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
Tuesday, July 29, 2025
Special Meeting, 6:00 pm, Cafeteria
AGENDA

CALL TO ORDER & PLEDGE OF ALLEGIANCE

EXECUTIVE SESSION
-Personnel

BOARD DISCUSSION

I. RECOMMENDED ACTIONS – ROUTINE MATTERS

APPROVE AGENDA
RESOLVED, to approve the 29 July 2025, consent agenda. **(Enclosure 1)**

II. RECOMMENDED ACTIONS – NEW BUSINESS

FINANCIAL CONSENT AGENDA
RESOLVED, upon the recommendation of the Superintendent of Schools, to accept/approve the 29 July 2025, Financial Consent Agenda.

PERSONNEL CONSENT AGENDA
RESOLVED, upon the recommendation of the Superintendent of Schools, to accept/approve the 29 July 2025, Personnel Consent Agenda.

NEW ITEMS CONSENT AGENDA
RESOLVED, upon the recommendation of the Superintendent of Schools, to accept/approve the 29 July 25, New Item Consent Agenda.

EXECUTIVE SESSION
-Personnel

ADJOURNMENT

Gilbertsville-Mount Upton Board of Education
Regular Meeting
Tuesday, July 29, 2025

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:

SEQRA
BE IT RESOLVED, that the Gilbertsville-Mount Upton Central School District Board of Education, hereby declares the Gilbertsville-Mount Upton Central School District as the Lead Agency for purposes of the State Environmental Quality Review Act and regulations (SEQRA), associated with the 2025 Small Capital Project.
WHEREAS, the Gilbertsville-Mount Upton Central School District Board of Education (the "Board") has considered the effect upon the environment of the proposed 2025 Small Capital Project listed in the State Environmental Quality Review Act Process Record Sheet submitted at this meeting, and
WHEREAS, the Board has received and reviewed the State Environmental Quality Review Act Process Record Sheet prepared and submitted in connection with the Project, now therefore
BE IT RESOLVED, that the Gilbertsville-Mount Upton Central School District Board of Education, acting as Lead Agency for purposes of the State Environmental Quality Review Act and regulations (SEQRA), hereby determines that the Project is a Type II action which will not have a significant impact on the environment and is not subject to review under SEQRA.

Surplus (encl N1)
To approve Bus #66 as surplus to be disposed of accordingly.

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

TO: Mrs. Hammond

FROM Harold Ives

SUBJECT Bus Disposal

DATE July 22, 2025

I am requesting that we declare school bus 66 surplus and have it listed for sale. The vehicle will be taken out of service and will be replaced by the new buses we will receive this fall.

I would use either the BOCES Surplus or Auctions International site that we currently use for surplus equipment.

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

Thank-You!

Gilbertsville-Mount Upton Board of Education
Regular Meeting
Tuesday, July 29, 2025

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 Dustin Kessler as a special education teacher, effective July 10, 2025.

To accept the resignation of Tegan Fairbairn as an aide, effective August 31, 2025.

To accept the resignation of Kaitlyn Woods as a science teacher, effective August 31, 2025.

Amendment
To amend the beginning Step for Tracey Dudley that was approved at the 11 June 2025 meeting, from Step 5 to Step 4 of the GMUTA contract, due to a clerical error.

School Counselor (encl P2)
To appoint Ryan Mason as a full-time school counselor effective 01 August 2025, 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: Ryan Mason
Tenure area: School Counselor
Date of commencement of probationary service: 01 July 2025
Expiration date of appointment: 01 September 2029
Certification Status: School Counselor, Permanent

Long-Term Substitutes (encl P3)
To appoint Abigail Harring as a long-term substitute special education teacher, effective September 1, 2025 through June 30, 2026.

To appoint Savannah Weissflog as a long-term substitute elementary teacher, effective September 1, 2025 through June 30, 2026.

