Gilbertsville-Mount Upton Central School

Student & Parent Handbook 2026-2027

693 State Highway 51
Gilbertsville, NY 13776
Phone: 607-783-2207
Fax: 607-783-2254
www.gmucsd.org

Table Of Contents

Section	Page Number
GMU Mission, Vision and Motto	3
Community Relations	4
Faculty and Staff	6
GMUCSD Board of Education District Policy ● Code of Conduct ● Student Searches ● Comprehensive Attendance	 10 19 24
Excused & Unexcused Absences	29
Lateness/Tardiness/Leaving Early	29
Addressing Problem Behaviors	31
Student Procedures - Academics	49
II. Elementary School Progress and Instruction	52
III. Middle and High School Progress and Instruction	54
IV. Multi-Tiered System of Supports (MTSS-I)	62
Internet Use Procedures	64
District-Owned Computing Equipment Use Agreement	66
Student Procedures - Transportation	67
Student Procedures - Food Service	68
Student Procedures - Athletics and Extracurriculars	69
School Calendar	72

Welcome!

THE WHITE HOUSE
WASHINGTON

August 2026

Dear Students,

Welcome back to school! Mrs. Trump and I send our best wishes to you, your families, and your teachers as you begin this new academic year.

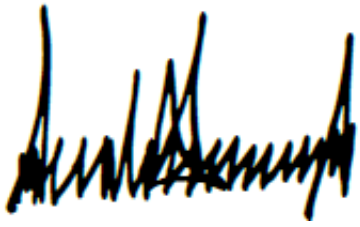
The Golden Age of America relies upon your tremendous leadership, commitment, and character. I encourage you to do your best in school each day, ask questions, and never stop learning. Keep dreaming big and working hard, and always remember there is no limit to what you can achieve for yourself and for the United States of America.

Please know, as President, I am fighting every day to strengthen your school, make your community safer, and create new opportunities for your future so you can build your own unique American Dream.

As you reach new milestones this year, Mrs. Trump and I hope you will share them with us. Write to the White House, and tell us about the projects you are proud of, the lessons you have learned, the success you have in sports, the goals you have set, and the ways you are making a difference in your school and community. We look forward to hearing from classrooms all across America.

I wish you a wonderful school year—work hard, and have fun! May God bless you, and may He continue to bless the United States of America.

Sincerely,



DONALD J. TRUMP
45TH AND 47TH PRESIDENT OF THE UNITED STATES

Mission, Vision and 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

Updated Information	
Notes and flyers sent home	GMUCSD website www.gmucsd.org
GMU Facebook www.facebook.com/GMUCentral	School Newsletters (published quarterly)
Parent Square www.parentsquare.com	

Telephone Communications		
District Phone Number: 607-783-2207		
Position	**Name**	**Office Extension #**
Athletic Coordinator	G. Bonczkowski	124
Buildings and Grounds	R. Card	101
District Office/Superintendent	H. Wilcox	140
District Clerk	D. Dean	140
District Enrollment	K. Carey	103
District Treasurer/School Business Official	A. Marron	144
Deputy Treasurer	K. Carey	119
Front Desk Clerk	S. Liberatore	100
Health Office	K. Ingham	108
Interim Principal	R. Smith	103
Main Office Admin Assistant	A. Costello	103
School Meals Manager	S. Sebeck	122
CSE Director	TBD	107
CSE Office	Conference Phone	141
School Counseling Office - Elementary	L. George	143
School Counseling Office - Middle/High School	J. Parascandola	298
Technology Director/CIO	E. Voorhees	126
Transportation Supervisor	S. Brown	115
School Resource Office	R. Beach	145

Visitors to School	
Entrance/exit procedure	Only through main entrance; Sign in at front desk Receive and display visitor permit; Sign out when leaving
Parents	Appointments with teachers, counselors and/or administrators made in advance
Students from other schools	Approval required in advance from the Principal, only under special circumstances

Official Newspapers of GMU	
The Daily Star in Oneonta	The Evening Sun in Norwich

Communication of Emergencies and Closing of School (*as determined by the Superintendent*)	
Direct Communication	Parent Square (phone, text, email); families will not be contacted individually. Students will be sent to the person/location indicated on the Student Information Form (sent home the first day of school).
Web	GMU (www.gmucsd.org) The Daily Star (www.thedailystar.com) The Evening Sun (www.evesun.com)
Radio	WKXZ, WCDO, WDOS, WZOZ, WSKG, and WBNG Channel 12

Faculty and Staff

Department	Position	Name
Board of Education	President	Jed Barnes
	Vice President	Sean Barrows
	Member	Brenda Friedel Amanda Larsen Christopher Ostrander Lori Peck Whitney Talbot
	District Clerk	Donna Dean
District Administration and Staff	Superintendent & CSE Director	Heather Wilcox
	Interim Principal	Randy Smith
	Director of Special Programs	TBD
	Technology Director	Eric Voorhees
	School Business Official & District Treasurer	Amy Marron
	Deputy Treasurer	Kristy Carey
	District Administrative Assistant to the Superintendent/SPED/District Clerk	Donna Dean
	Registrar	Kristy Carey
	Administrative Assistant to Principal	Amy Costello
	Front Desk / Attendance Clerk	Stacey Liberatore
District and Building Support Staff	Occupational Therapist	J. Sherwood
	SRO	R. Beach
	Psychologist	T. Yantz
	School Nurse, PK-12	K. Ingham, RN BSN
	Speech Therapist	K. Ellsworth
	Physical Therapist (BOCES)	K. Madej
	School Counselor (Elementary)	L. George
	School Counselor (Middle/High)	J. Parascandola
Maintenance	Director of Facilities	R. Card
	Cleaner	J. Barnes R. Barringer L. Dibble V. Esposito T. Wilber

Department	Position	Name
School Meals	Director	S. Sebeck
	Cook	S. Barnes L. Dibble J. Dickerson
Transportation	Supervisor	S. Brown
	Mechanic	M. Wheeler
	Bus Driver	S. Barnes T. Diters M. Grabo D. Green J. Olenick K. Oliver C. Seha J. Zaczek
	Bus Monitors	M. Barnes S. Bennett V. Kemmerer
Elementary Faculty	Pre-Kindergarten Teacher	B. Weand
	Kindergarten Teacher	R. Fuller
	1st Grade Teacher	B. Sheldon
	2nd Grade Teachers	F. Sykes S. Weissflog
	3rd Grade Teacher	B. Gerace
	4th Grade Teacher	R. McMullen
	5th Grade Teacher	C. Carle
	6th Grade Teacher	B. Acla
	Art Teacher	A. Hughes
	Music/Band/Chorus Teacher	A. Monaco
	Physical Education Teacher	M. Johnson
	Special Education Teachers	M. Cherry S. Phillippe A. Slate
	Interventionist	L. Weidman K. Hromada
	Computer Lab / Library Teacher	R. Norton
	Library Aide	Y. Cabrinety
	Teacher Aides	S. Beach K. Fuller D. Harris A. Keuhn L. Macumber A. McCourt

