

***Gilbertsville-Mount Upton Central School***  
**Student & Parent Handbook 2022-2023**



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Gilbertsville, NY 13776*

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*[www.gmucsd.org](http://www.gmucsd.org)*

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# Welcome

On behalf of the entire staff of the Gilbertsville-Mount Upton Central School, we would like to take this opportunity to welcome you. The information in this handbook is designed to answer questions that you may have about our school. We hope that you will take time to review this handbook with your child. We also encourage you to become actively involved in your child's education by visiting our school or calling to discuss any concerns that you may have. We hope that keeping the lines of communication open will help to foster a spirit of cooperation that will make this school year the best ever for all of us.

Sincerely,

A handwritten signature in blue ink, appearing to read "Heather Wilcox".

**Mrs. Heather Wilcox**  
**Principal**

# **GMU Mission, Vision, Motto**

## **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

## **Our Motto**

It's the Quality of the journey that counts!

# Community Relations

Notes and flyers regarding school activities are often sent home with students. The GMUCSD website, [www.gmucsd.org](http://www.gmucsd.org), also updates information regularly. Parents and community members wishing to obtain further information about the school should inquire through the District Office.

## School Newsletter

The school newsletter is published quarterly and contains school-related information. Some items that may be included in the newsletter are upcoming events, lunch menus, activities in which the students have been involved, and changes to the school calendars. An archive of school newsletters may be found on our website and Facebook page.

## Telephone Contacts

The main number for the district is (607) 783-2207. Specific offices may be reached at the extensions noted below:

Athletic Coordinator	Mr. Bonczkowski	124
Buildings and Grounds	Mr. Digsby	101
District Office/Superintendent	Mrs. Hammond	140
District Clerk	Ms. Hayen	140
District Enrollment	Mrs. Carey	103
District Treasurer/School Business Official	Mrs. Iannello	144
Deputy Treasurer	Ms. Simonds	119
Front Desk Clerk	Mrs. Ostrander	100
Health Office	Mrs. Ingham	108
Principal	Mrs. Wilcox	103
Assistant Principal	Mr. Walsh	103
School Meals Manager	Mrs. Sebeck	122
<i>Student Support Services Office</i>		
CSE Director	Mrs. Hammond	140
CSE Chairperson	Mrs. Wilcox	141
CSE Office	Mrs. Clapp	141
School Counseling Office	Mrs. Ruland	143
	Ms. Beaver	
Technology Director	Mr. Voorhees	126
Transportation Supervisor	Mr. Ives	115

### **Visitors to the School**

Visitors may only enter the building through the main entrance and must sign in at the front desk upon arrival. They will be given a visitors permit, which is to be displayed at all times. When leaving, visitors are to sign out.

- Students attending other schools who wish to visit GMU must obtain approval in advance, from the Building Principal. These visits will be granted only under special circumstances as they disrupt the instructional focus.
- Parents are asked to make appointments in advance when wishing to visit teachers, counselors, and administrators to discuss student progress or program.

**Note:** Visitors are not permitted during the COVID-19 pandemic.

### **Official Newspapers**

The Daily Star in Oneonta and The Evening Sun in Norwich are the official newspapers for the Gilbertsville-Mount Upton Central School District.

### **Emergencies**

The determination to close school is made by the Superintendent and will be announced on the following radio stations: WKXZ, WCDO, WDOS, WZOZ, WSKG, and WBNG Channel 12. Notice will also be posted to our website and to The Evening Sun website, [www.evesun.com](http://www.evesun.com).

We will be sending students to the person/location you indicated on the Student Information Form that is sent home the first day of school. We will not be contacting each family individually. Therefore, please be very specific as to where you want your child transported on your Student Information Sheet.

# Faculty and Staff

## **BOARD OF EDUCATION**

Mr. Jeremy Pain, President  
Mr. Jed Barnes, Vice President  
Mr. Sean Barrows  
Mr. Christopher Ostrander  
Mrs. Whitney Talbot  
Mrs. Sarah Green  
Mrs. Brenda Friedel  
Ms. Jarrin Hayen, District Clerk

## **DISTRICT ADMINISTRATION AND STAFF**

### **Administration**

Mrs. Hammond, Superintendent  
Mrs. Wilcox, Principal & CSE Chairperson  
Mr. Walsh, Assistant Principal

### **Business Office**

Mrs. Iannello, School Business Official & District Treasurer  
Ms. Brianne Simonds, Deputy Treasurer

### **Clerical Staff**

Ms. Hayen, District Administrative Assistant  
Mrs. Carey, Registrar & Main Office Administrative Assistant  
Mrs. Clapp, CSE & Student Support Services Administrative Assistant  
Mrs. Ostrander, Front Desk Administrative Assistant

### **Other**

**Occupational Therapist:** Mrs. Sherwood

**Psychologist:** Mrs. Yantz

**School Nurse, PK-12:** Mrs. Ingham, RN BSN

**Speech Therapist (BOCES):** Ms. Marsh

**Student Support Services (School Counselors):** Mrs. Ruland & Ms. Beaver

**Technology Coordinator:** Mr. Voorhees

**Maintenance:** Mr. Digsby (Supervisor), Ms. Barnes, Mr. D. Newell, Mr. M. Newell, Mr. Wilber

**School Meals:** Mrs. Sebeck (Director), Mrs. Barnes, Ms. Dickerson, Mrs. Dibble

**Transportation:** Mr. Ives (Supervisor), Mr. Wheeler (Mechanic)

**Bus Monitors:** Mrs. Bennett, Mr. Green, Ms. Kemmerer, Mr. Seha

**Bus Drivers:** Mrs. Stacey Barnes, Mr. Bower, Mr. Button, Mr. Deters, Mr. Grabo, Mr. Haynes, Mr. Hoke, Ms. Oliver, Mrs. Seha, Mr. Zaczek, Mr. Zimmer

## **ELEMENTARY SCHOOL FACULTY**

### **Teachers**

**Pre-K:** Mrs. Hoyt, Ms. Fuller

**Kindergarten:** Mrs. Dickey, Mrs. Delmar

**First Grade:** Mrs. Davies, Mrs. Umbra

**Second Grade:** Mr. Trass, Ms. Baker

**Third Grade:** Ms. Talbot, Mrs. Hromada

**Fourth Grade:** Mrs. McMullen, Mrs. Favinger

**Fifth Grade:** Mrs. Cummings

**Sixth Grade:** Mrs. Acla

**Art:** Ms. Hughes

**Computer Lab/Library:** Mrs. Norton

**Music/Band/Chorus:** Mrs. Monaco

**Physical Education:** Mr. Johnson

### **Student Support Services**

**Special Ed Support Teachers:** Mrs. E. Heggenstaller, Mrs. Phillippe, Mrs. Turnbull

**Reading Teacher:** Mrs. Weidman

**Aides:** Mrs. Musson, Ms. Conway, Ms. Costello, Mrs. Macumber, Mrs. Fuller, Mrs. Tom, Mrs. Bennett, Mrs. Keuhn, Mrs. Dunham, Mrs. Lawton

**Recess Monitor:** Mrs. Beach

## **MIDDLE/HIGH SCHOOL FACULTY**

### **Teachers**

**Art:** Ms. Hughes

**Business:** Mr. Bonczkowski

**English:** Mrs. McDowall, Mr. Bishop

**Foreign Language:** Mr. Rhone

**Health:** Ms. Beaver

**Library:** Mrs. Norton

**Math:** Ms. Kokell, Ms. Izzo

**Music/Band/Chorus:** Mr. Gilchrest, Mrs. Monaco

**Physical Education:** Mr. Race

**Science:** Mrs. Rhone, Mr. Seigers, Ms. Woods

**Social Studies:** Mr. Connell, Ms. Speenburgh

**Technology:** Mr. Held

### **Student Support Services**

**Special Ed Support Teachers:** Mrs. L. Heggenstaller, Ms. Waghorn, Mrs. Carrabba, Mrs. Beckwith

**Aides:** Mrs. Sara Barnes, Mrs. Cabrinety, Mrs. Fairbairn, Ms. Scheriff, Mrs. Welch

# A Compact for Student Success

<b>A Compact for Student Success</b> <b>Gilbertsville - Mount Upton Central School District</b> <b>A Student/Parent/Teacher/District Agreement</b>			
<b>In order to ensure all students' success in Gilbertsville - Mount Upton Central School, all parties agree to the following:</b>			
<b>Student</b>	<b>Parent/Guardian</b>	<b>Teacher</b>	<b>Gilbertsville - Mount Upton Central School</b>
Go to school on time every day.	Make sure my child is on time and attends school on a regular basis.	Provide student-centered instruction aligned with NYS standards.	Support high quality instruction aligned with NYS CCL standards.
Go to school prepared to learn, with materials needed and homework assignments completed.	Support and monitor completion of homework and study time.	Maintain high expectations for all students in an encouraging and supportive manner.	Support and acknowledge achievement.
Review the results of progress reports and take an active role to improve my school performance.	Review my child's progress reports and follow up as needed.	Report to parents, teachers, and students on an ongoing basis about students' progress.	Clearly inform parents of New York State standards, assessments, and student performance.
On a daily basis, give my parent(s)/guardian(s) all notices and information I receive.	Actively communicate with my child's teacher via, but not limited to: <ul style="list-style-type: none"> <li>➤ Conferences</li> <li>➤ Open Houses</li> <li>➤ Monitoring agendas or homework folders</li> <li>➤ Written communication</li> </ul>	Actively communicate with parents via, but not limited to: <ul style="list-style-type: none"> <li>➤ Phone calls</li> <li>➤ Positive post cards</li> <li>➤ Conferences</li> <li>➤ Email</li> </ul>	Provide opportunities for parental involvement and communication via, but not limited to: <ul style="list-style-type: none"> <li>➤ Community news letters</li> <li>➤ Community bulletin board</li> <li>➤ News paper</li> <li>➤ Letters home</li> </ul>
Complete work as assigned, ask for help when needed, and utilize time and resources wisely.	Provide a quiet place for my child to study, read, and complete homework.	Provide a structured, well-managed classroom that invites learning.	Provide a safe, structured environment, and adequate time in which students can learn.
Stay on task and positively and actively participate in classroom learning.	Encourage my child to do his/her best.	Provide high quality instruction based on best practices and encourage each student to do his or her best.	Provide supervision, staff development, assistance, encouragement, and materials that best meet the needs of all students.
Be a positive role model for other students.	Be a positive role model.	Be a positive role model.	Foster and celebrate positive role models.
Show respect for all others by following student/parent Code of Conduct, classroom rules and procedures, and by being a good citizen.	Show respect for all others by following student/parent Code of Conduct, adhering to school policy, and by being a good citizen.	Show respect for all others by following the teacher handbook, adhering to and enforcing school policy, and by being a good citizen.	Foster and show respect for the school community by enforcing school policies.

# Code of Conduct

*Adopted by the GMU Board of Education on August 22, 2019*

## 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 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 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 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 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.

## **VII. 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.

## **Gun-Free School Act**

### *U.S. Department of Education Gun-Free Requirements*

#### **SEC. 4141.**

a) **SHORT TITLE-** This subpart may be cited as the Gun-Free Schools Act'.

b) **REQUIREMENTS-**

1) **IN GENERAL-** Each State receiving Federal funds under any title of this Act shall have in effect a State law requiring local educational agencies to expel from school for a period of not less than 1 year a student who is determined to have brought a firearm to a school, or to have possessed a firearm at a school, under the jurisdiction of local educational agencies in that State, except that such State law shall allow the chief administering officer of a local educational agency to modify such expulsion requirement for a student on a case-by-case basis if such modification is in writing.

2) **CONSTRUCTION-** Nothing in this subpart shall be construed to prevent a State from allowing a local educational agency that has expelled a student from such a student's regular school setting from providing educational services to such student in an alternative setting.

3) **DEFINITION-** For the purpose of this section, the term firearm' has the same meaning given such term in section 921(a) of title 18, United States Code.

c) **SPECIAL RULE-** The provisions of this section shall be construed in a manner consistent with the Individuals with Disabilities Education Act.

d) **REPORT TO STATE-** Each local educational agency requesting assistance from the State educational agency that is to be provided from funds made available to the State under any title of this Act shall provide to the State, in the application requesting such assistance —

1) an assurance that such local educational agency is in compliance with the State law required by subsection (b); and

2) a description of the circumstances surrounding any expulsions imposed under the State law required by subsection (b), including —

A. the name of the school concerned;

B. the number of students expelled from such school; and

C. the type of firearms concerned.

e) **REPORTING-** Each State shall report the information described in subsection (d) to the Secretary on an annual basis.

f) **DEFINITION-** For the purpose of subsection (d), the term school' means any setting that is under the control and supervision of the local educational agency for the purpose of student activities approved and authorized by the local educational agency.

g) **EXCEPTION-** Nothing in this section shall apply to a firearm lawfully stored inside a locked vehicle on school property, or if it is for activities approved and authorized by the local educational agency and the local educational agency adopts appropriate safeguards to ensure student safety.

h) **POLICY REGARDING CRIMINAL JUSTICE SYSTEM REFERRAL-**

1) **IN GENERAL-** No funds shall be made available under any title of this Act to any local educational agency unless such agency has a policy requiring referral to the criminal justice or juvenile delinquency system of any student who brings a firearm or weapon to a school served by such agency.

2) **DEFINITION-** For the purpose of this subsection, the term school' has the same meaning given to such term by section 921(a) of title 18, United States Code.

# Student Behavior

## Classroom Discipline

- Each teacher will display and use a discipline plan.
- Each plan will be posted and taught to students.
- Teachers will systematically teach and consistently and fairly enforce the plan.

## Detention

Students who have made poor behavioral decisions may be assigned a lunch detention by an administrator. The following rules must be adhered to:

- Students must bring sufficient work, academic study material, or assigned reading.
- Students are not allowed to doodle, play games, talk, etc.
- Students must sit in assigned seats.
- Students reporting late or failing to report for an assigned detention will face further, more progressive disciplinary action.

