectations for student conduct while on school property or engaged in a school function specific and clear. The rules of conduct listed below are intended to do that and focus on safety and respect for the rights and property of others. Students and employees who will not accept responsibility for their own behavior and who violate these school rules will be required to accept the penalties for their conduct.

The Board of Education is committed to providing an educational and working environment that promotes respect, dignity and equality. The Board recognizes that harassment, hazing, bullying, and cyber-bullying is detrimental to student learning and achievement. It interferes with the mission of the district to educate our students and disrupts the operation of our schools. Such behavior affects not only the students who are its targets but also those individuals who participate and witness such acts.

To this end, the Board condemns and strictly prohibits all forms of harassment, hazing, bullying, and cyber-bullying on school grounds, school buses, and at all school-sponsored activities, programs, and events including those that take place at a location outside the district that materially and substantially disrupts the educational process of the school environment or impinge on the rights of others.

Students may be subject to disciplinary action, up to and including suspension from school, when they:

- A. Engage in conduct that is disorderly or disruptive. Some examples of disorderly/disruptive conduct are:
 - 1. Using language or gestures that are profane, lewd, vulgar or abusive.
 - 2. Engaging in any willful act which disrupts the normal operation of the school community.
 - 3. Computer/electronic communications misuse, including any unauthorized use of computers, software, or internet/intranet account; accessing inappropriate web sites; or any other violation of the district's acceptable use policy.
 - 4. Failing to comply with the reasonable directions of teachers, school administrators or other school personnel in charge of students.
 - 5. Engage in cyber-bullying behaviors.
- B. Engage in conduct that is insubordinate. Some examples of insubordinate conduct are:
 - 1. Failing to comply with the reasonable directions of teachers, school administrators or other school employees in charge of students or otherwise demonstrating disrespect.
 - Lateness for, missing or leaving school without permission.
 - Wearing inappropriate/offensive clothing in school
- C. Engage in conduct that is violent. Some examples of violent conduct are:
 - ❖ Committing an act of violence (such as hitting, kicking, punching, and scratching) upon themselves, a student, teacher, administrator, other school employee or any other person

- lawfully on school property or attempting to do so.
- ❖ Possessing a weapon. Authorized law enforcement officials are the only persons permitted to have a weapon in their possession while on school property or at a school function.
- ❖ Displaying what appears to be a weapon.
- ❖ Threatening to use any weapon.
- ❖ Intentionally damaging or destroying the personal property of a student, teacher, administrator, other district employee or any person lawfully on school property, including graffiti or arson.
- ❖ Intentionally damaging or destroying school district property.

D. Engage in any conduct that endangers the safety, morals, health or welfare of self or others.

Some examples of such conduct are:

1. Lying to school personnel.
2. Using vulgar or abusive language, cursing or swearing.
3. Stealing the property of other students, school personnel or any other person on school property or attending a school function.
4. Defamation, which includes making false or unprivileged statements or representations about an individual or identifiable group of individuals that harms the reputation of the person or the identifiable group by demeaning them.
5. Discrimination: Students are not allowed to discriminate against, harass, or bully other students based on actual or perceived race, color, weight, national origin, ethnic group, religion, religious practice, disability, sexual orientation, gender, or sex on school property or at a school function.
6. Harassment, which includes a sufficiently severe action or a persistent, pervasive pattern of actions or statements directed at an identifiable individual or group which are intended to be, or which a reasonable person would perceive as, ridiculing or demeaning.
7. Bullying of other students.
8. Intimidation, which includes engaging in actions or statements that put an individual in fear of bodily harm.
9. Sexting or cyber bullying.
10. Selling, using or possessing obscene material.
11. The use, possession, sale or gift of tobacco products, any drug or controlled substance, including marijuana or any instruments for the use of such drugs, controlled substance or marijuana such as a pipe (including e-cigarettes and other devices designed for inhalation purposes), syringe or other paraphernalia, while on school property or at a school function or school sponsored function or on a bus going to or from a school function or school sponsored function is strictly prohibited. Excepted is any drug taken in accordance with a current prescription signed by a physician which is to be taken by the particular student at the time in question and administered through the Health Office.
12. Off-campus misconduct that endangers the health and safety of students and/or staff within the school or can reasonably be forecast to substantially disrupt the educational process. Examples of such misconduct include, but are not limited to:
 - Cyber-bullying (i.e., inflicting willful and repeated harm through the use of electronic text).
 - Threatening or harassing students or school personnel over the phone or other electronic medium.

VII. Reporting Violations

All students are expected to promptly report violations of the code of conduct to a teacher, Student Support

Services Office, the building principal or his or her designee especially when observing a student possessing a weapon, alcohol or illegal substance on school property or at a school function.

Bullying, discrimination of protected classes, hazing, sexting, cyberbullying, harassment, and/or intimidation violations must be reported to any school personnel member. They will also be reported to the Dignity Act Coordinator so that incidents can be addressed and recorded for the monitoring of school-wide trends.

Students and staff may report violations to the following individuals: School Counselors and DASA Coordinators Lisa Ruland and Clara Tanner.

Retaliation against any individual who, in good faith, reports or assists in the investigation of harassment, bullying and/or discrimination is strictly prohibited.

At least one employee in every school shall be designated as a Dignity Act Coordinator and instructed in the provisions of this subdivision and thoroughly trained in methods to respond to human relations in the areas of race, color, weight, national origin, ethnic group, religion, religious practice, disability, sexual orientation, gender and sex.

1. The designation of each Dignity Act Coordinator shall be approved by the Gilbertsville-Mount Upton Central School District Board of Education.
2. The name(s) and contact information for the Dignity Act Coordinator(s) shall be shared with all school personnel, students, and persons in parental relation, which shall include, but is not limited to, providing the name, designated school and contact information of each Dignity Act Coordinator by:
 - a. Listing such information in the code of conduct and updates posted on the Internet web site of the Gilbertsville-Mount Upton Central School District.
 - b. Including such information in the plain language summary of the code of conduct provided to all persons in parental relation to students before the beginning of each school year, pursuant to 8 NYCRR 100.2(I)(2)(iii)(b)(3);
 - c. Include such information in at least one district or school mailing per school year to parents and persons of parental relation and, if such information changes, in at least one subsequent district or school mailing as soon as practicable thereafter.
 - d. Posting such information in highly visible areas of school buildings; and
 - e. Making such information available at the district and school-level administrative offices.
3. In the event a Dignity Act Coordinator vacates his or her position, another school employee shall be immediately designated for an interim appointment as Coordinator, pending approval of a successor Coordinator by the applicable governing body as set forth in subparagraph (i) of this paragraph within 30 days of the date the position was vacated. In the event a Coordinator is unable to perform the duties of his or her position for an extended period of time, another school employee shall be immediately designated for an interim appointment as Coordinator, pending return of the previous Coordinator to his or her duties as Coordinator.

The building principal or his or her designee must notify the appropriate local law enforcement agency of those code violations that constitute a crime and substantially affect the order or security of a school as soon as practical, but in no event later than the close of business the day the principal or his or her designee learns

of the violation. The notification may be made by telephone, followed by a letter mailed or faxed on the same day as the telephone call is made. The notification must identify the student and explain the conduct that violated the code of conduct and constituted a crime.

VIII. Disciplinary Penalties

Disciplinary action, when necessary, will be firm, fair and consistent so as to be the most effective in changing student behavior. In determining the appropriate disciplinary action, school personnel authorized to impose disciplinary penalties will consider the following:

1. The student's age.
2. The nature of the offense and the circumstances which led to the offense.
3. The student's prior disciplinary record.
4. The effectiveness of other forms of discipline.
5. Information from parents, teachers and/or others, as appropriate.
6. Other extenuating circumstances.

As a general rule, discipline will be progressive. This means that a student's first violation will usually merit a lighter penalty than subsequent violations.

Students who violate the student dress code shall be required to modify their appearance by covering or removing the offending item and, if necessary or practical, replacing it with an acceptable item. Any student who refuses to do so shall be subject to additional discipline.

A. Discipline and Remedial Consequences

Students who are found to have violated the district's code of conduct may be subject to the following discipline, either alone or in combination.

1. Oral warning
2. Written warning
3. Written notification to parent including parent conference
4. Detention
5. Suspension from transportation
6. Suspension from athletic participation
7. Suspension from social or extracurricular activities
8. Suspension of other privileges
9. In-school suspension
10. Removal from classroom by teacher
11. Short-term (five days or less) suspension from school education
 - ❖ Long-term (more than five days) suspension from school
 - ❖ Reporting to the law enforcement for incidents including but not limited to incidents of harassment, bullying and/discrimination, which may constitute a crime may occur.
 - ❖ Permanent suspension from school

Remedial Consequences

The district emphasizes the creation and maintenance of a positive learning environment for all students. Measured, balanced, and age-appropriate responses to the discrimination and harassment of students by students and/or employees on school property, including school functions, with remedies and procedures focusing on intervention and education is needed to maintain the desired learning climate. Remedial responses which may be utilized include:

1. Peer support groups; corrective instruction or other relevant learning or service experience;
2. Supportive intervention;
3. Behavioral assessment or evaluation;

4. Behavioral management plans, with benchmarks that are closely monitored;
5. Student counseling and parent conferences.

Beyond these individual-focused remedial responses, school-wide or environmental remediation can be an important tool to prevent discrimination and harassment. Environmental remediation strategies may include:

1. Supervisory systems which empower school staff with prevention and intervention tools to address incidents of bullying and harassment;
2. School and community surveys or other strategies for determining the conditions contributing to the relevant behavior;
3. Adoption of research-based, systemic harassment prevention programs;
4. Modification of schedules;
5. Adjustment in hallway traffic and other student routes of travel;
6. Targeted use of monitors;
7. Staff professional development;
8. Parent conferences;
9. Involvement of parent-teacher organizations; and
10. Peer support groups.

Minimum Periods of Suspension

1. Any student found guilty of bringing a weapon onto school property will be subject to suspension from school for at least one calendar year. Before being suspended, the student will have an opportunity for a hearing pursuant to Education Law §3214. The superintendent has the authority to modify the one year suspension on a case by case basis. In deciding whether to modify the penalty, the superintendent may consider the following:
 - a. The student's age
 - b. The student's grade in school
 - c. The student's prior disciplinary record
 - d. The superintendent's belief that other forms of discipline may be more effective
 - e. Input from parents, teachers and/or others
 - f. Other extenuating circumstances.
2. Students who commit violent acts other than bringing a weapon to school shall be subject to suspension from school for one to five days. The superintendent has the authority to modify the minimum suspension on a case-by-case basis. In deciding whether to modify the penalty, the superintendent may consider the same factors considered in modifying a one-year suspension for possessing a weapon.
3. Any student who repeatedly is substantially disruptive of the educational process or substantially interferes with the teacher's authority over the classroom will be suspended from school for one to five days. The superintendent has the authority to modify the minimum suspension on a case-by-case basis. In deciding whether to modify the penalty, the superintendent may consider the same factors considered in modifying a one-year suspension for possessing a weapon.

IX. Discipline of Students with Disabilities

To address disruptive or problem behavior, the board recognizes that students with disabilities have certain legal protections whenever school authorities intend to impose discipline upon them. The board is committed

to ensuring that the procedures followed for suspending, removing or otherwise disciplining students with disabilities are consistent with applicable laws and regulations.

X. Student Searches

The board authorizes the superintendent, building principals, and district security officials to conduct searches of students and their belongings if the authorized school official has reasonable suspicion to believe that the search will result in evidence that the student violated the law or the district code of conduct.

Students have no reasonable expectation of privacy with respect to these places and school officials retain complete control over them. This means that student lockers, desks, computer files and e-mail, and other school storage places may be subject to search at any time by school officials, without prior notice to students and without their consent.

XI. Visitors to the Schools

The board encourages parents and others to visit the district's schools and classrooms to observe the work of students, teachers and other staff. Since schools are a place of work and learning, however, certain limits must be set for such visits. The building principal or his or her designee is responsible for all persons in the building and on the grounds. For these reasons, the following rules apply to visitors to the schools:

1. Anyone who is not a regular staff member or student of the school will be considered a visitor.
2. All visitors to the school must enter through the main entrance and sign in at the front desk upon arrival. Visitors will be issued a visitor's identification badge, which must be worn at all times while in the school or on school grounds. Visitors will sign out at the front desk at the time of their departure.
3. Visitors attending school functions that are open to the public, such as musical performances or other large public gatherings, are not required to register.
4. Visitors who wish to observe a classroom while school is in session are required to arrange such visits in advance with the building principal so that class disruption is kept to a minimum.
5. Teachers are expected not to take class time to discuss individual matters with visitors.
6. Any unauthorized person on school property will be reported to the principal or his or her designee. Unauthorized persons will be asked to leave. The police may be called if the situation warrants.
7. All visitors are expected to abide by the rules for public conduct on school property contained in this code of conduct.

XII. Public Conduct on School Property

For purposes of this section of the code, "public" shall mean all persons when on school property or attending a school function including students, teachers and district personnel. The purpose of this code is to maintain public order and prevent abuse of the rights of others.

All persons on school property or attending a school function shall conduct themselves in a respectful and orderly manner. In addition, all persons on school property or attending a school function are expected to be properly attired for the purpose for which they are on school property.

A. Prohibited Conduct

No person, either alone or with others, shall:

1. Intentionally injure any person or threaten to do so.
2. Intentionally damage or destroy school district property or the personal property of a teacher, administrator, other district employee or any person lawfully on school property, including graffiti or arson.

3. Disrupt the orderly conduct of classes, school programs or other school activities.
4. Distribute or wear materials on school grounds or at school functions that are obscene, advocate illegal action, appear libelous, obstruct the rights of others, or are disruptive to the school program.
5. Intimidate, harass or discriminate against any person on the basis of real or perceived race, color, weight, national origin, ethnic group, religion, religious practice, disability, sexual orientation, gender and sex.
6. Enter any portion of the school premises without authorization or remain in any building or facility after it is normally closed.
7. Obstruct the free movement of any person in any place to which this code applies.
8. Violate the traffic laws, parking regulations or other restrictions on vehicles.
9. Possess, consume, sell, distribute, exchange or be under the influence of alcoholic beverages or controlled substances on school property or at a school function including synthetic cannabinoid products such as but not limited to incense herbal mixture potpourri as well as an device designed for inhalation purposes (i.e. e-cigarette).
10. Possess or use weapons in or on school property or at a school function, except in the case of law enforcement officers or except as specifically authorized by the school district.
11. Loiter on or about school property.
12. Gamble on school property or at school functions.
13. Refuse to comply with any reasonable order of school district officials performing their duties.
14. Willfully incite others to commit any of the acts prohibited by this code.

B. Penalties

Persons who violate this code shall be subject to the following penalties:

Their authorization, if any, to remain on school grounds or at the school function shall be withdrawn and they shall be directed to leave the premises. If they refuse to leave, they shall be subject to ejection.

If necessary, local law enforcement authorities will be contacted to assist in removing the person.

ARRANGEMENTS FOR OBTAINING EMERGENCY ASSISTANCE FROM LOCAL GOVERNMENT/PROCEDURES FOR OBTAINING ADVICE AND ASSISTANCE FROM LOCAL GOVERNMENT OFFICIALS

Depending on the situation and severity of the crisis, we have the following agencies available for emergency assistance and are called according to need. We have had several meetings with the agencies listed below to review our Emergency Management Plans and some have participated in table top exercises and key contacts are part of our Communication Tree.

Gilbertsville Fire/Ambulance Department
Otsego County Public Health
Chenango County Public Health
New York State Department of Environmental Conservation
Chenango County Hazardous Materials Team
Otsego County Emergency Office
New York State Police
Local Police
Sheriff's Department
DCMO BOCES Superintendent
State Education Department in Albany
DCMO BOCES Health & Safety Services

When there is a disaster/emergency condition that takes place within the district, the BOCES District Superintendent is immediately notified and depending on the type of situation, would contact other schools in the immediate area. There are no private schools in our vicinity. The State Education Department is notified of all emergency situations as required.

District Resources Use and Coordination

Building-Level Emergency Response Plans will address the identification, availability, and use of resources. This will include procedures for coordination of these resources including manpower and Chain-Of-Command.

RECOVERY/DISASTER MENTAL HEALTH SERVICES

After an emergency which has resulted in injury or death to students or staff, or which has been otherwise traumatic, all Gilbertsville-Mount Upton Central School District counselors, as well as counselors from neighboring schools, who have appropriate training in post trauma debriefing and any community volunteers with appropriate credentials and training will be assigned to debrief all staff members and students who have been directly involved with or impacted by the emergency.

The setting up of the debriefing sessions shall be the responsibility of the Emergency Management Coordinator.

For critical situations that require the utilization of community mental health resources, the Emergency Management Coordinator will be responsible for contacting the appropriate mental health agency.

Chenango County Mental Health: 337-1600
Otsego County Mental Health: 433-2343

The Emergency Response Team shall meet as soon as feasible after an emergency to assess the emergency response and the effectiveness of the plan. The plan shall be modified as necessary based on the evaluation.

The Emergency Responder shall file a post emergency report with his/her District Superintendent within five days after the event.

Communicable Disease - Pandemic Plan

Our District-Wide School Safety Plan is based on addressing the currently accepted phases of emergency management (Prevention/Mitigation; Protection; Response; Recovery). This concept is more simplistically defined as a way of looking at a potential emergency before, during and after the event. This Pandemic Plan is built upon the components already existing in our District-Wide School Safety Plan that also incorporates our Building-Level Emergency Response Plans. It is a flexible Plan developed in collaboration with a cross-section of the school community and public health partners and will be updated regularly to reflect current best practices. The Plan will be tested (exercised) routinely as part of the overall exercise of the District-Wide School Safety Plan. The District-Wide School Safety Team assumes responsibility for development and compliance with all provisions of this Plan and implementation at the building level through the Building-Level Emergency Response Team. **Effective April 1, 2021**, the Legislature amended Labor Law §27-c, Labor Law §27-1 and added a new provision to Education Law §2801-a. Labor Law §27-c now requires public employers to develop operation plans in the event of certain declared public health emergencies. Education Law §2801-a, requires school districts to develop plans consistent with the new Labor Law requirement. The new law requires public employers to prepare a plan for the continuation of operations in the event that the Governor declares a public health emergency involving a communicable disease. **Educational institutions must prepare plans consistent with Labor Law §27-c as part of their school safety plans pursuant to newly added subsection (2)(m) of Education Law §2801-a.** The Plan addresses the required components in the sections as noted below:

Prevention/Mitigation

- (1) A list and description of positions and titles considered essential with justification for that determination.
- (2) The specific protocols that will be followed to enable non-essential employees and contractors to telecommute.
- (3) A description of how the employer will, to the extent possible, stagger work shifts of essential employees and contractors to reduce workplace and public transportation overcrowding.

Protection/Preparedness

- (4) Protocols to be implemented to secure personal protective equipment (PPE) sufficient to supply essential workers with 2 pieces of each PPE device needed for each work shift for at least six months. This must include a plan for storage of such equipment to prevent degradation and permit immediate access in the event of an emergency declaration.

Response

- (5) Protocols to prevent spread in the workplace in the event an employee or contractor is exposed, exhibits symptoms, or tests positive for the relevant communicable disease. Such protocols must include disinfection of the individual's work area and common areas. It must also address the policy on available leave with respect to testing, treatment, isolation or quarantine.
- (6) Protocols for documenting precise hours and work locations of essential workers for purposes of aiding in tracking the disease and identifying exposed workers in order to facilitate the provision of any benefits that may be available to them on that basis.
- (7) Protocols for coordinating with the locality to identify sites for emergency housing for essential employees to contain the spread of the disease, to the extent applicable to the needs of the workplace.

Prevention/Mitigation:

- We will work closely with the Otsego County Department of Health to determine the need for activation of our Plan. Administrators, principals, and school nurses will comply with the following procedures for reporting communicable diseases, including Coronavirus, Influenza, etc., and communicating with the Health Department by:
 - Reporting suspected and confirmed cases of the identified disease to: Otsego County Department of Health.
 - Utilizing Public Health Consultation and Immediate Reporting:
 1. *Utilizing an established Hotline: 888-364-3065*

2. *Fax: 607-547-4385 (Otsego County Department of Health)*
3. *Utilizing Weekend/After-hours Consultation and Reporting*

- The Otsego County Department of Health will monitor County-wide cases of communicable disease and inform school districts as to appropriate actions.
- The **Safety Coordinator** will help coordinate our Pandemic planning and response effort. This person will work closely with the District-Wide School Safety Team that has responsibility for reviewing and approving all recommendations and incorporating them into the District-Wide School Safety Plan. The school district Medical Director and nurses will be vital members of the Safety Team. Because of the potential importance of technology in the response effort (communication and notification) the district technology director will also be an important Team member. Other non-traditional individuals may also be required to be part of the Team.
- The District-Wide School Safety Team will review and assess any obstacles to implementation of the Plan.
- The school district will emphasize hand-washing and cough/sneezing etiquette through educational campaigns including the CDC Germ Stopper Materials; Cover Your Cough Materials; It's a SNAP Toolkit; and the NSF Scrub Clean; which can all be accessed at <http://www.cdc.gov/flu/school/>.
- We will educate and provide information to parents, staff, and students about our Pandemic Plan and about how to make an informed decision to stay home when ill. We will utilize our website, social media, postings and direct mailings for this purpose.
- The District shall adhere to all CDC, DOH and OSHA/PESH guidelines/requirements and depending on the disease or hazard, the District will conduct a hazard risk assessment to determine what controls, including PPE, needs to be in place.