Department	Position	Name
	Teacher Aides	A. Musson
	LTA	C. Crawford M. Cherry
Middle / High School Faculty	Art Teacher	A. Hughes
	Business Teacher / Athletic Coordinator	G. Bonczkowski
	English Teachers	S. Karaman C. Reddan
	Spanish Teacher	J. Rhone
	Health Teachers	M. Johnson J. Pfeifer
	Library Teacher	R. Norton
	Math Teachers	T. Dudley C. Ogborn
	Music/Band/Chorus Teachers	W. Gilchrest A. Monaco
	Physical Education Teacher	J. Pfeifer
	Science Teachers	G. Johnson D. Rhone
	Social Studies Teachers	R. Costin J. Martin
	STEAM Teacher	M. Seigers
	Special Education Teachers	S. Carrabba H. Strenck (LTA) J. Turnbull
	Teacher Aides	M. Barnes K. Lawton B. Scheriff S. Bennett

GMUCSD Board of Education District Policy

A Compact for Student Success

A Compact for Student Success Gilbertsville - Mount Upton Central School District A Student/Parent/Teacher/District Agreement			
In order to ensure all students' success in Gilbertsville - Mount Upton Central School, all parties agree to the following:			
Student	**Parent/Guardian**	**Teacher**	**Gilbertsville - Mount Upton Central School**
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: ➢ Conferences ➢ Open Houses ➢ Monitoring agendas or homework folders ➢ Written communication	Actively communicate with parents via, but not limited to: ➢ Phone calls ➢ Positive post cards ➢ Conferences ➢ Email	Provide opportunities for parental involvement and communication via, but not limited to: ➢ Community news letters ➢ Community bulletin board ➢ News paper ➢ Letters home
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 (BP#7310)

Adopted by the GMU Board of Education on August 5, 2026

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, slingshot, 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:

- Come to school on time and ready and willing to learn.
- Contribute to maintaining a safe and orderly school environment that is conducive to learning and to show respect to other persons and to property.
- Be familiar with and abide by all district policies, rules and regulations dealing with student conduct.
- Attend school every day unless they are legally excused and be in class on time, and prepared to learn.
- Work to the best of their ability in all academic and extracurricular pursuits and strive toward their highest level of achievement possible.
- React to direction given by teachers, administrators and other school personnel in a respectful, positive manner.
- Work to develop mechanisms to control their anger.
- Ask questions when they do not understand.
- Seek help in solving problems that might lead to discipline.
- Dress appropriately for school and school functions.
- Accept responsibility for their actions.
- 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:

- Recognize the importance of their child(ren)'s education and to send them to school regularly, on time and ready to learn.
- Instill in their children a supportive attitude towards the programs and rules of the school and promote positive relationships with others.
- Maintain open communication between the home and school.
- 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:

- Create and maintain a climate of mutual respect and dignity which will strengthen a student's self-concept and promote confidence to learn.
- Promote a safe, orderly and stimulating school environment, supporting active teaching and learning.
- Maintain open communications between the school and home.
- 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.
- Participate in training to ensure a school environment that is free of bullying, harassment, and intimidation.
- Address bullying and harassment incidents that occur within the school to help ensure the creation of a positive learning environment for all students.

- Report occurrences of bullying, cyber-bullying or harassment to the appropriate school staff members, such as school counselors and DASA Coordinators, Lisa Ruland and Lauren Roberts.
- Uphold their responsibilities as mandated reporters.

All members of the Board of Education are expected to:

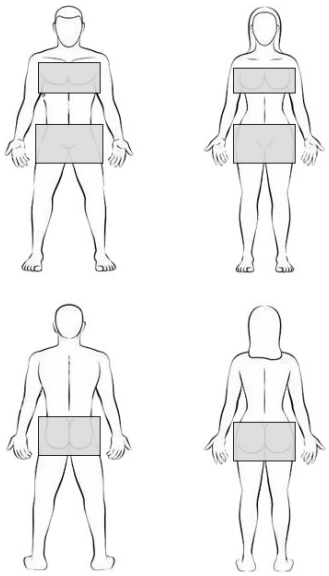
- Collaborate with student, teacher, administrator, and parent organizations, school safety personnel and other school personnel to develop a code of conduct that clearly defines expectations for the conduct of students, district personnel and visitors on school property and at school functions.
- Adopt 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.
- 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 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:
    - Using language or gestures that are profane, lewd, vulgar or abusive.
    - Engaging in any willful act which disrupts the normal operation of the school community.
    - Computer/electronic communications misuse, including any unauthorized use of computers, software, or internet/intranet account; accessing inappropriate websites; or any other violation of the district's acceptable use policy.
    - Failing to comply with the reasonable directions of teachers, school administrators or other school personnel in charge of students.
    - Engage in cyber-bullying behaviors.

B. Engage in conduct that is insubordinate. Some examples of insubordinate conduct are:
    - Failing to comply with the reasonable directions of teachers, school administrators or other school employees in charge of students or otherwise demonstrating disrespect.

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

C. Engage in conduct that is violent. Some examples of violent conduct are:
    - Committing an act of violence (such as hitting, kicking, punching, and scratching) upon themselves, a student, teacher, administrator, other school employee or any other person lawfully on school property or attempting to do so.
    - Possessing a weapon. Authorized law enforcement officials are the only persons permitted to have a weapon in their possession while on school property or at a school function.
    - Displaying what appears to be a weapon.
    - Threatening to use any weapon.
    - Intentionally damaging or destroying the personal property of a student, teacher, administrator, other district employee or any person lawfully on school property, including graffiti or arson.
    - Intentionally damaging or destroying school district property.

D. Engage in any conduct that endangers the safety, morals, health or welfare of self or others. Some examples of such conduct are:
    - Lying to school personnel.
    - Using vulgar or abusive language, cursing or swearing.
    - Stealing the property of other students, school personnel or any other person on school property or attending a school function.
    - 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.
    - 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.
    - 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.
    - Bullying of other students.

    - Intimidation, which includes engaging in actions or statements that put an individual in fear of bodily harm.
    - Sexting or cyber bullying.
    - Selling, using or possessing obscene material.
    - 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. An exception 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.
    - 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.

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.

VIII. Disciplinary Penalties

Disciplinary action, when necessary, will be firm, fair and consistent so as to be the most effective in changing student behavior. In determining the appropriate disciplinary action, school personnel authorized to impose disciplinary penalties will consider the following:

- The student's age.
- The nature of the offense and the circumstances which led to the offense.
- The student's prior disciplinary record.
- The effectiveness of other forms of discipline.
- Information from parents, teachers and/or others, as appropriate.
- 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, principal 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 email, 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.
    - School searches may also include the use of a hand held metal detector wand that can detect objects hidden under student garments.

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 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:

- Anyone who is not a regular staff member or student of the school will be considered a visitor.
- 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.
- Visitors attending school functions that are open to the public, such as musical performances or other large public gatherings, are not required to register.
- 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.
- Teachers are expected not to take class time to discuss individual matters with visitors.
- 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.

- 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.

Students violating this code could lose the ability to participate in other school activities.