Elementary Teacher (encl P4)
To appoint Faith Skyes as a full-time elementary teacher effective 01 September 2025, beginning at Step 1 of the current GMUTA contract. Upon the recommendation of the Superintendent, the following probationary appointment is hereby made:
Name of appointee: Faith Skyes
Tenure area: Elementary Teacher
Date of commencement of probationary service: 01 September 2025
Expiration date of appointment: 30 June 2029

Certification Status: Childhood Education (1-6), Initial

Elementary Teacher (encl P5)
To appoint Bryan Sheldon as a full-time elementary teacher effective 01 September 2025, beginning at Step 2 of the current GMUTA contract. Upon the recommendation of the Superintendent, the following probationary appointment is hereby made:
Name of appointee: Bryan Sheldon
Tenure area: Elementary Teacher
Date of commencement of probationary service: 01 September 2025
Expiration date of appointment: 30 June 2029
Certification Status: Childhood Education (1-6), Initial

Prek-12 Principal (encl P6)
To appoint Jeffrey Sabol as PK-12 Principal, effective July 30, 2025, with a tenure probationary period from July 30, 2025 through July 29, 2029.

District Treasurer (encl P7)
To appoint Amy Marron as District Treasurer, effective September 1, 2025.

Cleaner (encl P8)
To appoint Dave Newell as a part-time cleaner, effective July 22, 2025. All benefits are per the CSEA contract.

Gilbertsville-Mount Upton Central School District

Main Office

"It's the [illegible] of Journey that counts"

July 9, 2025

To: Annette Hammond, Superintendent
CC: Board of Education
From: Heather Wilcox
Re: School Counselor Recommendation

It is with great enthusiasm and confidence that I recommend Mr. Ryan Mason for the position of School Counselor within the Gilbertsville-Mount Upton Central School District. Mr. Mason brings over two decades of service in education, counseling, and student support, underscoring a career defined by dedication, compassion, and transformative impact.

Throughout his tenure in districts such as Oneonta City and Morris Central, Mr. Mason has consistently demonstrated a deep understanding of both the academic and social-emotional needs of students. His expertise in special education law, crisis response, and therapeutic interventions ensures that he can support diverse learners with skill and sensitivity. Notably, his leadership in implementing SEL initiatives and coordinating DASA responsibilities reflects his commitment to cultivating inclusive and emotionally safe school environments.

Mr. Mason's academic foundation—anchored in a Master of Science in Education and further graduate coursework—compliments his practical experience. Whether facilitating group counseling, supporting IEP development, or providing classroom-based SEL instruction, he approaches each responsibility with thoughtful professionalism and an unwavering student-centered mindset.

Beyond credentials, Mr. Mason's approachable demeanor, collaborative spirit, and genuine passion for student growth make him an invaluable asset to any educational team. His history of forging strong relationships with students, families, and colleagues alike speaks volumes of his integrity and commitment to community.

I strongly urge the Board to approve the appointment of Mr. Ryan Mason as School Counselor. His vision, experience, and character will enrich the Gilbertsville-Mount Upton school community and positively influence generations of learners

Sincerely,

Heather Wilcox
Principal

Annette D. Hammond
Superintendent

Heather Wilcox
Principal

Kristy Carey
Main Office
Administrative Assistant
Registrar

Deb Ostrander
Front Desk Clerk

Lisa Ruland
School Counselor

Jillian Parascandola
School Counselor

Gilbertsville-Mount Upton Central School District

Heather Wilcox, Superintendent

"It's the Quality of Journey that counts"

July 25, 2025

To: Board of Education
From: Heather Wilcox
Re: Long-Term Substitute Special Education Teacher Appointment (K-2nd)

Dear Members of the Board of Education,

It is with great enthusiasm that I recommend Ms. Abigail Harring for appointment as a long-term substitute special education teacher at Gilbertsville-Mount Upton Central School District. Ms. Harring is a highly motivated, student-centered educator who has completing her degree in Inclusive Elementary Education at Hartwick College. Upon successful completion of her certification exams this fall, she is expected to transition into a tenure-track teaching position within the district.

Ms. Harring brings a strong foundation in both general and special education, with hands-on experience in K–5 instruction, academic intervention services, and individualized tutoring. Her student teaching placements in a 4th-grade general education classroom and a K–3 AIS ELA setting have equipped her with the skills to design differentiated, standards-aligned lessons and deliver targeted literacy interventions. She has worked with students with IEPs, English language learners, and those facing behavioral and medical challenges—demonstrating her adaptability, empathy, and instructional effectiveness.