(1) Essential Positions/Titles

In the event of a government ordered shutdown, similar to our response to the Coronavirus in the spring of 2020, we are now required to consider how we would prepare for future shutdowns that may occur. As part of our planning we are now required to provide information on those positions that would be required to be on-site or in district for us to continue to function as opposed to those positions that could realistically work remotely. **See Essential Employee Worksheet, page 76 for staff considered to be essential employees for purposes of this Pandemic Plan.**

(2) Protocols Allowing Non-Essential Employees to Telecommute

Ensure Digital Equity for Employees

- **Mobile Device Assessments:**
 - Survey agency departmental staff to determine who will need devices at home to maintain operational functions as well as instructional services
 - Conduct a cost analysis of technology device needs
- **Internet Access Assessments:**
 - Survey agency departmental staff to determine the availability of viable existing at-home Internet service
 - Conduct a cost analysis of Internet access needs
- **Providing Mobile Devices and Internet Access:**
 - To the extent practicable, decide upon, develop procurement processes for, order, configure, and distribute, if and when available, appropriate mobile devices to those determined to be in need.
 - To the extent possible, all staff are provided Gilbertsville-Mount Upton Central School District laptops to ensure internet access.
 - To the extent practicable and technically possible, decide upon, develop procurement processes for, and when available, provide appropriate Internet bandwidth to those determined to be in

need. WIFI hotspots and residential commercial Internet options will be evaluated for anticipated effectiveness in particular situations.

Technology & Connectivity for Students - Mandatory Requirements:

- To the extent possible, have knowledge of the level of access to devices and high-speed broadband all students and teachers have in their places of residence;
- To the extent practicable, address the need to provide devices and internet access to students and teachers who currently do not have sufficient access; and
- Provide multiple ways for students to participate in learning and demonstrate mastery of Learning Standards in remote or blended models, especially if all students do not yet have sufficient access to devices and/or high-speed internet.

Mobile Devices Delivery:

Technology offers schools and districts increased options for continuing learning during extended closures. Technology can be leveraged in different ways to meet local needs, including but not limited to:

- Communication (e-mail, phone, online conferencing, social media)
- Teacher/student and student/student interaction (office hours, check-ins, peer collaboration)
- Instruction (video/audio recordings of instruction, instructional materials, synchronous distance learning, asynchronous online courses)
- Learning Materials and Content (digital content, online learning activities)
- Additional Technology Devices Assessments:
 - Identify students' technology needs to include adaptive technologies
 - Use of Asset Management procedures to track the deployment and location of issued mobile computing devices
 - If a shutdown happens abruptly, plan a pick-up time and location, and arrange to deliver devices to those who cannot pick them up.
- Providing Multiple Ways for Students to Learn
 - Support instructional programs as needed in preparation of non-digital, alternative ways for students to participate in learning and demonstrate mastery of Learning Standards in remote or blended models in circumstances in which students do not yet have sufficient access to devices and/or high-speed internet. For additional information, see **"Instructional Packets" heading on the Remote Instruction Schedule** page.

(3) Staggering Work Shifts of Essential Employees – Reducing Overcrowding

Depending on the exact nature of the communicable disease and its impact, Gilbertsville-Mount Upton Central School District is prepared to enact numerous strategies to reduce traffic congestion and maintain social distancing requirements in order to minimize building occupancy. The following will be considered:

- Limiting building occupancy to 25%, 50% or 75% of capacity or the maximum allowable by State or Local guidance.
- Forming employee work shift cohorts to limit potential contacts.
- Limit employee travel within the building.
- Limit restroom usage to specific work areas.
- Stagger arrival and dismissal times.
- Alternate work-days or work weeks.
- Implement a four-day work week.
- Limit or eliminate visitors to the building.

The district will utilize these base strategies and expand upon them as necessary in order to address any public health emergency. **Actual information can be found on the Essential Employee Worksheets, page 76.**

Protection (Preparedness):

We have collaborated with our partners to assure complementary efforts. We have invited representatives from the Otsego County Department of Health, New York State Police, Sheriff's Department, Office of Emergency Management, Fire Department, Department of Mental Health and others to attend our District-wide School Safety Team meetings. This will allow us to send consistent messages to the school community on pandemic related issues.

The District-Wide Command Center will be at Gilbertsville-Mount Upton Central School, with the alternate at Morris Central School, and will be activated at the direction of the School District Incident Commander. We have established our District-wide Incident Command Structure as follows:

Primary Incident Commander	Annette D. Hammond	783-22047, ext. 140
Alternate Incident Commander	Heather Wilcox	607-783-2207, ext. 103
Alternate Incident Commander	Harold Ives	607-783-2207, ext. 115
Primary Safety Officer	Harold Ives	607-783-2207, ext. 115
Alternate Safety Officer	Alan Digsby	607-783-2207, ext. 101
Primary Liaison Officer	Harold Ives	607-783-2207, ext. 115
Alternate Liaison Officer	Annette D. Hammond	607-783-2207, ext. 140
Primary Public Information Officer	Annette D. Hammond	607-783-2207, ext. 140
Alternate Public Information Officer	Heather Wilcox	607-783-2207, ext. 103
Primary Logistics Officer	Kevin Walsh	607-783-2207, ext. 107
Alternate Logistics Officer	Eric Voorhees	607-783-2207, ext. 126
Alternate Logistics Officer	Susan Sebeck	607-783-2207, ext. 122
Primary Operations Officer	Alan Digsby	607-783-2207, ext. 101
Alternate Operations Officer	Eric Voorhees	607-783-2207, ext. 126
Alternate Operations Officer	Duty Custodian	
Primary Planning/Intelligence Officer	Heather Wilcox	607-783-2207, ext. 103
Alternate Planning/Intelligence Officer	Eric Voorhees	607-783-2207, ext. 126
Alternate Planning/Intelligence Officer	Kevin Walsh	607-783-2207, ext. 107
Scribe	Jarrin Hayen	607-783-2207, ext. 140
Alternate Scribe	Kristy Carey	607-783-2207, ext. 103
Primary Finance Officer	Dorothy Iannello	607-783-2207, ext. 14
Alternate Finance Officer	Brianne Simonds	607-783-2207, ext. 119

Building-level Command Posts and Incident Command Structures are defined in the Building-Level Emergency Response Plans. Our Incident Command System will complement and work in concert with the Federal, State, and Local Command Systems. Our central administrators and school building principals have completed the IS 100 (Introduction to Incident Command) and IS 700 (National Incident Management System) training courses which are available on-line through the FEMA website.

- The school district will designate a pandemic safety coordinator (administrator), whose responsibilities include continuous compliance with all aspects of the school's reopening plan, as well as any phased-in reopening activities necessary to allow for operational issues to be resolved before activities return to normal or "new normal" levels. The coordinator shall be the main contact upon the identification of positive cases of the disease

in the students and staff and are responsible for subsequent communication. Coordinators shall be responsible for answering questions from students, faculty, staff, and parents or legal guardians of students regarding the public health emergency and plans implemented by the school.

<i>School/Program</i>	<i>COVID-19 Safety Coordinator/Administrator</i>	<i>Contact #Info</i>
<i>GMU CSD</i>	<i>Annette Hammond</i>	ahammond@gmucsd.org

- Communication will be important throughout a pandemic outbreak. It will be necessary to communicate with parents, students, staff, and the school community. Communication methods may include; websites; social media; automatic notification (“robocall”) systems; school postings; general mailings; e-mails; special presentations; phones and cell phones, texting; and the public media. A school district Public Information Officer (PIO) Annette D. Hammond has been designated to coordinate this effort and act as the central point for all communication. The PIO will also retain responsibility for establishing and maintaining contact with accepted media partners. The PIO will work closely with our Technology Director to assure proper function of all communication systems. This coordination will also help assure that as many redundant communication systems as possible are available. Those that will be utilized are radio, phone, VOIP, Zoom, email, and tele-conference. We test our communication systems on an ongoing basis, not to exceed one-month intervals.
- Continuity of operations and business office function could be severely impacted by a loss of staff. As such, our plan will include procedures for maintaining essential functions and services. This will include:
 - Overall Operations – we have defined the following decision-making authorities for the district: Annette D. Hammond, Heather Wilcox, Alan Digsby, Harold Ives and Dorothy Iannello. Recognizing the need for these essential individuals to have frequent communication we have established as many redundant communication systems as possible. Our primary communication will be through our normal phone system followed by hand-held radios, cell phones, e-mail, Zooms, automated phone notification system.
 - The Business Office is essential for maintaining overall function and facilities operation. Back-up personnel will be important to maintain purchasing and payroll responsibilities. We have defined the following job titles for having back-up responsibility in the purchasing and payroll areas: Cindy Ketchum, Temporary Deputy Treasurer This individual has been trained as back-ups for essential business office functions on a yearly basis. We have also established the ability to maintain these essential functions off-site from remote locations as follows:
 - All staff members have been given a laptop for use at home.
 - Limited staff on-site as needed for scanning, with a shift schedule.
 - Ability to securely access the online financial management systems of the district. Off-site function is tested on an ongoing basis, and issues are reported to the Technology Director and the provider of the online financial management system (as of February 2021, DCMO BOCES).
 - Maintenance of facilities will be difficult with a reduced or absent maintenance staff. The Director of Facilities or back-up designee will keep the business office informed of such status and of the point at which buildings can no longer be maintained. The Director of Facilities has provided building administrators with procedures for maintaining essential building functions (HVAC system operation, alarms, security, etc.) along with a list of telephone numbers of outside companies and alternates for repair and maintenance of these systems, and will update them as necessary. If necessary, we will pool maintenance staff to form a mobile central team to help assist in essential building function and cleaning of critical areas such as bathrooms. Teachers may be asked to assist in this effort. If necessary, we may provide spray bottle sanitizers for each classroom teacher for doorknob and desktop disinfection only. Desktops will be misted with the provided disinfectant and left to dry. Training for teachers on this process was provided during Superintendent Conference Days at the beginning of each school year At no time will products not approved by the school district be utilized.
 - Human Resources will be essential in monitoring absenteeism and managing the workforce. Changes

to district policies and procedures concerning management of the workforce to affect a crisis response may become necessary, and will be implemented by Human Resources. Cross-training is continually provided to staff to ensure essential functions will continue. Human Resources will help develop the Plan, in conjunction with all bargaining units, for emergency use of personnel in non-traditional functions and changes in the normal work-day such as alternate or reduced work hours, working from home, etc.

- Continuity of instruction will need to be considered in the event of significant absences or school closure. Restructuring of the school calendar may become necessary. We will work closely with the New York State Education Department on this potential result throughout the crisis period. Some of the alternate learning strategies we have implemented to be used in combination as necessary include:
 - Hard copy, self-directed lessons
 - Zoom or other online meeting systems
 - Use of mobile media and devices for lessons (CDs, USB Flash Drives, Laptop Computers, I Pads, or Chrome-books)
 - On-line instruction; textbooks and other recourses
 - Communication modalities for assignment postings and follow-up: telephone; Postal Service; cell phone, cell phone mail, text messages; e-mail; automated notification systems; website postings

We have obtained input from curriculum staff in development of these strategies and continually test these methods.

(4) Obtaining and Storing Personal Protective Equipment (PPE)

PPE & Face Covering Availability:

- The school district will provide employees with an acceptable face covering at no-cost to the employee and have an adequate supply of coverings in case of replacement.
- Cloth face coverings are meant to protect other people in case the wearer is unknowingly infected (many people can carry communicable disease but do not exhibit symptoms).
- Cloth face coverings are not surgical masks, respirators, or personal protective equipment.
- Information should be provided to staff and students on proper use, removal, and washing of cloth face coverings.
- Masks are most essential in times when physical distancing is difficult.
- Procurement, other than some very basic preliminary purchases will be done on a consolidated basis to ensure that the district is getting the most for its PPE dollars.
- Teach and reinforce use of face coverings among all staff.
- We have encouraged all staff to utilize their own personal face coverings but have secured and will provide PPE for any employee requesting such protection. Specialized PPE (N95s, face shields, gowns, gloves, etc.) may be required for specific work tasks and will be provided as deemed necessary. Those individuals that are required to wear N-95 respirators will be fit-tested and medically screened prior to use to assure they are physically able to do so. We will work with the Health and Safety office to provide this capability. Parents will also be encouraged to provide face coverings for students however, face coverings will be provided for any student that cannot provide their own.

PPE Supply Management

- The Maintenance Department are working with programs to determine the overall PPE needs of the district. Centralized purchasing will be used when possible.

Group	Quantity per 100 per Group	12 Week Supply 100% Attendance	12 Week Supply 50% Attendance	12 Week Supply 25% Attendance
Students	25 Masks per Week	300	150	75
Teachers/Staff	25	300	150	75

Nurse/Health Staff	25	300	150	75
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**Note: N-95 respirators are recommended only if staff will be in contact with a suspected positive case of the disease and/or aerosol-generating procedure. Those employees required to wear N-95 respirators will need to be fit tested and medically evaluated in order to determine if the employees are capable of wearing an N-95 respirator without impacting health.*

Response:

The District-Wide School Safety Team will meet to determine the need for activation of a pandemic response based on internal monitoring and correspondence with the Otsego County Department of Health and other experts. Each Building-Level Emergency Response Team will be informed that the Plan has been activated.

- The entire Incident Command Structure at both the District and Building level will be informed that the response effort has been enacted. These individuals will meet to discuss the Plan's activation and review responsibilities and communication procedures.
- The PIO will work closely with the Technology Director to re-test all communication systems to assure proper function. The District-wide School Safety Team and Building-Level Emergency Response Teams will assist in this effort.
- Based on the latest information from collaboration with our partners, and to send a message consistent with public health authorities, the PIO will utilize the communication methods previously described to alert the school community of the activation of our District-Wide School Safety Plan as it specifically applies to pandemics.
- The Business Official will meet with staff to review essential functions and responsibilities of back-up personnel. Ability to utilize off-site systems will be tested. The Business Official will monitor utilization of supplies, equipment, contracts, and provided services and adjust as necessary.
- The Facility Director will meet with staff and monitor ability to maintain essential function. The Facility Director will review essential building function procedures with the Principal and command chain. Sanitizing procedures will be reviewed with teachers. The Facility Director will work closely with the Business Official and Health and Safety to implement different phases of the Plan as necessary.
- The Human Resources office will meet with staff to review essential functions and responsibilities of back-up personnel. The Human Resources office will monitor absenteeism to assure maintenance of the Command Structure and possible need to amend existing procedures.
- Based on recommendations from Local and State Authorities, schools may be closed. Our Plan for continuity of instruction will be implemented as previously described.
- **If the decision is made to close the school building the school district will notify the NYS Education Department and the BOCES District Superintendent.**

(5) Preventing Spread, Contact Tracing and Disinfection

Confirmed Infection Case Requirements & Protocols

Instructional programs must be prepared for outbreaks in their local communities and for individual exposure events to occur in their facilities, regardless of the level of community transmission. CDC has provided the following decision tree to help schools determine which set of mitigation strategies may be most appropriate for their current situation:

CDC and NYSDOH Recommendations:

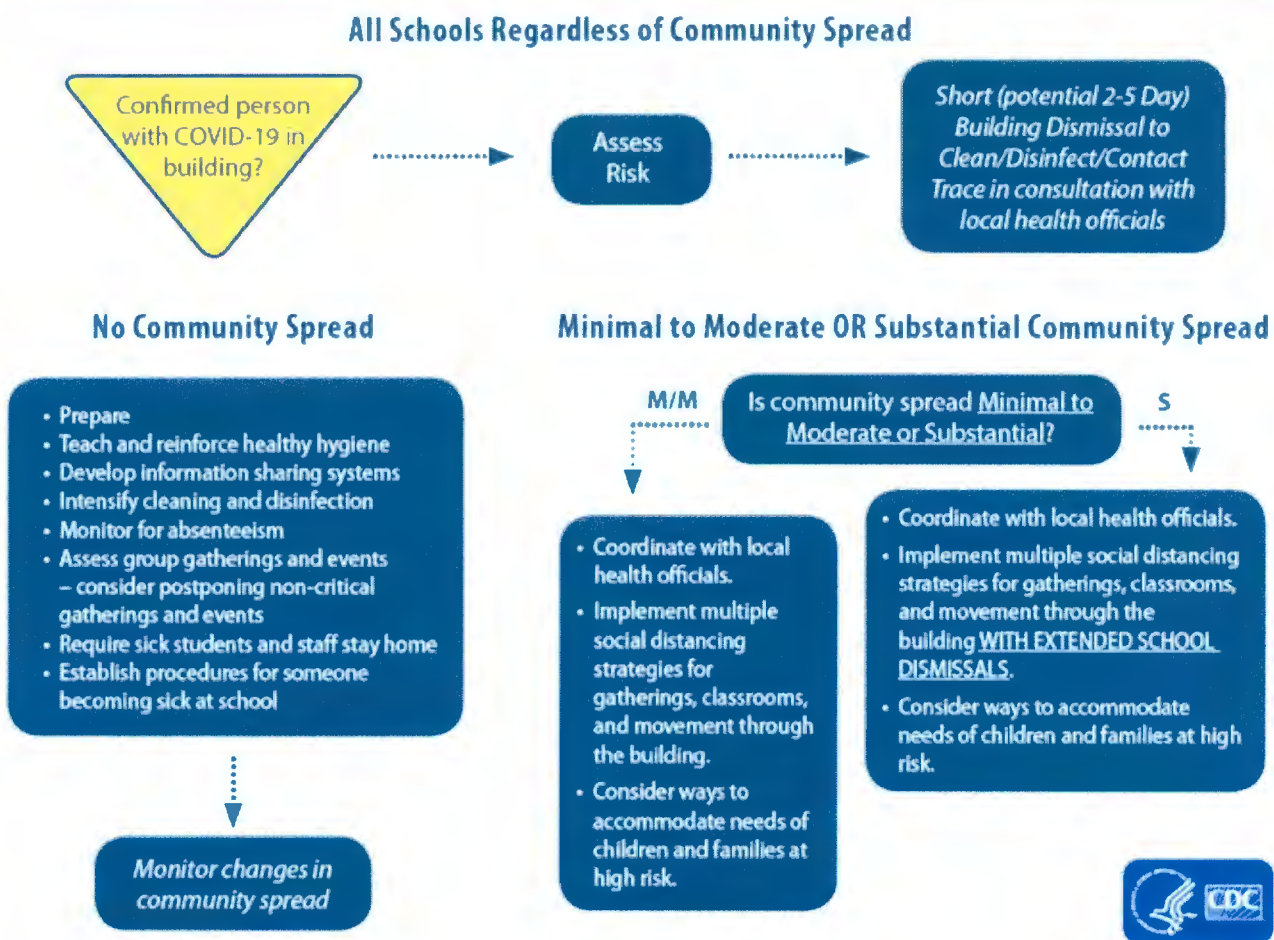
- Closing off areas used by a sick person and not using these areas until after cleaning and disinfection has occurred;
- Opening outside doors and windows to increase air circulation in the area.
- Waiting at least 24 hours before cleaning and disinfection. If waiting 24 hours is not feasible, wait as long as possible;
- Clean and disinfect all areas used by the person suspected or confirmed to have COVID-19, such as offices, classrooms, bathrooms, lockers, and common areas.

- Once the area has been appropriately cleaned and disinfected it can be reopened for use.
- Individuals without close or proximate contact with the person suspected or confirmed to have COVID-19 can return to the area and resume school activities immediately after cleaning and disinfection.
- Refer to DOH's **Interim Guidance for Public and Private Employees Returning to Work Following COVID-19 Infection or Exposure** for information on "close and proximate" contacts.
- If more than seven days have passed since the person who is suspected or confirmed to have the communicable disease visited or used the facility, additional cleaning or disinfection is not necessary, but routine cleaning and disinfection should continue.

How should schools prepare for, and respond to, COVID-19?

Schools should be prepared for COVID-19 outbreaks in their local communities and for individual exposure events to occur in their facilities, regardless of the level of community transmission, for example a case associated with recent travel to an area with sustained COVID-19 transmission. The following decision tree can be used to help schools determine which set of mitigation strategies may be most appropriate for their current situation.

School Decision Tree



Return to School After Illness:

Schools must follow CDC guidance and NYS Department of Health requirements for allowing a student or staff member to return to school after exhibiting symptoms of the communicable disease. The district will utilize the resources provided by NYS DOH in a toolkit or other assistance {e.g. Flowcharts for Decision Making}. (See

Staff Absenteeism

- Instructional staff will call into Issy Clapp when they are absent due to illness. Substitutes will be provided as necessary and as requested.
- The instructional departments will develop a plan to monitor absenteeism of staff, cross-train staff, and create a roster of trained back-up staff.
- The instructional departments will monitor absenteeism of students and staff, cross train staff, and create a roster of trained back-up staff.

Employee Assistance Program (EAP)

- The Human Resources Department will continue to disseminate information to employees about EAP resources. EAP is a voluntary, work-based program that offers free and confidential assessments, short-term counseling, referrals, and follow-up services to employees who have personal and/or work-related problems. EAPs address a broad and complex body of issues affecting mental and emotional well-being, such as alcohol and other substance abuse, stress, grief, family problems, and psychological disorders.

Medical Accommodations

- The Human Resources Department will continue to handle medical and ADA accommodations. Requests for accommodations related to the communicable disease should be sent to ahammond@gmucsd.org.

New York State Contact Tracing Program

If a student or staff member tests positive for the communicable disease, the New York State Contact Tracing Program will be implemented. As such, it is important for everyone to understand how contact tracing works. The information below is provided by the New York State Contact Tracing Program:

New York State has partnered with Bloomberg Philanthropies, Johns Hopkins Bloomberg School of Public Health and Vital Strategies to create the NYS Contact Tracing Program, designed to help slow the spread of the COVID-19 communicable disease and begin to safely return to normal operations.

Contact Tracers work with people who have tested positive for COVID-19 to identify people they have had contact with and let them know they may have been exposed to the disease.

If you get a call from “NYS Contact Tracing” (518-387-9993), PLEASE answer the phone. Answering the phone will keep your loved ones and community safe.

A contact tracer will:

- NEVER ask for your Social Security number
- NEVER ask for any private financial information
- NEVER ask for credit card information
- NEVER send you a link without proper authentication procedures

If you test positive, a Contact Tracer will connect you with the support and resources you may need through quarantine, such as help getting groceries or household supplies, child-care, medical care or supplies. The Tracer will work with you to identify and reach out via phone and text to anyone you’ve been in contact with while you were infectious to trace and contain the spread of the virus.