## In-School Suspension (ISS) Procedures/Expectations

Students assigned in-school suspension must bring all books and materials and report to the room at the appointed time. In-school suspension is not available every day.

Students who have a pending in-school suspension assignment are not to break the Student Code of Conduct and receive another referral prior to serving the suspension.

If the pupil receives another referral during that period, he/she may receive an out-of-school suspension. Rules for in-school suspension are based on the expectation that the room is designed for students who have to accept responsibility for their actions without falling behind on schoolwork.

Students must:

- Come prepared to work- no sleeping.
- Work productively for the full assigned period.
- Sit in the seat assigned by the monitor.
- Refrain from eating or drinking, except for lunch.
- Complete any work assigned by the monitor.
- Personal devices are prohibited.

## Instruction Upon Suspension (OSS)

While serving out-of-school suspension, a student may not come on to school grounds either during school hours or for any after school activity that occurs on or off school grounds. The only exception to this would be based on assigned, on-campus tutoring times as determined by the Principal. Students may not participate in any extra-curricular activities on the day or days on which they are assigned any out-of-school suspension.

## Public Displays of Affection

Personal or intimate actions other than hand holding prove distracting to both the participants and those sharing the building with them. Such public displays of affection are not permitted under the Code of Conduct. Students are asked to use good judgment and avoid the embarrassment that may be involved when a teacher, administrator, or other school employee has to speak to you about your behavior.

Parents of repeat offenders will be called and the Building Principal will take appropriate disciplinary action.

## Sexual Harassment/Discrimination of Students

It is the policy of the Gilbertsville-Mount Upton Central School District that all members of its school

community have a right to work, learn, or visit in a harassment-free environment. In the Gilbertsville - Mount Upton Central School District, sexual harassment in any form is unacceptable and will not be tolerated. The District will take all necessary steps to ensure that the District shall be free from sexual harassment.

**A. District Responsibility:** The district shall take steps to prevent sexual harassment from occurring, such as affirmatively raising the subject, expressing strong disapproval, developing appropriate sanctions, informing students and employees of their rights to raise and how to raise issues of sexual harassment under Title VI and Title IX, and developing methods to educate and sensitize the school community.

**B. Definitions:** The following unwelcome behaviors can constitute sexual harassment:

- Unwelcome verbal conduct
- Sexual advances or propositions
- Jokes of a sexual nature
- Demands of a sexual nature
- Unwelcome physical conduct
- Verbal threats of a sexual nature
- Sexual innuendoes or suggestive comments or telephone calls
- Sexually degrading words to describe an individual or an individual's body
- Whistling or obscene gestures of a sexual nature

**C. Complaint Procedure:** If you believe you have been sexually harassed by a student or staff member, the first step is to make a report to the Building Principal. The building principal may refer the report to the School Sexual Harassment Officer.

**D. Reprisals:** The District will follow-up with the complainant to ensure that there is no harassment or retaliation following the investigation.

Any individual who retaliates against any person who reports alleged sexual harassment or who retaliates against a person who testifies, assists or participates in an investigation, proceeding or hearing relating to sexual harassment complaint may become the subject of disciplinary action. Retaliation includes, but is not limited to, any form of intimidation, reprisal, or harassment.

## **Bullying Prevention Plan**

### **Definition of Harassment**

For purposes of this policy, the term "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 and 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. 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).

### **Definition of Bullying**

For purposes of this policy, the term "bullying" (subsumed under the term "harassment") is defined, in general, as a variety of hostile activities which harms or induces fear through the threat of further aggression and/or creates terror. "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:

1. *Physical* – including, but not limited to, hitting, kicking, spitting, pushing, taking personal belongings;
2. *Verbal* – including, but not limited to, taunting, malicious teasing, name calling, making threats;
3. *Psychological* – including, but not limited to, spreading rumors; manipulating social relationships; 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* – bully seeks to inflict physical or emotional harm and/or takes pleasure in this;
3. *Threat of Further Aggression* – bully and the target believe the bullying will continue;
4. *Terror* – when bullying increases, it becomes “systematic violence or harassment used to intimidate and maintain dominance.” -Barbara Coloroso, *The Bully, The Bullied & The Bystander*

### **Definition of Hazing**

“Hazing” is a form of harassment that 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 or other organization, or for any other purpose. The fact that a victim may consent does not excuse the behavior or lessen the offense.

### **Definition of Cyberbullying**

As with other forms of bullying, cyberbullying is an attempt to display power and control over someone perceived as weaker. Cyberbullying involving District students may occur both on campus and off school grounds and may involve student use of the District Internet system or student use of electronic devices while at school, such as cell phones, digital cameras, and personal computers to engage in bullying.

Cyberbullying includes, but is not limited to, the following misuses of technology: harassing, teasing, intimidating, threatening, or terrorizing another student or staff member by way of any technological tool, such as sending or posting inappropriate or derogatory e-mail messages, instant messages, text messages, digital pictures or images, or website postings (including blogs).

Cyberbullying has the effect of:

1. Physically, emotionally or mentally harming a student;
2. Placing a student in reasonable fear of physical, emotional or mental harm;
3. Placing a student in reasonable fear of damage to or loss of personal property; and
4. Creating an intimidating or hostile environment that substantially interferes with a student's educational opportunities.

Also, cyberbullying that occurs 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 District Code of Conduct and possible referral to local law enforcement authorities.

### **Definition of 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.

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.

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

## **Bully Prevention Rules**

### **Gilbertsville-Mount Upton Central School District**

#### **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***

#### **Definition of 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:

1. raise awareness and understanding of the school district's Code of Conduct;
2. 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;

3. 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:

1. including in District Code of Conduct
2. posting on District website
3. included in at least one district or school mailing per school year
4. posted in highly-visible areas of school buildings
5. 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.

### **Complaint Procedures**

Students, or a parent(s) or legal guardian(s) who believe his/her student 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 Student Support Services Office and in the building's Main Office. Forms can also be accessed and completed online on the District's homepage: [www.gmucsd.org](http://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 emailed 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 investigation 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 or by the Office of Special Programs. 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.

### **Disciplinary Consequences**

Any individual who violates this policy by engaging in conduct defined throughout this policy that directly or indirectly causes intimidation, harassment, or physical harm to another student or employee may be subject to disciplinary action including but not limited to suspension from school.

- The GMUCSD Board of Education expects students to conduct themselves in a manner in keeping with their levels of development, maturity, and demonstrated capabilities with a proper regard for the rights and welfare of other students, school staff, volunteers, and contractors.
- The GMUCSD Board of Education believes that standards for student behavior must be set cooperatively through interaction among the students, parents/guardians, staff, and community members of the school district, producing an atmosphere that encourages students to grow in self-discipline. The development of this atmosphere requires respect for self and others, as well as for district and community property on the part of students, staff, and community members.
- The GMUCSD Board of Education believes that the best discipline is self-imposed, and that it is the responsibility of staff to use disciplinary situations as opportunities for helping students learn to assume responsibility and the consequences of their behavior. Staff members who interact with students shall apply best practices designed to *prevent* discipline problems and encourage students' abilities to develop self-discipline.
- Since bystander support of harassment or bullying can support these behaviors, the district prohibits both active and passive support for acts of harassment or bullying. The staff should encourage students to support students who walk away from these acts when they see them, constructively attempt to stop them, or report them to the designated authority.
- The GMUCSD Board of Education requires its school administrators to develop and implement procedures that ensure *both* the appropriate consequences *and* remedial responses to a student or staff member who commits one or more acts of harassment or bullying. The following factors, at a minimum, shall be given full consideration by school administrators in the development of the procedures for determining appropriate consequences and remedial measures for each act of harassment or bullying.

### **Factors for Determining Consequences**

- Age, development, and maturity levels of the parties involved
- Degree of harm
- Surrounding circumstances
- Nature and severity of the behavior(s)
- Incidences of past or continuing pattern(s) of behavior
- Relationship between the parties involved
- Context in which the alleged incident(s) occurred

### **Factors for Determining Remedial Measures**

- Personal
- Life skill competencies
- Experiential deficiencies
- Social relationships
- Strengths
- Talents
- Traits

- Interests
- Hobbies
- Extra-curricular activities
- Classroom participation
- Academic performance

### Factors for Determining Environmental Culture

- School culture
- School climate
- Student-staff relationships and staff behavior toward student
- General staff management of classrooms or other educational environments
- Staff ability to prevent and de-escalate difficult or inflammatory situations
- Social-emotional and behavioral supports
- Social relationships
- Community activities
- Neighborhood culture
- Family situation

Consequences and appropriate remedial actions for a student or staff member who commits one or more acts of harassment or bullying may range from positive behavioral interventions up to and including suspension, in the case of a student, or suspension or termination in the case of an employee, as set forth in the board of education's approved code of student conduct or employee handbook.

Consequences for a student who commits an act of harassment or bullying shall be unique to the individual incident and will vary in method and severity according to the nature of the behavior, the developmental age of the student, and the student's history of problem behaviors and performance, and must be consistent with the board of education's approved code of conduct. Remedial measures shall be designed to: ***correct the problem behavior; prevent another occurrence of the behavior; and protect the target (victim) of the act.*** Effective discipline should employ a school-wide approach to adopt a rubric of bullying offenses and the associated consequences. The consequences and remedial measures may include, but are not limited to, the examples below:

### Examples of Consequences

- Admonishment
- Temporary removal from the classroom
- Loss of privileges
- Classroom or administrative detention
- Referral to disciplinarian
- In-school suspension during the school week or the weekend, for students
- Out-of-school suspension
- Legal action

### Examples of Remedial Measures

- Personal
- Framing the aggressive behavior as a failed attempt to solve a real problem or reach a goal. The adult assists the misbehaving student to find a better way to solve the problem or met the goal.
- Restitution and restoration
- Transformative conferencing/restorative justice
- Peer support group
- Corrective instruction or other relevant learning or service experience
- Supportive discipline to increase accountability for the bullying offense

- Supportive interventions, including participation of an Intervention and referral Services team, peer mediation, etc.
- Behavioral assessment or evaluation, including, but not limited to, a referral to a Child Study Team, as appropriate

The Gilbertsville-Mount CSD Board of Education requires the principal and/or the principal's designee to be responsible for determining whether an alleged act constitutes a violation of this policy. In doing so, the principal and/or the principal's designee shall conduct a prompt, thorough, and complete investigation of each alleged incident. The investigation is to be completed within three school days after the report or complaint is made.

The Gilbertsville-Mount CSD Board of Education prohibits reprisal or retaliation against any person who reports an act of harassment or bullying. The consequences and appropriate remedial action for a person who engages in reprisal or retaliation shall be determined by the administrator after consideration of the nature, severity, and circumstances of the act.

The Gilbertsville-Mount CSD Board of Education prohibits any person from falsely accusing another as a means of harassment or bullying. The consequences and appropriate remedial action for a person found to have falsely accused another as a means of harassment or bullying may range from positive behavioral interventions up to and including suspension or expulsion. Consequences and appropriate remedial action for a *school employee* found to have falsely accused another as a means of harassment or bullying shall be disciplined in accordance with district policies, procedures, and agreements.

The Gilbertsville-Mount CSD Board of Education requires school officials to annually disseminate the policy to all school staff, students in plain language, and parents, along with a statement explaining that it applies to all applicable acts of harassment and bullying that occur on school property, at school-sponsored functions, or on a school bus.

The school district shall incorporate information regarding the policy against harassment or bullying into each school employee training program and handbook.

### **Retaliation**

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

No person will suffer retaliation or intimidation for participating in the complaint process. 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.

### **Confidentiality**

Gilbertsville-Mount 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.

### **LEGAL COMPLIANCE**

Dignity for All Students -Chapter 482 of the Laws of 2010

### **RESOURCES**

- Center for Problem-Oriented Policing, <https://popcenter.asu.edu/content/bullying-schools-0>
- National Education Association, <https://www.nea.org/professional-excellence/professionallearning/just-equitable-schools/bullying>
- National Resource Center for Safe Schools, <https://www.safeschools.info/>
- Olweus, D. (1993). *Bullying at school: What we know and what we can do*. Malden, MA: Blackwell.

- School-wide Prevention of Bullying, Northwest Regional Educational Laboratory, <https://educationnorthwest.org/>
- Stop Bullying Now, Health Resources and Services Administration, <https://mchb.hrsa.gov/maternal-child-health-initiatives/bullying-prevention>
- U.S. Department of Education, Office of Safe and Drug Free Schools, [www.ed.gov](http://www.ed.gov)
- U.S. Department of Justice, Office of Community Oriented Policing Services, [www.cops.usdoj.gov](http://www.cops.usdoj.gov)

**Dignity Act Coordinator**

Mrs. Lisa Ruland  
693 State Highway 51, Gilbertsville, NY 13776  
[dignity@gmucsd.org](mailto:dignity@gmucsd.org)

**Dignity For All Students Act: Report Forms**



## DIGNITY FOR ALL STUDENTS ACT: REPORT FORM

REPORT # \_\_\_\_\_



This form **CAN** be completed by anyone who is concerned about an incident.  
This form **MUST** be filled out by any staff member who has been made aware of an incident(s).

Please fill out this form with as much information as possible and hand in to the Dignity Act Coordinator, a counselor or the main office.