In addition to her classroom experience, Ms. Harring has provided one-on-one and small group tutoring through the Camden Central School District and independently supports a third-grade student with complex needs. Her initiative in building a tutoring practice and her work as a swim instructor and lifeguard further reflect her leadership, patience, and ability to manage dynamic environments with calm and confidence.

Ms. Harring's teaching philosophy is rooted in the belief that learning is lifelong. She models resilience, encourages growth, and creates inclusive spaces where students feel seen, supported, and empowered to succeed. Her professionalism, reflective mindset, and commitment to continuous improvement make her an excellent fit for our district.

We are confident that Ms. Harring will make a meaningful and lasting contribution to the Gilbertsville-Mount Upton school community. Her transition from long-term substitute to tenure-track teacher will be a natural progression for a candidate of her caliber.

Thank you for your thoughtful consideration of this outstanding educator.

Sincerely,

Heather Wilcox
Superintendent

693 State Highway 51 • Gilbertsville, New York 13776-1104 • Phone: (607) 783-2207; Fax: (607)783-2254

Gilbertsville-Mount Upton Central School District

Heather Wilcox, Superintendent

"It's the Quality of Journey that counts"

July 25, 2025

To: Board of Education
From: Heather Wilcox
Re: Long-Term Substitute Elementary Teacher Appointment (2nd Grade)

Dear Members of the Board of Education,

It is with great enthusiasm that I recommend Ms. Savannah Weissflog for appointment as a long-term substitute elementary teacher at Gilbertsville-Mount Upton Central School District. Ms. Weissflog is currently completing her Bachelor of Science in Elementary Education through Liberty University and is expected to earn full teacher certification by the end of the 2025–2026 school year. Upon completion, she is anticipated to transition into a tenure-track teaching position within the district.

Ms. Weissflog brings a unique blend of educational experience, community connection, and professional versatility. As a resident of Mount Upton, she has a deep-rooted investment in the success of our school and community. Her current role as CSE/CPSE Secretary at Bainbridge-Guilford Central School District has provided her with valuable insight into special education services, IEP compliance, and collaboration with educators and families. Prior to this, she served as a substitute teacher across all grade levels, gaining hands-on experience in classroom instruction, lesson implementation, and student support.

Her background also includes administrative and clinical roles in healthcare, which have strengthened her organizational skills, attention to detail, and ability to communicate effectively with diverse populations. These experiences, combined with her academic achievements demonstrate her commitment to excellence and lifelong learning.

Ms. Weissflog's professionalism, compassion, and dedication to student growth make her an excellent fit for our district. We are confident that she will make a meaningful contribution as a long-term substitute and will transition seamlessly into a full-time, tenure-track teaching role upon certification.

Thank you for your thoughtful consideration of this outstanding candidate.

Sincerely,

Heather Wilcox
Superintendent

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Gilbertsville-Mount Upton Central School District

Heather Wilcox, Superintendent

"It's the Quality of Journey that counts"

July 25, 2025

To: Board of Education
From: Heather Wilcox
Re: Elementary Teacher Recommendation (2nd Grade)

Dear Members of the Board of Education,

It is with great pleasure that I recommend Ms. Faith Sykes for appointment as an elementary teacher at Gilbertsville-Mount Upton Central School District. Ms. Sykes is a dedicated and passionate educator whose commitment to student growth and academic excellence makes her an ideal candidate for this position.

Ms. Sykes brings a strong foundation in elementary education, along with a student-centered teaching philosophy that emphasizes engagement, differentiation, and relationship-building. Her classroom experience has equipped her with the skills to create inclusive, supportive learning environments where all students can thrive. She is known for her ability to connect with students, foster curiosity, and maintain high expectations while nurturing individual strengths.

In addition to her instructional expertise, Ms. Sykes is a collaborative professional who values teamwork and continuous improvement. She actively seeks out opportunities for professional development and is always looking for innovative ways to enhance her teaching practice. Her colleagues describe her as dependable, reflective, and deeply committed to the success of her students and school community.

Ms. Sykes's alignment with Gilbertsville-Mount Upton's mission—to welcome each child, nurture each mind, and inspire each other to peak performance—makes her a strong addition to the district. Her enthusiasm for teaching, combined with her professionalism and compassion, will undoubtedly have a positive and lasting impact on students and staff alike.