XIII. Prohibition on Internet-Enables Devise Use During the School Day (BP 7311)

Adopted: 7/29/2025

Scope: This policy applies to all students during school hours (8:00am – 3:00pm). Internet-enabled devices may include, but are not limited to:

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

1. Purpose

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

2. Definitions

> **Internet-Enabled Devices** shall mean any device capable of connecting to the internet and enabling the user to access content on the internet, including but not limited to social media applications. Such devices shall include, but not be limited to smartphones, tablets, smartwatches, laptops, and other portable electronic communication or computing devices. Internet-enabled devices supplied by the School District that are used for an educational purpose are not included in this definition.
>
> **School Day** shall mean the entirety of every instructional day, including during instructional and non-instructional time, including but not limited to homeroom periods, lunch, recess, study hall and passing time.
>
> **School Grounds** shall mean in or on or within any building, structure, athletic playing field, playground, or land contained within the real property boundary line of the District.

3. Prohibited Use

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

4. Exceptions

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

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

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

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

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

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

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

5. Communication and Contact

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

6. Storage of Devices

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

7. Discipline and Enforcement

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

8. Accessibility and Language Access

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

9. Regulations

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

Consequences for Violations of BP 7311:

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

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

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

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

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

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

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

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

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

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

Implementation:

a. This policy will be communicated to students, parents, and staff at the beginning of each school year.

b. This policy is available on the District website.

c. Teachers and staff will receive training on how to enforce the procedure consistently and fairly.

Staff personal communication device use:

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

COMPREHENSIVE ATTENDANCE POLICY (BP 7110)

First Reading: 7/6/93
Revised: 8/22/06
Revised and Adopted: 8/21/24

A. Objectives

The objectives of the Comprehensive Attendance Policy are:

1. to accurately monitor the attendance, absence, tardiness, and early departure of students to and from the school,
2. to ensure sufficient pupil attendance so that pupils may achieve state-mandated education standards.
3. to track student location for safety reasons and to account to parents regarding the location of children during school hours.
4. to help students develop strong work habits of responsibility and reliability to thereby achieve excellence to the best of their abilities in all areas
5. to provide academic support for students who miss class time out of necessity
6. to ensure continuity of instruction

B. Definitions

Whenever used within the Comprehensive Attendance Policy, the following terms shall mean:

1. Absent: The pupil is not present for the entire period of the pupil's scheduled instruction
2. Tardy: The pupil arrives later than the starting time of the pupil's scheduled instruction.
3. Early departure: The pupil leaves prior to the end of the pupil's scheduled instruction.
4. Excused: Any absence, tardiness, or early departure for which the pupil has a valid school approved excuse. Such excused nonappearance shall include: personal illness, illness or death in the family, religious observance, quarantine, required court appearances, attendance at health clinics or other medical visits, approved college visits, military obligations, absences approved in advance by the Principal, and other reasons as may be approved by the Commissioner of Education.
5. Unexcused: Any absence, tardiness, or early departure for which the pupil has no valid school approved excuse. Such unexcused nonappearance shall include shopping trips to the local mall, family vacation, oversleeping, skipping class, and any other absence that is not excused.
6. Pupil: A child enrolled in a public or nonpublic elementary, including prekindergarten middle, or secondary school.
7. Register of Attendance: Any written or electronic record maintained for the purpose of recording the attendance, absence, tardiness or early departure of a pupil.
8. Scheduled instruction: Every period that a pupil is scheduled to attend actual instruction or supervised study activities during the course of a school day during the school year.
9. Teacher: A member of the teaching or supervisory staff of a public or nonpublic elementary, middle, or secondary school.
10. Employee other than a teacher: A suitable person other than a teacher employed by a public or nonpublic elementary, middle, or secondary school in a position appropriate for maintaining pupil records.

Coding System

The following coding system shall be used to indicate the nature and reason for a pupil's missing all or part of scheduled instruction:

AE = absent, excused

AU = Absent, unexcused

TE = Tardy, excused

TU= Tardy, unexcused

ED = Early Dismissal

I = Present part of class ISS – In-School Suspension

H = Music Lesson

FT = field trip

OSS = Suspended Out of School

OSSI = Suspended Out of School with tutoring

S = Suspended in School - ALC

M = Long-Term Medical

MT = Long-Term Medical with tutoring

OO = Other

CV = College Visit

BR = Bereavement

EN = Excused by Nurse

DT = Dentist Appointment

DA = Doctor Appointment

HT = Home Tutoring

C. Reporting Absences

1. Attendance is a student-parent/guardian responsibility. The progress of a student depends upon the punctuality and regularity of attendance. 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 through ParentSquare messaging if a student is absent and we have not heard from the parent/guardian. It is important to understand that the primary purpose for messaging is to confirm that the parent/guardian has been notified that their child is not in school. The ParentSquare message 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.”

2. A student who is not in school and whose parent/guardian expects them to be in school is considered truant.

3. A student under the compulsory age of attendance who is absent from school with parent/guardian approval but is not absent for a legal/excused 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.

4. If a student must leave school during the school day because of sudden illness or any other reason, the student 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.

D. Attendance Procedures

Students are expected to be in class no later than 8:00 a.m. Please note: Students should not be dropped off at school before 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.

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

2. Excessive tardiness will result in disciplinary action. Regardless of tardies, students who are late are expected to bring a note of explanation. Failure to do so will result in their being referred to the principal.

a. 1st-2nd unexcused tardies - Note required for these and all subsequent tardies.

b. 3rd unexcused tardy – Lunch detention issued by administration.

c. 4th – 6th unexcused tardies – One (1) lunch detention assigned for each tardy (i.e. one for the 4th tardy, one for the 5th tardy, and one for the 6th tardy) and parent/guardian will be notified.

d. 7th -10th unexcused tardies – After school detention for each tardy, parent/guardian will be notified

e. 11 or more unexcused tardies – In-school suspension assigned, parent/guardian contacted by administrator. One or more of the following may also occur:

i. Loss of driving privileges

ii. Loss of senior privileges

iii. Loss of unstructured time or extra-/co-curricular activities.

f. Failure to sign in immediately at the Attendance Office when arriving late to school may result in detention(s).

g. In the case of unique or extenuating circumstances or chronic tardiness, administrators may use their discretion in determining appropriate consequences for students being late to school.

E. Strategies to Achieve Objectives:

1. At the high school level, attendance will be taken and sent electronically to the main office during homeroom. Attendance will be taken at the start of each period and any discrepancy between the homeroom attendance and class attendance will be forwarded to the main office promptly.

2. A record of student absences and attendance for each class will be kept by individual teachers electronically in SchoolTool.

3. Students will be required to report to class for attendance before being allowed to sign out to any other places in the building.

4. In grades 7-12 the Attendance Clerk will send notices home to inform parents/guardians if any student exceeds 10% lack of attendance in any course.

F. Strategies/Incentives to encourage student attendance (MS/HS):

1. Minimum Attendance for Course Credit (7-12)

a. According to the state policy, anything in excess of 10% absenteeism is considered chronic absenteeism. A student must be noted as present at 90% of a course's scheduled classes in order to earn credit for the course.

b. Excused absences do not count against students in meeting attendance requirements.

i. Excused absences require the student to make up work or class information and assignments.

ii. Excused absences include but are not limited to band/music lessons and approved co-curricular activities (i.e. sports, mock trial, NYSSMA, drama productions). Whether an absence is considered excused or unexcused will be determined by the building principal.

c. For purposes of being marked present, a student must be in a class for at least 50% of the class period.

i. Students of compulsory attendance age suspended from school instruction may not be marked absent unless they fail to attend scheduled alternative education that day.

ii. Students over the compulsory attendance age suspended from school instruction will be marked absent unless they have been assigned alternative education. If alternative education has been assigned, only failure to attend scheduled alternative education shall count as an absence.