1	Date the report is being filled out:	
2	Name of person filing the report:	
3	Identification of person filling out this form: • Check all that apply	<input type="checkbox"/> I am the alleged victim <input type="checkbox"/> I am the parent or in parental relation to the alleged victim <input type="checkbox"/> I am a student <input type="checkbox"/> I am a staff member reporting an incident <input type="checkbox"/> I witnessed a problem <input type="checkbox"/> I was told about a problem
4	The Best Way(s) to Reach Me: • Fill out all that apply	Phone number: _____ Email: _____ Come find me here: _____
5	Identify the Alleged Victim	Student's Name: _____ Student's Grade: _____
6	Identify the Alleged Offender(s) • List the name of student(s) or adult(s) who are being accused	1. Name _____ <input type="checkbox"/> student or <input type="checkbox"/> adult 2. Name _____ <input type="checkbox"/> student or <input type="checkbox"/> adult <input type="checkbox"/> The offender is not known
7	I would best describe the incident(s) as related to the students: • Check all that apply	<input type="checkbox"/> Weight (over or under) <input type="checkbox"/> Height <input type="checkbox"/> Physical Feature <input type="checkbox"/> Clothing <input type="checkbox"/> Disability <input type="checkbox"/> Illness/Allergy <input type="checkbox"/> Positive Academic Achievement <input type="checkbox"/> Participation in an activity (music, theater, art, etc.) <input type="checkbox"/> Sexual orientation <input type="checkbox"/> Gender identity <input type="checkbox"/> Poverty <input type="checkbox"/> Religion <input type="checkbox"/> Cultural Beliefs <input type="checkbox"/> Race <input type="checkbox"/> Other characteristics:
8	The incident(s) have occurred in the following location(s): • Check all that apply	<input type="checkbox"/> classroom <input type="checkbox"/> hallway/locker <input type="checkbox"/> cafeteria <input type="checkbox"/> playground <input type="checkbox"/> school bus <input type="checkbox"/> gymnasium/locker room <input type="checkbox"/> library <input type="checkbox"/> at an off-campus school event <input type="checkbox"/> internet/social media <input type="checkbox"/> athletic field <input type="checkbox"/> school entrance/exit <input type="checkbox"/> band room <input type="checkbox"/> computer lab <input type="checkbox"/> off school property <input type="checkbox"/> parking lot <input type="checkbox"/> other _____



\_\_\_\_\_ | DASA COMPLAINT FORM 2020-2021 | \_\_\_\_\_



## DIGNITY FOR ALL STUDENTS ACT: REPORT FORM

REPORT # \_\_\_\_\_



9

The incident(s) has/have involved the following:

• Check all that apply

- ☐ **Physical (direct)**—hitting; punching; tripping; kicking; pushing; scratching; ganging up; extortion; damaging property
- ☐ **Social/Relational (direct or indirect)**—excluding or threatening to exclude; spreading rumors/gossiping; ostracizing; alienating; using threatening looks/glances
- ☐ **Verbal (direct)**—name-calling; teasing; intimidating; threatening; taunting; making offensive or discriminatory remarks (rude and/or lewd)
- ☐ **Cyberbullying**—sending insulting messages or threats by email, text messaging, on social media, chat rooms, etc.

10

Please describe the incident:

- Describe what was said and/or done and by whom.
- Attach any evidence and an additional sheet for description of the incident, if applicable.

Is this the first time this has happened? ☐ yes ☐ no ☐ unsure

☐ Date(s) and time(s) of the incident(s) \_\_\_\_\_

11

Other Witnesses: Please identify any other people who may have witnessed the incident(s).

• Attach an additional sheet, if necessary.

1. \_\_\_\_\_ ☐ student ☐ adult

2. \_\_\_\_\_ ☐ student ☐ adult

3. \_\_\_\_\_ ☐ student ☐ adult

12

Have you reported this situation to anyone else before filing this complaint?

☐ No

☐ Yes, I reported this to \_\_\_\_\_ on \_\_\_\_\_  
Name Date

13

Was medical treatment needed by anyone involved in this situation?

☐ I don't know ☐ No

☐ Yes, here is what I know

| DASA COMPLAINT FORM 2020-2021 |

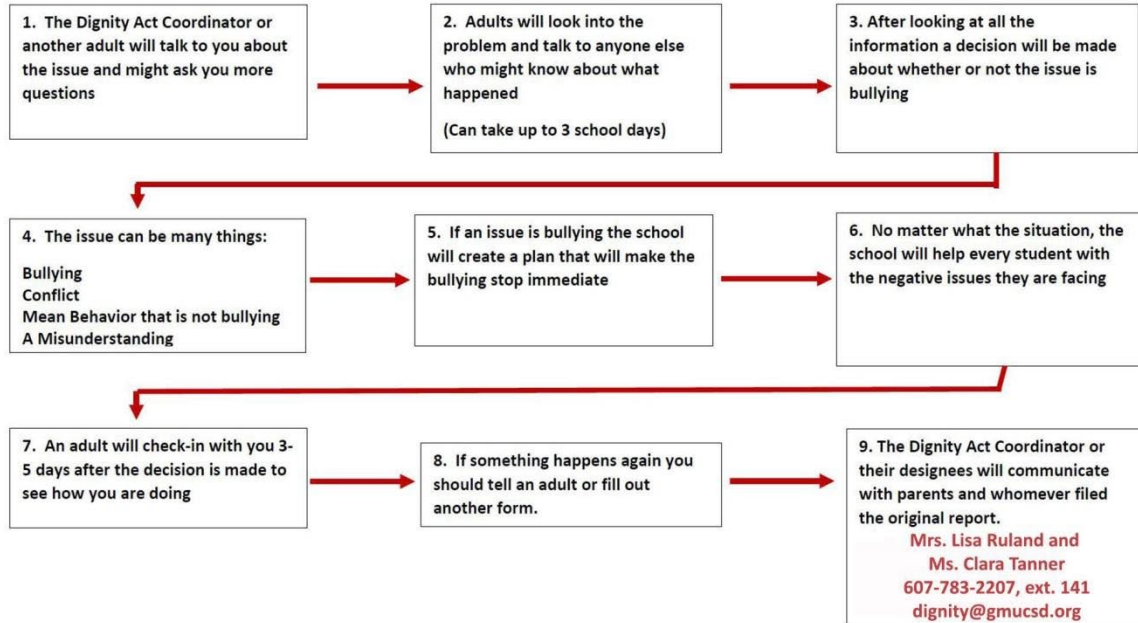
### **Reminder to Staff with Regard to Responding to Bullying**

1. **Do not ignore bullying.** Bullies count on adults to ignore bullying behaviors and allowing them to continue bullying activities. (Steiner, A. 2002).
2. **Intervene immediately; bullying is common, but not benign.** Bullies are much more likely to grow up to have criminal or violent behaviors. Targets of bullies suffer disproportionately from mental health problems, school problems, and social problems. Children who witness bullying spend an inordinate amount of time seeking to avoid it and worrying about it.
3. **Separate alleged bully & target.** Do not use mediation or attempt to force them to confront one another.
4. **Bullying is different from conflict.** Conflict is an equal-power quarrel or problem between two students. Bullying is abuse; it occurs when a socially powerful (popular or feared) student mentally or physically abuses a weaker (fearful) student, for the purposes of making them afraid and hurt.
5. **Stay neutral and calm.** The tone you take with students during investigations will affect your ability to defuse the bullying.
6. **Don't make promises** or deals until your investigation is complete.
7. **Reassure reporters and target(s)** that they have done the right thing by reporting. Make sure they know they will be protected from retaliation.
8. **Empower aggressors to change.** Remind aggressors that they have power to stop the bullying. Teach them strategies to stop (e.g., “for now, stay off of Facebook”).
9. **Maintain confidentiality but ACT:** it is important to protect reporters from retaliation, but information on bullying **MUST** be acted upon. There are no “off-the-record” conversations.
10. **Be objective** in your note-taking; your emails and the notes you take in meetings about students become part of their official record.
11. **Be timely!** The faster you talk to all students involved, the less likely that the students will feel social pressure to change their stories.



## I filled out a report about bullying...What Happens Next?

Name \_\_\_\_\_ Date of Report \_\_\_\_\_



# Student Policies and Procedures

## **I. Academic/Grade Procedures**

### **Report Cards/Progress Reports**

Report cards and progress reports are provided to parents as a means of communicating information regarding their child's academic growth during the school year. Report cards are issued every 10 weeks. In addition to grades, teacher comments are included. Teachers send progress reports home to alert parents about students experiencing academic or behavioral difficulties. Positive reports can be sent to students doing excellent work. These forms are used anytime a teacher feels information should be communicated to parents regarding their child's progress in school. Second mailing requests can be submitted to the Student Support Services Office.

### **Honor and High Honor Roll Recognition**

Based upon their quarterly averages, students in grades 4<sup>th</sup>-12<sup>th</sup> will be recognized in the newsletter and announcements for their academic achievement. Students earning a quarterly average of 87-92 with no grade below a 70 and no incompletes will be listed on the Honor Roll. Students earning a quarterly average of 93-100 with no grade below a 70 and no incompletes will be listed on the High Honor Roll.

### **Academic Intervention Services (MS/HS)**

Academic Intervention Services (AIS) are provided to students making limited progress towards grade level standards. Instruction will be designed to meet students' particular skill development needs.

Schools are required by New York State Education Law to provide academic intervention services to any student who scores below the State designated performance level on one or more of the State assessments in English Language Arts, Mathematics, Social Studies or Science. In determining eligibility, students' performances in students' academic courses at GMU and iReady Reading/Math diagnostic assessments are included.

These services will be provided through extra help during 9th period by our intervention teachers, starting at the beginning of the school year. The intervention teacher, in collaboration with classroom teachers, will monitor and reevaluate student progress in both classroom performance and the iReady benchmark assessment.

### **Homework Procedure**

The Gilbertsville-Mount Upton School District recognizes homework as an important component of the learning process. Homework activities should be part of the students' learning process beginning in kindergarten and continuing through 12th grade. It is understood that this is a developmental process that begins with basic skills in the primary levels continuing through advanced practices at the upper secondary. Ultimately, it contributes to preparation for skills needed beyond high school.

Good homework activities provide students with additional learning practices in support of everyday classroom instruction. Homework helps build the foundation for skills and practice that develop good work habits. Regular practice of these skills can lead to increased academic achievement. In turn, homework promotes academic success by reinforcing learning, providing enrichment opportunities and developing much needed academic study skills.

Furthermore, enlightening homework activities can help foster school-community relations by connecting students to resources outside of the school environment.

## II. Comprehensive Attendance Policy

Regular and punctual attendance is essential for the optimum growth and developments of students. Learning builds day by day. A child who misses a day of school misses a day of learning. A student's regular attendance assures that they will have adequate time to reach and achieve state mandated educational standards.

Objectives of the Attendance Policy are:

- to ensure sufficient pupil attendance so that pupils may achieve State mandated education standards
- to accurately track the attendance, absence, tardiness and early departure of students to and from the school
- to track student location for safety reasons and to account to parents regarding the location of children during school hours

### Reporting Absences

Attendance is a student-parent/guardian responsibility. The progress of a student depends upon the punctuality and regularity of attendance. Determination of Excused and Unexcused Absences, Tardiness and Early Departures based upon our District's education and community needs, values and priorities. All excused absences will require a note from the parent/guardian stating the reason for the student's absence. If the note is not received within five (5) business days of returning to school, the absences will be deemed unexcused. The School District has determined that absences, tardiness and early departures will be considered excused or unexcused according to the following standards:

### Examples of Excused Absences

**\*\*All excused absences will require a note from the parent/guardian stating the reason for the student's absence. If the note is not received within five (5) business days of returning to school, the absences will be deemed unexcused.\*\***

- personal illness – after three (3) or more consecutive days of illness, a doctor's note is required
- illness or death in the family
- impassable roads due to inclement weather
- natural/major disaster that would justify absence (principal approved)
- religious observance
- medical quarantine
- attendance at health clinics
- required court appearances
- approved college visits (principal approved)
- approved cooperative work programs (principal approved)
- military obligations
- participation in school related activities – field trips, athletic competitions,
- other absences approved in advance by the Principal or Commissioner of Education

### Examples of Unexcused Absences:

- family vacation
- hunting
- babysitting/needed at home
- personal grooming appointments – hair, nails, tanning
- obtaining learner's permit
- road test
- oversleeping/alarm failure

- missing the bus/ride
- car troubles
- shopping/errands
- participation in non-school related activities – dance, wrestling, animal shows/riding, etc.
- other unexcused absences will be determined by the Principal or Commissioner of Education

**Note:** After the second (2<sup>nd</sup>) unexcused absence, a mandatory Child Study Team meeting will be scheduled.

### **Lateness to School**

Students arriving late to school must have a note from a parent/guardian to be considered excused. Students without a note will be considered unexcused. The only acceptable reasons for being late to school are illness, a scheduled health related appointment, required court appearances, or an extreme emergency.

Excessive tardiness may require written verification from a physician, health care provider, dentist, social service agency, court, or college. In absence of such written official verification, student lateness may be considered unexcused. Families are encouraged to schedule any appointments outside of the school day so students do not miss instructional time. Parents/Guardians who allow children to be excessively tardy without a verifiable explanation can be charged with educational neglect.

All students must be in their homerooms by 8:00 a.m. Students who arrive at school anytime during the school day after 8:00 a.m. must sign in immediately with the Attendance Clerk.

### **Attendance Concerns**

Students are expected to be in class no later than 8:00 a.m. Please note: students should not be dropped off to school prior to 7:50 a.m. as doors are not unlocked until then. Students arriving early are not allowed to sit in the halls due to fire and safety regulations. The cafeteria will be opened for students who wish to complete work before school officially starts.

Students arriving to school after 8:00am will be marked tardy and must enter through the mail office and report to the Attendance Clerk at the front desk. A student who arrives late must bring a written note signed by the parent/guardian upon arrival to school. The note must be submitted to the Attendance Office when the student signs in.

- Excessive tardiness will result in disciplinary action. Students who are late and do not bring a note will be given one day to bring in a note. Failure to do so will result in their being referred to the Principal.
- It is the responsibility of the parent/guardian to notify the school Attendance Clerk between 8:00 - 9:00 a.m. when a child will not be in school/class. The school will contact the parent/guardian at home or work if a student is absent and we have not heard from the parent/guardian. It is important to understand that the primary purpose for calling is to make the school aware that the parent/guardian is aware that their child is not in school. The telephone call alone does not mean the student will receive an excused absence. In order for the absence to be considered excused, it needs to meet one of the criteria listed under the heading “Examples of Excused Absence.”
- A student who is not in school and whose parent/guardian expects them to be in school is considered truant.
- A student under the compulsory age of attendance who is absent from school with parent/guardian approval, but is not absent for a legal reason, is considered truant. Disciplinary responses and notification of the authorities will occur if a student is habitually absent for illegal reasons despite the approval of a parent/guardian.
- If a student must leave school during the school day because of sudden illness or any other

reason he/she must report first to the Health Office. The school nurse will determine the necessary steps. The school nurse is authorized to release a student through the verbal directive of a parent in an emergency situation.