Thank you for your thoughtful consideration of this outstanding candidate.

Sincerely,

Heather Wilcox
Superintendent

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Gilbertsville-Mount Upton Central School District

Heather Wilcox, Superintendent

"It's the Journey that counts"

July 25, 2025

To: Board of Education
From: Heather Wilcox
Re: Elementary Teacher Recommendation (1st Grade)

Dear Members of the Board of Education,

It is with great enthusiasm that I recommend Mr. Bryan Sheldon for appointment as an elementary teacher at Gilbertsville-Mount Upton Central School District. Mr. Sheldon is a dedicated and compassionate educator whose commitment to student growth, academic excellence, and community values makes him an exceptional candidate for this position.

Mr. Sheldon brings a strong foundation in elementary education, along with a student-centered teaching philosophy that emphasizes engagement, differentiation, and relationship-building. He has demonstrated particular strength in teaching foundational literacy skills and supporting students in learning to read. His experience includes implementing evidence-based reading strategies, designing targeted interventions, and fostering a love of reading in his students. His ability to assess individual reading levels and tailor instruction accordingly has led to measurable growth in student achievement.

Throughout his career, Mr. Sheldon has created inclusive, supportive classroom environments where students feel valued, challenged, and inspired to reach their full potential. His colleagues and supervisors consistently describe him as professional, reflective, and collaborative—someone who is always willing to go the extra mile for his students and school community.

Mr. Sheldon's alignment with Gilbertsville-Mount Upton's mission—to welcome each child, nurture each mind, and inspire each other to peak performance—makes him a strong addition to the district. His enthusiasm for teaching, combined with his integrity and dedication, will undoubtedly have a positive and lasting impact on students and staff alike.

Thank you for your thoughtful consideration of this outstanding candidate.

Sincerely,

Heather Wilcox
Superintendent

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Gilbertsville-Mount Upton Central School District

Heather Wilcox, Superintendent

"It's the Quality of Journey that counts"

July 25, 2025

To: Board of Education
From: Heather Wilcox
Re: Principal Recommendation

Dear Members of the Board of Education,

It is with great enthusiasm that I recommend Mr. Jeffrey R. Sabol for the position of Principal at Gilbertsville-Mount Upton Central School District. Following a thorough and thoughtful selection process, the hiring committee identified Mr. Sabol as the top candidate for this role. His leadership philosophy and educational vision closely align with the values and goals of our district, making him an ideal fit to lead our school community.

Mr. Sabol brings over two decades of experience in education, including a distinguished tenure as Principal at Greene Central School District and a long-standing commitment to student-centered leadership within Binghamton City Schools. His approach to leadership—grounded in trust, visibility, and community engagement—resonates deeply with our district's mission.

Growing up in Harpursville and serving as an Eagle Scout, scoutmaster, and volunteer firefighter, Mr. Sabol has demonstrated a lifelong dedication to service and community. These experiences have shaped his understanding of the importance of strong relationships and civic responsibility in fostering a supportive school environment.

At Greene CSD, Mr. Sabol successfully led instructional and operational initiatives, including assuming responsibilities previously held by the Director of Learning and Continuous Improvement. He also championed multi-tiered systems of support, differentiated instruction, and restorative practices, significantly enhancing school climate and reducing behavioral issues.

In addition to his impressive credentials and experience, references consistently described Mr. Sabol as enthusiastic, reflective, and highly responsive. They noted his positive attitude toward previous administrative experiences and emphasized his reliability as a task completer—someone who follows through and delivers results.

Importantly, Mr. Sabol is not seeking a transitional role but a long-term opportunity to invest in a school community. His vision for Gilbertsville-Mount Upton aligns with our district's emphasis on academic excellence, community involvement, and continuous improvement. We are confident that his leadership will inspire staff and students alike and contribute meaningfully to our district's continued success.

Thank you for your thoughtful consideration of this outstanding candidate.