2. Class Attendance Procedures

a. Any student who is tardy to class must obtain a pass from the previous teacher stating either the reason for tardiness, or that the student was excused from class on time.

b. Any student who has cut a class will receive no credit for any class work from that class (test, quiz, homework assignments due, written reports, term paper, oral presentation, speech, projects, etc.). Students may be subjected to progressive disciplinary consequences.

c. Any student who is in violation of the district's 90% minimum attendance policy may not receive credit for the course.

In order to prevent a loss of credit for failing to attend, the district will take the following preventative steps:

1. When a student is approaching the limit of absences, the district shall notify the parents/guardians according to the following chart:

Course Length	Maximum Course Absences	Parent Contacted by Teacher	Warning Letter Guidance/CST Referral	Total Loss of Course Credit
40 weeks	18	9	12	Absences exceeding 10% of total class time.
30 weeks	13	6	9	
20 weeks	9	4	6	
10 weeks	4	2	3	

2. When a student is in jeopardy of losing credit for excessive absences and prior contact has been made by the teacher, the Building Principal or their designee 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 deadlines for submission of work.
3. Notice of Absences: 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 an absence, the district shall attempt to contact the pupil's parents/guardians to obtain the nature of the absence. A follow-up notification will be sent via ParentSquare.
4. Disciplinary Procedures: The student may also be subject to disciplinary procedures for unexcused absences, tardiness, or early departures, up to and including verbal and written warnings, detentions, in-school suspensions, and loss of extra-curricular privileges, as described in the Code of Conduct.
5. Counseling: The District shall provide appropriate counseling to students with chronic attendance problems. The student may also be referred to CST for intervention.

G. BOCES Career and Technical Education

The high school offers complete career & technical programs at DCMO BOCES. All school rules and regulations also apply at BOCES. Students who exceed the number of absences allowed under Gilbertsville Mount Upton Central School attendance policy in either their regular school classes or in their BOCES program will jeopardize their ability to participate in the BOCES occupational program. Attendance will be monitored closely and evaluated every 10 weeks following the report card schedule.

Examples of Excused and Unexcused Absences:

The District has determined that absences, tardiness and early departures will be considered excused or unexcused according to the following standards:

A. Examples of Excused Absences:
- 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

B. 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
- other unexcused absences will be determined by the Principal or Commissioner of Education

Lateness/Tardiness and Leaving Early

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.

The following are expectations regarding student lateness and leaving early:

- 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.

- Students should not be dropped off to school prior to 7:50 AM 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 are expected to be in class no later than 8:00 AM. Students who arrive at school anytime during the school day after 8:00 AM must sign in immediately with the Attendance Clerk.
    - 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.
- 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.
- 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
- 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.
- Students 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.

Addressing Problem Behaviors

Below are problem behaviors according to which school employees are designated to address them.

Teacher Managed Behavior (Minor)	Counselor Manage Behaviors	Office Managed Behavior (Major)
Attendance - Inform parents of effect on academic performance	Attendance - at-risk	Attendance - chronic
Skip class/Tardy	Skip class/Tardy - at-risk	Skip class/Tardy - chronic
Inappropriate Language Profanity/name calling directed at student(s)		Inappropriate Language Profanity/name calling directed at adult(s)
Unprepared/incomplete classwork (no homework/no supplies)	Chronic unprepared (CST Referral)	
Technology violation		Technology violation - chronic
Property misuse		Vandalism
Lying/stealing/cheating		Lying/stealing/cheating
Inappropriate pass use/location on campus		Inappropriate pass use/location on campus
Dress code violation		Dress code violations - chronic
Bullying/harassment	Bullying/harassment - investigation	Bullying/harassment - founded
Verbal threats		Verbal/physical intimidation
		Physical aggression/Fighting
*Disrespect**	*Disrespect**	*Disrespect**
*Disruption of one's own learning**	*Disruption of one's own learning**	*Disruption of others' learning**
*Defiance**	*Defiance**	*Defiance**
ZERO TOLERANCE: Use and/or possession of illegal substances Use and/or possession of Weapons Arson Bomb Threat/False Alarm		

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.

Students who have made poor behavioral decisions may be assigned 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 Out-of-School 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 Principal will take appropriate disciplinary action.

Sexual Harassment/Discrimination of Students

- 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 innuendos 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
- 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.
- 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.
        - 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.
        - 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.

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 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 the 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 or 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.

Emergency Release

In the event of an emergency, the 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 Principal or Superintendent determines that an emergency does exist.

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 rings 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, which it may, but does not have to, include:
            - Student's name, address and telephone listing
            - Email 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
  - 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
  - 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 a 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.

Bullying Prevention Plan - The Dignity for All Students Act (DASA)

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.

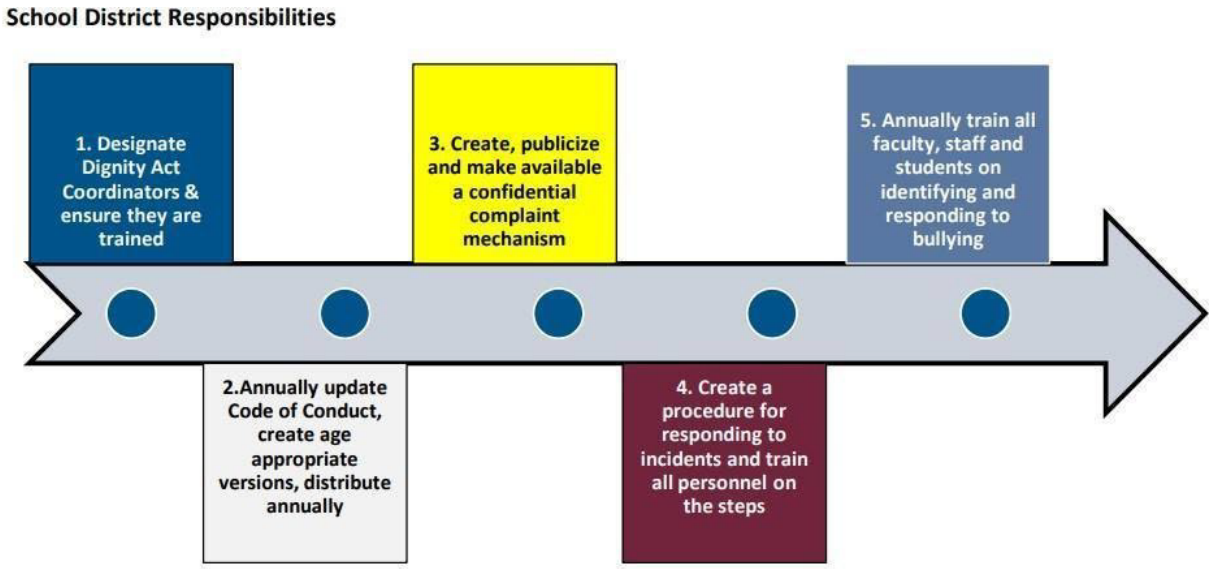
Personnel at all levels are responsible for taking corrective action to prevent bullying behavior of which they have been made aware at School District sites or activities and/or reporting such behavior to their immediate supervisor. The District recognizes the importance of eliminating unacceptable 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 persons(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 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.