- Students arriving late and/or leaving the building for any reason must sign out with the Attendance Clerk in the presence of the adult who is dropping off/picking the student up.
- A student that needs to be released from school early must bring a written note signed by his/her parent/guardian to the Attendance Clerk.
- A student who is returning from being absent the day before must bring a written note signed by their parent/guardian. The note must be submitted to the Attendance Clerk.
- Health and Extracurricular Activities: If a student participates in school related extracurricular activities, they must be healthy and in attendance for a minimum of a half-day of school in order to participate in the after school activity. If a student has an appointment and must leave for part of the day, then they may participate in the after school activity; if a student comes to school, becomes ill and is sent home by the school nurse, they may NOT return for the after-school activity. Any incident that involves less than a full day of school for a student on a day that there is an extra-curricular school related activity attendance must be pre-approved by the Principal.

**Note:** Persons arriving to pick up students for specific appointments must enter through the main entrance and notify the Attendance Clerk at the front desk. The Attendance Clerk will notify the teacher, and the student will be sent for dismissal. No student will be released from school without a signed parent/guardian request. In the event a parent/guardian directs release of a student to a person other than those listed on the Student Information Sheet, the Attendance Clerk must verify the request (by phone) prior to releasing the student.

Parent notes submitted for any attendance issue must include:

- The date of the absence, late arrival, or early dismissal
- The specific reason for the absence
- The signature of the parent/guardian

### **Strategies/Incentives that encourage student attendance (MS/HS)**

When a student is in jeopardy for losing credit for excessive absences, the Building Principal shall be responsible for reviewing attendance records, determining eligibility for make-up work for excused absences, and arranging student make-up opportunities with teachers, including submission deadlines.

**Notice of Absences:** The pupil's parents/guardians shall be notified of a pupil's nonattendance, unexcused absence, tardiness or early departure.

- Where a pupil has not been marked as present for the first period of scheduled instruction and the school has not been previously notified of the absence, the district shall attempt to contact the pupil's parents/guardians to learn the nature of the pupil's absence and notify the parent that the pupil has not arrived at school;
- Where a pupil has been marked as present, fails to report to an assigned class, and cannot be located in the building the district shall attempt to contact the pupil's parents/guardians to notify them of the pupil's absence.

**Disciplinary Procedures:** The student may be subject to disciplinary procedures for unexcused absence, tardiness, or early departure, including verbal and written warnings, detentions, in-school suspensions, and loss of extra-curricular privileges, as described in the Code of Conduct.

**Counseling:** The District shall provide appropriate counseling to students with chronic attendance problems.

### Sign-In/Out Procedure

The staff at the Gilbertsville-Mount Upton Central School takes the safety of the students seriously. The student entry and dismissal procedures below are strictly enforced.

- Parents provide a list of individuals to whom district personnel are authorized to release a student. This is done each year on the Student Information Form. No student may be released to the custody of any individual who is not the parent or guardian of the student unless the individual's name appears on the Student Information Form filled out by the parent.
- A student will be released directly to either parent at any time the parent requests the release of a student. Certified copies of court orders documenting specific custody limitations must be provided to the district if access to the student by the non-custodial parent has been restricted. District personnel will not be able to refuse access to a student without proper documentation.
- Someone seeking the release of a student from school must report to the school Attendance Clerk and present satisfactory identification. If any questions arise regarding release of a student, the Building Principal or Superintendent will be contacted before the student is released.
- If your child has an appointment that he/she will be driving to, parents must send a written release, which includes a phone number where parents may be contacted for verification.
- The person seeking the student's release must sign in and out at the front desk at main entrance.
- Unannounced visits to classrooms prior to the start of the school day or during the school day to speak with staff cannot be accommodated as such visits interfere with instruction and planned meetings/activities. Minor interruptions can have a major impact on instruction. Staff will gladly schedule a meeting with you during their prep time or after school.
- Items such as lunch, snacks, homework, sneakers, musical instruments, etc. may be brought to the front desk. We will see that your child receives forgotten items. Please label these items.

**III. District Transportation** – Students are required to follow all safety protocols to make the bus ride as safe as possible for all. Parents must designate your child's single pickup, and single drop-off location with the district. Daily changes to the pickup/drop-off locations will need to be made by the parent from the designated location as we cannot accept bus changes again this year. Please send or email a written note if your child(ren) will be picked up from school. If you **do not** need district transportation, please call the Main Office as soon as possible.

### IV. Emergency Release

In the event of an emergency, the Building Principal or Superintendent may release a student to an individual not appearing on the approved list. This will be done **only** if the parent has been notified and has approved the release and the Building Principal or Superintendent determines that an emergency does exist.

### V. Custody Agreements

On occasions the school has been asked by a custodial parent to restrict the right of a non-custodial parent to receive school records, to pick the child up from school, to conference with teachers or other rights or privileges a parent would enjoy. Unless such restrictions are part of a court document that specifically restricts these rights and privileges, the school cannot honor these requests. A copy of any custody agreement should be brought to school so that a copy can be made to place in the child's file. Appropriate staff members will be notified of any restrictions that do apply.

### VI. Illness Clause

**Short-term illness (1-3 days):** The student or parent/guardian is responsible for getting and completing assignments. The student is expected to call a classmate to get the assignment(s). For absences longer than 2 days they may contact the Student Services Office. Students are to complete and submit their work within 24 hours of their return to school. **Note:** Teachers have the option to modify assignments and set

an appropriate timeline for due dates where appropriate.

**Long-term illness (4 or more consecutive days):** The student will be given 3 school days, from the last day they were absent, to complete missed homework assignments. Assignments may be secured through the Student Services Office, or classmates. The student is responsible for completing assignments. **Note:** Teachers have the option to modify assignments and timelines where appropriate. For longer illness (1 week or more consecutive days), with the appropriate doctor's note, tutoring can be requested for the student.

## **VII. Securing Assignments**

When students miss 1-2 days of school they are expected to contact classmates for the assignment. If a parent becomes aware that a student will miss 3 or more consecutive days, **due to illness**, they may contact the Student Support Services Office **before 10:00 a.m.** to request assignments. Teachers will be asked to submit assignments to the Student Services Office by 3:30 p.m. for pick up by parents. If calls come in after 10:00 a.m. we will make every effort to secure assignments by 3:30 that day, but we cannot guarantee it. **Email links on our website ([www.gmucsd.org](http://www.gmucsd.org)) can easily be used for direct contact with teachers.**

Only legal parents/guardians or those people listed on the student information sheet may pick up assignments and secure necessary books from lockers.

Students are responsible for making their own requests for assignments if they are being requested due to vacations. The Student Support Services Office will not facilitate this collection.

## **VIII. Family Trips**

Absences from school deprive a student of the classroom interactions, practice and opportunities for additional assistance necessary for academic growth. There is concern regarding the loss of instructional time due to family trips scheduled while school is in session, considered unexcused, are defined as illegal according to State Education Law. In the event of such an absence, teachers are not required to provide work prior to the trip. It is the parent's responsibility, working with the teacher, to make certain that any assignments and tests be completed in an agreed amount of time. It is extremely important your child be at school on time during New York State testing weeks (see school calendar). Should your child miss these tests, your child loses out on the diagnostic value of the assessment. Please avoid taking family vacations during testing weeks.

## **IX. Field Trips**

Field trips are arranged by teachers to strengthen student learning through activities not available in the classroom. Preparation work in advance and reflection following the trips are required. Students who miss other classes to attend field trips are expected to secure assignments and notes missed during class.

## **X. Fire Drills**

Fire drills are to be held at irregular intervals during the school year. All occupants are to follow the directions posted in the room at the time of the drill. All occupants should move quickly, in an orderly manner, and quietly out of the building. **THERE IS TO BE NO TALKING DURING A FIRE DRILL.**

## **XI. Assemblies**

Student assemblies are scheduled to broaden the overall educational program in diverse ways. Faculty will escort students in single file to all assemblies. Students should treat presenters with courtesy and respect. Expectations for student conduct include:

- Quietly take assigned seats with your teacher
- Do not speak (in an emergency speak only in a whisper)
- Pay attention to the speaker/performer(s)

- Applaud only when appropriate

## **XII. Health Office Guidelines**

- If your child is absent, please call the front desk at 783-2207 to inform the school and follow up by sending in a written note. This will help keep our attendance records up to date.
- If your child is ill, running a fever, vomiting or has diarrhea, please keep him/her home until symptom free for 24 hours.
- If your child is too ill to go outside for more than 1 day, send in a note from your doctor.
- If your child is absent due to illness for more than 3 days, please send him/her with a doctor's note for re-entry into school.
- If your child has injuries or is ill and cannot participate in gym, the doctor must send a note stating "no gym" for a specific amount of time. If your child cannot participate in gym, they will not be able to participate in recess.
- If a child becomes ill during school hours (s)he must be released by the school nurse who will make the appropriate contact with the parent/guardian. The parent, guardian, or emergency contact person must sign the student out at the front desk. Students may not be released to anyone that is not documented on the Student Information Form provided by parent/guardian.

## **XIII. Health/ Physical Education/AIDS Instruction (MS/HS)**

- Each student in grades 7-12 must successfully complete the Physical Education Course during each year of attendance in school. Students must have the following change of clothing for P.E. classes: sneakers, t-shirt, socks, and shorts. Clothing for Physical Education must comply with the dress code.
- In compliance with the Regulations of the Commissioner of Education, the district will provide classroom instruction concerning Acquired Immune Deficiency Syndrome (AIDS) as part of a sequential and comprehensive Health Program for all students PK-12. The school provides age appropriate instruction which must include the following information: the nature of the disease, methods of transmission of the disease, and methods of prevention of the disease (stressing abstinence as the most effective and appropriate protection against AIDS).
- A copy of the course outline is available through the teachers. Parents may request to have their student excused from the segment of AIDS instruction regarding the methods of prevention of the disease by filing a request with the Superintendent of the school. The request must give assurance that instruction will be given at home.

## **XIV. Health and Extra-curricular Activities (MS/HS)**

- A. If your child participates in school related extracurricular activities, they must be healthy and in attendance for a minimum of a half-day of school (read on for further definition) in order to participate in the after school activity. If your child has an appointment and must leave for part of the day, then they may participate in the after-school activity; if your child comes to school, becomes ill and is sent home, they may NOT return for the after-school activity. Any incident that involves less than a full day of school for a child on a day that there is an extra- curricular school related activity attendance must be pre-approved by the Principal.
- B. If prescription or over the counter medication such as cough drops, Benadryl, Tylenol or Advil is to be given at school, a medication authorization form from the health office will need to be signed by a parent/guardian and a written doctor's order will be required for the administration of medication. Medication needs to be sent in an original container that will remain at school. The pharmacy will prepare a bottle for the school if asked. **Medications need to be brought to the Health Office by an adult.** Medication that is to be at a specific time will be given only with the signed medication form and doctor's orders. Forms are available in the Health Office. The school's healthcare staff will provide emergency care for students in accidental or

- unexpected medical situations.
- C. The school nurse will provide emergency care for students in accidental or unexpected medical situations. If medical treatment is necessary for a student who is injured in school or at a school sponsored activity, parents must follow the procedure below: contact Health Office staff immediately, submit claims to your own health insurance provider, submit proof of payment or claim denial from your health insurance provider to the business office. The school covers only the cost not covered by your own insurance.
  - D. If medical treatment is necessary for a student who is injured in school or at a school sponsored activity, parents must follow the procedure below:
    - Contact the Health Office staff immediately
    - Submit claims to your own health insurance provide
    - Submit proof of payment or claim denial from your health insurance provider to the Business Office
  - E. Communicable diseases - If your child has symptoms of any communicable disease, they must remain out of school until 24 hours after symptoms subside, or released by a medical doctor.
  - F. COVID-19
    - a. Wearing of face coverings on a daily basis is a personal choice.
    - b. Students and staff should stay home if they don't feel well.
    - c. Individuals need to isolate if they test positive for COVID-19. If positive, they must isolate for 5 days, then individuals may return to school but need to continue wearing a mask for 5 additional days.
    - d. If exposed to someone who is positive, it is recommended that a mask be worn for 5 days.
  - G. If your child is sent home with head lice, you will need to follow the instructions of the lice treatment and cleaning procedures.
    - a. Your child(ren) need to go directly to the Health Office and have his/her hair examined **BEFORE** going to their classroom(s). In order to maintain good health for all students, we have a “**NO LIVE**” policy for students returning to school. If any live head lice are found you will need to take your child(ren) home and remove the lice before (s)he returns to school. If your child(ren) should get head lice, please notify the Health Office so the other children in the classroom may be checked. This prevents further spread.

## **XV. Homebound Instruction (tutoring)**

Homebound Instruction (tutoring) is provided to students who are unable to attend school due to medical difficulties. In this event, the parent must notify the Principal or Student Support Services immediately. The parent must obtain a written medical request for homebound instruction from the child's physician. **No tutor can be assigned until the physician's request is received.** Students under the age of compulsory attendance are provided tutoring if they are unable to attend school due to disciplinary action. Secondary students receive the equivalent of two (2) hours of tutoring instruction per day. Students receive credit for their work while on homebound instruction.

## **XVI. Parent Conferences**

Conferences are scheduled two times a year. Parents may also initiate a conference by calling the school office and making an appointment with the teacher. When a parent requests a conference with a teacher, the teacher will arrange a mutually convenient time. Such conferences will be planned around the teacher's schedule so as not to interfere with class time. We would like to encourage you to attend and schedule conferences whenever necessary. Your participation is very important to us.

- If you/your child is having a problem with something occurring in the classroom or not understanding something, please make an appointment with the teacher to talk. Establishing a

positive, open communication line is important for parents, teachers and students.