Sincerely,

Heather Wilcox
Superintendent

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Gilbertsville-Mount Upton Central School District

Heather Wilcox, Superintendent

"It's the [illegible] of Journey that counts"

July 25, 2025

To: Board of Education
From: Heather Wilcox
Re: District Treasurer Appointment

Dear Members of the Board of Education,

It is with great confidence that I recommend Ms. Amy Marron for appointment as District Treasurer at Gilbertsville-Mount Upton Central School District. Ms. Marron brings a strong background in financial operations, exceptional organizational skills, and a deep commitment to public service—qualities that are essential for this critical role.

Throughout her professional career, Ms. Marron has demonstrated a high level of integrity, attention to detail, and fiscal responsibility. Her experience in managing budgets, overseeing financial reporting, and ensuring compliance with state and federal regulations makes her exceptionally well-suited to support the financial health and transparency of our district.

Ms. Marron is known for her collaborative spirit and her ability to communicate complex financial information clearly and effectively to a variety of stakeholders. She is proactive, dependable, and solutions-oriented—traits that will serve her well in managing the district's financial operations and supporting the Board in making informed decisions.

Her understanding of school district operations, combined with her financial acumen, will make her a valuable asset to our leadership team. I am confident that Ms. Marron will serve the Gilbertsville-Mount Upton community with professionalism, dedication, and excellence.

Thank you for your thoughtful consideration of this outstanding candidate.

Sincerely,

Heather Wilcox
Superintendent

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To: Board of Education

From: Russell Card
Buildings & Grounds

Date: July22, 2025

Subject: Cleaner Position

I am recommending Dave Newell for the position of cleaner at Gilbertsville-Mount Upton School with a start date of 7/22/2025. Dave is a former full-time employee and will be coming back as part time on second shift.

Gilbertsville-Mount Upton Board of Education
Regular Meeting
Tuesday, July 29, 2025

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:

Memorandum of Agreement (encl N1)
To approve the memorandum of agreement between Gilbertsville-Mount Upton Central School and GMUTA regarding merged sports coordinator.

Board Policy (encl N2)
To waive the second reading and approve the board policy listed on behalf of the Superintendent and Ferrara Fiorenza PC:

Section 7000: Students
7311: Prohibition on Internet-Enabled Device Use During the School Day

Amend Board Policy (encl N3)
To amend the Board Policy listed on behalf of the Superintendent and Ferrara Fiorenza PC:

Section 7000-Students
7310: Code of Conduct

MEMORANDUM OF AGREEMENT

This Memorandum of Agreement (the "Agreement") is made by and between the Gilbertsville-Mount Upton Central School District (the "District") and the Gilbertsville-Mount Upton Teachers' Association (the "Association") (collectively, the "Parties").

WHEREAS, the District and the Association are parties to a collective bargaining agreement covering the period of July 1, 2024 through June 30, 2027 (the "CBA"); and

WHEREAS, the CBA addresses certain coaching positions and a stipend amount for service in such positions; and

WHEREAS, the District is in need of Coordinator positions for coordination of merged athletic teams; and

WHEREAS, the CBA does not currently provide for the stipend positions of Merged Boys Soccer Coordinator, Merged Girls Soccer Coordinator, Merged Cross Country Coordinator, Merged Boys Basketball Coordinator, Merged Girls Basketball Coordinator, Merged Baseball Coordinator, Merged Softball Coordinator, and Merged Track Coordinator;

NOW, THEREFORE, in consideration of the mutual promises contained herein, and for other good and valuable consideration, the receipt and sufficiency of which is hereby acknowledged, the Parties agree as follows:

1. Effective upon execution of this Memorandum of Agreement, the following Coordinator positions will be added to the CBA for the 2025-26 school year, and shall be compensated as follows:

• Merged Boys Soccer Coordinator	$4,484
• Merged Girls Soccer Coordinator	$4,484
• Merged Cross Country Coordinator	$4,484
• Merged Boys Basketball Coordinator	$5,599
• Merged Girls Basketball Coordinator	$5,599
• Merged Baseball Coordinator	$4,233
• Merged Softball Coordinator	$4,233
• Merged Track Coordinator	$4,233

2. This Agreement shall not alter any other benefits and/or rights provided by federal, state, or local laws, or as set forth in the collective bargaining agreement between the Parties.