People who have come in close contact with someone who is positive are asked to stay home and limit their contact with others. By staying home during this time, IF you become sick yourself, you have not infected many others along the way. This is how we stop the spread!

Testing, medical and quarantine support for yourself and your loved ones will be arranged. We will not release your name to anyone. Your information is strictly confidential and will be treated as a private medical record. This nation-leading program will place emphasis on areas with the highest rates of infection and on regions ready to open. The program will operate through the next flu season. It will be implemented in coordination with New Jersey and Connecticut.

Your caller ID will say **“NYS Contact Tracing” (518-387-9993)**.

Please answer the phone so we can keep NY moving forward and stop the spread of the communicable disease.

Facilities: Cleaning and Sanitizing

Cleaning removes germs, dirt, and impurities from surfaces or objects. Cleaning works by using soap (or detergent) and water to physically remove germs from surfaces. This process does not necessarily kill germs, but by removing them, it lowers their numbers and the risk of spreading infection. Visibly soiled surfaces and objects must be cleaned first. If surfaces or objects are soiled with body fluids or blood, use gloves and other standard precautions to avoid coming into contact with the fluid. Remove the spill, and then clean and disinfect the surface. Sanitizing lowers the number of germs on surfaces or objects to a safe level, as judged by public health standards or requirements. This process works by either cleaning or disinfecting surfaces or objects to lower the risk of spreading infection.

Routine cleaning of school settings includes:

- Cleaning high contact surfaces that are touched by many different people, such as light switches, handrails and doorknobs/handles
- Dust- and wet-mopping or auto-scrubbing floors
- Vacuuming of entryways and high traffic areas
- Removing trash
- Cleaning restrooms
- Wiping heat and air conditioner vents
- Spot cleaning walls
- Spot cleaning carpets
- Dusting horizontal surfaces and light fixtures
- Cleaning spills

Classroom/Therapy Rooms:

Gilbertsville-Mount Upton Central School District will provide related service providers with additional cleaning supplies to ensure continuous disinfecting of classrooms and therapy rooms that service students with complex disabilities where multiple tools are used for communication, mobility, and instruction.

Common Areas:

Smaller common areas, like kitchenettes and copy room areas should have staggered use. If users cannot maintain six feet of distance, they shall wear a mask. Signage has been posted in common areas to remind staff of health and safety etiquette.

Disinfecting:

Disinfecting kills germs on surfaces or objects by using chemicals to kill germs on surfaces or objects. This process does not necessarily clean dirty surfaces or remove germs, but by killing germs on a surface after cleaning, it can further lower the risk of spreading infection.

- Cleaning and disinfection requirements from the Centers for Disease Control and Prevention (CDC) and the Department of Health will be adhered to.
- Custodial logs will be maintained that include the date, time and scope of cleaning and disinfection. Cleaning and disinfection frequency will be identified for each facility type and

responsibilities will be assigned.

- Hand hygiene stations will be provided and maintained, including hand washing with soap, running warm water, and disposable paper towels, as well as an alcohol-based hand sanitizer containing 60% or more alcohol for areas where hand washing is not feasible.
- Regular cleaning and disinfection of facilities and more frequent cleaning and disinfection for high-risk areas used by many individuals and for frequently touched surfaces, including desks and cafeteria tables will be conducted.
- Regular cleaning and disinfection of restrooms will be performed.
- Cleaning and disinfection of exposed areas will be performed in the event an individual is confirmed to have COVID-19, with such cleaning and disinfection to include, at a minimum, all heavy transit areas and high-touch surfaces.
- Although cleaning and disinfection is primarily a custodial responsibility, appropriate cleaning and disinfection supplies will be provided to faculty and staff as approved by Administration.
- Additional paper towel dispensers may be installed in other designated spaces.

Upon request, Facilities Services will provide CDC approved disinfecting solutions for additional on the spot disinfecting. This should be done daily or between use as much as possible. Examples of frequently touched areas in schools may include:

- Bus seats and handrails.
- Buttons on vending machines and elevators.
- Changing tables.
- Classroom desks and chairs.
- Door handles and push plates.
- Handles on equipment (e.g., athletic equipment).
- Handrails
- Kitchen and bathroom faucets.
- Light switches.
- Lunchroom tables and chairs.
- Related Services Spaces.
- Shared equipment.
- Shared desktops.
- Shared telephones.

Hand Sanitizing:

- Hand sanitizer dispensers are installed in approved locations.
- Hand sanitizer bottles are distributed to staff as approved by Health and Safety.
- GMU ensures that all existing and new alcohol-based hand-rub dispensers, installed in any location, are in accordance with the Fire Code of New York State (FCNYS) 2020 Section 5705.5.

Trash removal:

- Trash will be removed daily.
- Garbage cans or process for collecting trash during lunch periods in classrooms will be increased where necessary.
- No-touch trash receptacles will be utilized, where possible.

(6) Documenting Precise Hours/Work Locations of Essential Workers

It is recognized that as the work environment changes to adapt to the emergency situation and typical work schedules are modified it can become more difficult to track employees especially if they conduct work off site or in numerous locations. The ability to identify these individuals will be extremely important if contact tracing is necessary during a communicable disease crisis. Our plan to track such individuals can be found on the Essential Employee Worksheet, page 76.

(7) Emergency Housing for Essential Employees

Emergency housing for essential employees is not considered to be generally required for school employees as opposed to healthcare workers and other critical care workers. However, we have canvassed local hotels/motels

so we may be prepared for an unanticipated need and should be able to access the following if necessary:

1. Red Roof Inn, Norwich NY (607-334-2200)
2. Super 8, Norwich, NY (607-296-0524)
3. Fred's Inn, Norwich, NY (607-334-9282)
4. Super 8, Sidney, NY (607-583-8576)
5. On-site Nurses Office

If deemed necessary, Gilbertsville-Mount Upton Central School District will work closely with Office of Emergency Management to determine housing options.

Recovery:

- Re-establishing the normal school curriculum is essential to the recovery process and should occur as soon as possible. We will work toward a smooth transition from the existing learning methods to our normal process. We will use all described communication methods to keep the school community aware of the transition process.
- We will work closely with the New York State Education Department to revise or amend the school calendar as deemed appropriate.
- We will evaluate all building operations for normal function and re-implement appropriate maintenance and cleaning procedures.
- Each Building-Level Post-incident Response Team will assess the emotional impact of the crisis on students and staff and make recommendations for appropriate intervention.
- The District-Wide School Safety Team and Building-Level Emergency Response Teams will meet to debrief and determine lessons learned. Information from the PIO, Business Office, Human Resources, Facility Director, and Curriculum Supervisor will be vital to this effort. The District-Wide School Safety Plan and Building-Level Emergency Response Plans will be revised to reflect this.
- Curriculum activities that may address the crisis will be developed and implemented.

SCHOOL DISTRICT (K-12) PANDEMIC INFLUENZA PLANNING CHECKLIST

Local educational agencies (LEAs) play an integral role in protecting the health and safety of their district's staff, students and their families. The Department of Health and Human Services (HHS) and the Centers for Disease Control and Prevention (CDC) have developed the following checklist to assist LEAs in developing and/or improving plans to prepare for and respond to an influenza pandemic.



Building a strong relationship with the local health department is critical for developing a meaningful plan. The key planning activities in this checklist build upon existing contingency plans recommended for school districts by the U.S. Department of Education (Practical Information on Crisis Planning: A Guide For Schools and Communities

<http://www.ed.gov/admins/lead/safety/emergencyplan/crisisplanning.pdf>.

Further information on pandemic influenza can be found at www.pandemicflu.gov.

1. Planning and Coordination:

Completed	In Progress	Not Started	
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	Identify the authority responsible for declaring a public health emergency at the state and local levels and for officially activating the district's pandemic influenza response plan.

<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	Identify for all stakeholders the legal authorities responsible for executing the community operational plan, especially those authorities responsible for case identification, isolation, quarantine, movement restriction, healthcare services, emergency care, and mutual aid.
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	As part of the district's crisis management plan, address pandemic influenza preparedness, involving all relevant stakeholders in the district (e.g., lead emergency response agency, district administrators, local public health representatives, school health and mental health professionals, teachers, food services director, and parent representatives). This committee is accountable for articulating strategic priorities and overseeing the development of the district's operational pandemic plan.
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	Work with local and/or state health departments and other community partners to establish organizational structures, such as the Incident Command System, to manage the execution of the district's pandemic flu plan. An Incident Command System, or ICS, is a standardized organization structure that establishes a line of authority and common terminology and procedures to be followed in response to an incident. Ensure compatibility between the district's established ICS and the local/state health department's and state education department's ICS.
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	Delineate accountability and responsibility as well as resources for key stakeholders engaged in planning and executing specific components of the operational plan. Assure that the plan includes timelines, deliverables, and performance measures.
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	Work with your local and/or state health department and state education agencies to coordinate with their pandemic plans. Assure that pandemic planning is coordinated with the community's pandemic plan as well as the state department of education's plan.
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	Test the linkages between the district's Incident Command System and the local/state health department's and state education department's Incident Command System.
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	Contribute to the local health department's operational plan for surge capacity of healthcare and other services to meet the needs of the community (e.g., schools designated as contingency hospitals, schools feeding vulnerable populations, community utilizing LEA's healthcare and mental health staff). In an affected community, at least two pandemic disease waves (about 6-8 weeks each) are likely over several months.
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	Incorporate into the pandemic influenza plan the requirements of students with special needs (e.g., low income students who rely on the school food service for daily meals), those in special facilities (e.g., juvenile justice facilities) as well as those who do not speak English as their first language.
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	Participate in exercises of the community's pandemic plan.
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	Work with the local health department to address provision of psychosocial support services for the staff, students and their families during and after a pandemic.

1. Planning and Coordination (cont.):

Completed	In Progress	Not Started	
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	Consider developing in concert with the local health department a surveillance system that would alert the local health department to a substantial increase in absenteeism among students.
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	Implement an exercise/drill to test your pandemic plan and revise it periodically.
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	Share what you have learned from developing your preparedness and response plan with other LEAs as well as private schools within the community to improve community response efforts.

2. Continuity of Student Learning and Core Operations:

Completed	In Progress	Not Started	
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	Develop scenarios describing the potential impact of a pandemic on student learning (e.g., student and staff absences), school closings, and extracurricular activities based on having various levels of illness among students and staff.
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	Develop alternative procedures to assure continuity of instruction (e.g., web-based distance instruction, telephone trees, mailed lessons and assignments, instruction via local radio or television stations) in the event of district school closures.
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	Develop a continuity of operations plan for essential central office functions including payroll and ongoing communication with students and parents.

3. Infection Control Policies and Procedures:

Completed	In Progress	Not Started	
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	Work with the local health department to implement effective infection prevention policies and procedures that help limit the spread of influenza at schools in the district (e.g. promotion of hand hygiene, cough/sneeze etiquette). Make good hygiene a habit now in order to help protect children from many infectious diseases such as flu.
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	Provide sufficient and accessible infection prevention supplies, such as soap, alcohol-based/waterless hand hygiene products (containing at least 60% alcohol), tissues, and receptacles for their disposal.
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	Establish policies and procedures for students and staff sick leave absences unique to a pandemic influenza (e.g., non-punitive, liberal leave).
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	Establish sick leave policies for staff and students suspected to be ill or who become ill at school. Staff and students with known or suspected pandemic influenza should not remain at school and should return only after their symptoms resolve and they are physically ready to return to school.
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	Establish policies for transporting ill students.
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	Assure that the LEA pandemic plan for school-based health facilities conforms to those recommended for health care settings (Refer to www.hhs.gov/pandemicflu/plan).

4. Communications Planning:

Completed	In Progress	Not Started	
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	Assess readiness to meet communication needs in preparation for an influenza pandemic, including regular review, testing, and updating of communication plans.
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	Develop a dissemination plan for communication with staff, students, and families, including lead spokespersons and links to other communication networks.
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	Ensure language, culture and reading level appropriateness in communications by including community leaders representing different language and/or ethnic groups on the planning committee, asking for their participation both in document planning and the dissemination of public health messages within their communities.

4. Communications Planning (cont.):

Completed	In Progress	Not Started	
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	Develop and test platforms (e.g., hotlines, telephone trees, dedicated websites, and local radio or TV stations) for communicating pandemic status and actions to school district staff, students, and families.
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	Develop and maintain up-to-date communications contacts of key public health and education stakeholders and use the network to provide regular updates as the influenza pandemic unfolds.
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	Assure the provision of redundant communication systems/channels that allow for the expedited transmission and receipt of information.



Advise district staff, students and families where to find up-to-date and reliable pandemic information from federal, state and local public health sources.



Disseminate information about the LEA's pandemic influenza preparedness and response plan (e.g., continuity of instruction, community containment measures).



Disseminate information from public health sources covering routine infection control (e.g., hand hygiene, cough/sneeze etiquette), pandemic influenza fundamentals (e.g., signs and symptoms of influenza, modes of transmission) as well as personal and family protection and response strategies (e.g., guidance for the at-home care of ill students and family members).



Anticipate the potential fear and anxiety of staff, students, and families as a result of rumors and misinformation and plan communications accordingly.



New York State Department of Health Pre-K to Gr 12 COVID-19 Toolkit

Click on the link below for important information

https://coronavirus.health.ny.gov/system/files/documents/2021/02/nysdoh_prekgr12_toolkit_update-020121.pdf

Essential Employee Worksheet

In the event of a government ordered shutdown similar, to what we experienced in the spring due to Coronavirus, we are now required to have a Plan for future shutdowns that may occur. As part of that Plan we are now required to provide information on those positions that would be required to be on-site or in district for us to continue to function as opposed to those positions that could realistically work remotely. Please provide the information requested below for your department utilizing the following guide:

1. **Title** – a list of positions/titles considered essential (**could not work remotely**) in the event of a state-ordered reduction of in-person workforce.
2. **Description** – brief description of job function.
3. **Justification** - brief description of critical responsibilities that could not be provided remotely.
4. **Work Shift** – brief description of how the work shifts of those essential employees or contractors (if utilized) will be staggered in order to reduce overcrowding at the worksite.
5. **Protocol** – how will precise hours and work locations, including off-site visits, be documented for essential employees and contractors (if utilized).

Essential Employee Determination				
Title	Description	Justification	Work Shift	Protocol
Superintendent	Administrator/ IC	Assistance to Dept. Heads	Flexible as Needed	Daily Log
Principal	Asst. Administrator/IC	Backup to Superintendent	Flexible as Needed/Assigned	Daily Log
Director of Facilities	Supervision of physical plant and mechanics	Must be on-site to conduct work	Determined by Workload and Weather	Daily Log
Custodians	Maintain plant and mechanics and clean	Buildings need to be maintained and cleaned regularly	As needed and assigned by DOF	Time sheet
Head Bus Driver	Supervision of transportation personnel	Can work as an emergency driver/assist Mechanic	Flexible depending on Transportation needs.	Daily Log
Mechanic	Maintenance of buses/vehicles	Can work as an emergency driver and makes sure buses/vehicles run properly	Determined by HBD as vehicles are used.	Daily Log
Bus Drivers	Deliver food/homework	In the event of a closure, would need to deliver homework/food to students	As scheduled by HBD depending on needs.	Time sheet
Food Service Manager	Supervision of food service operations	In the event of a closure, would need to feed/prepare meals for students	Flexible by needs	Daily Log
Food Service Workers	Prepare Meals	In the event of a closure, would need to feed students	Staggered/ Scheduled by Food Service Mgr.	Work in different areas of cafeteria/ Time Sheets.
Information Systems Director	Supervises IT operations/Repairs to equipment	Access networking hardware (assure working due to remote learning)	Flexible- as needed to be on site for hands on equipment	Daily Log
Business Official	Non-instructional operations	Payroll, pay bills	Flexible- Remote except to handle materials	Daily Log
Deputy Treasurer	Run payroll	Payroll, pay bills	Flexible-Backup to Business Official	Daily Log
Main Office Secretary	Assist the Principal	Assist on Site as/when needed.	Flexible/on call.	Daily Log
Superintendent's Secretary/District Clerk	Assist the Superintendent	Assist Superintendent as needed on site.	Flexible/ on call.	Daily Log.
Teachers/Aides	Prepare/Collate Homework as Needed	Prep and copy required homework packets.	Remote except for phys. needs in building	Daily Log

2022-2023 Goals

Goal 1: Focus on Academic Instruction and Learning

Goal 2: Focus on Social, Emotional, and Behavioral Health

Goal 3: Focus on Diverse Opportunities/Exposure

Goal 4: Focus on Efficient and Effective Systems

Strategies

Goal 1: Focus on Academic Instruction and Learning

Strategies:

- Review student-learning data to inform instruction with a strong literacy and math focus.
- Using curricula with fidelity.
 - Coaching by literacy consultant weekly and by math consultant monthly.
- Use tiered Response to Intervention/Academic Intervention Services process
 - Scheduled for 30 minutes each day, rotating between literacy and math
 - Concentrated during tutorial for middle and high school
- Use a universal screener
 - iReady (K – 8) for Reading and Math
 - Forefront Number Sense (K – 6) for Math
 - AIM Criterion-Referenced Assessment (PK)
- Working with outside consulting agency Education Elements
- Use of Crossroads online-learning program through APEX (9-12)
- Meet in Professional Learning Communities
 - Analyze student performance data
 - Share best practices.
 - Behavioral and study skills

Goal 2: Focus on Social, Emotional, and Behavioral Health

Strategies:

- Social-Emotional Learning Focus
 - School counselor teaching mini-lessons (K – 6) students
- Connect students and families to services
- PAX GBG behavioral program (PK and K)
- Training in Restorative Practices
- Use tiered behavioral interventions
- Participation in the PAWS “therapy dog” program
- Emphasize mindfulness and coping strategies through tutorial and PE classes
 - Explore use of QBQ book for training/discussion
- Focus on gratitude, positivity and self-care through monthly activities
 - Explore opportunities for outside speakers to provide training

Goal 3: Focus on Diverse Opportunities/Exposure

Strategies:

- Bolster business and community partnerships
 - Work-study program
- Expose learners to:
 - College & career opportunities
 - Host annual career fair on campus
 - College and career-based field trips
 - Understanding of civic responsibility
 - Community-based volunteering requirement for specific classes and extracurricular programs
 - Essential Work Skills
 - Monthly skill focus
 - Printing posters with essential skills listed
 - Engage in career plans
 - STEAM for all grades
 - Every teacher collaborates with STEAM teacher for at least one lesson per year (PK – 6)
 - Financial Literacy
 - Requirement for students to take financial literacy course before graduation
- Peer Mentoring
 - Led through National Honor Society and Leadership program
 - Mentors will push into classrooms to work with mentees

Goal 4: Focus on Efficient and Effective Systems

Strategies:

- Leverage technology to provide students with greater opportunities
 - One-to-one devices for learning
- Utilize training and strategies to support teachers as they implement the mission & vision
- Fiscally responsible spending to support programs
- Utilize FISH Philosophy for staff
- Engage stakeholders in assessing safety planning
 - School-Resource Officer
- Districtwide, open communication system between students, staff, administration, parents, and community.
 - ParentSquare – program for communication
 - Raider Report for staff
 - Healthy Kids extended daycare program

OTSEGO COUNTY DEPARTMENT OF HEALTH
4410 PRESCHOOL SERVICE PROVIDER CONTRACT
AGREEMENT BETWEEN

GILBERTSVILLE MT UPTON CENTRAL SCHOOL

AND

OTSEGO COUNTY DEPARTMENT OF HEALTH
DIVISION FOR CHILDREN WITH SPECIAL NEEDS PROGRAM
140 COUNTY HIGHWAY 33W, SUITE 3
COOPERSTOWN, NY 13326

This contract, by and between the MUNICIPALITY OF OTSEGO COUNTY, hereinafter referred to as the MUNICIPALITY, acting by and through the Otsego County Department of Health, having its office at 140 County Highway 33W, Suite 3, Cooperstown, New York and GILBERTSVILLE MT UPTON CENTRAL SCHOOL, hereinafter referred to as PROVIDER and/or EVALUATOR having its office at 693 ST HWY 51 GILBERTSVILLE, NY 13776 is for the provision of services to preschool children with disabilities pursuant to section 4410 of the New York State Education Law.

WHEREAS, 'MUNICIPALITY' shall mean the county outside the City of New York or the City of New York in the case of a county contained within the city of New York; and

WHEREAS, 'BOARD' shall mean:

- A. a board of education as defined in section two of the New York State Education Law; or
- B. trustees of a common school district as defined in section 1601 of the New York State Education Law; and

WHEREAS, 'COMMISSIONER' shall mean the Commissioner of Education of the State of New York, and

WHEREAS, 'EVALUATOR' shall mean a program approved by the Commissioner of Education pursuant to section 4410 of the Education Law, with a multi-disciplinary evaluation component as

defined in section 200.1(aa); and

WHEREAS, the 'PROVIDER' has been approved by the COMMISSIONER to provide special education services in accordance with Section 4410 of the New York State Education Law and Part 200 of the Regulations of the COMMISSIONER; and

WHEREAS, the PROVIDER warrants that it can meet the needs of children with disabilities placed in its approved program under section 4410 of the New York State Education Law and in compliance with Part 200 of the Regulations of the Commissioner, and shall comply with all applicable federal, state and local laws; and

WHEREAS, the MUNICIPALITY shall provide either directly or by contract such eligible preschoolers with a multi-disciplinary evaluation as initiated by a committee on preschool special education with parental/legal guardian consent pursuant to 8 NYCRR200.16 (c) (1) and (2) pursuant to Section 4410 of said act to determine the child's eligibility for services; and

WHEREAS, the MUNICIPALITY shall provide either directly or by contract for suitable transportation to and from the PROVIDER'S program, in accordance with section 4410 of the New York State Education Law and Part 200 of Regulations of the COMMISSIONER; and

WHEREAS, Section 4410 of the New York State Education Law requires a contract, in a form approved by the COMMISSIONER, between the MUNICIPALITY and the PROVIDER of the approved program selected by the BOARD.