### **XVII. Lost and Found**

All found items will be placed in the Health Office. They will also be displayed on a table outside of the Health Office at Parent Conferences and the Year End Ceremony. The school cannot assume responsibility for students' losses. Proper marking with permanent marker on tags of personal property can help reduce these losses. Please be sure to check this table whenever possible. Unclaimed items are washed and donated over Winter Break and at the end of the school year.

### **XVIII. School Accidents**

If medical treatment is necessary for a student who is injured in school or at a school sponsored activity, parents must follow the procedures below:

1. Contact the Health Office Staff immediately and inform them of the accident
2. Submit claims to your own primary health insurance provider
3. Submit proof of payment or claim denial from your health insurance provider to the G-MU's Student Accident Insurance Provider. Forms can be obtained from the GMU Business Office.

**Note:** GMU covers only the costs not covered by your own insurance.

### **XIX. School Meals Program**

All students can receive 1 FREE BREAKFAST and 1 FREE LUNCH daily for the 2022-2023 School year. This is being offered to the students through the CEP program.

Every student is assigned a unique student ID number that is attached to their School Meals Account. This is the number that they punch in at the register when purchasing anything. Meals will cost \$0.00. If they want to purchase extras, snacks, or milk they will need money on their account to do so, you may place money on their account by sending it with them, or by using [www.myschoolbucks.com](http://www.myschoolbucks.com). If you sign up with [www.myschoolbucks.com](http://www.myschoolbucks.com) you can pay online, receive low balance alerts, monitor purchases, and set up automatic payments.

For further information contact Susan Sebeck Food Service Manager at [ssebeck@gmucsd.org](mailto:ssebeck@gmucsd.org) or call Susan at (607)783-2103 ext. 12

## **Elementary School Progress and Instruction**

### **I. Homework Guidelines**

These guidelines for homework are based on current research and best practices regarding homework. Effective homework is short in duration. Variations in individual study habits and abilities may lengthen or shorten homework times. If a student consistently needs more time for assignment completion, the teacher should be notified.

### **II. Homework Outcomes**

The purpose of a consistent homework policy/program is to:

- Help students become self-directed decision makers
- Teach students to become organized problem solvers
- Foster responsible citizens
- Improve skill mastery
- Encourage self-esteem
- Extend learning and creativity for all students
- Facilitate improved home-school communication.

**Note:** Although homework may not be assigned each night, time should be spent reading, writing, studying math facts, reviewing for tests, etc.

### III. Late Homework

Homework is expected to be submitted by the assigned date. Teachers will notify parents of consistently late/missing homework assignments. Students' grades may be affected by late/missing homework assignments in grades 4, 5 and 6.

### IV. Parent Checklist for Helping Your Child with Homework

1. Parents should show they think education and homework are important.
  - Do you set a regular time every day for homework?
  - Does your child have the papers, books, pencils and other things needed to do assignments?  
Does your child have a fairly quiet place to study with lots of light?
  - Do you set a good example by reading and writing yourself? Do you stay in touch with your child's teachers?
2. Monitor Assignments
  - Do you know what your child's homework assignments are?
  - How long they should take? How the teacher wants you to be involved? Do you see that assignments are started and completed?
  - Do you sign off on your child's agenda (gr. 3-6) when you have reviewed the completed assignments? Do you read the teacher's comments on assignments that are returned?
  - Do you make sure to go through your child's Friday Folder to review class work and check for school/home communication?
  - Is TV viewing cutting into your child's homework time?
3. Provide Guidance
  - Do you understand and respect your child's style of learning?
  - Does s/he work better alone or with someone else? Does s/he learn best when s/he can see things, hear them, or handle them?
  - Do you help your child to get organized?
  - Does your child need a calendar or assignment book or a bag for books or a folder for papers?
  - Do you encourage your child to develop good study habits (e.g., scheduling enough time for big assignments; making up practice tests)?
  - Do you talk with your child about homework assignments? Does s/he understand them? Do you help your child with their homework and not do it for them?
4. Talk With Someone at School When Problems Come Up
  - Do you meet the teacher early in the year **before** any problems arise? If a problem comes up, do you meet with the teacher?
  - Do you cooperate with the teacher and your child to work out a plan and a schedule to fix homework problems?
  - Do you follow up with the teacher and with your child to make sure the plan is working?

**Note:** For questions regarding homework assignments? Call your child's teacher at 783-2207, ext. 103.

### V. Student Planners

Students in grades 3-12 are given Student Planners in which to record daily homework assignments. Teachers will use the sheets to communicate with parents when necessary. Parents should check the sheets each evening in order to be aware of the expected homework, to see any messages from the teacher, and should sign the sheet signifying that they have seen the assignments and/or messages. Parents can also use the sheet to communicate messages to the teacher.

### VI. Rockin' Raiders (PK-6)

Rockin' Raiders is a PK-6 gathering that is held on the last Friday of the month in the Auditorium beginning at **9:00a.m.** It is designed to promote self-esteem, creative expression, and a positive sense of community among primary school students. Families and friends are always welcome and encouraged to attend.

## **VII. Radios, Headsets, Electronic Games, Fidget Spinners and Skateboards**

Radios, Ipods, headsets, electronic games, fidget spinners, etc. are disruptions to the learning process. These items are prohibited in school. All such equipment will be confiscated and held until a parent comes in to pick it up, or until the end of the school year. The school is not responsible for these items when brought in by a student. Skateboards and scooters are not allowed on school property at any time.

## **IX. Soaring Eagles Program (Grades PK-6)**

Selection of the Soaring Eagles Student of the Month proposes to enhance self-esteem by recognizing individual students' talents and character in a variety of non- academic areas. Students considered need to meet the specific criteria set forth in each month's individual category or theme. Criteria will vary monthly due to the theme of the month. Students selected will be recognized at the Soaring Eagles Assembly that is held quarterly in the Auditorium.

<b>September: CARING</b>	Displaying kindness & concern for others, yourself & your school. Giving of yourself without expecting anything in return.
<b>October: DETERMINATION</b>	Doing something without giving up, even when it gets tough. Having the Courage, especially when it comes to standing up for others. Setting goals and working towards them.
<b>November: RESOURCEFUL</b>	Uses time wisely and appropriately. Makes good choices by thinking things through before-hand.
<b>December: RESPECT</b>	Uses good manners and is considerate of the feelings of others. Has a positive attitude when it comes to school.
<b>January: CREATIVITY</b>	Ability to use ones imagination or original ideas.
<b>February: CITIZENSHIP</b>	Doing your share to make your school and community a better place. Being engaged and involved in school and community functions.
<b>March: DEPENDABLE</b>	Being on time for school and ready to learn. Being trustworthy and reliable. Do what you say you will do/do the right thing.
<b>April: EMPATHY</b>	Ability to understand how someone is feeling/thinking. Respects differences and opinions of others.
<b>May: RESPONSIBILITY</b>	Sets a good example for others. Uses self-control and thinks before they act. Is accountable for their words, actions, and attitudes.
<b>June: SPORTSMANSHIP</b>	Helping and including others; being a team player. Plays fair and encourages others to do their best.

## **X. Essential Career Skills**

Each month, GMU emphasizes an essential skill that students should focus on in preparation for life after high school.

- **September: GOAL SETTING**
- **October: TEAMWORK**
- **November: LEADERSHIP**
- **December: AGILITY**
- **January: PERSEVERANCE**

- **February:** NETWORKING
- **March:** FIRM HANDSHAKE
- **April:** MAKE EYE CONTACT
- **May:** DRESS APPROPRIATELY
- **June:** PROOFREAD WRITTEN WORK
- **July:** SPEAK CLEARLY
- **August:** OPEN BODY LANGUAGE

### **Elementary School Important Reminders**

#### **Nutrition**

Please acknowledge that we do not allow elementary students to have soda or gum in school. More healthy alternatives are water, milk or juice. Students must have money on their account or money with them in order to receive breakfast or lunch. Students may not purchase a snack if they owe money on their account. Snack money will be applied to what is owed on the student's account.

#### **Address and Phone Changes**

Please notify the school of any changes in address or phone number immediately.

#### **Bringing Toys to School**

Although we do not encourage it, students may bring toys, non-electronic games, etc. to school for play during recess; however, the student will assume all responsibility for any items brought to school that are lost or stolen. Items should have the student's name on them.

**Prohibited toys:** fidget spinners, toy guns or weapons, trading cards, personal electronic devices, pets.

#### **Class Assignments/Parent Requests**

Please understand that parent requests for teachers will not necessarily be granted. Teachers and staff put a great deal of time and discussion into making classroom decisions based on student learning styles, teaching styles, personalities and classroom make-up.

## **Middle/High School Progress and Instruction**

### **I. Career and Technical Education (CTE)**

Students may elect to pursue studies through the Career and Technical Education (CTE) at DCMO BOCES. Prior to beginning studies in Occupational Education, students must meet the following prerequisites:

- You must be at least a Junior to be considered for BOCES Occupational Education courses.
- You must be a student in good standing. Good standing means a student will be current with all of their coursework; will have credit for their Regents courses by the end of their sophomore year; and will have passed required grade-level Regents exams by end of their sophomore year.
- A student will have submitted an consent form containing his/her parents' permission for their son/daughter to explore the option of BOCES.
- A student must submit an application that clearly states that the course they wish to take clearly fits within their four-year career plan. If courses are available at GMU that satisfy your career interests, they will be scheduled as the first option (before BOCES is considered) for your education during your Junior and Senior years.

Students who attend CTE programs at BOCES can receive high school credits for Math, Science, and

English courses given the following conditions:

- Successful completion of the required regents.
- Successful completion of the CTE program.

## **II. College Credit in High School**

Concurrent Enrollment Courses provide high school students the opportunity to take college-credit bearing courses taught by college-approved high school teachers.

## **III. Course Load Requirements**

1. The Gilbertsville-Mount 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 review on a case by case basis by the Secondary Principal and Superintendent of Schools.
2. All students in grades 9-12 are required to carry, each year, the equivalent of 6.5 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 Principal and Superintendent of Schools.
3. Students will be limited to no more than two study halls per semester. The secondary principal will assign appropriate elective offerings to students whose schedules otherwise would result in study halls that exceeds this limit.

## **IV. Credit Recovery**

It is important that students who fail a course have the opportunity to make up the course to get back on track. Students can make up credit by repeating the entire course during the school year, summer school (if offered), or through the school approved credit recovery program.

Eligible students can make up credit through the school approved credit recovery program. Information regarding credit recovery classes is available through the Student Support Services Office.

## **V. Homework Guidelines**

The following homework guidelines are based on current research and best practices regarding homework. The guidelines may or may not apply to special long-term projects or rote drills. Variations in individual study habits and abilities may lengthen or shorten homework times. If a student consistently needs more time for assignment completion his/her teacher should be notified.

Teachers will coordinate frequency and duration of homework assignments with other teachers.

Late Homework: Homework is due on the date posted by the teacher. Late work may be accepted but with points deducted (the number of points deducted determined by the classroom teacher according to the type of assignment). After a period of one week, without other exceptions granted, late work may not be accepted by a teacher. Exceptions (in terms of deadlines and/or point deductions), due to legal absences, required accommodations or other extenuating circumstances, may be granted on an individual basis according to the specific student needs. Any exceptions, including legal absences and required accommodations, will require at least one meeting (or potentially more) between students and teachers to agree on a plan for making up missed work.

Parents will be notified by the teacher if their student is not passing the course.

## **VI. Honors and Recognition**

**National Honor Society:** Gilbertsville-Mount Upton has Honor Society Chapters for students in grades 10-12 (National Honor Society). Students are considered for membership based on achieving a minimum grade point average of 89.5% or higher.

Once students are notified of their eligibility, they are asked to provide additional information about themselves so that the selection committee can make informed decisions regarding membership.

National Honor Society selection is based on evidence of student excellence in the following areas: Scholarship, Service, Character and Leadership.

Once inducted into the National Honor Society, students are expected to maintain the standards of excellence. Students failing to maintain these standards may be subject to a warning, a probationary period, or dismissal.

## **VII. Graduation**

Any student who has not fulfilled the graduation requirements for a diploma, as per Board Policy 7220, will not be allowed to participate in the graduation ceremony. The Board of Education is responsible for establishing the procedures of the graduation ceremony. As graduation is a solemn celebration, the standards and procedures established by the Board of Education and the administration will be followed on a yearly basis. Senior class officers must meet with the High School Principal and Graduation Coordinator to discuss graduation plans no later than the end of the first week in May. The Graduation Rehearsal date and time will be shared with all seniors. Rehearsal attendance is mandatory. If a senior is not at the graduation rehearsal, he/she will not be allowed to take part or attend the graduation ceremony.

### **Gold Cord Recognition**

Seniors will be given the honor of wearing a gold cord at graduation based on the following standard:

- If a senior's seven semester cumulative average is 89.5 or higher.
- Seven semesters include two semesters each in the freshman, sophomore, and junior years; and the first semester of the senior year.

### **White Cord Recognition**

Seniors will be given the honor of wearing a white cord at graduation based on the following standard:

- If a senior has maintained a grade point average of 90% or higher for their senior year.

### **Selection of Valedictorian and Salutatorian**

Valedictorian and Salutatorian will be determined at the beginning of the second semester of the senior year based on the average of the seven semester academic ranking within the original ninth grade cohort. Eligible seniors must have been a full-time student of the school district beginning with the first day of the freshman year. This establishes the original cohort.

- Must have a final GPA of 90% or higher to maintain Valedictorian or Salutatorian status at Graduation.
- Have completed course work to earn an Advanced Regents Diploma with Honors at the time of graduation.

The Valedictorian and Salutatorian will be announced publicly by April 1 of each school year and they will be expected to speak at commencement. In case of a tie, the district will recalculate averages based on an extended decimal calculation.

Once the Valedictorian and Salutatorian are publicly announced, they will be expected to maintain the highest standards of behavior through the remainder of the school year. If there is a major Code of Conduct violation, the principal reserves the right to revoke this honor and designate another student to replace the dismissed student.

## **VIII. Summer School**

A middle/high school student who fails a course may be eligible for summer school to earn course credit. Some students may also attend summer school for a review session prior to retaking a Regents Exam in August.

Information regarding summer school classes is available through the Student Support Services Office. The grading process for summer school includes the grade achieved in the course that was failed at 20% of the final grade. Please see Grading for Summer School for specific information on summer school grade calculations.

Transportation is provided by the district from GMU School to the summer school site. Parents are responsible to transport their students to and from GMU. All school rules and student conduct expectations are in effect during summer school. Students who fail to adhere to the transportation safety rules will be dismissed from the program.

**Note:** August Regents will be offered each summer at BOCES Chenango Campus. Students must pre-register if planning to retake a Regents exam in the summer. Contact Student Support Services Office to register for August Regents exams.

## **Middle/High School - Important Reminders**

### **Care of School Property/Materials Loaned to Students**

While at Gilbertsville-Mount Upton, students are loaned textbooks, instruments, computers, calculators and other school materials. These materials will be the student's responsibility to take care of until they are returned at the end of the semester/school year. Parents will be billed for lost or damaged materials. All students must show respect for school property. Any damage of property should be reported to the Main Office or the appropriate teacher.

Acts of vandalism are crimes against the school district and the community. Students who willfully destroy, damage, or deface school property shall be subject to disciplinary action and may be prosecuted to the fullest extent possible under the law. If a student damages school property, such student and/or his/her parent or guardian shall be required to pay the district for the value of the damaged property up to the limit of the law.

**All food and drink is to be consumed in the cafeteria. Teachers may make special arrangements for special classroom events with the approval of the Building Principal.**

### **Employment of Students**

Students under 18 who are interested in working papers may pick up applications in the Health Office. The Student Support Services Office staff can offer assistance in finding summer employment.

Despite the attraction of having a part-time job after school hours, students should give careful consideration to the amount of time and energy such a job can demand. Although the income creates opportunity for purchasing items now, please focus on success in school as it is an investment that pays dividends in the form of higher salaries throughout your lifetime.

### **Lockers**

Lockers will be assigned to each student and may not be changed without permission. The locker is the property of the school. Keep your locker clean and neat; it will be inspected periodically without notice. Students are to note the following:

- Locker combinations will NOT be changed during the school year.
- Memorize locker combinations, and do NOT share the combination with anyone. This will prevent things from being stolen from your locker.
- If students are having a problem with their locker (combination or jam), please come to the office and let the secretary know what the problem is so she can help you.
- Be prepared for class or study hall so that you do not have to go to your locker.
- Refrain from placing money or valuables in the locker.
- Be sure your locker is closed and locked when leaving your locker area.

Proper care of lockers is expected. There should be no markings or defacement of any kind inside or

outside the locker.

### **Passes**

Students must carry passes when in the halls to show they have legitimate reasons to be there. All staff members will use the pass system to assure the safety of all students. Students, who cannot produce a viable pass for a staff member, will be placed on pass restriction.

### **Office Phones**

**Office phones are for emergency use only.** Use of office phones will be allowed at the discretion of office personnel.

### **Radios, Pagers and Skateboards**

Radios, boom boxes, headsets, pagers, skateboards, etc. are disruptions to the learning process. These items should not be visible during the school day. If these items become a disruption, they will be confiscated and held until a parent comes in to pick it up, or until the end of the school year.

### **Cap and Gown / Lunch Accounts**

Senior lunch accounts and other District bills **MUST** be paid in full prior to picking up your cap and gown.

### **Student Complaints and Grievances**

Students who feel they have a complaint/grievance should report to the high school office and explain the situation. Then they will be given the proper form to file their complaint/grievance. The completed form will then be directed to the proper authorities for review.

Formal complaints may be submitted to initially report a complaint or as a follow-up to an unsatisfactory resolution of an informal attempt to resolve a complaint. Students may also present concerns directly to the Student Council Grievance Committee.

### **Study Hall Procedures**

The purpose of study hall is to provide a quiet time for study, as well as an opportunity to receive academic assistance. To achieve this focus:

- Students are to arrive on time and must study for the full period, so they should plan enough work in advance. This includes bringing books, pencils, papers, or other materials with them.
- After attendance is taken, eligible students may ask to sign out to the library or computer lab, or present a pre- signed pass from other teachers. Students may not leave until the teacher/monitor provides a hall pass for them. National Honor Society members are allowed to sign out to approved locations without pre-signed passes.
- Students who have demonstrated responsibility may be allowed to sign out (one at a time) to lockers or restrooms. Students may not sign out more than one time per 40-minute study hall.
- No general conversation is allowed. Students may work together only if they request and receive permission of the teacher/monitor to do so.
- Use of cards/games, cellular phones, and electronic devices are at the discretion of the teacher.

### **Elementary School Volunteers/Work Placements**

Elementary teachers have high school students assigned to them for various tasks. Students involved in volunteer activities at the elementary school must have prior written approval from the Elementary office. Students should sign out at the high school office before going to the elementary school and sign in upon their return. If a student is ill during the time he/she were expected to volunteer, he/she must contact the person with whom they were scheduled to work, in advance, so plans can be adjusted.

# Middle/High School Academic Integrity Procedures

It is essential that every student's work and ideas are her or his own. While collaborative work is encouraged, there is a bold distinction between collaboration and copying. Additionally, the internet and other resources, unfortunately, often offer students a tempting and all too easy way out of an exam, research paper, or major project. Academic dishonesty, or cheating, not only robs the student of the skills and knowledge she or he was meant to learn, but it means the student has failed to live up to the high ethical standards at GMU. Middle and high school is a crucial period for our students to not only learn, but to develop an appreciation for learning and the hard work that goes with it. As such, below are practical examples of academic dishonesty.

- Plagiarism (Plagiarism is the representation of words, images, and/or ideas of another's work as one's own.)
- Copying another student's homework or class work
- Providing another student with one's homework or class work to be copied
- Cheating on an exam or project
- Aiding another student in cheating on an exam or project
- Misrepresenting an assignment
- Representing purchased materials as your own
- Using unauthorized materials during an exam (i.e. cheat sheet)
- Improperly citing on a final draft (after having received teacher corrections on an earlier draft)
- Altering the grade on an assignment or examination
- Forgery
- Stealing an exam or exam data
- Sabotaging or destroying another's work

## Academic Consequences

It is GMU's intent that high school is a learning period for students, particularly when it comes to honesty and integrity. However, in college, work, and beyond, the penalties for dishonesty are severe. Therefore, GMU will treat every instance of academic dishonesty as a serious matter. It is not simply copying. It is academic dishonesty. In general, penalties will be based on chronic academic dishonesty. Second and third offenses will receive far sterner disciplinary measures. In all instances, the secondary principal will make the final determination of the appropriate consequence based on the scope of the incident. However, the below consequences are offered as a guideline:

- First offense and/or moderate academic dishonesty: grade of 0 for the assignment
- Second offense and/or major academic dishonesty: grade of 50 for the marking period
- Third offense and/or severe academic dishonesty: loss of credit for the course.

For all offenses, a discipline referral will be written and placed in the student's permanent record.

## Grading System

Grades are used to indicate achievement and development in each class or subject area in which a student is enrolled. Student's grades will reflect what they earned during each marking period. If a student gets below a 50 for any of the first 3 marking periods, they have the opportunity to earn a 50 in that marking period by passing the marking period that follows. For example, if a student earns a 45 in the first marking period and gets a 65 in the second marking period, the first marking period grade will be changed to a 50. This procedure maximizes a student's opportunity for success. In the fourth marking period, a student's grade cannot be changed to a 50 if it is below a 50.

## Incompletes

Students who are seeking a temporary grade of “incomplete” for a marking period in a specific course must meet with that specific course’s teacher and appeal for an “incomplete”. It is up to the teacher’s discretion whether a temporary grade of “incomplete” is granted. Such factors under consideration for granting such a request may include, but are not limited to, required accommodations, necessity for academic intervention and legal absences that reasonably prevented completion of assignments. Outside of required accommodations, teachers retain the right to deny requests for a grade of “incomplete”. Granted requests will require a plan for completing missed assignments. Failure of the student to abide by the plan, without meeting with the specific course’s teacher for further extensions, may result in point penalties (including possibly a grade of 0) for missed assignments.

### **Grading for Credit Recovery**

The original failing course grade will be reconciled with a minimum of 65 upon completing and passing the credit recovery course. The final average will be determined by combining the credit recovery grade with the grade you received in that course during the year. The credit recovery grade counts for 80% of the final grade, and the school year grade counts 20%.

### **Grading for Summer School**

A student who completes but fails to pass a 1-unit course during the school year is eligible to attend summer school to earn a passing grade in the course. The grade earned during the school year will be combined with the summer school grade to achieve the final grade for the course. The school year grade will count as 20%, while the summer school grade will count as 80% of the final grade.

### **Promotion**

**Grades 9-12:** Successful completion of all courses will assure that students will pass to the next grade level. Students experiencing academic difficulty will be passed to the next grade level as follows:

**Grade 9 to Grade 10:** Total Completed Credits = 5

**Grade 10 to Grade 11:** Total Completed Credits = 11

**Grade 11 to Grade 12:** Total Completed Credits = 17

To be of senior status, students must have at least 17 credits and be able to complete the 22.5 credits required for graduation. Students also need passing scores on the associated Regents Exams or State Approved Alternative Assessments.

### **Report Card/Progress Reports**

Progress reports are issued every 5 weeks for grade 9-12 and report cards every 10 weeks. In addition to numerical grades, teacher comments are also included. Teachers send information home and make phone calls to alert parents about students experiencing academic or behavioral difficulties.

### **School Counseling Program**

The Student Support Services Office provides important information regarding graduation requirements, career options, and future educational opportunities. In addition, the counselors provide a variety of services and supports to aid successful educational and personal development. Students may arrange a conference with the Student Support Services Office and, if necessary, a parent conference may be scheduled with the teacher for many reasons including: Colleges, College Entrance Requirements; Scholarships; Trade Schools; Career Information; Military Service; Program Planning; Area Vocational School Offerings; Test Interpretation; Exams: PSAT, SAT, ACT; Study Tips; Scheduling and Course Offerings; Test Taking Tips; Personal Issues Interfering With Learning.

### **Transcript and Recommendation Requests**

If a student or graduate requires a transcript to be sent for college admission, scholarship application, etc., the student must fill out a transcript request form at least one week prior to the date the transcript must be received. The time frame is important in assuring adequate mailing time. Transcript requests need to be submitted directly to the Student Support Services Office Secretary. Requests for letters of recommendation from the Student Support Services Office must be submitted, in writing, at least one week prior to the requested mailing date.

### **Scholarships**

Upcoming scholarships will be posted in the Student Support Services Office, and on the school website. Students are responsible for checking this information. Students are responsible for completing all necessary paperwork for scholarships and obtaining all recommendation letters, transcript requests, and scholarship essays. This requires advanced planning to give teachers time to complete references where necessary. Students must bear in mind that all scholarships have firm deadlines, and the timely submission of the applications must also allow for sufficient mailing time.

### **Financial Aid Forms**

Financial Aid forms are available in the Student Support Services Office. In most cases, specific questions about Financial Aid Awards should be referred to the Financial Aid Office of the college chosen. Financial Aid Night is an opportunity for parents to gain valuable information. Financial Aid night is scheduled yearly in December in the High School Library.

### **Add/Drop Course Procedures**

A student may add or drop a course during the first seven days of the course. Any schedule changes made after that time will be at the discretion of the HS Principal after a meeting with student and parent.

### **Parent/Teacher Communication**

**Parent Conferences:** We believe the well-informed parent is more able to contribute to the success of our students. For this reason, parent/teacher contacts are encouraged via written communication, telephone conferences and/or personal meetings.

Parents may initiate a conference with the teacher by leaving a message at the Main Office requesting that the teacher contact them. When a parent requests a conference with a teacher, the teacher will make every effort to arrange a mutually convenient time. Such conferences will be planned around the teacher's schedule so as not to interfere with class time.

Appointments may be arranged with the Student Support Services Office or the Building Principal by contacting their secretaries.

Parents are encouraged to use ParentSquare and/or email to contact teachers directly and maintain communication. Links to individual teacher email addresses can be found on the school website: [www.gmucsd.org](http://www.gmucsd.org). Click on the parent button, and then offices and staff button to get an email directory.

### **Student/Parent Concerns**

Successful partnerships between students, parents, and school personnel are essential to the goal of student success. There may be times when students voice concerns that leave parents wondering what they can do to help. At such times we encourage students to take responsibility for solving the problem or concern. The protocol below will encourage students to participate in the problem solving, while assuring that if they are not successful, there is help to solve the problem.

**Step 1:** Parents encourage students to speak to the teacher directly, coaching the student how to approach the problem.

**Step 2:** If the student is not successful, the parent contacts the teacher to discuss the situation.

**Step 3:** If the parent is not successful, the student and/or parent contacts the building principal to share

the concern in an effort to solve the problem.

## **Multi-Tiered Support System (MTSS)**

Multi-Tiered Support System (MTSS) is an approach to the early identification and support of students with learning and behavior needs. All students will receive high quality classroom instruction. Students needing more support to reach high levels of success will have access to them as part of their class schedules.

### **Elementary School**

Students at the elementary level will receive additional instructional support using the Fountas & Pinnell program (K-2) and/during scheduled class times (3-6). This additional instruction will take place in small-groups or one-on-one with the teacher.

### **Middle/High School**

Students in grades 7-12 will be enrolled in a tutorial class. During this time, teachers will request to see students that will benefit from additional instruction. During this time with the teacher, students may complete missing assignments, make up assessments, or get small-group/one-on-one support from the teacher to strengthen their skills. Students who do not need additional help from a teacher will remain in their tutorial class where they can complete any class assignments.

### **Teacher/Extra Help**

Whenever possible, teachers are available to provide help to students. This includes opportunities before school, during tutorials, during study halls, and after school. Each teacher will post available times in each classroom to encourage students to seek help.

### **Academic Success Policy**

The Academic Success Policy is designed to support struggling students in the achievement of academic success. Academics must be a priority as students prepare to enter a competitive workforce in uncertain economic times. Each student must take responsibility for achieving academic success. Through working with teachers, students gain opportunities to develop effective study habits, a strong work ethic, and the desire to succeed.

### **Academic Notice Procedures**

Every Monday, the Academic Notice list will be pulled with notification given to the Faculty via email and Students and Parents of the failing course(s) via a ParentSquare Message.

Students can set up an appointment to meet with teachers during the day with a pre-signed pass from the teacher that they are failing or after school (3:05 – 4:15 PM). In addition, students may attend after school homework help from 3:05 – 4:15 PM in the library Monday through Friday each week. It is required that they sign up for the late bus for each day that transportation is needed.

The iReady benchmark assessments will be used in grades K – 8 to progress-monitor student skill sets in Reading and Math.

After three consecutive weeks of failing one or more courses, the student will be automatically referred to the Child Study Team to determine additional support or necessary academic interventions.

It is critical that parents have conversations with students about the classes they are failing and encourage them to seek additional assistance so that they can achieve academic success. We also encourage parents to contact their child's teacher(s) if they have any questions or concerns.

# Transportation Regulations/Guidelines

Transportation is provided to students who live within the school district. All students are expected to behave on the buses in a manner that is respectful to the rights of others. All students are governed by the expectations of the Code of Conduct while on buses. Behavior that is disruptive on school buses threatens the life and safety of all students and will not be tolerated. In an effort to assure safe transportation:

- All drivers will make every attempt to deal with situations that arise among students while they are riding on the bus. Drivers will give students only one warning about infractions.
- If a student continues to violate rules, despite warnings, a Bus Discipline Referral will be filed with the Principal.
- A Bus Discipline Referral will be filed with the building principal immediately following a violation that seriously endangers other passengers.
- Drivers will verbally notify students that their behavior is being reported.

The Building Principal will respond to discipline referrals through the range of penalties listed in the Code of Conduct. Consultation with the driver prior to the disciplinary response will be initiated if circumstances require. Students receiving more than three referrals will face a transportation review. This review will include the student, parent, Building Principal, and the Director of Transportation. Suspension of bus privileges will occur if students persist in unsafe behavior. Students suspended from bus transportation are required to be in school. Transportation of students while suspended from the bus is the responsibility of the parent/guardian.

## **Authorized Transportation**

Students may only leave school grounds with authorized transportation. This involves students' own bus and bus stop, or riding with individuals who have been identified as accepted by parents/guardian on the Student Information Form. Students not going to their normal after school location are required to provide the Front Desk with a note, signed by parent/guardian, stating where they are going and how they are getting there. This is necessary even if the person they are riding with is identified on their Student Information Form. We cannot take parent requests over the phone. A parent's signature is required. Notes faxed to the school including a parent's signature are accepted. If we are unable to contact the parent, the child will have to resume his/her normal means of transportation as the request will not be honored.

## **After School Activities/Transportation Sign Up**

Students staying after school for ANY reason (including sports/club participants) are to sign up during lunch time or at the front desk. Students needing late bus transportation must be signed up for the bus before 12:45pm. Students are required to provide their first and last name and supervisor (teacher/coach/advisor) with whom you are staying. The late bus will be available promptly at 4:00p.m. in the front circle.

## **Video Cameras on School Buses**

The Board of Education recognizes its responsibility to ensure the safety and welfare of staff and students on school transportation vehicles. Video cameras will be used to monitor student behavior on a school vehicle transporting students to and from school or co-curricular activities.

## **Student Driving and Parking Privileges**

Student parking spaces are limited. Access to parking goes first to seniors, then juniors, etc. Students will be required to register their cars in the Main Office. The school will collect a nominal deposit (\$3.00) prior to issuing a parking permit to students. The deposit will be returned upon surrender of the parking permit. Students who abuse driving privileges by being in the parking lot during school time, driving in

an unsafe manner, transporting other students without permission, or leaving school without permission face the loss of driving privileges.

Once a car is driven onto school property, it may not be driven off until the student leaves for the day. Exceptions may be granted upon written request from parent or guardian. Once the car is parked, students are to enter and remain in the building until dismissed. Special circumstances must be discussed and approved by the Building Principal.

## **Terms and Conditions for Internet Use**

Internet access is now available to students and teachers in the Gilbertsville-Mount Upton Central School District. We believe the Internet offers vast, diverse and unique resources to both students and teachers. Our goal in providing this service to teachers and students is to promote educational excellence in the Gilbertsville-Mount Upton Central School by facilitating resource sharing and communication.

The Internet is a global network connecting thousands of computers all over the world and millions of individual users. Students and teachers have access to:

- electronic mail communication with people all over the world;
- commercial/retail product information including the possibility of purchase capabilities;
- information and news from many research institutions;
- public domain and shareware of all types;
- discussion groups on a variety of topics, and
- many university library catalogs, such as the Library of Congress, CARL (Colorado Alliance of Research Libraries) and ERIC.

With access to computers and people all over the world also comes the possibility of encountering content that may not be considered to be of educational value. The Gilbertsville-Mount Upton Central School District has taken available precautions to restrict access to content and/or materials of a controversial nature. However, on a global network it is impossible to control all content and a user may discover controversial information. We believe that the valuable information and interaction available on this worldwide network far outweighs the possibility that users may procure materials that are not consistent with our educational goals. The smooth operation at the Gilbertsville-Mount Upton Central School network relies on the proper conduct of users who must adhere to strict guidelines. These guidelines are provided here so users are aware of the ethical and legal responsibilities that they are required to assume.

If a Gilbertsville-Mount Upton Central School District user violates any of these provisions, his or her access privileges will be terminated and future access may be denied.

### **Acceptable Use**

The use of the internet must be in support of education and research and consistent with the educational objectives of the Gilbertsville-Mount Upton Central School District. Use of other organizations' networks or computing resources must comply with the rules appropriate for that network. Transmission of any material in violation of any federal or state regulation is prohibited. This includes, but is not limited to, copyrighted material, threatening or obscene material, or material protected by trade secret. Use for commercial activities other than those necessary and authorized for the conduct of school business is prohibited. Use of the network or other computer resources for political lobbying is also prohibited. Each student who receives access privileges will be part of an ongoing discussion with a Gilbertsville-Mount Upton Central School District faculty member pertaining to the proper use of the network.

Every computer in the district having Internet access shall not be operated by a student unless Internet access from the computer is subject to filtering software. Such filtering software shall be designed and it shall operate so that images which are obscene, pornographic or harmful to minors shall not be displayed. Such filtering software shall also be designed and it shall operate so that images or language which

advocate or promote violence or hatred against particular individuals or groups of individuals or promotes the superiority of one racial, ethnic or religious group over another shall not be displayed. For purposes of this policy, the phrase harmful to minors means any picture, image, graphic image file, or other visual depiction that, taken as a whole, and with respect to minors, appeals to prurient interest in nudity, sex or excretion; depicts, describes or represents in a patently offensive way with respect to what is suitable for minors an actual or simulated sexual act or sexual contact, actual or simulated normal or perverted sexual acts, or a lewd exhibition of the genitals and, taken as a whole, lacks serious literary, artistic, political or scientific value as to minors.

Internet access will be provided to students in accordance with the terms of this policy. Use by outside groups without prior approval of the system administrator or other school administration is prohibited. Use by student clubs and organizations is limited to those times when the Internet access points are not in use for instruction, and shall be limited to educational purposes and governed by this policy. Access to the Internet will be under the direction and supervision of the staff assigned to the particular Internet access area or computer.

The system administrator will determine what is inappropriate use and his/her decisions are final. The administration, faculty, and staff of Gilbertsville-Mount Upton Central School may request the system administrator to deny, revoke or suspend a specific user's access only after a review with the student in order to explain the grounds for the revocation.

### **Etiquette**

All users are expected to abide by the generally accepted rules of network etiquette. These include, but are not limited to, the following:

- Be polite, and do not be abusive in your messages to others.
- Use appropriate language at all times.
- Do not engage in any cyber-bullying activities. Cyber-bullying refers to any harassment/bullying which occurs via the internet, cell phones or other electronic devices.
- Do not reveal your personal address or phone numbers or those of other students.
- Electronic mail (e-mail) is not guaranteed to be private. People who operate the system do have access to all mail. Messages relating to or in support of illegal activities will be reported to the authorities.
- Do not use the network in such a way that would disrupt the use of the network by other users.
- All communications and information accessible via the network should be assumed to be private property.
- Attempts to access information or services deemed inappropriate by the system administrator, faculty and staff of Gilbertsville-Mount Upton Central School District, or in contravention of this policy, and/or the Children's Internet Protection Act are prohibited.
- Illegal activities are strictly forbidden.

### **No Liability**

Gilbertsville-Mount Upton Central School makes no warranties of any kind, whether expressed or implied, for the service it is providing. Gilbertsville-Mount Upton Central School will not be responsible for any damages. This includes loss of data resulting from delays, non-deliveries, miss-deliveries, or service interruptions caused by its own negligence or users' errors or omissions. The Gilbertsville-Mount Upton Central School specifically denies any responsibility for the accuracy or quality of information obtained through the network.

### **Security**

Security on any computer system is a high priority, especially when the system involves many users. If a user identifies a security problem on the Internet or internal network, the user must notify a system

administrator. Do not demonstrate the problem to other users. Use another individual's access privileges is prohibited. Attempts to log in to the Internet or internal network as a system administrator will result in cancellation of user privileges. Any user identified as a security risk or having a history of problems with other computer systems may be denied access to computer resources. System administrators with probable cause may access any material on the school network without prior notice to users in order to prevent or rectify security problems.

### **Vandalism**

Vandalism will result in cancellation of privileges and may lead to other administrative action, including notification of law enforcement authorities. Vandalism is defined as any malicious attempt to harm or destroy data of another user, Internet, or any of the above listed agencies or other networks. This includes, but is not limited to, the uploading or creation of computer viruses.

### **Agreement**

All terms and conditions as stated in this document are applicable to all users. These terms and conditions reflect the entire agreement and supersede all prior oral or written agreements and understandings. These terms and conditions shall be governed and interpreted in accordance with the laws of the State of New York and the United States of America.

## **Student Device Policy**

Any student in grades 9-12 who wishes to use their own personal computing device on the GMUCSD computer network requires student and parent/guardian agreement to abide by the following:

- GMU is not liable for student-owned devices that are lost, stolen, or damaged; students who use their own devices on District grounds or at school-related events including, but not limited to, sporting events, extracurricular activities, etc., do so at their own risk.
- Although an effort will be made to provide applications and services that work across various computing platforms, GMU makes no guarantee of compatibility between student-owned devices and the instructional software or services offered by GMU.
- The types, makes and models of devices allowed for use on the GMU computer network or campus are determined solely by the GMU Administration and Technology Director.
- All Local, State and Federal laws governing the use of computers and computer networks
- GMU Terms and Conditions for Use of the Internet
- GMU Student Computing Device Procedure
- Directives from GMU staff members regarding the use of personal computing devices, including but not limited to administrators, teachers, support staff members, and substitutes
- The privilege of device use may be revoked without notice for any reason deemed appropriate by the GMU Administration and/or Technology Director
- All device use on the school network is logged and device location tracked within the building as is practical.
- All other applicable District policies and procedures

Students who agree to these terms and have signed parent/guardian permission below are required to bring their personal computing device to the Technology Director to have it added to the list of allowed devices on the GMU computer network. Information taken for this purpose will include the make, model, serial number, and identification numbers (MAC addresses) of the network interface(s) contained within or associated with the device.

If you have any questions or concerns, please contact the Technology Director by e-mail or phone: Director of Technology: Eric Voorhees Email: [evoorhees@gmucsd.org](mailto:evoorhees@gmucsd.org) Phone: 607-783-2207 x126.

## **GMU Student Computing Device Rules**

Students in grades 9 – 12 may bring computing devices such as laptop computers, tablets, smartphones, or other computing devices to use for educational purposes. They must first submit a Student Computing Device Permission / Signup form signed by them and their parent or guardian.

If a student agrees to follow the rules listed in this procedure, other policies and procedures as outlined in the signed permission form, and all other applicable laws, policies, and procedures, they may register their device to use at GMU. It is expected that students will use their devices responsibly at school to further their learning, and not use their device in a way that is hurtful to themselves, other students, or school staff.

### Use of devices during instruction:

Each teacher will define rules for device use as part of their syllabus at the beginning of the school year. In addition, each teacher will instruct and model for students about the appropriate use of devices. During all instruction time, students are expected to have their phones silenced and stored away. Students may only use their devices in the manner allowed by teachers, staff members and/or substitutes.

Students who use their devices inappropriately during instructional time, whether at a time or in a manner not instructed by teachers, staff members and/or substitutes, shall be subject to a response system consisting of three tiers. These three tiers are as follows:

- Tier 1 - Respective teacher, staff member and/or substitute teacher instruct students to stop using the device inappropriately and/or store it away.
- Tier 2 - If inappropriate device use continues, the respective teacher, staff member and/or substitute instruct students to store their device(s) away, which could include another designated location in the classroom.
- Tier 3 - If inappropriate device use still continues, the respective teacher, staff member and/or substitute confiscate the device for the remaining duration of instructional time (for example, the remainder of the period) and may implement additional disciplinary consequences, such as referring students in violation of device policy to administration.

### Use of devices in study halls, tutorials, and advisories:

Students need to notify the teacher, staff member or substitute in charge of what they will be doing with their device and get permission for their stated activity before using their device.

Students who use their devices inappropriately during study hall, tutorial and advisory periods, whether at a time or in a manner not instructed by teachers, staff members and/or substitutes, shall be subject to the same three-tiered response system as during instructional time.

### Use of headphones/earbuds:

Use of headphones/earbuds is only permitted when specifically instructed by a teacher, staff member and/or substitute. In the absence of such permission, headphones should be stored away. When wearing headphones/earbuds, students should always have one ear free. Students need to be aware of their surroundings and be able to hear directions given by school staff members. Students who use their headphones inappropriately during instructional, study hall, tutorial and advisory periods, whether at a time or in a manner not instructed by teachers, staff members and/or substitutes, shall be subject to the same three-tiered response system as with device use.

### Use of devices while walking in hallways:

Students are prohibited from using their devices while walking in the hallways between classes, as this creates a safety hazard. Students who use their devices while walking in the hallways shall be subject to the same three-tiered response system as during instructional, study hall, tutorial and advisory periods. Any observing staff member, even one not assigned to a student during the academic day, may initiate this three-tiered response system.

## **District-Wide Mentoring Program**

As part of CFES Brilliant Pathways (<https://brilliantpathways.org/>), Gilbertsville-Mount Upton has implemented a district-wide mentoring program. Mentor pairings are created based on grade-level pairings. Interested students in grades 7-12 will mentor elementary students in grades PK-6. Activities will be organized by the GMU's CFES team and will be supervised by classroom teachers and aides. Together, mentors and mentees will become more proficient in CFES Brilliant Pathways' essential skills:

- Goal setting – Identifying what you want, and how you can achieve it.
- Teamwork – Collaborating with others to reach a common goal.
- Leadership – Taking charge of your future and helping your peers do the same.
- Agility – Adapting and responding to changing circumstances.
- Perseverance – The determination to overcome challenges to achieve your goals.
- Networking – The art of turning an acquaintance into a supporter.

## **Family Educational Rights and Privacy Act (FERPA)**

The Family Educational Rights and Privacy Act (FERPA), a federal law, requires that the Gilbertsville-Mount Upton Central School District, with certain expectations, obtain your written consent prior to the disclosure of personally identifiable information from your child's education records. However, Gilbertsville-Mount Upton may disclose appropriately designated "directory information" without written consent, unless you have advised the District 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 your child'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 heights 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 ring or publish yearbooks. In addition, New York State Education Law 2-a and two 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. If you do not want Gilbertsville-Mount Upton to disclose some or all directory information from your child's education records without your prior written consent, you must notify the District in writing within two weeks of your child(ren) starting school.

Gilbertsville-Mount 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

## **Model Notification of Rights under the Protection of Pupil Rights Amendment (PPRA)**

PPRA affords parents certain rights regarding our conduct of surveys, collection and use of information for marketing purposes, and certain physical exams. These include the right to:

Consent before students are required to submit to a survey that concerns one or more of the following protected areas (“protected information survey”) if the survey is funded in whole or in part by a program of the U.S. Department of Education

- Political affiliations or beliefs of the student or student’s parent;
- Mental or psychological problems of the student or student’s family;
- Sex behavior or attitudes;
- Illegal, anti-social, self-incriminating, or demeaning behavior;
- Critical appraisals of others with whom respondents have close family relationships;
- Legally recognized privileged relationships, such as with lawyers, doctors, or ministers;
- Religious practices, affiliations, or beliefs of the student or parents; or
- Income, other than as required by law to determine program eligibility.

Receive notice and an opportunity to opt a student out of-

- Any other protected information survey, regardless of funding;
- Any non-emergency, invasive physical exam or screening required as a condition of attendance, administered by the school or its agent, and not necessary to protect the immediate health and safety of a student, except for hearing, vision, or scoliosis screenings, or any physical exam or screening permitted or required under State law; and
- Activities involving collection, disclosure, or use of personal information obtained from students for marketing or to sell or otherwise distribute the information to others.

Inspect, upon request and before administration or use-

- Protected information surveys of students;
- Instruments used to collect personal information from students for any of the above marketing, sales, or other distribution purposes; and
- Instructional material used as part of the educational curriculum.

A parent who wishes to inspect and review instructional material shall submit a request in writing to the building principal. Upon receipt of such request, arrangements will be made by the building principal to provide the parent access to instructional materials requested within 30 calendar days after the request has been received by the principal. These rights transfer from the parents to a student who is 18 years old or an emancipated minor under State law.

# Athletic Program Guidelines

## Philosophy Statement

The Mission of the GMU Interscholastic Athletic Program is to foster the quest for excellence by creating an educational and competitive experience with an atmosphere of sportsmanship. We strive to develop and realize individual and team potential by promoting high standards of competence, character, civility and citizenship.

## Belief Statement

Involvement in athletics at GMU should:

- Emphasize academic and athletic performance
- Be open to all students
- Promote physical and emotional well being
- Support lifelong athletic involvement in sports activities
- Develop an understanding of friendly competition, not a "win at all costs" attitude
- Support the standards of excellence of the entire district

## Athletic Programs

GMU has athletic teams in the following areas:

### Fall Sports

Boys/Girls Modified and Varsity Soccer

Boys/Girls Modified and Varsity Cross Country

### Winter Sports

Boys/Girls Modified and Varsity Basketball

Boys/Girls Modified and Varsity Indoor Track

### Spring Sports

Boys/Girls Modified and Varsity Baseball/Softball

Boys/Girls Modified and Varsity Track

Students who choose to participate in our Athletic Programs will receive an Athletic Handbook from their coach. **GO RAIDERS!**

# Clubs and Activities

## Co-Curricular and Extracurricular Activities

Gilbertsville-Mount Upton Central School recognizes the educational values inherent in student participation in the co- curricular life of the school for such purposes as building social relationships, developing interests in an academic area, and ongoing understanding of the responsibilities of good citizenship.

The following activities are available to students:

- Academic Team
- National Honor Society
- Leadership Club
- Yearbook

- Marching Band
- Jazz Band
- Color Guard
- World Language Club
- Mock Trial
- Student Council
- SADD
- Drama Club
- Technology Club
- Women for a Change
- Gay Straight Alliance
- GMU Clay Target League

### **Student Fundraising**

All clubs, classes, and organizations must have prior approval through the Principal for any fundraising efforts. No fund raising activities will be allowed to take place without this approval.

### **Posters/Postings in School**

The High School Principal will approve posters and their placement before they are put on display. Posters, both in school and out must be collected as soon as the event which they announce has taken place. At all times posters must be neat, of good taste and design, and grammatically correct.

### **Dances**

- Chaperones will consist of at least 2 faculty chaperones and up to 3 parents of students sponsoring the dance.
- Students may invite a guest to a school dance provided they are enrolled in another school district and they have secured a dance pass from the High School Principal in advance. Guest passes need to be returned to the high school office no later than noon two days before the dance is held.
- Dances will not begin prior to 7:00pm and must end by 10:00pm.
- Dances will be confined to the cafeteria/gym wing of the building.
- Students absent from school the day of the dance, on Academic Restriction, or suspended, may not attend the dance.
- All school rules and regulations are in effect
- Building Use Form must be approved at least 2 weeks prior to the dance and must include the names of the proposed chaperones.
- Chaperones must be approved by Building Principal before Building Use Form is approved.

### **Dance Rules**

- All students must sign in upon arriving at the dance.
- Students leaving the building may not return. Students departing the dance before its scheduled end must sign out, indicating their time of departure.
- Food and drinks are not permitted in the gymnasium.
- All school rules and regulations (student code of conduct) are in effect at all dances.

Violations of the code of conduct will result in removal from the dance and a disciplinary referral.

### **Junior Prom**

The Junior Prom may be held at the Majors Inn, on school premises, or at location approved of the Principal. Class must submit proposal for prom to the Principal in November. This must include a list of chaperones (at least four faculty), time and agenda, as well as a cost estimate. Any special requests or considerations must be included.

Each student may bring one guest if they are pre-registered and approved by the high school principal. To be considered as a guest, all prom guests must meet at least one of the following guidelines:

- Enrolled in a public or private high school and at least in the ninth grade
- Home-schooled (maximum age: 18)
- G-MU graduate (maximum age: 20)
- Enrolled in a college, university, or trade school (maximum age 20)
- Not enrolled in college maximum age 20

All school rules and regulations are in effect.

### **Senior Trip**

Seniors in good standing can participate in an activity (picnic, special event, trip, etc.) planned by/for the class. The class will bear the cost of the activity, which requires the approval of the Building Principal and then the Board of Education. All school rules and regulations are in effect.

### **Student Council and Advisory Council**

Students are elected to offices within the student government structure based on their leadership, organizational, and communication skills. Each club and class elects officers, who then have the responsibility and authority to communicate for the good of their constituents. Most elections are held in the spring, with some clubs electing to wait until the fall.

The Student Council has the responsibility and authority to speak for the good of the entire student body. Issues that affect all students, ideas for new student activities, suggestions for school events, etc. should be voiced through your student government representatives. These elected officials have direct access to the Building Principal, and are the best avenue for addressing issues in the school setting.

The Student Council holds a formal election process in the spring. Students are encouraged to file petitions to run for the various offices. Deadlines for submitting these petitions will be published and announced beginning in March so that all students have access to the opportunity to run for office.

Students who choose not to run for office are encouraged to participate in the election in a thoughtful manner. Elected officials have the power to impact student life at GMU, and thus should be given that power after careful thought as to their skills and motivation.

### **Yearbook**

The yearbook is published annually, and requires a tremendous number of staff members. Students are strongly encouraged to join yearbook club as the skills learned link directly to some excellent career opportunities i.e., graphic design, marketing, publishing, etc.

# School Calendar



2022-2023

## Gilbertsville-Mount Upton District Calendar

July 2022							January 2023						
Su	M	Tu	W	Th	F	Sa	Su	M	Tu	W	Th	F	Sa
					1	2	1	2	3	4	5	6	7
3	4	5	6	7	8	9	8	9	10	11	12	13	14
10	11	12	13	14	15	16	15	16	17	18	19	20	21
17	18	19	20	21	22	23	22	23	24	25	26	27	28
24	25	26	27	28	29	30	29	30	31				
31													

August 2022							February 2023						
Su	M	Tu	W	Th	F	Sa	Su	M	Tu	W	Th	F	Sa
	1	2	3	4	5	6	5	6	7	8	9	10	11
7	8	9	10	11	12	13	12	13	14	15	16	17	18
14	15	16	17	18	19	20	19	20	21	22	23	24	25
21	22	23	24	25	26	27	26	27	28				
28	29	30	31										

September 2022							March 2023						
Su	M	Tu	W	Th	F	Sa	Su	M	Tu	W	Th	F	Sa
				1	2	3	5	6	7	8	9	10	11
4	5	6	7	8	9	10	12	13	14	15	16	17	18
11	12	13	14	15	16	17	19	20	21	22	23	24	25
18	19	20	21	22	23	24	26	27	28	29	30	31	
25	26	27	28	29	30								

October 2022							April 2023						
Su	M	Tu	W	Th	F	Sa	Su	M	Tu	W	Th	F	Sa
						1							1
2	3	4	5	6	7	8	2	3	4	5	6	7	8
9	10	11	12	13	14	15	9	10	11	12	13	14	15
16	17	18	19	20	21	22	16	17	18	19	20	21	22
23	24	25	26	27	28	29	23	24	25	26	27	28	29
30	31						30						

November 2022							May 2023						
Su	M	Tu	W	Th	F	Sa	Su	M	Tu	W	Th	F	Sa
		1	2	3	4	5		1	2	3	4	5	6
6	7	8	9	10	11	12	7	8	9	10	11	12	13
13	14	15	16	17	18	19	14	15	16	17	18	19	20
20	21	22	23	24	25	26	21	22	23	24	25	26	27
27	28	29	30				28	29	30	31			

December 2022							June 2023						
Su	M	Tu	W	Th	F	Sa	Su	M	Tu	W	Th	F	Sa
				1	2	3					1	2	3
4	5	6	7	8	9	10	4	5	6	7	8	9	10
11	12	13	14	15	16	17	11	12	13	14	15	16	17
18	19	20	21	22	23	24	18	19	20	21	22	23	24
25	26	27	28	29	30	31	25	26	27	28	29	30	

**KEY**

- Half Day of School for Students
- No School - Recess/Holiday
- Offices Closed
- No School for Students - Conference Day
- Regents & State Exams

**SEPTEMBER 2022**

05 Labor Day - No School/Offices Closed

06-07 Staff Development/No School for Students

08 First Day for Students

**OCTOBER 2022**

07 Staff Development/No School for Students

10 Columbus Day - No School

**NOVEMBER 2022**

10 Half Day for Students, Noon Dismissal (Parent/Teacher Conferences)

11 Veteran's Day - No School/Offices Closed

18 Half Day for Students, Noon Dismissal (Staff Development)

23 Thanksgiving Recess - No School

24-25 Thanksgiving Recess - No School/Offices Closed

**DECEMBER 2022**

22 Half Day for Students, 11 a.m. Dismissal

23 Christmas Recess - No School/Offices Closed

26-27 Christmas Recess - No School/Offices Closed

28-30 Christmas Recess - No School

**JANUARY 2023**

02 New Year's Observance - No School/Offices Closed

16 Martin Luther King, Jr. Day - No School/Offices Closed

24-27 Regents Exams

27 Half Day for Students, Noon Dismissal

**FEBRUARY 2023**

20 Presidents' Day - Offices Closed

21 February Recess - No School

**MARCH 2023**

16 Half Day for Students, Noon Dismissal (Parent/Teacher Conferences)

17 Staff Development/No School for Students

24 Half Day for Students, Noon Dismissal (Staff Development)

**APRIL 2023**

03-06 Spring Recess - No School for Students

07 Good Friday - No School/Offices Closed

10 Easter Monday - No School/Offices Closed

19-26 ELA State Tests, Grades 3-8

**MAY 2023**

02-09 Math State Tests, Grades 3-8

05 Half Day for Students, 11 a.m. Dismissal

23 Science Performance Test, Grade 8

29 Memorial Day - No School/Offices Closed

**JUNE 2023**

05 Science Written Test, Grade 4 & 8

13 7-12 Last Day of School

14-16 Regents Exams

19 Juneteenth - No School/Offices Closed

20-22 Regents Exams

22 PK-6 Last Day of School, 11 a.m. Dismissal

23 Regents Raffle Day - No School for Students

**Potential Snow Day Giveback Dates to reduce to 183:**  
1st: 5/30/2023 2nd: 5/26/2023