3. This Agreement may not be amended or modified orally; the Agreement can only be amended or modified by written agreement, signed by authorized representatives of both Parties.

4. The invalidity or unenforceability of any provision of this Agreement shall in no way affect the validity or enforceability of any other provision of this Agreement.

5. This Agreement shall sunset, expire, and cease to exist in its entirety as of June 30, 2026, unless so extended or amended in writing by the parties.

6. This Agreement shall become effective immediately upon approval by the Board of Education and execution by the Parties.

GILBERTSVILLE-MOUNT UPTON CENTRAL SCHOOL DISTRICT

By:_____ _____
Heather Wilcox, Superintendent of Schools Date

GILBERTSVILLE-MOUNT UPTON TEACHERS' ASSOCIATION

By:_____ _____
[insert name of president], Association President Date

SUBJECT: PROHIBITION ON INTERNET-ENABLED DEVICE USE DURING THE SCHOOL DAY

1. **Purpose**

This policy, adopted by the Gilbertsville-Mount Upton Central School District Board of Education, establishes a District-wide prohibition on student use of internet-enabled devices during the school day, in accordance with applicable law and regulations.

2. **Definitions**

Internet-Enabled Devices shall mean any device capable of connecting to the internet and enabling the user to access content on the internet, including but not limited to social media applications. Such devices shall include, but not be limited to smartphones, tablets, smartwatches, laptops, and other portable electronic communication or computing devices. Internet-enabled devices supplied by the School District that are used for an educational purpose are not included in this definition.

School Day shall mean the entirety of every instructional day, including during instructional and non-instructional time, including but not limited to homeroom periods, lunch, recess, study hall and passing time.

School Grounds shall mean in or on or within any building, structure, athletic playing field, playground, or land contained within the real property boundary line of the District.

3. **Prohibited Use**

Students are prohibited from using internet-enabled devices on school grounds during the school day, except as expressly permitted under the exceptions outlined in this policy.

4. **Exceptions**

Student use of an internet-enabled device during the school day on school grounds may be authorized in the following limited circumstances:

a. **Educational Use:** If authorized by a teacher, principal, or the District for a specific educational purpose.

b. **Health & Safety:** Where necessary for managing a student's healthcare, or in the event of an emergency.

c. **Language Needs**: When needed by a student for translation services.

d. **Student Caregivers:** On a case-by-case basis for a student caregiver who is routinely responsible for the care and wellbeing of a family member. Such use will be permitted only upon review and determination by a school psychologist, school social worker, or school counselor.

e. **Legal Requirements:** When the use of such devices is required by law.

f. **504/IEP Plans:** Nothing in this policy is intended to prohibit or otherwise limit a student's use of an internet-enable device where such use is included in the student's Individualized Education Program (IEP) or Section 504 Plan.

5. Communication and Contact

The District shall provide at least one method for parents or persons in parental relation to a student to contact the student during the school day. The contact methods provided will include, but not be limited to the following: parents will be able to contact their student by contacting the main office or by emailing the student directly through their school email. Written notification detailing how parents or persons in parental relation to a student may contact students during the school day shall be provided to parents or persons in parental relation to a student at the beginning of each school year and upon enrollment.

6. Storage of Devices

The District shall provide at least one method for students to store internet-enabled devices on-site during the school day. Storage options will include, but are not limited to the following: student lockers, cubbies, administrative office storage, or school-issued secure pouches/containers.

7. Discipline and Enforcement

Students who violate this policy may be subject to disciplinary penalties pursuant to the District's Code of Conduct and subject to applicable law and regulations. Progressive discipline or restorative practices may be used in cases of repeated violations, consistent with the Code.

8. Accessibility and Language Access

This policy shall be clearly posted and accessible on the District's website. Upon request by a student, parent, or person in parental relation to a student, a translation of this policy into any of the twelve most common non-English languages spoken by limited-English proficient individuals in New York State shall be provided.

9. Regulations

The Board authorizes and directs the Superintendent of Schools to establish regulations implementing this policy.

Approved & Adopted:

Code of Conduct

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 sough 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.