NOW, THEREFORE, in order to make available those services to preschoolers with special needs placed under Section 4410 of the New York State Education Law as determined by the BOARD, the parties hereto mutually agree as follows:

1. The PROVIDER and EVALUATOR agree to comply with all applicable MUNICIPALITY policies, federal, state and local statutes, rules and regulations.
2. The EVALUATOR shall provide appropriate, comprehensive, functional, multi-disciplinary evaluations assessing the preschooler as defined in 8 NYCRR 200.4(b). In addition, with consent of the parent/legal guardian, approved evaluators and committees shall be provided with the most recent report for a child in transition from programs and services provided pursuant to Title 2(a) of Article 25 of the Public Health Law.
3. The EVALUATOR shall complete an initial evaluation using a variety of assessment tools and strategies, including information provided by the parent, to gather relevant functional, developmental and academic information. Eligibility shall be based on developmental delays in one or more of the following developmental domains: cognitive development; physical development; including vision and hearing; communication development; social-emotional development and adaptive development or a diagnosed condition with a high probability of developmental delay as per 8 NYCRR Part 200.1 (mm). The EVALUATOR shall obtain parental/legal guardian consent to perform the evaluation prior to initiating the evaluating procedures. The EVALUATOR shall receive written authorization from the School District.

4. The EVALUATOR shall complete the requested evaluation and prepare a report and written summary within a sufficient time frame to hold the CPSE meeting within 60 days of the receipt of the consent as defined in 8 NYCRR 200.16(2). The summary report shall include a detailed statement of the preschool student's individual needs, if any. The summary report shall not include a recommendation as to the general type, frequency, location and duration of special education services and programs that should be provided; shall not address the manner in which the preschool student can be provided with instruction or related services in the least restrictive environment; and shall not make reference to any specific provider of special services or programs.
5. The EVALUATOR shall send a copy of the Preschool Student Evaluation Summary Report and full evaluation and other assessments to the MUNICIPALITY prior to the scheduled CPSE meeting. The evaluation shall contain the identification of the persons performing the evaluation, a description of the assessment and conditions, the child's response and score that was used and an explanation of these scores.
6. The PROVIDER shall provide appropriate services for children with disabilities placed by the BOARD to attend the PROVIDER'S program. The PROVIDER shall provide all services listed on the child's Individualized Education Plan. Services must be provided at the frequency and duration indicated on the IEP. The PROVIDER shall provide such services for that part of the school year for which children are placed by the BOARD. The school year is hereby defined as a July/August session from July 1 through August 31 and/or September/June session from September 1 through June 30.
7. The PROVIDER shall be responsible for the delivery of appropriate services, including the training and/or retraining of direct service staff employed by the PROVIDER. If the PROVIDER requires specific training in order to a service a child, the PROVIDER will be responsible for obtaining said training.
8. The PROVIDER will maintain the standards set forth under section 200.20 of the Regulations of the Commissioner to preserve its status as an approved school for the education of children with disabilities. It is understood and agreed by the parties that failure to do so shall render this Contract void, in which case the PROVIDER shall be entitled to no compensation for the portion of the school year in which such approval ceases to be maintained and shall reimburse the MUNICIPALITY any amounts already received for that portion of such school year.
9. The PROVIDER shall make available professional licenses, certificates or qualifications, report of direct staff, continuing education/training and medical evaluations, including immunizations, as requested by the MUNICIPALITY.
10. The PROVIDER and EVALUATOR agrees to maintain all education records for the period set forth in the State Regulations. All records shall be subject at all reasonable times to inspection, review or audit by the MUNICIPALITY, the State of New York, Federal and other personnel duly authorized by the MUNICIPALITY. These records will be maintained for the period set forth in the state regulations.

11. The PROVIDER shall complete Appendix A-1, Statement of Reassignment and Appendix A-2, Provider Agreement; and agrees to maintain all documentation necessary to support the MUNICIPALITY'S claims to Medicaid and further agrees not to bill Medicaid directly for any services provided under this contract. The PROVIDER will ensure that all services are provided by a Medicaid qualified clinician or will ensure that all supervision/direction criteria are met as indicated in Appendix B, Under the Direction of and Under the Supervision of.

12. The PROVIDER shall maintain communication with the MUNICIPALITY via phone and email. The PROVIDER shall maintain a phone line with an out going message that is of a professional nature and shall return phone messages within a reasonable time frame. The PROVIDER shall maintain an email account that will be checked regularly. Email communication shall not contain any client specific information.

REIMBURSEMENT PROCESS

1. All financial arrangements for services under this Contract shall be between the MUNICIPALITY and PROVIDER. The MUNICIPALITY, in accordance with the provisions of this contract, shall reimburse the PROVIDER for expenditures made for contract services as follows:

2. Such payments shall be at the rates approved for tuition and evaluations established by the COMMISSIONER and certified by the Director of the Budget of the State of New York. Where the enrollment for a child is for periods of less than the full July/August session or September/June session, the payment shall be prorated by the COMMISSIONER pursuant to the Regulations of the COMMISSIONER.

3. The PROVIDER and EVALUATOR shall submit an invoice to the MUNICIPALITY for services rendered one complete calendar month at a time. Invoices shall be submitted no later than fifteen (15) days after the end of the month in which services occurred.

A. All invoices for tuition reimbursement must be accompanied by attendance logs and therapy session notes. All applicable CPT codes for services provided must be submitted with the invoice for payment. CPT codes can be on the invoice itself or each individual session note.

B. All invoices for evaluations must be accompanied by a complete evaluation report. All applicable CPT codes for the evaluation must be submitted with the invoice for payment. CPT codes can be on the invoice itself or may be contained within the evaluation report.

4. In the event of notification by the COMMISSIONER of an official rate change, the PROVIDER shall submit a voucher to the MUNICIPALITY for any additional payment due to a rate increase or shall notify the MUNICIPALITY of any refund owed due to a rate decrease. Such voucher or notice shall be submitted not more than thirty (30) days after official notification.

5. No parent or any other person shall be required or requested to make any payment for tuition, evaluations or transportation, in addition to the payments made by the MUNICIPALITY pursuant to this Contract.
6. No parent or any other person shall be required or requested to make any payment for tuition, evaluations or transportation, in addition to the payments made by the MUNICIPALITY pursuant to this contract.
7. The MUNICIPALITY shall not be obligated to pay any bills submitted more than three (3) months after the services were rendered unless notification is received from the New York State Department of Education indicating a rate change for services previously rendered.

RECORDS MANAGEMENT

1. Individual child records pursuant to the contract shall be kept and maintained in a confidential manner in compliance with all applicable laws, regulations and guidelines of Federal, State and local governments and their agencies, including requirements that apply to professions licensed, registered or certified under State Education Law.
2. The PROVIDER shall continue to maintain the confidentiality of individual case records and safeguard such records against destruction, as set forth above, after termination of this contract or any subsequent contracts, until final disposition of such case records is made in accordance with all applicable laws, regulations and guidelines.
3. At a minimum, the PROVIDER shall preserve and retain all records for each child under this contract in readily accessible form during the term of this Contract for a period of at least six (6) years from the date that care, services or supplies were provided to the child and family. Records must be retained as required by all applicable laws, regulations or records retention schedules of the State of New York or the Federal Government.
4. All provisions of this contract relating to record maintenance and retention shall survive the termination of this contract and shall bind the PROVIDER until the expiration of the period commencing with termination of this contract or if an audit is commenced by the MUNICIPALITY, or NYSED, until the completion of the audit, whichever occurs later. If the PROVIDER becomes aware of any litigation claims, financial management review or audit that is started before the expiration of the six (6) year period, the records shall be retained until all litigation, claims, financial management review or audit finding involved in the record have been resolved and final action taken.
5. Information about the specific details of service delivery must be recorded and maintained by the PROVIDER and EVALUATOR in order to establish the nature and extent of services provided and to substantiate the MUNICIPALITY'S claims for reimbursement.
6. Session notes documenting the delivery of services on a particular date must be completed by all qualified personnel delivering services as listed on the child's IEP for each service delivered. Session notes shall include the following:

- a. Student's name
- b. Specific type of service provided
- c. Whether the service was provided individually or in a group. If in a group the number of children in the group.
- d. The location in which the service was rendered
- e. Date service was rendered
- f. Duration of session, including start and end times
- g. A brief description of student's progress toward IEP goals
- h. Name, title, signature and credentials of the person furnishing the service and signature/credentials of supervising clinician, as appropriate
- i. Caregivers signature

7. The PROVIDER must complete a quarterly report for each child receiving services as set forth in Part 200 of the regulations of the Commissioner of Education 200.4(d)(2)(x). The provider must submit a copy to the school district, municipality and parent. Progress reports shall be submitted to the parents and school districts by the dates that are established by the school district.

A. The periodic progress report must summarize the effectiveness of the service(s) and must include:

- 1. Child's progress made towards meeting all IEP objectives and goals
- 2. Statement of any objectives/goals met
- 3. Any newly identified or recommended goals

B. The PROVIDER must submit quarterly progress reports to the MUNICIPALITY by the following dates: December 1st, February 1st, May 1st, and July 1st

C. The PROVIDER acknowledges and agrees that failure of the PROVIDER to submit the quarterly progress reports in proper form on the date(s) required shall be cause for the MUNICIPALITY to withhold payments otherwise payable under this agreement

8. The PROVIDER shall complete an Annual Report for each child receiving services and shall submit a copy to the school district, municipality and parent.

A. Annual Reports are due **5 BUSINESS DAYS PRIOR** to a student's Annual CPSE review meeting and shall contain the following:

1. Name of test(s) and/or assessment(s), date give and standard scores
2. Present levels of educational performance
3. Annual goals, instructional objectives and benchmarks
4. Recommendations for continuation in CPSE (frequency, duration of services)
5. Recommendations for transition into CSE

B. The PROVIDER is encouraged to enter the annual report directly into the districts Individualized Education Program software but may elect to submit a written annual report.

9. The PROVIDER shall be responsible for additional reports as deemed necessary by the school district to assist in meeting the child's individual educational needs. This information includes but is not limited to annual goals, instructional objectives and benchmarks, evaluation criteria procedures and schedules, present levels of performance and individual needs.

10. The PROVIDER shall prepare and make available such statistical, financial and other records pursuant to section 4410 of the New York State Education Law, as are necessary for reporting and accountability. All documents and records shall be consistent with New York State financial requirements for audit and rate establishment procedures.

11. The financial records and other financial documents relevant to this Contract shall be retained by the PROVIDER for nine (9) years after the school year in which services have been provided.

12. These records pursuant to section 4410 of the New York State Education Law shall be subject at all reasonable times to inspection, review or audit by the BOARD, the municipality where the PROVIDER is located, the State of New York, acting through the Education Department or the Office of the State Comptroller, federal and other personnel duly authorized by such municipality.

CONFIDENTIALITY

The MUNICIPALITY and PROVIDER shall observe and require observance of all subcontractors and their employees of all applicable Federal and New York State requirements relating to confidentiality of records and information. The PROVIDER expressly agrees to preserve the confidentiality of all electronic and/or hard-copy data and information, both historical and current data, shared, received, collected or obtained as a result of this agreement. No disclosure, re-disclosure or release of such data or information is to be made, permitted or encouraged by the PROVIDER, its officers or employees, except as expressly authorized by law.

The PROVIDER shall abide by the procedures established at the MUNICIPALITY in compliance with 18 NYCRR Part 357 and Section 403.9 to safeguard against the prohibited re-disclosure of HIV

related information.

The PROVIDER shall ensure that any personnel receiving confidential HIV related information as a necessity for providing services under this agreement are fully informed of the penalties and fines for re-disclosure in violation of State Law and regulations.

The PROVIDER agrees that any disclosure of confidential HIV information will be accompanied by the following written statement:

"This information has been disclosed to you from confidential records which are protected by State Law. State Law prohibits you from making any further disclosure of this information without the specific written consent of the person to whom it pertains, or as otherwise permitted by law. Any unauthorized further disclosure in violation of State Law may result in a fine or jail sentence or both. A general authorization for the release of medical or other information is not sufficient authorization for further disclosure."

LIABILITY REQUIREMENTS

Prior to commencing work, the PROVIDER shall obtain at its own cost and expense liability insurance with a minimum limit of liability of \$1,000,000.00 per claim, \$3,000,000.00 annual aggregate and shall provide evidence of such insurance to the MUNICIPALITY. This coverage may not be changed or cancelled without 30 days prior written notice to the MUNICIPALITY. The MUNICIPALITY must also be listed as a certificate holder on the insurance policy and shall receive a certificate listing such coverage requiring notice to the MUNICIPALITY of any cancellation or alteration of coverage.

INDEMNIFICATION

The PROVIDER further covenants and agrees to indemnify, defend and hold harmless the MUNICIPALITY, its Board of Supervisors, officers, agents and employees from and against any and all loss or expense that may arise by reason of liability for damage, injury or death, or for invasion of personal property rights, of every name and nature and whether casual or continuing trespass or nuisance, and any other claim for damages arising at law and equity alleged to have been caused or sustained in whole or in part by, or because of, any omission or duty, negligence or wrongful act on the part of the PROVIDER, its employees or agents.

CONFLICT OF INTEREST

The PROVIDER hereby warrants that there is no conflict of interest, if any, with the activities to be performed hereunder and that the PROVIDER shall advise the MUNICIPALITY if any conflict or potential conflict of interest exists or arises in the future.

NON-ASSIGNMENT/SUBCONTRACTING

Both parties recognize that this contract is one for personal services and cannot be transferred, assigned or sublet by either party without prior written consent to the other.

All agreements between PROVIDER and subcontractors shall be by written contract. All subcontracts entered into by the PROVIDER relative to the purchase of services pursuant to the Contract shall be in writing in accordance with all federal and State laws, regulations and guidelines and shall be disclosed on the application to the COMMISSIONER for program approval. No provision of any such subcontract shall incur any financial obligation by the MUNICIPALITY in addition to the established tuition and evaluation rates. Any arrangements entered into by a PROVIDER with a subcontractor shall be governed by all applicable provisions relating to conflict of interest pursuant to the Laws of New York State. The PROVIDER shall not be relieved of any responsibility of this Contract by any subcontract.

NON-DISCRIMINATION

Both parties shall make available services to all persons without regards to race, color, sex, creed, national origin, or source of payment, and that no person shall, on the grounds of race, color, gender, sexual orientation, military status, marital status, creed or national origin, be excluded from participation, under any activity or program of either agency.

The PROVIDER shall comply with the requirements of the United State Civil Rights Act of 1964 as amended and the Executive Order of 11246 entitled "Equal Employment Opportunities" and the regulations issued pursuant thereto as contained in 41 CFR Part 60 and any other Federal or State regulations or law.

The PROVIDER shall observe and comply with the Federal regulations contained in 45 CFR 894 entitled "Non-Discrimination on the basis of handicap; programs and activities receiving or benefiting from Federal financial assistance."

COOPERATION ON CLAIMS

The PROVIDER agrees to render diligently to the MUNICIPALITY any and all cooperation without additional compensation that may require defending the MUNICIPALITY against any claims, demand, or action that pertains to the PROVIDER that may be brought against the MUNICIPALITY in connection with this agreement.

SEVERABILITY

It is expressly agreed that if any term or provision of this contract, or the application thereof to any person or circumstance, shall, to any extent, be held invalid or unenforceable, the remainder of this contract, or the application of such term or provision to persons or circumstances other than those as to which it is held invalid or unenforceable, shall not be affected thereby; and every other term and provision of this agreement shall be valid and shall be enforced to the fullest extent permitted by the law.

TERM AND TERMINATION OF THIS AGREEMENT

1. This agreement shall be in effect from July 1, 2022 through June 30, 2021. This agreement may be terminated by either party upon 30 days prior written notice to the other party. This agreement will be automatically terminated if either party loses their license to

operate. This agreement shall be deemed terminated immediately if the COMMISSIONER withdraws approval for the PROVIDER to provide services or programs for children with disabilities.

A. In the event a successor agreement is not executed by the parties on or before _____, or either party fails to give the other party at least thirty (30) days written notice of its intent not to renew this agreement, then, notwithstanding anything contrary herein, this agreement shall be extended automatically for a period of six (6) months.

B. In the event a successor agreement is not executed by the parties on or before _____ or either party fails to give the other party at least thirty (30) days written notice of its intent not to renew this agreement, then, notwithstanding anything contrary herein, this agreement may be extended for a second period of six (6) months, at the MUNICIPALITY'S option.

2. Should the PROVIDER be requesting termination of this contract based on the PROVIDER'S intent to cease operation, all specific closedown procedures shall be followed by the PROVIDER in accordance with Part 200 of the Regulations of the COMMISSIONER. Written notice of any such termination shall be provided to the MUNICIPALITY and the BOARD(S) by the PROVIDER not less than ninety (90) days prior to the intended effective date of such action. In the event of such termination, the parties shall adjust the accounts due and the PROVIDER shall undertake no additional expenditures not already required.

3. The MUNICIPALITY shall have the right to terminate this agreement, in whole or with respect to any identifiable part of the program, effective immediately in cases of imminent danger to the health and safety of eligible children, parents and/or staff, or, at its option, effective at a later date specified in the notice of such termination to the PROVIDER, on the following basis:

- A. If the PROVIDER fails to fulfill in a timely and proper manner its obligations under this agreement;
- B. If the PROVIDER becomes bankrupt or insolvent or falsifies its records or reports, or misuses its funds from whatever source.
- C. Upon conviction of an individual PROVIDER or principal of an agency PROVIDER of a criminal offense by any Court of competent jurisdiction, or action on license by NYSDOH or New York State Education Department (NYSED);
- D. If an Agency PROVIDER knowingly fails to act upon the conviction of an employee or employees of a criminal offense or action on license by the NYSDOH or NYSED;
- E. Upon failure of the PROVIDER to cooperate with an audit, programmatic monitoring and/or quality improvement monitoring by the MUNICIPALITY, NYSDOH or NYSED or its respective designee;
- F. Upon the failure of the PROVIDER to implement recommendations resulting from monitoring by the MUNICIPALITY, NYSDOH or NYSED that are necessary to bring the PROVIDER into compliance with the Act and Regulations;

- G. Engages in any act that constitutes an unacceptable practice under the Medical Assistance Program as enumerated in Title 18 of the New York Code of Rules and Regulations Section 515.2(1) and (b)(1) through (b)(15);
- H. Funding for the services to be performed under this contract is terminated, modified or curtailed.

RELATIONSHIP TO PARTIES

The relationship between the PROVIDER and the MUNICIPALITY shall be that of an independent contractor. The PROVIDER, in accordance with its status as an independent contractor, covenants and agrees that it will neither hold itself out as nor claim to be an officer or employee of the MUNICIPALITY by reason thereof and that it will not be reason thereof make any claim, demand or application to or for any right or privilege applicable to an office or employee of the State of New York or Otsego County including, but not limited to, worker's compensation coverage or retirement membership or credit.

The PROVIDER is not an employee. Any and all responsibility for U.S. Social Security taxes for the PROVIDER and Federal, State and local income taxes are the responsibility of the PROVIDER.

ENTIRE AGREEMENT

This agreement contains the entire understanding of the parties hereto and supersedes all prior agreements and/or understandings written or oral, and may not be amended except in a signed writing by the parties. The parties represent that they are not relying upon any representations, warranty, assurance or understanding that is not contained in this agreement, and they generally acknowledge that there are none.

The parties agrees to renegotiate this Agreement in the event that any state agency, including but not limited to the New York State Department of Health issues new or revised requirements on the MUNICIPALITY as a conditions for receiving continued Federal or State reimbursement, in order to bring the Agreement into compliance with those new or revised requirements.

APPENDIX A

The parties agree to be bound by Appendix A, Approved Programs Where Services Are Provided; which is attached hereto and made part hereof. In the event that the COMMISSIONER withdraws approval for the operation of any program or service at any site listed in Appendix A, such action shall constitute an immediate amendment to this Contract removing inclusion of such program or service from Appendix A. In the event that the PROVIDER intends to cease operation of any or all programs or services at any site listed in Appendix A, the PROVIDER shall give written notice of such intention to the MUNICIPALITY and the BOARD(S) not less than ninety (90) days prior to the intended effective date of such action. Such cessation shall constitute an immediate amendment to this contract thus removing such program or service from Appendix A.

In Witness Whereof, the parties hereunto have executed this agreement.

BUSINESS ASSOCIATE AGREEMENT

THIS BUSINESS ASSOCIATE AGREEMENT (this "BAA"), is entered into on July 1, 2022, by and between **OTSEGO COUNTY**, a political subdivision of the State of New York, with offices at 197 Main Street, Cooperstown, New York, 13326 ("County"), and **GILBERTSVILLE MT UPTON CENTRAL SCHOOL**, with offices at 693 ST HWY 51 GILBERTSVILLE, NY 13776, ("Business Associate").

WHEREAS County and Business Associate are parties to one or more agreements pursuant to which Business Associate has agreed to provide certain services on County's behalf ("Agreement"); and

WHEREAS County and Business Associate desire to execute this BAA to comply with the Privacy, Security, Breach Notification and Enforcement Rules at 45 Code of Federal Regulations ("C.F.R.") Parts 160-64 including the requirements of the Health Information Technology for Economic and Clinical Health Act, as incorporated in the American Recovery and Reinvestment Act of 2009 (collectively "HIPAA"), that are applicable to business associates, along with any guidance and/or regulations issued to date by the Department of Health and Human Services ("DHHS"); and

WHEREAS, County and Business Associate desire to incorporate into this BAA any regulations issued with respect to HIPAA that relate to the obligations of business associates, and Business Associate recognizes and agrees that it is obligated by law to meet the applicable provisions of HIPAA.

NOW THEREFORE, in consideration of the mutual promises below and the exchange of information pursuant to this BAA, the parties agree as follows:

1. Definitions.

1. The terms "Covered Entity," "Electronic Protected Health Information," "Protected Health Information," "Standard," "Trading Partner Agreement," and "Transaction" have the meanings set out in 45 C.F.R. § 160.103. The term "Standard Transaction" has the meaning set out in 45 C.F.R. § 162.103. The term "Required by Law" has the meaning set out in 45 C.F.R. § 164.103. The terms "Health Care Operations," "Payment," "Research," and "Treatment" have the meanings set out in 45 C.F.R. § 164.501. The term "Limited Data Set" has the meaning set out in 45 C.F.R. § 164.514(e). The term "use" means, with respect to Protected Health Information, utilization, employment, examination, analysis or application within Business Associate. The terms "disclose" and "disclosure" mean, with respect to Protected Health Information, release, transfer, providing access to or divulging to a person or entity not within Business Associate. For purposes of this Business Associate Agreement, County's Protected Health Information encompasses County's Electronic Protected Health Information. Any other capitalized terms not identified here shall have the meaning as set forth in HIPAA.

2. Privacy of Protected Health Information.

- a. **Permitted Uses and Disclosures.** Business Associate is permitted to use and disclose Protected Health Information that it creates or receives on County's behalf or receives from County (or another business associate of County) and to request Protected Health Information on County's behalf (collectively, "County's Protected Health Information") only as follows:
 - i. *Functions and Activities on County's Behalf.* To perform functions, activities, services, and operations on behalf of County, consistent with the Privacy Rule and

the HITECH Act, as specified in the Agreement.

- ii. *Business Associate's Operations.* For Business Associate's proper management and administration or to carry out Business Associate's legal responsibilities, provided that, with respect to disclosure of County's Protected Health Information, either:
 - A. The disclosure is Required by Law; or
 - B. Business Associate obtains reasonable assurance, evidenced by written contract, from any person or entity to which Business Associate will disclose County's Protected Health Information that the person or entity will:
 - Hold County's Protected Health Information in confidence and use or further disclose County's Protected Health Information only for the purpose for which Business Associate disclosed County's Protected Health Information to the person or entity or as Required by Law; and
 - Promptly notify Business Associate (who will in turn notify County in accordance with Section 4(a) of this BAA) of any instance of which the person or entity becomes aware in which the confidentiality of County's Protected Health Information was breached.
- b. **Minimum Necessary and Limited Data Set** Business Associate's use, disclosure or request of Protected Health Information shall utilize a Limited Data Set if practicable. Otherwise, Business Associate will, in its performance of the functions, activities, services, and operations specified in Section 1(a) above, make reasonable efforts to use, to disclose, and to request of a Covered Entity only the minimum amount of County's Protected Health Information reasonably necessary to accomplish the intended purpose of the use, disclosure or request, except that Business Associate will not be obligated to comply with this minimum necessary limitation with respect to:
 - i. Disclosure to or request by a health care provider for Treatment;
 - ii. Use for or disclosure to an individual who is the subject of County's Protected Health Information, or that individual's personal representative;
 - iii. Use or disclosure made pursuant to an authorization compliant with 45 C.F.R. § 164.508 that is signed by an individual who is the subject of County's Protected Health Information to be used or disclosed, or by that individual's personal representative;
 - iv. Disclosure to DHHS in accordance with Section 5(a) of this BAA;
 - v. Use or disclosure that is Required by Law; or
 - vi. Any other use or disclosure that is excepted from the minimum necessary limitation as specified in 45 C.F.R. § 164.502(b)(2).
- c. **Prohibition on Unauthorized Use or Disclosure.** Business Associate will neither use nor disclose County's Protected Health Information, except as permitted or required by this BAA or in writing by County or as Required by Law. This BAA does not authorize Business Associate to use or disclose County's Protected Health Information in a manner that will violate the 45 C.F.R. Part 164, Subpart E "Privacy of Individually Identifiable Health Information" ("Privacy Rule") if done by the County, except as set forth in Section 1 (a)(ii) of this BAA.
- d. **Information Safeguards.**
 - i. *Privacy of County's Protected Health Information* Business Associate will develop, implement, maintain, and use appropriate administrative, technical, and physical safeguards to protect the privacy of County's Protected Health Information. The safeguards must reasonably protect County's Protected Health Information from any intentional or unintentional use or disclosure in violation of

the Privacy Rule, 45 C.F.R. Part 164, Subpart E and this BAA, and limit incidental uses or disclosures made pursuant to a use or disclosure otherwise permitted by this BAA.

- ii. *Security of County's Electronic Protected Health Information* Business Associate will develop, implement, maintain, and use administrative, technical, and physical safeguards that reasonably and appropriately protect the confidentiality, integrity, and availability of Electronic Protected Health Information that Business Associate creates, receives, maintains, or transmits on County's behalf as required by the Security Rule, 45 C.F.R. Part 164, Subpart C and as required by HIPAA.

Business Associate also shall develop and implement policies and procedures and meet the Security Rule documentation requirements as required by HIPAA.

- e. **Subcontractors and Agents.** Business Associate will require any of its subcontractors and agents, to which Business Associate is permitted by this Business Associate Agreement or in writing by County to disclose County's Protected Health Information, to provide reasonable assurance, evidenced by written contract, that such subcontractor or agent will comply with the same privacy and security safeguard obligations with respect to County's Protected Health Information that are applicable to Business Associate under this BAA.

3. **Compliance with Transaction Standards.** If Business Associate conducts in whole or part electronic Transactions on behalf of County for which DHHS has established Standards, Business Associate will comply, and will require any subcontractor or agent it involves with the conduct of such Transactions to comply, with each applicable requirement of the Transaction Rule, 45 C.F.R. Part 162. Business Associate will not enter into, or permit its subcontractors or agents to enter into, any Trading Partner Agreement in connection with the conduct of Standard Transactions on behalf of Organization that:

- a. Changes the definition, data condition, or use of a data element or segment in a Standard Transaction;
- b. Adds any data element or segment to the maximum defined data set;
- c. Uses any code or data element that is marked "not used" in the Standard Transaction's implementation specification or is not in the Standard Transaction's implementation specification; or
- d. Changes the meaning or intent of the Standard Transaction's implementation specification.

4. **Individual Rights.**

- a. **Access.** Business Associate will, within 10 calendar days following County's request, make available to County or, at County's direction, to an individual (or the individual's personal representative) for inspection and obtaining copies of County's Protected Health Information about the individual that is in Business Associate's custody or control, so that County may meet its access obligations under 45 C.F.R. § 164.524 and, where applicable under HIPAA. Business Associate shall make such information available in an electronic format where directed by County.
- b. **Amendment.** Business Associate will, upon receipt of written notice from County, promptly amend or permit County access to amend any portion of County's Protected Health Information, so that County may meet its amendment obligations under 45 C.F.R. § 164.526.
- c. **Disclosure Accounting.** So that County may meet its disclosure accounting obligations under 45 C.F.R. § 164.528:
 - i. *Disclosures Subject to Accounting.* Business Associate will record the information specified in Section 3(c)(iii) below ("Disclosure Information") for each disclosure of

County's Protected Health Information, not excepted from disclosure accounting as specified in Section 3(c)(ii) below, that Business Associate makes to County or to a third party.

- ii. *Disclosures Not Subject to Accounting.* Business Associate will not be obligated to record Disclosure Information or otherwise account for the following disclosures of County's Protected Health Information:
 - A. That occurred before April 14, 2003;
 - B. For Treatment, Payment or Health Care Operations activities (except where such recording or accounting is required by HIPAA, and as of the effective dates for this provision of HIPAA);
 - C. To an individual who is the subject of County's Protected Health Information disclosed, or to that individual's personal representative;
 - D. Pursuant to an authorization compliant with 45 C.F.R. § 164.508 that is signed by an individual who is the subject of County's Protected Health Information disclosed, or by that individual's personal representative;
 - E. For notification of and to persons involved in the care or payment related to the health care of an individual who is the subject of County's Protected Health Information disclosed and for disaster relief;
 - F. To law enforcement officials or correctional institutions in accordance with 45 C.F.R. § 164.512(k)(5);
 - G. For national security or intelligence purposes in accordance with 45 C.F.R. § 164.512(k)(2);
 - H. In a Limited Data Set;
 - I. Incident to a use or disclosure that Business Associate is otherwise permitted to make by this Business Associate Agreement; and
 - J. Otherwise excepted from disclosure accounting as specified in 45 C.F.R. § 164.528.
- iii. *Disclosure Information.* With respect to any disclosure by Business Associate of County's Protected Health Information that is not excepted from disclosure accounting by Section 3(c)(ii) above, Business Associate will record the following Disclosure Information as applicable to the type of accountable disclosure made:
 - A. *Availability of Disclosure Information.* Unless otherwise provided under HIPAA, Business Associate will maintain the Disclosure Information for at least 6 years following the date of the accountable disclosure to which the Disclosure Information relates. Business Associate will make the Disclosure Information available to County within 10 days following County's request for such Disclosure Information to comply with an individual's request for disclosure accounting. In addition, where Business Associate is contacted directly by an individual based on information provided to the individual by County and where so required by HIPAA and/or any accompanying regulations, Business Associate shall make such Disclosure Information available directly to the individual.
 - B. *Disclosure Information Generally.* Except for repetitive disclosures of County's Protected Health Information as specified in Section 3(c)(iii)(B) below and for disclosures for large Research studies as specified in Section 3(c)(iii)(C) below, the Disclosure Information that Business Associate must record for each accountable disclosure is (i) the disclosure date, (ii) the name and (if known) address of the entity to which Business Associate made the disclosure, (iii) a brief description of County's Protected Health Information

disclosed, and (iv) a brief statement of the purpose of the disclosure. Business Associate further shall provide any additional information to the extent required by HIPAA and any accompanying regulations.

- C. *Disclosure Information for Repetitive Disclosures.* For repetitive disclosures of County's Protected Health Information that Business Associate makes for a single purpose to the same person or entity (including County), the Disclosure Information that Business Associate must record is either the Disclosure Information specified in Section 3(c)(iii)(A) above for each accountable disclosure, or (i) the Disclosure Information specified in Section 3(c)(iii)(A) above for the first of the repetitive accountable disclosures, (ii) the frequency, periodicity, or number of the repetitive accountable disclosures, and (iii) the date of the last of the repetitive accountable disclosures.
- D. *Disclosure Information for Large Research Activities.* For disclosures of County's Protected Health Information that Business Associate makes for particular Research involving 50 or more individuals and for which an Institutional Review Board or Privacy Board has waived authorization during the period covered by an individual's disclosure accounting request, the Disclosure Information that Business Associate must record is (i) the name of the Research protocol or activity, (ii) a plain language description of the Research protocol or activity, including its purpose and criteria for selecting particular records, (iii) a brief description of the type of County's Protected Health Information disclosed for the Research, (iv) the dates or periods during which Business Associate made or may have made these disclosures, including the date of the last disclosure that Business Associate made during the period covered by an individual's disclosure accounting request, (v) the name, address, and telephone number of the Research sponsor and of the researcher to whom Business Associate made these disclosures, and (vi) a statement that County's Protected Health Information relating to an individual requesting the disclosure accounting may or may not have been disclosed for a particular Research protocol or activity.

- d. **Restriction Agreements and Confidential Communications.** Business Associate will comply with any agreement that County makes that either (i) restricts use or disclosure of County's Protected Health Information pursuant to 45 C.F.R. § 164.522(a), or (ii) requires confidential communication about County's Protected Health Information pursuant to 45 C.F.R. § 164.522(b), provided that County notifies Business Associate in writing of the restriction or confidential communication obligations that Business Associate must follow. County will promptly notify Business Associate in writing of the termination or alteration of any such restriction agreement or confidential communication requirement.

5. **Privacy Breach and Security Incidents**

a. **Reporting.**

- i. *Privacy Breach.* Business Associate will report to County any use or disclosure of County's Protected Health Information not permitted by this Business Associate Agreement or in writing by County. In addition, Business Associate will report, following discovery and without unreasonable delay, but in no event later than 48 hours following discovery, any "Breach" of "Unsecured Protected Health Information" as these terms are defined by HIPAA and any implementing regulations. This obligation to report shall include any unauthorized acquisition, access, use, or disclosure, even where Business Associate has determined that

such unauthorized acquisition, access, use, or disclosure does not compromise the security or privacy of such information, unless such acquisition, access, use or disclosure is excluded from the definition of breach in 45 C.F.R. 164.402(2).

Business Associate shall cooperate with County in investigating the Breach and in meeting the County's obligations under HIPAA and any other security breach notification laws.

- ii. Any such report shall include the identification (if known) of each individual whose Unsecured Protected Health Information has been, or is reasonably believed by Business Associate to have been, accessed, acquired, or disclosed during such Breach. Business Associate will make the report to County's Privacy Officer not more than 5 business days after Business Associate learns of such non-permitted use or disclosure. Business Associate's report will at least:
 - A. Identify the nature of the non-permitted access, use or disclosure, including the date of the Breach and the date of discovery of the Breach;
 - B. Identify County's Protected Health Information accessed, used or disclosed as part of the Breach (e.g., full name, social security number, date of birth, etc.);
 - C. Identify who made the non-permitted access, use or disclosure and who received the non-permitted disclosure;
 - D. Identify what corrective action Business Associate took or will take to prevent further non-permitted access, uses or disclosures;
 - E. Identify what Business Associate did or will do to mitigate any deleterious effect of the non-permitted access, use or disclosure; and
 - F. Provide such other information, including a written report, as County may reasonably request.
- iii. *Security Incidents.* Business Associate will report to County any attempted or successful (A) unauthorized access, use, disclosure, modification, or destruction of County's Electronic Protected Health Information or (B) interference with Business Associate's system operations in Business Associate's information systems, of which Business Associate becomes aware. If any such security incident resulted in a disclosure of County's Protected Health Information not permitted by this Business Associate Agreement, Business Associate will make the report in accordance with Section 4(a)(i) above.

b. Term and Termination of Agreement

- i. *Term.* This BAA shall be coterminous with the Agreement.
- ii. *Right to Terminate for Breach.* County may terminate the Agreement if it determines, in its sole discretion, that Business Associate has breached any provision of this BAA and upon written notice to Business Associate of the breach, Business Associate fails to cure the breach within a reasonable period of time established at the discretion of the County not to exceed 30 days without the express, written consent of the County. County may exercise this right to terminate the Agreement by providing Business Associate written notice of termination, stating the failure to cure the breach of this BAA that provides the basis for the termination. Any such termination will be effective immediately or at such other date specified in County's notice of termination. If for any reason County determines that Business Associate has breached the terms of this BAA and such breach has not been cured, but County determines that termination of the Agreement is not feasible, County may report such breach to the U.S. Department of Health and Human Services.

- iii. Business Associate may terminate the Agreement if it determines, after reasonable consultation with County, that County has breached any material provision of this BAA and upon written notice to County of the breach, County fails to cure the breach within 30 days after receipt of the notice or such additional period of time as the parties mutually agree. Business Associate may exercise this right to terminate the Agreement by providing County written notice of termination, stating the failure to cure the breach of this BAA that provides the basis for the termination. Any such termination will be effective upon such reasonable date as the parties mutually agree. If Business Associate reasonably determines that County has breached the terms of this BAA and such breach has not been cured, but Business Associate and County mutually determine that termination of the Agreement is not feasible, Business Associate may report such breach to the U.S. Department of Health and Human Services.
- iv. *Obligations on Termination.*
 - A. *Return or Destruction of County's Protected Health Information as Feasible.* Upon termination or other conclusion of the Agreement, Business Associate will, if feasible, return to County or destroy all of County's Protected Health Information in whatever form or medium, including all copies thereof and all data, compilations, and other works derived therefrom that allow identification of any individual who is a subject of County's Protected Health Information. Business Associate will require any subcontractor or agent, to which Business Associate has disclosed County's Protected Health Information as permitted by Section 1(e) of this BAA, to, if feasible, return to Business Associate (so that Business Associate may return it to County) or destroy all of County's Protected Health Information in whatever form or medium received from Business Associate, including all copies thereof and all data, compilations, and other works derived therefrom that allow identification of any individual who is a subject of County's Protected Health Information, and certify on oath to Business Associate that all such information has been returned or destroyed. Business Associate will complete these obligations as promptly as possible, but not later than 60 days following the effective date of the termination or other conclusion of the Agreement.
 - B. *Procedure When Return or Destruction Is Not Feasible.* Business Associate will identify any of County's Protected Health Information, including any that Business Associate has disclosed to subcontractors or agents as permitted by Section 1(e) of this BAA, that cannot feasibly be returned to County or destroyed and explain why return or destruction is infeasible. Where County agrees that such return or destruction is infeasible, Business Associate will limit its further use or disclosure of such information to those purposes that make return or destruction of such information infeasible. If County does not agree, subparagraph A above shall apply. Business Associate will, by its written contract with any subcontractor or agent to which Business Associate discloses County's Protected Health Information as permitted by Section 1(e) of this BAA, require such subcontractor or agent to limit its further use or disclosure of County's Protected Health Information that such subcontractor or agent cannot feasibly return or destroy to those purposes that make the return or destruction of such information infeasible. Business Associate will complete these obligations as promptly as possible, but not later than 60

days following the effective date of the termination or other conclusion of the Agreement.

- C. Continuing Privacy and Security Obligation. Business Associate's obligation to protect the privacy and safeguard the security of County's Protected Health Information as specified in this BAA will be continuous and survive termination or other conclusion of the Agreement and this BAA.
- D. Other Obligations and Rights. Business Associate's other obligations and rights and County's obligations and rights upon termination or other conclusion of the Agreement will be those specified in the Agreement.
- c. **Defense and Indemnification.** Business Associate will defend, indemnify and hold harmless County and any County department, affiliate, officer, director, employee or agent from and against any claim, cause of action, liability, damage, cost or expense, including attorneys' fees and court or proceeding costs as well as notification and credit monitoring costs, arising out of or in connection with any non-permitted use or disclosure of County's Protected Health Information or other breach of this BAA by Business Associate or any subcontractor or agent under Business Associate's control.
 - i. *Right to Tender or Undertake Defense.* If County is named a party in any judicial, administrative or other proceeding arising out of or in connection with any non-permitted use or disclosure of County's Protected Health Information or other breach of this BAA by Business Associate or any subcontractor or agent under Business Associate's control, County will have the option at any time either (A) to tender its defense to Business Associate, in which case Business Associate will provide qualified attorneys, consultants, and other appropriate professionals to represent County's interests at Business Associate's expense, or (B) undertake its own defense, choosing the attorneys, consultants, and other appropriate professionals to represent its interests, in which case Business Associate will be responsible for and pay the reasonable fees and expenses of such attorneys, consultants, and other professionals.
 - ii. *Right to Control Resolution.* County will have the sole right and discretion to settle, compromise or otherwise resolve any and all claims, causes of actions, liabilities or damages against it, notwithstanding that County may have tendered its defense to Business Associate. Any such resolution will not relieve Business Associate of its obligation to indemnify County under this Section 4(c).
 - iii. *Survival.* The defense and indemnification obligations provided herein shall survive the expiration or termination of this Agreement, whether occasioned by this Agreement's expiration or earlier termination.

6. **General Provisions.**

- a. **Inspection of Internal Practices, Books, and Records.** Business Associate will make its internal practices, books, and records relating to its use and disclosure of County's Protected Health Information available to County and to DHHS to determine County's compliance with the Privacy Rule, 45 C.F.R. Part 164, Subpart E, and the Security Rule.
- b. **Amendment to Agreement.** Upon the compliance date of any final regulation or amendment to final regulation promulgated by DHHS that affects Business Associate's use or disclosure of County's Protected Health Information or Standard Transactions, the Agreement and this BAA will automatically amend such that the obligations imposed on Business Associate remain in compliance with the final regulation or amendment to final regulation. Any other amendment or waiver of this BAA shall require a separate writing executed by the parties that expressly modifies or waives a specific provision(s)

of, this BAA.

- c. **Compliance.** To the extent that the Business Associate is to carry out a covered entity's obligation under HIPAA, the Business Associate shall comply with the requirements applicable to carrying out the obligation.
7. **Conflicts.** The terms and conditions of this BAA will override and control any conflicting term or condition of the Agreement. All non-conflicting terms and conditions of the Agreement remain in full force and effect.
8. **No Third Party Beneficiaries.** County and Business Associate agree that there are no intended third party beneficiaries under, or other parties to, this BAA.
9. **Governing Law; Jurisdiction; Venue.** This BAA will be governed by and construed in accordance with the laws of the State of New York. Any action brought under this Business Associate Agreement will be brought in a court of competent jurisdiction venued in the County of Ontario, State of New York.
10. **Miscellaneous.**
 - a. **Amendment.** County and Business Associate agree to take such action as is necessary to amend this BAA from time to time as is necessary for compliance with the requirements of HIPAA and any other applicable law.
 - b. **Interpretation.** Any ambiguity in this Agreement shall be interpreted to permit compliance with HIPAA.

IN WITNESS WHEREOF, the County and Business Associate have executed this BAA.

APPROVED PROGRAM WHERE SERVICES ARE PROVIDED

APPROVED PROGRAM WHERE SERVICES ARE PROVIDED

POLICY

1993

7111

STUDENTS

SUBJECT: COMPULSORY ATTENDANCE AGES

According to Education Law, the compulsory ages for full time instruction shall be from the first day that the District schools are in session in September of the school year in which the child becomes six (6) years of age until the last day of session of the school year in which the child becomes sixteen (16) years of age.

Education Law Section 3205

Adopted 10-19-93

POLICY

1993

7120

Students

SUBJECT: AGE OF ENTRANCE

Kindergarten

Students who are legal residents of the School District and who reside with parents or guardians within the School District at the time of the opening day of school must be five (5) years of age or more on December 1st in order to register for Kindergarten.