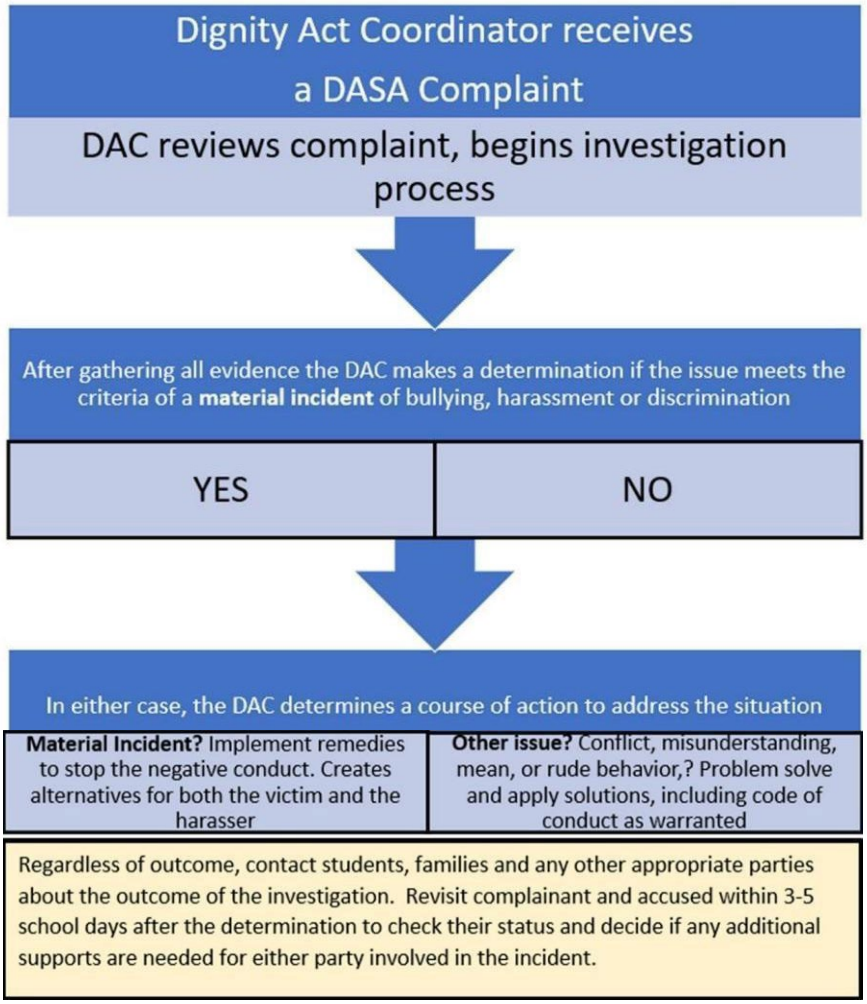
A. Dignity Act Coordinator

- At least one employee in every school shall be designated as a Dignity Act Coordinator and instructed in the provisions of the proposed rule and thoroughly trained in methods to respond to human relations in the areas of race, color, weight, national origin, ethnic group, religion, religious practice, disability, sexual orientation, gender and sex. The designation of each Dignity Act Coordinator shall be approved by the board of education annually. The name(s) and contact information for the Dignity Act Coordinator(s) shall be shared with all school personnel, students, and persons in parental relation.
- This shall be done by:
    - including in District Code of Conduct
    - posting on District website
    - included in at least one district or school mailing per school year
    - posted in highly-visible areas of school buildings
    - made available at the district and school level administrative offices
- In the event a Dignity Act Coordinator vacates his or her position, another school employee shall be immediately designated for an interim appointment as Coordinator, pending approval of a successor Coordinator by the Board of Education within 30 days of the date the position was vacated.
- In the event a Dignity Act Coordinator is unable to perform the duties of his or her position for an extended period of time, another school employee shall be immediately

designated for an interim appointment as the Dignity Act Coordinator, pending return of the previous Dignity Act Coordinator to his or her duties as Dignity Act Coordinator.

B. 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.
    - 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.



C. 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.

D. 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.

- 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.

E. Factors for Determining Consequences and Remedial Measures

- 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

H. Examples of Consequences and Remedial Measures

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

J. 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.

K. Confidentiality

- GMUCSD 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.

L. Reminder to Staff with Regard to Responding to Bullying

- Do not ignore bullying.
    - Bullies count on adults to ignore bullying behaviors and allow them to continue bullying activities. (Steiner, A. 2002).
- 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.
- Separate alleged bully and target.
    - Do not use mediation or attempt to force them to confront one another.
- 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.
- Stay neutral and calm.
    - The tone you take with students during investigations will affect your ability to defuse the bullying.
- Don't make promises or deals until your investigation is complete.
- Reassure reporters and target(s) that they have done the right thing by reporting.
    - Make sure they know they will be protected from retaliation.
- 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").
- 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.
- Be objective in your note-taking
    - Your emails and the notes you take in meetings about students become part of their official record.
- Be timely!
    - The faster you talk to all students involved, the less likely that the students will feel social pressure to change their stories.

M. Legal Compliance

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

N. 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
- U.S. Department of Justice, Office of Community Oriented Policing Services, www.cops.usdoj.gov

O. Dignity Act Coordinators

- Ms. Lindsey George & Ms. Jillian Parascandola
  - Address - 693 State Highway 51, Gilbertsville, NY 13776
  - Email - dignity@gmucsd.org

Dignity For All Students Act - Report Forms

REPORT # _____

DIGNITY FOR ALL STUDENTS ACT:
REPORT FORM

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*	☐ I am the alleged victim ☐ I am the parent or in parental relation to the alleged victim ☐ I am a student ☐ I am a staff member reporting an incident ☐ I witnessed a problem ☐ 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 _____ ☐ student or ☐ adult 2.Name _____ ☐ student or ☐ adult ☐ The offender is not known
7 **I would best describe the incident(s) as related to the students:** • *Check all that apply*	☐ Weight (over or under) ☐ Height ☐ Physical Feature ☐ Clothing ☐ Disability ☐ Illness/Allergy ☐ Positive Academic Achievement ☐ Participation in an activity (music, theater, art, etc.) ☐ Sexual orientation ☐ Gender identity ☐ Poverty ☐ Religion ☐ Cultural Beliefs ☐ Race ☐ Other characteristics:
8 **The incident(s) have occurred in the following location(s):** • *Check all that apply*	☐ classroom ☐ hallway/locker ☐ cafeteria ☐ playground ☐ school bus ☐ gymnasium/locker room ☐ library ☐ at an off-campus school event ☐ internet/social media ☐ athletic field ☐ school entrance/exit ☐ band room ☐ computer lab ☐ off school property ☐ parking lot ☐ other_____

REPORT # _____

DIGNITY FOR ALL STUDENTS ACT:
REPORT FORM

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 _____ (Name) on _____ (Date)

13 **Was medical treatment needed by anyone involved in this situation?**

☐ I don't know ☐ No

☐ Yes, here is what I know

Gun-Free School Act

U.S. Department of Education Gun-Free Requirements SEC. 4141.
SHORT TITLE- This subpart may be cited as the Gun-Free Schools Act'.
REQUIREMENTS-

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.

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.

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

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

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 —
an assurance that such local educational agency is in compliance with the State law required by subsection (b); and a description of the circumstances surrounding any expulsions imposed under the State law required by subsection (b), including the name of the school concerned; the number of students expelled from such school; and the type of firearms concerned.

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

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.

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.

POLICY REGARDING CRIMINAL JUSTICE SYSTEM REFERRAL-
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.
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.

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.

Illness Clause

A. Short-term illness (1-3 days)
    a. 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.

B. Long-term illness (4 or more consecutive days)
    a. 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.
        i. 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.

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, and 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.

Health Office Guidelines

If your child is absent, please call the front desk at 607-783-2207 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 provide him/her 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 or athletics.
- If a child becomes ill during school hours he or she 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.

Health and Extra-curricular Activities (MS/HS)

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.

Prescription Medication and Medical Treatment

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.

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.

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
- 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.

If your child is sent home with head lice, you will need to follow the instructions of the lice treatment and cleaning procedures.

- Your child(ren) needs to go directly to the Health Office and have his or 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 he or she 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.

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:

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

- GMU covers only the costs not covered by your own insurance.

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 2 hours of tutoring instruction per day.
- Students receive credit for their work while on homebound instruction.

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.

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.

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
- Turn off or silence any electronic devices and put them away
- Do not speak (in an emergency speak only in a whisper)
- Pay attention to the speaker/performer(s)
- Applaud only when appropriate

Student Procedures - Academics

I. Academic/Grade Procedures - District wide

A. 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 at the end of each marking period (4 per year)
    - In addition to grades, teacher comments are included.
- Progress reports are issued at the halfway point of each marking period.
    - They can 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 main office.

B. Honor, High Honor Roll, and Superintendent's List Recognition
- Based upon their quarterly averages, students in grades 4 - 12 will be recognized in the newsletter and announcements for their academic achievement.
- Students earning a quarterly average of 85-90, with no grade below a 70 and no incompletes, will be listed on the Honor Roll.
- Students earning a quarterly average of 90-95, with no grade below a 70 and no incompletes, will be listed on the High Honor Roll.
- Students earning a quarterly average of 95-100, with no grade below a 70 and no incompletes, will be listed on the Superintendent's List.

C. 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 principal to share the concern in an effort to solve the problem.
- 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 or 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, either through phone or Parent Square. Establishing a positive, open communication line is important for parents, teachers and students.

D. Student Complaints and Grievances
    - Students who feel they have a complaint/grievance should report to the main office and explain the situation.
    - 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.

E. 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 grade 12. 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.
    - 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.
        - Although homework may not be assigned each night, time should be spent reading, writing, studying math facts, reviewing for tests, etc.
    - 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.
    - Parent Checklist for Helping Your Child with Homework
        - 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?
        - Monitor Assignments
            - Do you know what your child's homework assignments are?

        - How long should they take? How does the teacher want you to be involved? Do you see that assignments are started and completed?

        - Do you sign off on your child's agenda (in grades 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, video game playing and/or internet browsing cutting into your child's homework time?
    - Provide Guidance
        - Do you understand and respect your child's style of learning?
        - Does he or she work better alone or with someone else? Does he or she learn best when he or she 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?
            - Ex: scheduling enough time for big assignments; making up practice tests
        - Do you talk with your child about homework assignments? Does he or she understand them? Do you help your child with their homework and not do it for them?
    - 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?
        - For questions regarding homework assignments, contact your child's teacher through Parent Square and/or by phone at 607-783-2207.
- Late Homework
    - Homework is due on the date posted by the teacher.
    - Students' grades may be affected by late or missing homework assignments in grades 4 - 12.
        - 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.

F. 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 markers 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.

G. Care of School Property/Materials Loaned to Students
    - Materials loaned by GMU, such as textbooks, instruments, computers, calculators and other school 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.

II. Elementary School Progress and Instruction

A. 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.

B. Rockin' Raiders - grades PK - 6
- Rockin' Raiders is a gathering for grades PK - 6 that is held on the last Friday of the month in the Auditorium beginning at 9:00 AM.
- 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.

C. 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.

- September - CARIN**G**
    - Displaying kindness & concern for others, yourself & your school.
    - Giving of yourself without expecting anything in return.
- October - DETER**M**INATION
    - Doing something without giving up, even when it gets tough.
    - Having courage, especially when it comes to standing up for others.
    - Setting goals and working towards them.

- November - RESO**U**RCEFUL
    - Uses time wisely and appropriately.
    - Make good choices by thinking things through before-hand.
- December - **R**ESPECT
    - Uses good manners and is considerate of the feelings of others.
    - Has a positive attitude when it comes to school.
- January - CRE**A**TIVITY
    - Ability to use one's imagination or original ideas.
- February - CIT**I**ZENSHIP
    - Doing your share to make your school and community a better place.
    - Being engaged and involved in school and community functions.
- March - DEPEN**D**ABLE
    - Being on time for school and ready to learn.
    - Being trustworthy and reliable.
    - Do what you say you will do and do the right thing.
- April - **E**MPATHY
    - Ability to understand how someone is feeling/thinking.
    - Respects differences and opinions of others.
- May: **R**ESPONSIBILITY
    - Set a good example for others.
    - Uses self-control and thinks before they act.
    - Is accountable for their words, actions, and attitudes.
- June: SPORT**S**MANSHIP
    - Helping and including others; being a team player.
    - Plays fair and encourages others to do their best.

D. 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

E. Nutrition
- Please acknowledge that we do not allow elementary students to have soda or gum in school.

F. 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.

G. Address and Phone Changes
- Please notify the school of any changes in address or phone number immediately.

H. Bringing Toys to School
- Although we do not encourage it, students may bring toys, non-electronic games, etc. to school for play during recess.
    - 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 include fidget spinners, toy guns or weapons, trading cards, personal electronic devices and pets.

I. 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.

III. Middle and High School Progress and Instruction

A. Procedures during Instructional Periods
- Leaving the Classroom
    - Students may only leave the classroom under the following conditions:
        - Teacher permission is directly and explicitly granted at that specific time.
        - One student at a time is allowed to leave.
        - Each student signs out and back in (name, date and times).
    - 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.
- Lockers
    - Students will be required to use lockers instead of backpacks.
    - Lockers will be assigned to each student and may not be changed without permission.
    - The locker is the property of the school.
        - Lockers can be searched and will be inspected periodically without notice.
    - Students are to note the following:
        - Locker combinations will NOT be changed during the school year.
        - Students should memorize locker combinations, and do NOT share the combination with anyone. This will prevent things from being stolen from the locker.
        - Students having a problem with their locker (combination or jam) should 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.
- Eating and Drinking

        - All food and drink is to be consumed in the cafeteria, with the exception of during 1st period.
            - After 1st period, only water may be consumed in the classrooms.
            - Teachers may make special arrangements for special classroom events with the approval of the Principal.

B. Procedures during Study Hall
    - The purpose of the 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, cell phones, and electronic devices are at the discretion of the teacher.

C. Course Load Requirements
    - 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 AM - 3:00 PM).
        - Any exception to this provision will be reviewed on a case by case basis by the Principal and Superintendent of Schools.
    - 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.
    - Students will be limited to no more than two study halls per semester. The Principal will assign appropriate elective offerings to students whose schedules otherwise would result in study halls that exceed this limit.

D. Add/Drop Course Procedures
    - A student may add or drop a course during the first 10 days of the course.
        - Any schedule changes made after that time will be at the discretion of the Principal after a meeting with student and parent.

E. 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:
    - Students must be in at least grade 11 to be considered for BOCES Occupational Education courses.
    - Students must be 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 a 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.

F. 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.

G. Health/Physical Education/AIDS Instruction for Middle and High School
- Each student in grades 7 - 12 must successfully complete the Physical Education Course during each year of attendance in school.
- Students must successfully complete CPR training in order to graduate.
- Students must have the following change of clothing for Physical Education 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 in grades 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.

H. 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.

I. 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
    - 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
    - ex: "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
  - The use of artificial intelligence programs including, but not limited to, ChatGPT, to complete assignments

- 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.

J. 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.

K. Academic Intervention Services

- 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 and Math diagnostic assessments are included.
- These services will be provided through extra help during a learning lab 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.

L. 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.
- 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%.

M. Summer School

- A middle/high school student who fails a course may be eligible for summer school to earn course credit.
- 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.

- Information regarding summer school classes is available through the main office.
- Transportation is provided by the district, if necessary, from GMU to the summer school or Regents exam site.
  - Parents are responsible for transporting 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.
- Some students may also attend summer school for a review session by DCMO BOCES for retaking a Regents Exam in August.
- August Regents will be offered each summer by DCMO BOCES at one of their two campuses. Students must pre-register if planning to retake a Regents exam in the summer. Contact the Student Support Services Office to register for August Regents exams.

N. 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.

O. Student Support Services
- 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.

P. 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.

Q. 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.

R. 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.

S. 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 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 or 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.
- Cap and Gown / Lunch Accounts
  - Senior lunch accounts and other District bills MUST be paid in full prior to picking up your cap, gown and diploma.
- 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.

T. 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.

U. Work Placements - Elementary School Volunteers
    - 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.

IV. Multi-Tiered System of Supports - Integrated (MTSS-I)

The District employs a MTSS-I framework, described in the District MTSS-I Plan document, to provide targeted support to students who need it. The MTSS-I framework provides structured intervention to students so they can catch up, and keep up, with learning standards. In doing this, MTSS-I will continuously adapt and improve to meet the needs of students. MTSS-I establishes a data-driven, problem-solving system of defining and analyzing a problem, developing a plan, implementing the intervention and consistently evaluating progress to determine success - define, develop, implement and evaluate.

For teachers, MTSS-I provides a streamlined process to identify and help struggling students, emphasizing objective assessment, evidence-based intervention and rigorous documentation. This translates into more effective, and preventative, support for students.

Early identification of needs and early implementation of interventions are crucial. Plans may be modified or replaced depending on the rate of success. Progress monitoring is an ongoing process.

MTSS-I provides a more objective way to look at student performance. Using objective data helps teachers and parents understand how the student is doing compared to grade-level expectations. Providing early help through an MTSS-I process can limit the academic deficit that any student experiences. Keeping students at or near grade level, even in the early grades, is essential to a student's self-esteem and long-term success in school.

MTSS-I supports all students in achieving their learning goals, not just those who struggle. MTSS-I can be used across all grade levels, from Pre-Kindergarten through grade 12.

A. MTSS-I Tiers
- MTSS-I contains three tiers, each progressing in intensity and frequency.
    - Tier 1 is general core instruction conducted for all students every day.
    - Tier 2 is supplemental intervention for students who fall below cut-off scores on screening measures (such as benchmark assessments). Roughly 5-10% of students are anticipated to fall within this tier, but exact percentages may vary.
    - Tier 3 is more intensive and frequent intervention for students who do not show sufficient progress in screening measures in Tier 2. Roughly 5-10% of students are anticipated to fall within this tier.
    - Therefore, 80-90% of students are expected to fall exclusively within Tier 1. If the percentage of students within Tier 2 and 3 is larger than 20%, the teacher may consider a reevaluation of core instructional strategies for the entire class.
    - Multiple assessments (at least two or three) must meet criteria before designating a tier.

B. Objective Data Analysis
- Understanding and analysis of objective assessment data, both formative (ongoing and/or low-stakes assessments done throughout instruction) and summative (at the end of a unit of instruction or during scheduled benchmark tests throughout the school year) is the foundation of this system. This vital information is then used to determine what type(s) of support each student needs to achieve learning standards and/or their own individual learning goals.
- School-wide academic screeners (benchmark assessments), such as iReady, are administered three times per year (beginning, middle and end of school year) to determine the level of support needed.
- Students falling below the cut-off scores will be designated to Tier 2 or Tier 3. Students showing considerable improvement, who were previously in Tier 2 or Tier 3, may return to a previous tier (for example, from Tier 3 to Tier 2 or Tier 2 to Tier 1).
- Assessment cut-off scores are assigned for each individual grade level at each specific point in the school year (beginning, middle and end of year).

Academic MTSS-I Process Flow Chart

MTSS-I = Multi-Tiered Support Services

Tier 1 - *General instruction*. This is the high-quality instruction done everyday in classes.

DEFINE (analyze the problem) **DEVELOP (a plan)**

Tier 1 - *Classroom Intervention*

1) Identify students at risk for academic failure in classes.
2) Specific individual support provided to these students (interventions) for 6-8 weeks and with progress monitoring (using objective data such as assessment results) of these interventions.
3) Successful interventions continue and alternative interventions planned if necessary.

- -

School-Wide Academic Screening

1) Benchmark assessment (ex: iReady) administered 3 times per year (fall, winter, spring).
    a) Primary data source used to move students into and out of Tier 2 and 3.
    b) Students falling below cut-off designated to Tier 2 or 3.

IMPLEMENT (the intervention) **EVALUATE (progress monitor)**

Tier 2 - Supplemental intervention

1) Parents and teachers meet to discuss assessment results, along with prior and current interventions.
2) Administer more intensive interventions that target specific skills (ex: AIS).
    a) Tier 2 groups should consist of no more than 7 students.
    b) Interventions occur at least 3 times per week at 20-30 minutes per session.
    c) Interventions are monitored weekly and/or biweekly.
    d) Students enter Tier 2, return to Tier 1, or enter Tier 3 after benchmark assessments.
    e) Successful interventions continue and alternative interventions planned if necessary.
    f) If objective data reflects insufficient growth, student advances to Tier 3 and CST

Tier 3 - Intensive intervention

1) Prepare for a Child Study Team (CST) meeting
    a) Teacher completes CST referral form.
    b) Document current interventions on CST meeting minutes form.
2) Convene CST
    a) Develop specific goals and intervention strategies; address specific skills.
3) Implement interventions
    a) Interventions occur at least 4-5 times per week at 30 minutes per session.
    b) More frequent progress monitoring occurs.
    c) Continue successful interventions and plan alternative interventions if necessary.
    d) If objective data reflects sufficient growth, return to Tier 2.
    e) If objective data reflects insufficient growth, reconvene CST to restrategize.

Adapted from 'Sample District RTI/MTSS-I Academic Plan' © 2019 Jim Wright; *www.interventioncentral.org*

Internet Use Procedures

Terms and Conditions for Internet Use

- 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 secrets.
- 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.
- Email 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.
- Using 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.

If you have any questions or concerns, please contact the Technology Director by email or phone

- Director of Technology - Eric Voorhees
    - Email - evoorhees@gmucsd.org
    - Phone - (607) 783-2207 x126.

District-Owned Computing Equipment Use Agreement

Beginning in the 2026-27 school year, students may only use district-owned computing devices or equipment at school unless approved by administration or the technology director to take the device home or another location.

As a user of district-owned computing devices or equipment, the student and their parent/guardian also understand:

- If no signed agreement is on file, the district reserves the right to withhold the privilege of using district-owned computing equipment from the student.
- The district reserves the right to limit student use of district-owned computing equipment at any time because of, but not limited to, behavior or other issues.
- The purpose for which the equipment is being used is directly related to the instruction of a GMU student.
- If a device or equipment is damaged beyond normal use, wear and tear, the student and/or parent/guardian are required to pay for any repairs, up to the cost of total replacement listed below. School administration or the school technology director has the final decision regarding whether equipment has been damaged beyond normal use, wear and tear. Repair & replacement costs are listed below.
- If a device or equipment is lost or stolen due to carelessness or misuse of a device, whether used at school, home or in other non-school settings, the student and/or parent/guardian are required to pay for complete replacement. Repair & replacement costs are listed below.

Typical OEM parts replacement cost ranges; actual cost will be determined at the time of repair and shall not exceed the maximums listed below:

- Laptop display panel, including bezel and hinges: $80 minimum, maximum $250
- Laptop touchpad module: $40 minimum, maximum $80
- Laptop keyboard: $30 minimum, maximum $80
- Laptop motherboard: $250 minimum, maximum $500
- Laptop chassis (lower cover and casing): $75 minimum, maximum $300
- Complete Laptop with the standard specifications listed below: $650 minimum, maximum $850
- Processor: Intel i5 or AMD equivalent
- 8GB RAM
- 14” Display
- 250GB Solid State Drive
- WiFi connectivity that follows current standards at time of repair (WiFi 6 as of April 2026)

Student Procedures - Transportation

Transportation is provided to students who live within the school district.

A. Behavior on Buses
    - 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:
        - 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.
        - 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 principal immediately following a violation that seriously endangers other passengers.
                - Drivers will verbally notify students that their behavior is being reported.
            - The 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, 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.

B. Pickup and Drop-off Locations
    - Parents must designate a 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 or email to busnotes@gmucsd.org by 1:00 PM.

C. 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/guardians 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 sent 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 or her normal means of transportation as the request will not be honored.

D. 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.
            1. Special circumstances must be discussed and approved by the Principal.

E. 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 12:45 PM. 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 4:00 PM in the front circle.

Student Procedures - Food Service

A. School Meals Program
- All students can receive 1 FREE BREAKFAST and 1 FREE LUNCH daily for the 2023-2024 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.
- If you sign up with 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 or call Susan at (607)783-2103 ext. 122.

Student Procedures - Athletics and Extracurriculars

A. Athletics
    - 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
                - Modified and Varsity Football
                - Cross Country
                - Golf
                - Girls JV & Varsity Volleyball
            - Winter Sports
                - Boys/Girls Modified and Varsity Basketball
                - Boys/Girls Modified and Varsity Indoor Track
                - Girls Modified Volleyball
                - Wrestling
            - 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.

B. 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.

C. 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
            - Mock Trial
            - Student Council
            - SADD
            - Drama Club
            - Technology Club
            - Women for a Change
            - Gay Straight Alliance
            - GMU Clay Target League

D. 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.

E. Posters/Postings in School
    - The 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.

F. 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 Principal in advance.
    - Guest passes need to be returned to the high school office no later than 12:00 PM at least 2 days before the dance is held.
    - Dances will not begin prior to 7:00 PM and must end by 10:00 PM.
    - Dances will be confined to the cafeteria/gym wing of the building.
    - Students absent from school the day of the dance, 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 the Principal before the 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.

G. Junior Prom
    - The location of the Junior Prom must be approved by Administration.
    - Class must submit a 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)
            - GMU 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.

H. 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 Principal and then the Board of Education.
    - All school rules and regulations are in effect.
    - Any code of conduct violations can result in loss of graduation and other senior privileges.

I. 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 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,

J. Yearbook
    - The yearbook is published annually, and requires a tremendous number of staff members.
    - Students are strongly encouraged to join the yearbook club.

School Calendar for 2026-2027

2026-2027

Gilbertsville-Mount Upton District Calendar

July 2026

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

August 2026

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

September 2026 (15+2)

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

October 2026 (20+1)

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

November 2026 (17)

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

December 2026 (17)

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

KEY

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

SEPTEMBER 2026

07 Labor Day - No School/Offices Closed
08-09 Staff Development/No School for Students
10 First Day for Students

OCTOBER 2026

09 Staff Development/No School for Students
12 Columbus Day - No School
30 Half Day for Students, Noon Dismissal (Staff Development)

NOVEMBER 2026

10 Half Day for Students, 11a.m. Dismissal (Parent/Teacher Conferences)
11 Veteran's Day - No School/Offices Closed
25 Thanksgiving Recess - No School
26-27 Thanksgiving Recess - No School/Offices Closed

DECEMBER 2026

23 Half Day for Students, 11 a.m. Dismissal
24-25 Christmas Recess - No School/Offices Closed
28 Christmas Recess - No School/Offices Closed
29-31 Christmas Recess - No School

JANUARY 2027

01 New Year's Day - No School/Offices Closed
18 Martin Luther King, Jr. Day - No School/ Offices Closed
26-29 Regents Exams
29 Half Day for Students, Noon Dismissal (Staff Development)

FEBRUARY 2027

12 Presidents' Day Recess - No School/Offices Closed
15 Presidents' Day - No School/Offices Closed

MARCH 2027

11 Half Day for Students, Noon Dismissal (Parent/Teacher Conferences)
12 Staff Development/No School for Students
26 Good Friday - No School/Offices Closed
29 Spring Recess - No School/Offices Closed
30-31 Spring Recess - No School

APRIL 2027

01-02 Spring Recess - No School
16 Half Day for Students, Noon Dismissal (Staff Development)

MAY 2027

07 Half Day for Students, 11 a.m. Dismissal (Staff Development)
31 Memorial Day - No School/Offices Closed

JUNE 2027

14 7-12 Last Day of School
15-17 Regents Exams
18 Juneteenth Observed - No School/Offices Closed
21-24 Regents Exams
24 PK-6 Last Day of School, 11 a.m. Dismissal
25 Regents Rating Day
25 Graduation

January 2027 (19)

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

February 2027 (18)

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

March 2027 (18+1)

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

April 2027 (20)

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

May 2027 (20)

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

June 2027 (17+1)

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

BOE Approved 4/20/26