OPT-OUT PROVISION:
School administration must be contacted regarding exemption from the dress code when religious, cultural, or medical reasons exist. The opt-out provision shall be utilized prior to the occurrence of a dress code violation. If a request for an opt-out is denied, the applicant may appeal the denial to the Superintendent within five school days. If the Superintendent denies the application, the applicant may appeal the denial to the Board of Education within five days of the Superintendent's written denial. The decision of the Board will be final.

VI. Prohibited Student and Employee Conduct

The Board of Education 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 disrupt 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:

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.
2. Lateness for, missing or leaving school without permission.
3. Wearing inappropriate/offensive clothing in school

C. Engage in conduct that is violent. Some examples of violent conduct are:

1. 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.
2. 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.
3. Displaying what appears to be a weapon.
4. Threatening to use any weapon.
5. 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.
6. 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 inhalation devices), 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 that 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 Abbey Beaver.

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 website 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 principa 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.

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
12. Long-term (more than five days) suspension from school
13. 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.
14. 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

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:

1. The student's age
2. The student's grade in school
3. The student's prior disciplinary record
4. The superintendent's belief that other forms of discipline may be more effective
5. Input from parents, teachers and/or others
6. Other extenuating circumstances.

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.

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 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.

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.

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.

XIII. ~~Personal Communications Device Procedure~~ *Prohibition on Internet-Enable Devise Use During the School Day*

~~**Purpose:** To create a learning environment that minimizes distractions and maximizes educational opportunities while teaching students responsible use of personal communication devices.~~

Scope: This procedure applies to all students during school hours (8:00am – 3:00pm). ~~upon entering each academic period.~~ Personal communication devices may include, but are not limited to:

- Cell phones
- iPods and MP3 players
- iPads, tablets, and other eReaders
- Wearable devices/smart wearables including smart watches
- Headphones, headsets, or in-ear headphones, such as ear buds
- Any other device capable of recording audio, photographic or video content, or capable of viewing or playing back such content

~~***Procedure:***~~

~~***a. General Use:***~~

~~*a. All personal communication devices must be turned off or set to silent mode during all instructional times. Exceptions will be passing times, study hall, homeroom and lunch.*~~

~~*b. Personal communication devices shall be kept out of use and sight. It is recommended that students store personal communication devices in lockers, backpacks, or areas designated areas in each learning space unless explicitly allowed by school personnel for educational purposes.*~~

~~***b. Classroom Use:***~~

~~*a. Unauthorized use of communication devices and failure to comply with district procedures during class time will result in progressive disciplinary actions listed below in consequences for violations (at the discretion of building administrators).*~~

~~*c. **Non-instructional Time:***~~

~~*a. Students may use their cell phones during lunch breaks, passing periods, homeroom and study halls, provided they do not disrupt the school environment.*~~

~~*b. Use of cell phones in restrooms and school offices is prohibited.*~~

~~*d. **Emergency Use:***~~

~~*a. In case of emergencies, students may use their cell phones to contact parents or guardians with permission from a school administrator.*~~

~~*b. Parents are encouraged to contact the school office for urgent messages rather than calling or texting their children during school hours.*~~

1. Purpose

This policy, adopted by the Gilbertsville-Mount Upton Central School District Board of Education, establishes a District-wide prohibition on student use of internet-enabled devices during the school day, in accordance with applicable law and regulations.

2. Definitions

***Internet-Enabled Devices** shall mean any device capable of connecting to the internet and enabling the user to access content on the internet, including but not limited to social media applications. Such devices shall include, but not be limited to smartphones, tablets, smartwatches, laptops, and other portable electronic communication or computing devices. Internet-enabled devices supplied by the School District that are used for an educational purpose are not included in this definition.*

***School Day** shall mean the entirety of every instructional day, including during instructional and non-instructional time, including but not limited to homeroom periods, lunch, recess, study hall and passing time.*

***School Grounds** shall mean in or on or within any building, structure, athletic playing field, playground, or land contained within the real property boundary line of the District.*

3. Prohibited Use

Students are prohibited from using internet-enabled devices on school grounds during the school day, except as expressly permitted under the exceptions outlined in this policy.