A child who transfers into the School District at any time during the school year may be considered for admission to Kindergarten by the Superintendent provided:

- a) The parents were not legal residents of the School District on the opening day of school, and
- b) The child has been registered and enrolled in kindergarten in the district in which his/her parents were legal residents.

Other Grades

Admission of children to other grades shall involve a consideration of both chronological age and the readiness of the children to do the work of those grades.

Proof of Age

A student's birth certificate or other satisfactory evidence of age shall be presented at the time of initial registration. The child shall be entered under his/her legal name.

Education Law Sections 3202, 3212

Adopted: 7/6/93

POLICY

1993

7121

Students

SUBJECT: SCREENING OF NEW SCHOOL ENTRANTS

The Board of Education shall provide for the screening of every new entrant to school to determine which students may have disabilities, may be gifted or may be limited English proficient. Such screening shall include, but not be limited to the following:

- a) A physical examination in accordance with Sections 901, 903, and 904 of the Education Law, including proof of immunization as required by Section 2164 of the Public Health Law;
- b) An assessment of language development and cognitive ability in the student's native language, if the language of the home is not English.

If such screening indicates a possible disability, a referral shall be made to the appropriate committee no later than 15 calendar days after completion of such diagnostic screening.

If such screening indicates a possibly gifted child, the name and finding shall be reported to the Superintendent of Schools and to the parents/legal guardians no later than 15 calendar days after completion of such screening.

If such screening indicates a child identified as possibly being limited English proficient, such child shall be provided appropriate transitional bilingual or free-standing ESL programs.

Reporting to Parents

Parents/legal guardians of children to be screened shall receive information in advance regarding the purpose of screening, the areas to be screened and the referral process. The information shall be communicated either orally or in writing in the parents' primary language(s). This information will be provided during the registration interview.

Parents/legal guardians have the right to request information regarding their child's performance during screening. They shall have access to the screening results and obtain copies upon request.

(Continued)

POLICY

1993

7121

Students

SUBJECT: SCREENING OF NEW SCHOOL ENTRANTS (Cont'd.)

Confidentiality of Information

The Board of Education's policy and administrative regulations in accordance with the Family Educational Rights and Privacy Act of 1974, Public Law 93-380, shall apply to all information collected about a child through the screening program. In accordance with the policy and regulations, parents shall be informed of their right to privacy, their right to access to the records and their right to challenge those records should they be inaccurate, misleading or otherwise inappropriate.

Education Law Section 3208(5)
Commissioner's Regulations
Sections 117.3 and 154
Family Educational Rights and
Privacy Act of 1974

Adopted: 7/6/93

POLICY

1993

7122

Students

SUBJECT: ATTENDANCE RECORDS

The Superintendent shall keep the Board informed as to its legal responsibilities for the compulsory education of the students of the District.

The system of recording attendance and the procedures to be used in keeping data shall be selected by the Superintendent, subject to the approval of the Board.

The Superintendent shall instruct administrative and instructional personnel of the District regarding procedures for recording and maintaining attendance records.

Education Law Sections
3024, 3025, 3211

Adopted: 7/6/93

POLICY

1993

7122.2

Students

SUBJECT: RELEASED TIME OF STUDENTS

Written requests from the parent/legal guardian for the release of students generally will be honored. The appropriate time and reason for absence shall be recorded on the attendance record, using the procedures mandated by the state.

The building principal shall assume this responsibility or shall designate an individual to review and approve all requests.

Commissioner's Regulations
Section 109.2

Adopted: 7/6/93

POLICY

1993

7130

Students

SUBJECT: ATTENDANCE AREAS

According to Education Law, the compulsory ages for full-time instruction is between six (6) and sixteen (16). 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.

All persons dwelling within the District who are between the ages of five (5) years and twenty-one (21) years and who have not received a high school diploma shall be entitled to enroll in the District.

Determination of Student Residency

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/legal guardian of the procedures for obtaining review of the decision within the District.

The Board of Education directs the Superintendent to develop regulations to implement this policy.

Children Living With Non-Custodial Parents

A child's residence is determined by the residence of the custodial parent. A non-custodial 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 non-custodial parent.

Homeless Children

As defined by the Regulations of the Commissioner, "a homeless child is one who is entitled to attend school in the State of New York who, because of the unavailability of permanent housing, is living in a hotel, motel, shelter or other temporary living arrangement in a situation in which the child or his or her family is receiving assistance and/or services from a local social services district.."

The parent/legal guardian of a homeless child, or a homeless child if no parent/legal guardian is available, may designate either the school district of current location or the school district of last attendance as the district the child shall attend.

(Continued)

POLICY

1993

7130

Students

SUBJECT: ATTENDANCE AREAS (Cont'd.)

Emancipated Minors

A determination of whether a student is to be designated as an emancipated minor in the Gilbertsville-Mount Upton Central School District will be based on evidence that the student is no longer under custody, control and support of his or her parents. To establish emancipation, a minor may submit documentation of his or 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 or her parents.

These statements are renewable each school year. If at any time the above information is changed without prompt notification or proven to be false, the parent/legal guardian and/or student may be subject to legal action.

Education Law Section 3212(4)

Adopted: 7/6/93

POLICY

1993

7140

Students

SUBJECT: INVOLUNTARY TRANSFER OF STUDENTS

Involuntary transfer of a student from regular classroom instruction to an appropriate educational setting in another school shall be in accordance with Education Law.

Education Law Sections
3214.5 and 1709.3

Adopted: 7/6/93

POLICY

1993

7150

Students

SUBJECT: EDUCATIONAL SERVICES FOR MARRIED/PREGNANT STUDENTS

Married Students

The Board of Education will comply with state law in reference to married students attending school.

Pregnant Students

The New York State Education Law requires that minors from ages six (6) to sixteen (16) attend full time day instruction and that resident students over five (5) and under twenty-one (21) are entitled to attend school in the district in which they reside. The law further requires that a school district provide for this instruction and also to provide for home instruction for those students of legal age who are unable to profit from instruction in school.

In view of the above, the Board of Education directs the Superintendent of Schools to provide instruction as required by the New York State Education Law for students who become pregnant. The Superintendent, or his/her designee, is directed to consult with the school physician and the student's personal physician in determining the form of instruction.

The form of instruction may be any of the following or a combination of the following:

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

Education Law Sections 1604(20),
4401-1, 4402-2; 3202-1; 3205-1

Adopted: 7/6/93

POLICY

1993

7210

Students

SUBJECT: STUDENT EVALUATION

Placement

Placement within the system, with respect to building, teacher, and grade or special class, shall be at the discretion of the school administration and shall be subject to review and change at any time. In making such decisions, the administrator will be guided by performance in class, past records, parent/legal guardian and teacher recommendations, standardized test scores, and any other appropriate sources of information, but the final decision shall rest with the school administration.

Promotion and Retention

The procedures to be followed by the staff regarding promotion and retention will be developed by the Superintendent and will be continually evaluated in the light of School District policy. Building principals may establish written standards for promotion or retention within the school units to which the students are assigned, subject to the guidelines of the Superintendent and the approval of the Board of Education.

Testing Program

The Board of Education endorses and supports the use of ability, achievement, diagnostic, readiness, interest and guidance tests as part of the total educational process to the degree to which tests help the District to serve its students.

Alternative Testing Procedures

The use of alternative testing procedures shall be limited to:

- a) Students identified by the Committee on Special Education as having a disability; and
- b) Students whose native language is other than English, except that alternative testing procedures for the Regents competency tests in reading and writing may be used only by students who first enter, after grade eight, schools where the predominant language of instruction is English.

The alternative testing procedures employed shall be based upon a student's individual needs and the type of test administered.

(Continued)

POLICY

1993

7210

Students

SUBJECT: STUDENT EVALUATION (Cont'd.)

The District shall report the use of alternative testing procedures to the State Education Department on a form and at a time prescribed by the Commissioner.

Reporting to Parents/Legal Guardians

Parents/legal guardians shall receive an appropriate and timely report of student progress at regular intervals. Report cards shall be used as a standard vehicle for the periodic reporting of student progress and appropriate school related data. Report cards, however, are not intended to exclude other means of reporting progress, such as conferences, phone conversations, etc.

Teachers are encouraged to communicate with parents as often as necessary concerning student progress. Positive communications and corrective action are encouraged whenever needed. Parents will receive five (5) week reports throughout the academic year.

When necessary, attempts will be made to provide interpreters for non-English speaking parents/legal guardians.

Commissioner's Regulations
Section 100.2(g)

Adopted: 7/6/93

POLICY

1995

7220

Students

SUBJECT: GRADUATION REQUIREMENTS

The Board of Education will follow the guidance of the New York State Education Department and will set the minimum standards for graduation as specified in Commissioner's Regulations Part 100.5 (a).

Revised December 16, 2003

POLICY

1993

7221

Students

SUBJECT: EARLY GRADUATION

A student shall be eligible for early graduation following the completion of all requirements for graduation. A student shall not be required to continue enrollment for the sole purpose of completing physical education requirements. The District, upon request from the student's parent/legal guardian, may choose to grant the student a high school diploma prior to his/her completion of the eighth semester.

Commissioner's Regulations
Section 100.5(3)

Adopted: 7/6/93

POLICY

1993

7222

Students

SUBJECT: CREDENTIAL OPTIONS FOR STUDENTS WITH DISABILITIES

The Board of Education is committed to ensuring that students with disabilities are provided appropriate opportunities to earn a Regents diploma in accordance with the provisions of Section 100.5 of the Commissioner's Regulations. However, when necessary, the District may award local certificates and high school individualized education program diplomas to students with disabilities.

The administration shall develop regulations to implement this policy.

Commissioner's Regulations Sections
100.6, 100.9 and 200.1(cc)

Revised: 10/21/97

POLICY

2000

BP 7224

Students

SUBJECT: MINIMUM COURSE LOAD REQUIREMENT

A. The Gilbertsville-Mt. Upton High School program is a minimum of four years in duration. The school program is based upon full-time, daily attendance (8:00 a.m. - 3:00 p.m.). Any exception to this provision will be reviewed on a case by case basis by the Secondary Principal and Superintendent of Schools.

B. All students in grades 9-12 are required to carry, each semester, the equivalent of 3.5 units of credit. These credits would include no more than one approved independent study. Any exception to this provision will be reviewed on a case by case basis by the Secondary Principal and Superintendent of Schools.

C. Students will be limited to no more than one 80 minute study hall per semester. The secondary principal will assign appropriate elective offerings to students whose schedules otherwise would result in study halls that exceeded this limit.

Adopted: 4/4/2000

Revised: 6/17/2003

Revised: 5/16/2007

POLICY

1993

7230

Students

SUBJECT: MATRICULATION POLICY

All senior students who have successfully fulfilled the requirements to enter into their senior year and have demonstrated intellectual and social maturity, may choose to matriculate at any one of the colleges that have a cooperative agreement with our School District. These opportunities might include early admission to college, collegiate-level work offered in the high school, or other means of providing advanced work. Review and approval by school officials is necessary before any college courses may be taken during the school day.

Adopted: 7/6/93

POLICY

1993

7240

Students

SUBJECT: STUDENT RECORDS: ACCESS AND CHALLENGE

Student Records

The Gilbertsville-Mount Upton Central School District shall comply with the provisions of the "Family Educational Rights and Privacy Act of 1974". Under its provisions, "parents/legal guardians and non-custodial parent(s), whose rights are not limited by court order or formal agreement, of a student under eighteen (18), or a student eighteen (18) years of age or older, have a right to inspect and review any and all official records, files, and data, including all material that is incorporated into each student's cumulative record folder and intended for school use or to be available to parties outside the school or school system and specifically including, but not necessarily limited to, identifying data, academic work completed, level of achievement (grades, standardized achievement test scores), attendance data scores on standardized intelligence, aptitude, and psychological tests, interest inventory results, health data, family background information, teacher or counselor ratings and observations, and verified reports of serious or recurrent behavior patterns".

Access to Student Records

The Board directs that administrative regulations and procedures be formulated to comply with the provisions of Federal Law relating to the availability of student records. The purpose of such regulations and procedures shall be to make available to the parents/legal guardians of students and non-custodial parent(s) whose rights are not limited by court order or formal agreement, or students eighteen (18) years of age or older, student records, and files on students, and to insure the confidentiality of such records with respect to third parties.

Challenge to Student Records

Under the law, parents/legal guardians of a student under the age of eighteen (18), or a student eighteen (18) years or older, "shall have an opportunity for a hearing to challenge the content of the school records, to insure that the records are not inaccurate, misleading, or otherwise in violation of the privacy or other rights of students, and to provide an opportunity for the correction or deletion of any such inaccurate, misleading, or otherwise inappropriate data contained therein."

Public Officers Law
Sections 84 et seq.
Family Educational Rights and Privacy
Act of 1974

Adopted: 7/6/93

ADMINISTRATIVE REGULATION

POLICY 7240
AUGUST 1995

All information will be maintained, disclosed, or destroyed in accordance with 34 CFR 300.221 which ensures confidentiality and security. Appropriate measures, including use of BOCES Records Management Services will be incorporated to assist in this area. Purging and destruction of materials will be done only under the supervision of the District Chairperson of the Committee of Special Education.

POLICY

1993

7241

Students

SUBJECT: RELEASE OF INFORMATION TO THE NONCUSTODIAL PARENT

The District may presume that the noncustodial parent has the authority to request information concerning his/her child and release such information upon request. If the custodial parent wishes to limit the noncustodial parent's access to the records, it would be his/her responsibility to obtain and present to the school, a legally binding instrument that prevents the release of said information.

20 U.S.C. 1232g(b)(4)(A)
34 CFR, Part 99

Adopted: 7/6/93

POLICY

2006

BP 7243

Students

SUBJECT: Disclosure of Directory Information

The Family Educational rights and Privacy Act (FERPA), a federal law, requires that the Gilbertsville-Mt. Upton Central School District, with certain exceptions, obtain written consent from parent/guardian or student, if 18 years of age, prior to the disclosure of personally identifiable information from a student's education records. However, Gilbertsville-Mt. Upton may disclose appropriately designated "directory information" without written consent, unless the District has been advised to the contrary in accordance with District procedures. The primary purpose of directory information is to allow the District to include this type of information from a student's education records in certain school publications.

Directory information, which is information that is generally not considered harmful or an invasion of privacy if released, can also be disclosed to outside organizations without a parent's prior written consent. In addition, New York State Education Law §2-a and federal laws require the School District receiving assistance under the Elementary and Secondary Education Act of 1965 (ESEA) to provide military recruiters, upon request, with student names, addresses and telephone listings - unless parents have advised the school district that they do not want their student's information disclosed without their prior written consent.

The Superintendent will ensure that all students and parent/guardians are notified annually of their right to choose whether directory information will be shared and what information is considered directory information.

Adopted: 5/17/06

SUBJECT: Disclosure of Directory Information

The Family Educational rights and Privacy Act (FERPA), a federal law, requires that the Gilbertsville-Mt. Upton Central School District, with certain exceptions, obtain written consent from parent/guardian or student, if 18 years of age, prior to the disclosure of personally identifiable information from a student's education records. However, Gilbertsville-Mt. Upton may disclose appropriately designated "directory information" without written consent, unless the District has been advised to the contrary in accordance with District procedures. The primary purpose of directory information is to allow the District to include this type of information from a student's education records in certain school publications. Examples include:

- a playbill, showing your student's role in a drama production
- the annual yearbook
- honor roll or other recognition lists
- graduation programs
- sports activity sheets, such as for wrestling, showing weight and height of team members

Directory information, which is information that is generally not considered harmful or an invasion of privacy if released, can also be disclosed to outside organizations without a parent's prior written consent. Outside organizations include, but are not limited to, companies that manufacture class rings or publish yearbooks. In addition, New York State Education Law §2-a and federal laws require the School District receiving assistance under the Elementary and Secondary Education Act of 1965 (ESEA) to provide military recruiters, upon request, with student names, addresses and telephone listings - unless parents have advised the school district that they do not want their student's information disclosed without their prior written consent. New York State Education Law §2-a also permits disclosure.

A parent/guardian or student at least 18 years of age can send the school a written request within 2 weeks of enrollment in school stating that education records should not be released without prior written consent. Gilbertsville-Mt. Upton has designated the following information as directory information: (Note: the School District may, but does not have to, include all the information listed below.)

- Student's name, address and telephone listing
- Electronic mail address
- Photograph
- Date and place of birth
- Dates of attendance
- Grade level
- The most recent educational agency or institution attended
- Degrees, honors and awards received
- Participation in officially recognized activities and sports
- Weight and height of members of athletic teams

POLICY

1993

7311

Students

SUBJECT: LOSS OR DESTRUCTION OF DISTRICT PROPERTY

Students and their parents or legal guardians are responsible to make restitution for District-owned property that is damaged or destroyed by students. The amount of compensation shall not exceed \$2,500 per each incident, except in instances where extreme financial hardship can be proven where the maximum shall be \$1,500. Such compensation shall be pursued through civil action when necessary, and when the student is over the age of ten (10) and under the age of eighteen (18).

Education Law Section
1709(36)
General Municipal Law 78-a
General Obligation Law 3112

Adopted: 7/6/93

POLICY

1993

7350

Students

SUBJECT: CORPORAL PUNISHMENT

Corporal punishment as a means of discipline shall not be used against a student by any teacher, administrator, officer, employee or agent of this School District.

However, if alternative procedures and methods eliminating the use of physical force and any of the following conditions occur, then the use of reasonable physical force is not prohibited for:

- a) Self-protection;
- b) Protection of others;
- c) Protection of property; or
- d) Restraining/removing a disruptive student.

Whenever a school employee uses physical force against a student, the school employee shall, within the same school day, make a report to the Superintendent describing in detail the circumstances and the nature of the action taken.

The Superintendent of Schools shall submit a written report semi-annually to the Commissioner of Education, with copies to the Board of Education, by January 15 and July 15 of each year, setting forth the substance of each written complaint about the use of corporal punishment received by the Gilbertsville-Mount Upton Central School authorities during the reporting period, the results of each investigation, and the action, if any, taken by the school authorities in each case.

Education Law Sections 3028, 3811
Penal Law 35.10
Rules of the Board of Regents
Commissioner's Regulations
Section 100.2(1)(3)

Adopted: 7/6/93

POLICY

1993

7410

Students

SUBJECT: EXTRACURRICULAR ACTIVITIES

The Board of Education considers extracurricular activities to be a valuable part of the program of the school and shall support these activities within the financial means of the District.

Limited Open Forum

The Board of Education maintains a limited open forum where secondary students may meet for voluntary student-initiated activities unrelated directly to the instructional program, regardless of religious, political or philosophical content.

To provide "a fair opportunity" to students who wish to conduct a meeting, the Board of Education, in accordance with the provisions of the Equal Access Act, shall ensure that:

- a) The meeting is voluntary and student-initiated;
- b) There is no sponsorship of the meeting by the school, the government, or its agents or employees;
- c) Employees or agents of the school or government are present at religious meetings only in a nonparticipatory capacity;
- d) The meeting does not materially and substantially interfere with the orderly conduct of educational activities within the school; and
- e) Nonschool persons may not direct, conduct, control, or regularly attend activities of student groups (20 USC Section 4071[c]).

The Board may prohibit student organizations, including fraternities and sororities or any other secret society, whose activities may be unlawful or may cause disruption or interference with the orderly conduct of the educational process.

Administration is responsible for establishing regulations governing the use of school facilities by student organizations.

Eligibility for Attendance

- a) Students who are suspended from school on a day of an athletic game or practice session, party, school dance, or other school affair scheduled

(Continued)

POLICY

1993

7410

Students

SUBJECT: EXTRACURRICULAR ACTIVITIES (Cont'd.)

after regular school hours are not eligible for participation or attendance at such events.

- b) In order for students to attend a school-sponsored function, it is necessary that students attend classes for at least half of the school day on the day of the activity.

Commissioner's Regulations
Sections 172 and 172.2
Education Law Sections
1709, 1709-a, 2503.a, 2554.a
Equal Access Act, 20 U.S.C.A.,
Sections 4071-4074

Adopted: 7/6/93

POLICY

1993

7411

Students

SUBJECT: CENSORSHIP OF SCHOOL-SPONSORED STUDENT PUBLICATIONS AND ACTIVITIES

The District may exercise editorial control over the style and content of student speech in school-sponsored publications and activities that are part of the educational curriculum.

Adopted: 7/6/93

POLICY

1993

7430

Students

SUBJECT: FUND RAISING BY STUDENTS

Fund raising projects will be approved by the building principal. Any plan for fund raising shall have a clearly defined purpose and, in general, shall contribute to the educational experience of students and shall not conflict with instructional programs. It is the intent of the Board of Education that fund raising efforts serve a purpose of service to the local community or local/regional agencies.

All participation shall be voluntary, with written parent/legal guardian consent for children in grades K-8.

Adopted: 7/6/93
Revised: 6/1/04

POLICY

1993

7440

Students

SUBJECT: CONTESTS FOR STUDENTS

Distribution of educational material, essay contests, and poster contests must be approved in advance by the building principals if the sponsoring organization wishes to involve students in the project on school time. Samples of informational material should accompany the request. Upon the judgment of the principal, the request may be forwarded to the Superintendent and the Board of Education for approval.

Education Law Section 1709(12-a)

Adopted: 7/6/93

POLICY

1997

7460

Students

SUBJECT: STUDENT PARTICIPATION IN VOLUNTEER SERVICES

The Board of Education supports a close linkage between the school and community agencies and volunteer organizations in the district. As such, the Board realizes that some high school students will be involved in those organizations on a volunteer basis. In order to support the participation of students in those organizations, and balance the need of the students to be in the classroom, the Board will approve limited requests for students to be out of the building. The request must come through the Building Principal's office and appropriate parental permission forms must be completed by the parents before any students will be allowed to leave the school grounds.

In the case of students involved with the emergency squads or local fire departments, the students may be called for assistance on a major emergency such as a mass casualty or a structure fire. The call for assistance will be handled by the appropriate squad chief/commander and will not be done through beepers/pagers which the students are not allowed to have on school premises. Of note, Gilbertsville Explorers will be picked up by auxiliary members only. They are not to leave school grounds on their own or with any other adults. Student firefighters, however, may drive their own vehicle to the emergency scene. They must drive their own car/truck and they are not to have any passengers in their vehicle.

If a student firefighter is excused in accordance with this policy, such an absence shall be considered to be an excused, legal absence. The excused, legal absence of a student firefighter is still considered an absence under the student attendance policy, but such student will be allowed to make up the work in accordance with the criteria established by the Building Principal.

POLICY

1993

7511

Students

SUBJECT: IMMUNIZATION OF STUDENTS

The Board of Education recognizes its responsibility under the Public Health Law to insure that the children under its charge are immunized against measles, polio, diphtheria, mumps and rubella. The Board, therefore, requires that a physician's certificate or some other acceptable evidence of immunization be submitted for all children entering and presently attending school.

The Board directs the administration not to permit any child lacking evidence of immunization to remain in school for more than fourteen (14) days, or thirty (30) days for an out-of-state transferee who can show an effort to obtain the necessary evidence or certification. The administration should notify the local health authority of the name and address of the child, as well as to provide the person in parental relation to the child who has been denied admission or attendance a statement of his/her duty regarding immunization and a consent form prescribed by the Commissioner of Health. The school shall cooperate with the local health authorities to provide a time and place for the immunization of children lacking same.

The only exceptions to this policy are as follows:

- a) If a child whose parent(s), or guardian hold genuine and sincere religious beliefs which are contrary to the practices required, no certificate shall be required as a prerequisite to such children being admitted or received into school or attending school.
- b) If a physician will certify that administering a vaccine to a particular child is detrimental to the child's health, the requirement may be waived by the Board.

A student denied entrance or attendance due to failure of meeting health immunization standards may appeal to the Commissioner of Education.

Public Health Law Section 2164
Education Law Section 914

Adopted: 7/6/93

POLICY

1993

7512

Students

SUBJECT: STUDENT PHYSICALS

All students shall have a periodic physical examination as indicated below by the school physician at the District's expense and such examination shall be conducted in accordance with all legal requirements.

Proof of examination by a private physician, subject to the approval of the school physician, shall be accepted in lieu of an examination in school. Private physicians shall indicate this proof using forms provided by the District. Such examinations shall be at the expense of the parent/legal guardian.

The required physical exams are as follows:

- a) Grades K, one, three, seven, and ten;
- b) Students transferring into the District whose health records show no examination in the previous grade listed in a) above;
- c) All athletes prior to their first sport of the school year, then only those who were injured or ill during their first sport before participating in a second sport during that school year;
- d) All students who need a work permit who were not examined in the above categories;
- e) All students referred.

For information addressing Infection Control Program, Communicable Disease and AIDS/HIV, refer to policies #5690, 5691 and 5692 respectively.

Education Law Section 912
Commissioner's Regulations
Section 136

Adopted: 7/6/93

POLICY

1993

7513

Students

SUBJECT: PRESCRIPTIVE MEDICATION

Under certain unusual circumstances, when it is necessary for a student to take medication during school hours, the school nurse may administer the medication if the parent submits a written request accompanied by a written request from a physician indicating the frequency and dosage of prescribed medication. Such medication is to be brought to the school health office in its original container by the parent or guardian.

New York State Bureau of Health
Service

Adopted: 7/6/93

SUBJECT: CONCUSSION MANAGEMENT POLICY

The Gilbertsville-Mount Upton Board of Education recognizes that concussions and head injuries are commonly reported injuries in children and adolescents who participate in sports and recreational activity and can have serious consequences if not managed carefully. Therefore, the District adopts the following policy to support the proper evaluation and management of head injuries.

Concussion is a mild traumatic brain injury. Concussion occurs when normal brain functioning is disrupted by a blow or jolt to the head. Recovery from the concussion will vary. Avoiding re-injury and over-exertion until fully recovered are the cornerstones of proper concussion management.

While district staff will exercise reasonable care to protect students, head injuries may still occur. Physical education teachers, coaches, nurses and other appropriate staff will receive training to recognize the signs, symptoms and behaviors consistent with a concussion. Any student exhibiting those signs, symptoms or behaviors while participating in a school sponsored class, extracurricular activity, or interscholastic athletic activity shall be removed from the game or activity and be evaluated as soon as possible by an appropriate health care professional. The Gilbertsville-Mount Upton School Nurse will notify the student's parents or guardians and recommend appropriate monitoring to parents or guardians.

If a student sustains a concussion at a time other than when engaged in a school-sponsored activity, the district expects the parent/legal guardian to report the condition to the Gilbertsville-Mount Upton School Nurse so that the district can support the appropriate management of the condition. The student shall not return to school or activity until authorized to do so by an appropriate physician. The school's nurse will make the final decision on return to activity including physical education class and after-school sports. Any student who continues to have signs or symptoms upon return to activity must be removed from play and reevaluated by their health care provider.

The Superintendent, in consultation with appropriate district staff, including the school nurse, will develop regulations and protocols to guide the return to activity.

Adopted: 07/10/12

Revised: 01/20/15

POLICY

1993

7520

Students

SUBJECT: ACCIDENTS

Procedures shall be established and maintained by the Superintendent for the handling of student injuries that occur on school property and during school activities.

Student Emergency Treatment

All staff members of the School District are responsible to obtain first-aid care of students who are injured or become ill while under school supervision.

In most instances first aid should be rendered, and then the parent should be contacted to come to school and transport the student to the family physician if further delay does not jeopardize the welfare or health of the child. Beyond first aid, the medical care of the student is the parent's responsibility. However, the student's welfare is always the primary concern, and it is the responsibility of school personnel to exercise good judgment and care under all circumstances.

The Board of Education encourages all staff members to become qualified to give emergency treatment through instruction in first aid and Cardiopulmonary Resuscitation (CPR).

Transporting an Ill or Injured Student

In the event of an illness or injury to a student, the EMT Specialist shall be contacted and an ambulance may be called if warranted. This solution will be used after other alternatives, including parent/legal guardian contact, have been made.

Insurance

The Board of Education shall approve provisions for all students to be covered by group insurance.

Such student accident insurance policies are to be a co-insurance with family coverage(s) as primary.

Education Law Sections 1604(7-a, b)
and 1709(8-a,b)

Adopted: 7/6/93

POLICY

1993

7550

Students

SUBJECT: SUICIDE

The suicide of a student has an extremely disturbing effect on the school and the local community. Unfortunately, there has been a significant increase in the number of adolescents who choose suicide as a way to resolve their problems. It is the intent of this district to alert school personnel to the implications of suicide by a student, to help the school and the community cope with the aftermath of such a tragic event should it occur, to recommend ways of identifying children and adolescents at risk of attempting suicide and to suggest ways to prevent such occurrences.

Suicide prevention will be incorporated into the curriculum to make students aware of this growing problem. This will be done in a manner so as not to glamorize the situation but to educate students in regard to this policy.

The administration is responsible for informing staff of regulations and procedures of suicide prevention, intervention, and post-intervention that have been developed by the administration.

Adopted: 7/6/93

POLICY

1993

BP 7560

Students

**Gilbertsville-Mount Upton Central School
No Child Left Behind
Written Complaint and Appeal Policy
For Title I, Parts A, C, and D and Academic Intervention Services**

The Gilbertsville-Mount Upton Central School District written complaint and appeal policy consistent with NCLB guidelines, holds:

1. Any public or nonpublic school parent or teacher, other interested person, or agency may file a complaint.
2. All complaints must:
 - be written;
 - be signed by the person or agency representative filing the complaint;
 - specify the requirement of law or regulation being violated and the related issue, problem, and/or the concern;
 - contain information/evidence supporting the complaint; and
 - state the nature of the corrective action desired.
3. An appeal must contain:
 - a copy of the original signed complaint ;
 - a copy of Gilbertsville Mount Upton Central School District's response to the original complaint or a statement that the school failed to respond in 30 business days;
 - a copy of Gilbertsville Mount Upton Central School District and the Department of Education's response to the original complaint or a statement that the Department of Education failed to respond within 30 business days; and
 - a statement identifying those parts of the school's response which the party wishes to appeal.
4. Complaints/appeals regarding the school's administration and implementation of its ESEA Title I Grant or Academic Intervention Services for students identified under Commissioner's Regulations Part 100 should be sent first to the School Superintendent. The school has a 30 business day period in which to resolve a complaint. If the school fails to resolve the complaint within 30 business days, or fails to resolve the issue to the satisfaction of the complainant, the complaint should be sent to the Title I School and Community Services Office, Room 365 EBA, New York State Education Department, 89 Washington Avenue, Albany, NY 12234.

5. The State Education Department will review complaints when the complaint pertains to the State's administration of the ESEA Title I Basic Grant, Migrant Education, or Neglected or Delinquent Program or an appeal from the decision of an LEA regarding an action by the LEA.

Complaints that do not meet any of the above criteria, including complaints concerning GMU's administration of its Title I Program, will be referred for possible resolution to the district against whom the complaint is made.

6. Within 60 business days of the receipt of the complaint/appeal, the New York State Education Department staff will complete an on-site review (if necessary) and/or records examination and will notify all parties of its findings. An extension of the 60-day complaint resolution period is permitted under CFR Part 299.11 (b), for exceptional circumstances.

Complaints/appeals regarding Title I for GMU should be sent to:

New York State Education Department
Title I School & Community Services Office
Room 365 EBA
89 Washington Avenue
Albany, NY 12234

7. An appeal must be requested and postmarked within 20 business days' receipt of the GMU's response to the original complaint.

8. The Title I representative in the State Education Department office who is assigned as the program manager for the LEA against which the complaint is made and other Department staff as may be appropriate shall conduct the review of complaints or appeals.

9. The Department's response shall contain:

- the names of persons interviewed;
- the records or other evidence examined;
- relevant dates/times/locations/events;
- summary of findings; and
- the nature of corrective action to be taken including applicable timelines.

10. Failure of GMU to take corrective action within the time period stipulated in the complaint resolution shall be cause to withhold all, or a portion of, the ESEA Title I allocation to the LEA.

11. Copies of correspondence, related documents, investigative reports, and summary reports involved in the complaint/appeal resolution will be maintained by the State Education Department for five years. Records will be made available to interested parties in accordance with the provisions of the New York State Freedom of Information Law (Public Officers Law Sections 84-89).

12. The State Education Department has determined that exceptional circumstances may include, but need not be limited to, such occurrences as:

- illness of involved parties;
- cancellation of scheduled on-site reviews due to unscheduled school closings;
- the need for extended review activities beyond those specified in the written notification;
- and/or
- any other mutual agreement to changes in review scope or activity.

When exceptional circumstances are identified, the revised date for the completion of the complaint review will be provided in writing to all parties involved in the complaint or appeal. All parties to the complaint have the right to initiate a request for an extension beyond the 60 business day complaint resolution period based on exceptional circumstances. All such requests must be presented to the State Education Department.

13. Parties dissatisfied with the State Education Department's complaint resolution may file an appeal directly with the United States Department of Education at:

United States Department of Education, Compensatory Education Programs
400 Maryland Avenue, S.W.
Room 3W230, FOB #6
Washington, D.C. 20202-6132

Adopted: 7/6/93
Revised: 8/22/06
Formerly: BP 3232

POLICY

1993

7612

Students

SUBJECT: GROUPING BY SIMILARITY OF NEEDS

The Board of Education in an effort to provide an appropriate special education and related services to students with disabilities supports the grouping of students with disabilities by similarity of needs according to the following guidelines:

- a) That each student with a disability shall be identified, evaluated and placed as determined by the Committee on Special Education (CSE).
- b) The Committee shall determine written goals and corresponding short-term instructional objectives for each student with a disability by considering the special and individual needs of each student with a disability.
- c) The Committee shall recommend to the Board of Education appropriate educational programs and services for each student with a disability based upon the CSE evaluation.
- d) The CSE shall provide information to those teachers and professionals who arrange instructional groups for students with disabilities. Information shall include physical, psychological and social information as well as achievement test results.
- e) The curriculum and instruction provided to students with disabilities who are grouped by similarity of needs shall be consistent with the individual needs of each student in the group.
- f) Students with disabilities may be grouped according to (1) academic or educational achievement and learning characteristics; (2) social needs; (3) physical development; and (4) management needs.
- g) When grouping students by similarity of needs, the social needs or physical development of a student shall not be the sole determinant for placement of a student in a special education program.
- h) A student's range of needs should be limited to the extent that one student's needs do not infringe on another student's ability to learn.

Commissioner's Regulations
Sections 200.2(b)(3), 200.6(a)(3)

Adopted: 7/6/93

POLICY

1993

7613

Students

SUBJECT: SPECIAL EDUCATION PROGRAMS AND RELATED SERVICES

The Board of Education recognizes its responsibility for providing special education and related services that meet the needs of individual students with disabilities. In an effort to achieve this goal, the Board shall determine an appropriate special education program for each student with a disability upon receiving from the CSE (Committee on Special Education) or CPSE (Committee on Preschool Special Education) recommendations for special education services. The CSE or CPSE shall provide the Board with a written evaluation for each student with a disability that includes:

- a) Classification of a student's disability.
- b) Recommendation(s) for a special education program and/or related service(s), including counseling, based upon a student's needs and not upon a student's disability.
- c) A summary of the tests and reports upon which the recommendations are based.

Program Accessibility

The Board of Education affirms its compliance with those sections of the Rehabilitation Act of 1973 dealing with program accessibility.

Section 504 of the Rehabilitation Act prohibits discrimination against qualified individuals with disabilities in federally assisted programs or activities solely on the basis of disability. The District shall make its program and facilities accessible to all its students with disabilities.

The District official responsible for coordination of activities relating to compliance with Section 504 is the Superintendent of Schools. This official shall provide information, including complaint procedures, to any person who feels his or her rights under Section 504 have been violated by the District or its officials.

Twelve Month Educational Program

The School District shall provide directly or by contract, special education services and programs during July and August to those students whose

(Continued)

POLICY

1995

7618

Students

Subject: High School Individualized Education Program Diplomas

The Board of Education and District Staff shall comply with all Federal and State requirements concerning the education of children with disabilities.

In addition to any other requirements, the CSE will make every effort to incorporate in a student's IEP as many of the requirements for a High School Diploma as set forth in section 100.5 of the Regulations of the Commissioner of Education as possible. All students, including those with disabilities, shall be given the greatest opportunity possible to earn a Regents or Local Diploma.

A student with a disability who has attained the age of 21 and has achieved the educational goals as set forth in his/her IEP shall be awarded a High School IEP Diploma.

Each High School IEP Diploma shall indicate that it is awarded on the basis of the student's successful achievement of the educational goals specified in the student's current individualized education program as recommended by the CSE.

If a student receiving a High School IEP Diploma is less than 21 years of age, the diploma shall be accompanied by a written assurance of the student's continued right to attend public school until the end of the school year in which the student reaches age 21 or until the student has earned a High School Diploma, whichever is earlier.

The CSE shall review the progress of all students with disabilities who will attain the age of 21 years prior to the end of the current school year and those students with disabilities who have received 12 years of education and for whom an application for a High School IEP Diploma has been made. The CSE shall notify the Superintendent of those students eligible to receive a High School IEP Diploma.

The Superintendent shall file a report to the Commissioner within 15 days of the the June graduation, in the form and containing the information required by the Commissioner.

BOE Approved 10/17/95

POLICY

1993

7630

Students

SUBJECT: APPOINTMENT AND TRAINING OF CSE AND CPSE MEMBERS

Appointment

The Board of Education shall appoint a Committee on Special Education (CSE) comprised of the child's teacher as defined by applicable federal regulations, a regular education teacher, a representative of the District who is qualified to provide, administer or supervise special education, (LEA representative), a school psychologist, a school physician, and a parent of a child with a disability residing in the District, the child's parent as well as such other members as the Board of Education or legislation shall designate.

In addition, the Board shall establish a Committee on Preschool Special Education (CPSE) appointing an appropriate professional employee of the District who shall serve as chairperson, A District parent of a child with a disability, the parent of the child referred, the child's evaluator, District representative and municipality.

Training

The training of qualified personnel is essential to the effective implementation of the Regulations of the Commissioner of Education regarding the education of all students with disabilities.

The Chairperson of the CSE shall be responsible to the Superintendent for establishing administrative practices and procedures for training all District personnel responsible for carrying out the provisions of Part 200 of the Commissioner's Regulations as well as members of the Committee on Special Education and members appointed by the Board of Education to the Committee on Preschool Special Education.

Education law Section 4402 and 4410
Commissioner's Regulations
Section 200.2(b)(2), 200.3 and 200.5
Public Law 101-476,
Individuals with Disabilities
Education Act

Adopted: 7/6/93
Revised: 3/16/99

POLICY

1993

7640

Students

SUBJECT: STUDENT INDIVIDUALIZED EDUCATION PROGRAM

The Board of Education directs that the Committee on Special Education (CSE) or Committee on Preschool Special Education (CPSE) shall have prepared a written statement (program) for each child with a disability.

Such an Individualized Education Program will be developed by the CSE or CPSE upon referral, and reviewed or revised, whichever is appropriate, for every child with a disability at least annually or in the event that the program no longer appears to be appropriate to meet the student's needs and ability level. All members of the Committee on Special Education, Subcommittee on Special Education and Committee on Preschool Special Education shall receive appropriate training on IEP components.

The Use of Recording Equipment at IEP Meetings

The Board of Education shall allow recording equipment to be used at meetings regarding Individual Education Programs (IEPs) for students with disabilities. A formal request must be made in writing to the superintendent by a parent/legal guardian or school official. All members to be present at the meeting shall have received advance notification that recording equipment will be used.

A written transcript shall be furnished to provide a complete record of the meeting.

Commissioner's Regulations
Section 200.4(c)(f)

Adopted: 7/6/93
Revised: 3/30/99

POLICY

1993

7650

Students

SUBJECT: IDENTIFICATION AND REGISTER OF CHILDREN WITH DISABILITIES

The policy of the Board of Education is to conduct a census each summer in order to have all children with disabilities within its jurisdiction under the age of twenty-one (21) identified, located and evaluated, including children of preschool age and children in all public and private agencies and institutions within its jurisdiction.

Persons involved in the collection of data must receive prior training and written information regarding data collection procedures.

Register of Children with Disabilities

It is the policy of the Board of Education of the Gilbertsville-Mount Upton Central School District to maintain a register containing, but not limited to, the name of each child with a disability under the age of twenty-one (21) who resides in the District, the nature of such child's disability and the educational placement, if any, of such child.

Education Law Sections
3240-3242 and 4402(1)(a)
Commissioner's Regulations
Sections 200.2(a) and 200.4

Adopted: 7/6/93

ADMINISTRATIVE REGULATION

BOE POLICY 7650

August 1995

All records pertaining to Special Education Students will be kept in separate files. In order to preserve confidentiality, there will not be information kept on more than one student in each file. Only the parent or legal guardian shall have access to the file of their child (children).

Parents/Guardians who wish to have copies made of materials from their child's (children's) file may do so without charge.

POLICY

1999

BP 7651

Students

SUBJECT: Independent Educational Evaluation

The School District has developed a policy on independent educational evaluations in order to avoid any misunderstanding and to ensure that the District is meeting its responsibility to provide an independent education evaluation. Parents can obtain further information on independent educational evaluations by contacting the Chairperson of the CSE at the School District, and also the State Education Department by contacting the office for Special Education Services, requesting to speak to the Regional Associate assigned to this area.

Adopted 12/21/99

CHILD ABUSE

In accordance with Education Law § 3209-a, the Board of Education directs the Superintendent to develop a set of procedures detailing the District's responsibilities pursuant to Article Six of the Social Services Law pertaining to abused and maltreated children. Those procedures shall specify the procedures to be followed regarding:

1. Mandatory reporting requirements of suspected child abuse or neglect;
2. Procedures for reporting child abuse and neglect including which District personnel are required to report;
3. Provisions for taking a child into protective custody;
4. Mandatory reporting of deaths;
5. Immunity from liability and penalties for failure to report; and
6. Obligations for provision of services and procedures necessary to safeguard the life of a child.

The District shall establish and implement a training program for all District personnel regarding the policies and procedures for reporting child abuse and neglect.

Adopted: 7/6/93

Revised: 8/17/22

SUBJECT: ALCOHOL, DRUGS AND OTHER SUBSTANCES (STUDENTS)

The Board of Education recognizes that the misuse of drugs and/or alcohol is a serious problem with legal, physical, emotional, and social implications for the entire community. Therefore, the consumption, sharing and/or selling, use and/or possession of alcoholic beverages, illegal drugs, counterfeit and designer drugs, or paraphernalia for the use of such drugs is prohibited at any school-sponsored event or on school property at all times. The inappropriate use of prescription and over-the-counter drugs shall also be disallowed. Persons shall be banned from entering school grounds or school-sponsored events when exhibiting behavioral, personal, or physical characteristics indicative of having used or consumed alcohol or other substances.

Through the collaborative efforts of staff, students, parents/legal guardians, and the community as a whole, a certifiable comprehensive program shall be developed addressing alcohol and other substances to include the following elements:

Primary Prevention

Preventing or delaying alcohol and other substance use/abuse by students shall be the major focus of a comprehensive K-12 program in which proactive measures of prevention and early intervention are emphasized. This program shall include:

- a) A sequential K-12 curriculum that will be developed and incorporated into the total educational process. This curriculum shall be concerned with education and prevention in all areas of alcohol and other substances uses/abuse.
- b) Training school personnel and parents/legal guardians to reinforce the components of the policy through in-service and community education programs with up-to-date factual information and materials.
- c) An effort to provide positive alternatives to alcohol and other substances use/abuse through the promotion of drug/alcohol-free special events, service projects and extracurricular activities that will develop a positive peer influence.

Intervention

School-based intervention services shall be made available to all students, grades K-12, and provided by prevention professionals who are appropriately trained in this area. The purpose of intervention is to eliminate any existing use/abuse of alcohol and other substances and to identify students considered to be at risk for use/abuse. Intervention programming shall include:

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Students

a) Counseling of students in groups and as individual s on alcohol and other substance use/abuse. Counsel or shall be appropriately trained and ski l led school staff assigned for this purpose.

b) Referring students to community or other outside agencies when their use/abuse of alcohol and other substances requires additional counseling or treatment. Referral is a key l ink in school and community efforts and the process is basic to the dissemination of information regarding available counseling and health services.

c) Providing a supportive school environment designed to continue the recovery process for students returning from treatment. A re-entry program may include continuing student and/or family counseling and emphasizing positive alternatives to alcohol and other substance use/abuse.

d) Developing a parent network to serve as a support group and provide a vehicle of communication for parent education.

e) Ensuring confidentiality as required by state and federal law.

f) Parents will be notified in the event of a child's use of alcohol or drugs and will be encouraged to participate in an appropriate treatment program.

Disciplinary Measures

Disciplinary measures for students consuming, sharing and/or selling, using and/or possessing alcoholic beverages, illegal drugs, counterfeit and designer drugs, or paraphernalia for the use of such drugs shall be outlined in the District's policy on Code of Conduct.

Staff Development

There shall be ongoing training of District staff about the components of an effective alcohol and other substances program. Training shall include, but not be limited to, District policies and regulations and the staff's role in implementing such policies, and regulations. Teachers shall be trained to implement the District's K-12 alcohol and other substance prevention curricula; intervention staff shall be suitably trained to carry out appropriate services.

Drug-Free School s and Communities Act
Amendment of 1989
(Public Law 101-226)

Adopted: 7/6/93

Revised: 8/17/22

SUBJECT: STUDENT BULLYING, CYBER-BULLYING, HARASSMENT, AND HAZING PREVENTION AND INTERVENTION

The Board of Education is committed to providing an educational and working environment that promotes respect, dignity and equality. The Board recognizes that harassment, hazing, bullying, and cyber-bullying is detrimental to student learning and achievement. It interferes with the mission of the district to educate our students and disrupts the operation of our schools. Such behavior affects not only the students who are its targets but also those individuals who participate and witness such acts.

To this end, the Board condemns and strictly prohibits all forms of harassment, hazing, bullying, and cyber-bullying on school grounds, school buses and at all school-sponsored activities, programs and events including those that take place at a location outside the district that materially and substantially disrupt the educational process of the school environment or impinge the on the rights of others.

Incidents involving the use of technology, electronics, digital media, social media, and/or email for harassment, hazing, bullying and/or cyber-bullying are strictly prohibited.

It is the policy of the Gilbertsville-Mount Upton Central School District that no student or employee will be discriminated against, the subject of bullying behavior, or harassed based on several factors, including but not limited to a person's actual or perceived race, color, weight, national origin, ethnic group, religion, religious practice, disability, sex, sexual orientation, or gender (identity or expression).

Definitions

For the purpose of this policy, the following definitions will be used:

- **Harassment:** is defined as the creation of a hostile environment by conduct or by verbal threats, intimidation or abuse that has or would have the effect of unreasonably or substantially interfering with a student's educational performance, opportunities, or benefits, or mental, emotional or physical wellbeing; or conduct, verbal threats, intimidation or abuse that reasonably causes or would reasonably be expected to cause a student to fear for his or her physical safety. The harassing behavior may be based on a person's actual or perceived race, color, weight, national origin, ethnic group, religion, religious practice, disability, sex, sexual orientation, or gender (identity or expression).
- **Bullying (subsumed under the term "harassment"):** is defined as a hostile activity, which harms or induces fear through the threat of further aggression and/or creates terror. Bullying may be premeditated or a sudden activity. "Bullying" is a form of harassment that consists of inappropriate and often persistent behavior including threats or intimidation of others, treating

others cruelly, terrorizing, coercing, or habitual put-downs and/or badgering of others. Bullying can take at least three forms:

- A. Physical (including, but not limited to, hitting, kicking, spitting, pushing, and/or taking personal belongings);
- B. Verbal (including, but not limited to, taunting, malicious teasing, name calling, and/or making threats); and
- C. Psychological (including, but not limited to, spreading rumors, manipulating social relationships, and/or engaging in social exclusion, extortion, or intimidation).

Bullying is characterized by:

1. *Power Imbalance* – occurs when a bully uses his/her physical or social power over a target
2. *Intent to Harm* – the bully seeks to inflict physical or emotional harm and/or takes pleasure in this activity
3. *Threat of Further Aggression* – the bully and the target believe the bullying will continue
4. *Terror* – when the bullying increases it becomes “systematic violence or harassment used to intimidate and maintain dominance.”

-Barbara Coloroso, *The Bully, The Bullied & The*

Bystander

- **Emotional Harm:** that takes place in the context of harassment or bullying shall be defined as harm to a student’s emotional well-being through creation of a hostile school environment that is so severe or pervasive as to unreasonably and substantially interfere with a student’s education. Such conduct shall include, but is not limited to, acts based on a person’s actual or perceived race, color, weight, national origin, ethnic group, religion, religious practice, disability, sexual orientation, gender or sex.
- **Cyber bullying:** is defined as bullying activity that includes, but is not limited to, the misuse of technology to harass, tease, intimidate, threaten, or terrorize another student or staff member. This may include, but is not limited to, sending or posting inappropriate or derogatory email messages, instant messages, text messages, digital pictures or images, or postings on Web sites of any type. Cyber bullying has the effect of:
 - A. Physically, emotionally, or mentally harming a student;
 - B. Placing a student in reasonable fear of physical, emotional, or mental harm;
 - C. Placing a student in reasonable fear of damage to or loss of personal property; and
 - D. Creating an intimidating or hostile environment that substantially interferes with a student’s educational opportunities.

Also, cyber-bullying that occurs on or off-campus, which endangers the health and safety of students or staff within the school or can be reasonably forecast to cause a material or substantial disruption to the educational process, is prohibited. Such conduct could also be subject to

appropriate disciplinary action in accordance with the *Gilbertsville-Mount Upton Code of Conduct* and possible referral to local law enforcement authorities.

- **Hazing:** is a form of harassment which involves committing an act against a student, or coercing a student into committing an act, that creates a risk of emotional, physical, or psychological harm to a person, in order for the student to be initiated into or affiliated with a student organization or for any other purpose. The fact that a victim may consent to the act does not excuse the behavior or lessen the offense.

For the remainder of this policy and associated regulations the term bullying will be used to refer to harassing or hazing behaviors as that is the term most commonly used by parents and students.

Prevention and Intervention

The school learning environment provides an opportunity for both students and staff to gain an appreciation in a key district value: the importance of respect and working positively with others.

The District recognizes that by requiring the implementation of an anti-bullying program, through both direct student instruction and professional development for staff, both students and staff will learn key elements about bullying prevention: the warning signs of bullying and everyone's responsibility to take an active role in preventing bullying before overt acts of bullying happen. Personnel at all levels are responsible for taking corrective action to prevent bullying behavior of which they have been made aware at School District sites or activities and/or reporting such behavior to their immediate supervisor.

The District recognizes the importance of eliminating unacceptable student conduct and works proactively to prevent these behaviors. School personnel who become aware of harassment shall act promptly to address the harassment, with the goal of preventing it from recurring. Where appropriate, school personnel will address the effects on the student who was harassed. Remedial measures will generally include counseling of persons(s) who have been harmed by harassment and person(s) who have been responsible for the harassment of others and implementing monitoring programs to follow up on addressed issues of harassment.

The District shall also provide required instruction supporting development of a school environment free of harassment, bullying and discrimination having an emphasis on discouraging acts of harassment, bullying (including cyber-bullying) and discrimination and including instruction in the safe, responsible use of the Internet and electronic communications. Prevention and intervention techniques within the District to prevent against bullying behavior and to support and protect victims shall include building-level and classroom-level strategies and activities as determined by administration. Individual intervention will be provided by

appropriate staff members to bullies/participants, victims and their parents to help ensure that the bullying stops.

Although the focus of this policy is prevention, it is recognized that acts of bullying and harassment may still transpire. In such instances, disciplinary action may occur in accordance with the District's Code of Conduct. Consequences shall depend upon the specific circumstances surrounding the incident, the developmental level of the student, their disciplinary history, and must be consistent with the District's Code of Conduct.

District officials will notify local law enforcement for violations of this policy including but not limited to incidents of harassment, bullying, and/or discrimination, which may constitute a crime. Rules against bullying shall be publicized District-wide and shall be disseminated as appropriate to staff, students, and parents.

Gilbertsville-Mount Upton School District Bully Prevention Rules:

- | | |
|----------------|---|
| Rule 1: | We will not bully others. |
| Rule 2: | We will try to help students who are bullied. |
| Rule 3: | We will try to include students who are left out. |
| Rule 4: | If we know somebody is being bullied, we will tell an adult at school and an adult at home. |

Olweus Bully Prevention Program

Training

Staff training shall be provided to raise awareness of the problem of bullying within the schools and to facilitate staff identification of and response to such bullying behavior among students. Training will be provided to employees in conjunction with the District's existing professional development in order to:

- raise awareness and understanding of the school district's Code of Conduct;
- raise awareness and sensitivity to potential acts of discrimination or harassment directed at students that are committed by students or school employees on school property or at school functions; including, but not limited to, discrimination or harassment based on a person's actual or perceived race, color, weight, national origin, ethnic group, religion, religious practices, disability, sexual orientation, gender or sex;
- enable employees to prevent and respond to incidents of discrimination and harassment.

Dignity Act Coordinator

At least one employee in every school shall be designated as a Dignity Act Coordinator and instructed in the provisions of the proposed rule and thoroughly trained in methods to respond to

human relations in the areas of race, color, weight, national origin, ethnic group, religion, religious practice, disability, sexual orientation, gender and sex.

The designation of each Dignity Act Coordinator shall be approved by the Board of Education annually.

The name(s) and contact information for the Dignity Act Coordinator(s) shall be shared with all school personnel, students, and persons in parental relation. This shall be done by:

- including in District Code of Conduct
- posting on District website
- included in at least one district or school mailing per school year
- posted in highly-visible areas of school buildings
- made available at the district and school level administrative offices

In the event a Dignity Act Coordinator vacates his or her position, another school employee shall be immediately designated for an interim appointment as Coordinator, pending approval of a successor Coordinator by the Board of Education within 30 days of the date the position was vacated. In the event a Dignity Act Coordinator is unable to perform the duties of his or her position for an extended period of time, another school employee shall be immediately designated for an interim appointment as the Dignity Act Coordinator, pending return of the previous Dignity Act Coordinator to his or her duties as Dignity Act Coordinator.

Reporting and Investigation

The Gilbertsville-Mount Upton Central School District recognizes the importance of reporting in successfully addressing bullying and bullying behaviors. Students who have been bullied, parents whose children have been bullied, and other students who observe bullying behavior are encouraged to make a verbal and/or written complaint to any school personnel in accordance with the training and guidelines provided. At all times, complaints will be documented, tracked, and handled in accordance with the regulations and procedures accompanying this policy, or, if applicable, Gilbertsville-Mount Upton policy 5687, Non-Discrimination & Anti-Harassment or 5688, Sexual Harassment, and the Code of Conduct. When applicable, incidents will be included in the Violent and Disruptive Incident Reporting (VADIR) system.

It shall be a duty of all school personnel within the Gilbertsville-Mount Upton Central School District to report any incidents of student-to-student and staff-to-student bullying that they observe to their building principal or other administrator that supervises their employment. All school personnel of the district will also have the duty to report any incidents of student-to-student and staff-to-student bullying of which they are made aware of by students to their building principals or other administrator who supervises their employment. Supervisors will refer information to appropriate district staff for investigation as designated in district

regulations. District employees may be deemed to have permitted unlawful discrimination or harassment if they fail to report an observed incident, whether or not the target complains.

Complaint Procedures

Students, or parent(s) or legal guardian(s) who believe his/her child has been subjected to harassment by another student, teacher, administrator, or other school personnel should report the incident(s) immediately to the Dignity Act Coordinator or another school administrator, teacher or counselor. If the student, parent(s) and/or legal guardian(s) desires further assistance regarding the complaint, the Superintendent may be contacted.

Complaints can be filed by completing a “Gilbertsville-Mount Upton Harassment/Bullying Complaint Form”. No written complaint is necessary by the complainant. If the report is taken verbally, the staff member shall fill out the complaint form on behalf of the complaining party.

These forms are located in the school library, the guidance office and in the building’s main office. Forms can also be accessed and completed online on the District’s homepage: www.gmucsd.org. Forms can be deposited into any specified drop boxes in the building or turned into the main office. Online forms can be e-mailed directly to the appropriate building administrator. All inquiries and harassment complaints filed with the District are confidential to the extent possible as described below. Confidentiality also applies to the investigative process.

Investigation Procedures and Decision of Investigator

Upon receipt of verbal or written report or complaint alleging harassment, the appropriate building administrator shall undertake or authorize an investigation. The investigation may be conducted by school administrators.

The investigation will be completed as soon as practicable. The investigation will, at a minimum, consist of personal interviews with the complainant, the individual(s) against whom the complaint is filed, and others who may have knowledge of the alleged incident(s) or circumstances giving rise to the complaint.

Upon a finding that harassment has occurred, an appropriate response shall be fashioned by the appropriate administrator. Building principals addressing violations of this policy by students and the superintendent addressing violations of this policy by employees and/or students should consider the surrounding circumstances, the nature of the behavior, past incidents or continuing patterns of behavior, the relationships between the parties involved and the context in which the alleged incidents occurred.

Steps may be taken by the appropriate administrator to protect the complainant, pupils, teachers, administrators or other personnel participating in the investigation pending completion of an investigation of alleged harassment.

Retaliation

Retaliation means some type of adverse action taken against an individual or individuals as a result of filing a complaint or participating in the complaint process.

Retaliation or intimidation for participating in the complaint process is prohibited. Retaliation against any student seeking assistance at their school, filing a complaint, or participating in the investigative process is grounds for a subsequent retaliation/harassment complaint and potential discipline.

Confidentiality

Gilbertsville-Mount Upton CSD will respect the privacy of the complainant, the individual(s) against whom the complaint is filed and the witnesses as much as possible, consistent with our legal obligations to investigate, take appropriate action, and conform to any legal discovery or disclosure obligations.

Dissemination, Monitoring, Review, and Reporting

This policy, or a plain language summary, will be published in student registration materials, student, parent, and employee handbooks, and posted on the district's website. The district will ensure that the process of reporting bullying is clearly explained to all students, staff, parents, and other essential partners within the Gilbertsville-Mount Upton Central School District.

The policy will be reviewed annually, along with the Code of Conduct, to assess its effectiveness and compliance with state and federal law. If changes are necessary, revisions will be recommended to the Board of Education for its consideration.

In addition, the Board of Education will receive the annual VADIR data report for each building and the district as whole, with particular attention to the trends in the incidence of bullying. Based on the review of the data, the Board may consider further action, including but not limited to modification of this policy and additional training.

Cross-Ref 5687 Non-Discrimination & Anti-Harassment
5688, Sexual Harassment
Code of Conduct

Ref Dignity for All Students Act, Education Law, §10-18
American with Disabilities Act, 42 U.S.C. § 12101 *et seq.*
Title VI, Civil Rights Act of 1964, 42 U.S.C. § 2000e *et seq.*; CFR § 100 *et seq.*

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Students

Title IX, Education Amendments of 1972, 20 U.S.C. § 1681 *et seq.*
§ 504, Rehabilitation Act of 1973, 29 U.S.C. §794
Individuals with Disabilities Education Law, 20 U.S.C. §§1400 *et seq.*
Executive Law §290 *et seq.* (New York State Human Rights Law)
Education Law §§ 313 (3), 3201, 3201-a
Davis v. Monroe County Board of Education, 526 U.S. 629 (1999)
Gehser v. Lago Vista Independent School District, 524 U.S. 274 (1998)
Faragher v. City of Boca Raton, 524 U.S. 775 (1998)
Burlington Industries v. Ellerth, 524 U.S. 742 (1998)
Oncale v. Sundowner Offshore Services, Inc., 523 U.S. 75 (1998)
Franklin v. Gwinnett County Public Schools, 503 U.S. 60 (1992)
Meritor Savings Bank, FSB v. Vinson, 477 U.S. 57 (1986)

Adopted: 06/19/2012
Revised: 04/09/2013
Revised: 06/04/2013
Revised: 8/17/22

GRADUATION CEREMONY

Participation in the graduation ceremony and related activities will be based on satisfactory completion of all graduation requirements, or as otherwise set forth in this policy. Expectations may be made with the approval of the Superintendent. A student who has earned either a Career Development and Occupational Studies (CDOS) Commencement Credential or a Skills and Achievement Commencement Credential (SACC) by the time the student's ninth-grade cohort reaches graduation may participate in that graduation ceremony and related activities.

If a student who participates in the graduation ceremony by earning a CDOS or SACC subsequently meets the requirements for either a Regents or local high school diploma, the student may participate in the graduation ceremony of that graduating class as well.

A student who participates in graduation ceremonies by earning a CDOS or SACC is entitled to continue in the student's education program until the end of the school year in which the student turns 21 years old, or until the student earns a Regents or local high school diploma.

The district shall provide annual written notice to all students and their parents/guardians of the requirements of this policy.

Approved: 7/15/08

Revised & Adopted: 8/17/22

EDUCATION OF HOMELESS CHILDREN AND YOUTH POLICY

The McKinney-Vento Homeless Assistance Act, as amended by the Every Student Succeeds Act of 2015, NYS Education Law 3209 and Commissioner's Regulations allow a homeless child or a person in a parental relationship to a homeless child or when the homeless child is living in a shelter for runaway or homeless to use the Director of the shelter to designate this District as the District of attendance for the homeless child when this District is either the school district of current location, the school district of origin, or is a school district participating in a Regional Placement Plan. A questionnaire upon enrollment will be used to determine whether a student is potentially a homeless child.

The District will maintain open communication with the Department of Social Services as well as any shelters in the District in order to assist in identifying students potentially homeless.

A homeless child or youth is a child under the age of 21, including preschool students, and is defined in accordance with the McKinney-Vento Homeless Assistance Act and Commissioner's Regulations § 100.2 (x). The term homeless child, however, shall exclude children living in foster care or otherwise placed through a government agency into a family home at board, school for the mentally retarded, hospital or other institution for care, custody and treatment of children under the direction of the Department of Social Services, Office of Mental Health or the Division for Youth. An unaccompanied youth shall be treated as a homeless child.

In accordance with Education Law, the student's designator for the district of attendance may be the person in a parental relationship, the student together with the McKinney-Vento liaison, or the director of a residential program for runaway or homeless youth in consultation with the student.

The District will request the designator for a designation for attendance of one of the following: school district of origin or school district of location. The District will presume upon enrollment that attendance in the district of origin is in the child's best interests unless doing so is contrary to the child's request. In making a determination of the child's best interests, the District will consider any student-centered factors but will give priority to the child's request. If the District determines attendance in another District would be in the child's best interests, a written explanation shall be provided.

Homeless child and youth shall be entitled to access to District programs on the same basis as all other District students. Homeless student and youth shall be to the extent possible, integrated with non-homeless children.

Students who obtain permanent housing part way through the year are entitled to remain in the school for the remainder of school year. The student may be able to remain in the school of origin for one additional year if the year constitutes the student's terminal year in the school building.

The School District designates **Kristy Carey** as the McKinney-Vento Liaison for homeless children and youth for the District. In addition to any other duties required by law, this person shall be responsible for reporting to the Board of Education on an annual basis the number of homeless children in the District, the placement of these children, and any suggestions for lowering any barriers to enrollment, attendance, school success and retention of homeless children and youth in the District.

Where the District receives a completed Commissioner's form designating the District as the school of attendance for a child and disputes issues relating to school enrollment or school selection of that student, the following shall occur:

1. the student shall be immediately enrolled in the designated school;
2. prior to making a final determination on the disputed issue, the Superintendent or Superintendent's designee shall afford the student or person in parental relation to the student an opportunity to submit information to the District addressing the disputed issue;
3. the Superintendent or Superintendent's designee shall render a decision in writing and provide a copy to the student or person in parental relation. The decision must be in a manner and for understandable to the person in a parental relationship or student. It shall also contain a statement of the McKinney Vento Liaison's available to assist the student with any appeal.

A written decision shall include an explanation of the school's decision and a statement regarding the right to appeal the decision to the Commissioner of Education within 30 days as required by law. The McKinney-Vento liaison must assist the student in bringing an appeal including but not limited to providing the person in a parental relationship with a copy of the form petition and assistance in completing the petition, copying, accepting service of the papers on behalf of the District, filing the petition with the NYS Education Department, accepting service of subsequent papers and provide the parent with a signed and dated acknowledgement of receipt of the petition. If the decision is appealed, the student remains enrolled pending completion of all appeals.

The School District will collect and transmit to the Commissioner of Education in accordance with the Commissioner's rules, a report containing information the Commissioner determines necessary to assess the educational needs of homeless children and youths.

TRANSPORTATION RESPONSIBILITIES

- A social services district is responsible for providing transportation to students in temporary housing, including preschool students and students with disabilities who are eligible for benefits under Social Services Law §350-j and placed in temporary housing arrangements outside their designated districts. Where the social services district requests that the District provide or arrange for transportation for a student in temporary housing in the circumstances above, the District shall provide or arrange for the transportation and directly bill the social services district so that the district will be fully and promptly reimbursed for the cost of the transportation.
- If the District is the designated school district of attendance, the District shall provide for the transportation of each homeless student or unaccompanied youth up to 50 miles each way from the district of location. Transportation will be provided on the same basis as is provided to the District's resident students including but not limited to extracurricular activities.
- Where a student in temporary housing must cross state-lines to attend a school of origin, the District will coordinate with the district of origin in the neighboring state to provide transportation services.

Adopted: 08/22/06

Revised & Adopted: 8/17/22