4. Exceptions

Student use of an internet-enabled device during the school day on school grounds may be authorized in the following limited circumstances:

*a. **Educational Use:** If authorized by a teacher, principal, or the District for a specific educational purpose.*

*b. **Health & Safety:** Where necessary for managing a student's healthcare, or in the event of an emergency.*

*c. **Language Needs:** When needed by a student for translation services.*

*d. **Student Caregivers:** On a case-by-case basis for a student caregiver who is routinely responsible for the care and wellbeing of a family member. Such use will be permitted only upon review and determination by a school psychologist, school social worker, or school counselor.*

*e. **Legal Requirements:** When the use of such devices is required by law.*

*f. **504/IEP Plans:** Nothing in this policy is intended to prohibit or otherwise limit a student's use of an internet-enable device where such use is included in the student's Individualized Education Program (IEP) or Section 504 Plan.*

5. Communication and Contact

The District shall provide at least one method for parents or persons in parental relation to a student to contact the student during the school day. The contact methods provided will include, but not be limited to the following: parents will be able to contact their student by contacting the main office or by emailing the student directly through their school email. Written notification detailing how parents or persons in parental relation to a student may contact students during the school day shall be provided to parents or persons in parental relation to a student at the beginning of each school year and upon enrollment.

6. Storage of Devices

The District shall provide at least one method for students to store internet-enabled devices on-site during the school day. Storage options will include, but are not limited to the following: student lockers, cubbies, administrative office storage, or school-issued secure pouches/containers.

7. Discipline and Enforcement

Students who violate this policy may be subject to disciplinary penalties pursuant to the District's Code of Conduct and subject to applicable law and regulations. Progressive discipline or restorative practices may be used in cases of repeated violations, consistent with the Code.

8. Accessibility and Language Access

This policy shall be clearly posted and accessible on the District's website. Upon request by a student, parent, or person in parental relation to a student, a translation of this policy into any of the twelve most common non-English languages spoken by limited-English proficient individuals in New York State shall be provided.

9. Regulations

The Board authorizes and directs the Superintendent of Schools to establish regulations implementing this policy.

Consequences for Violations:

a. 1st offense: If a personal communications device is seen (or heard) during school hours:

i. The student will be given a verbal warning by school personnel and the student will be required to place their personal communication device in the designated district device holder within the classroom for the remainder of the class period. The device will then be collected by staff and turned in to the Main Office for the remainder of the school day. The student can pick up the device at the end of the school day.

ii. If the personal communication device isn't immediately stored in the district's device holder, the student will be sent to the main office where the personal communication device will be confiscated by an administrator and can be picked up by the student at the end of the school day.

b. 2nd offense: If a personal communications device is seen (or heard) during school hours:

i. The student will be sent to the main office where the personal communication device will be confiscated by an administrator for the remainder of that school day and the following school day *during school hours*. Parent/guardian will be notified. Students can pick up their personal communication devices at the end of each school day.

c. 3rd offense: If a personal communications device is seen (or heard) during school hours:

i. The student will be sent to the main office where the personal communication device will be confiscated by an administrator for the remainder of that school day and the next 2 school days *during school hours*. Parent/guardian will be notified and invited to a meeting to discuss possible further disciplinary action.

d. 4th offense: If a personal communications device is seen (or heard) during school hours:

i. The student will be sent to the main office where the personal communication device will be confiscated by an administrator for the remainder of that school day and their phone will remain in the office for the next 20 school days *during school hours.* Parent/guardian will be notified and invited to a meeting to discuss possible further disciplinary action.

e. In addition, administrators have the discretion to assign a more significant consequence if the student(s) demonstrate behaviors or actions that violate the code of conduct or student handbook, including but not limited to insubordination and non-compliance.

~~*e. **Exceptions:***~~

~~*a. Students with documented medical conditions or other special needs may be granted exceptions to this procedure with prior approval from the Committee on Special Education and school administration.*~~

Implementation:

a. This procedure will be communicated to students, parents, and staff at the beginning of each school year.
b. *This policy is available on the District website*
c. Teachers and staff will receive training on how to enforce the procedure consistently and fairly.

Staff personal communication device use:

a. Staff and other school personnel shall not use personal communication devices in front of students unless it is for educational purposes.

Adopted: 7/6/93
Revised & Adopted: 11/16/22
Revised & Adopted: 8/21/24
Revised & Adopted: