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INTRODUCTION

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

The District Wide Safety Plan (DWS) is intended for use by the Safety Team members and employees of the Gilbertsville-Mount Upton Central School District. It is designed to identify and respond to possible emergency conditions that may arise at the school. In the event of an emergency, it will serve as a reference for effective action. Recipients of this manual should become familiar with its contents and it should be maintained in the bottom right drawer of our desk/visible book shelf area.

FOREWORD

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

AUTHORITY

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

The Gilbertsville-Mount Upton CSD, District-wide Safety Plan was developed pursuant to Commissioner's Regulation 155.17. At the direction of the GMU District Board of Education, the Superintendent appointed a District-Wide Safety Team and charged it with the development and maintenance of the District-Wide Safety Plan.

The plan shall include but not limited to:

1. Identification of sites of potential emergency.
2. Identification of appropriate responses to emergencies.
3. A description of arrangements for obtaining assistance from emergency services organizations and local government agencies.
4. A description of procedures to coordinate the use of school district resources and manpower during emergencies.
5. Identification of district resources which may be available for use during an emergency.
6. A description of plans for:
 - a. school cancellation
 - b. early dismissal
 - c. sheltering

A test of the emergency plans for sheltering and early dismissal will be held at least once per year.

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Gilbertsville-Mount Upton CSD has created a District-Wide Safety Team including the following persons:

Superintendent	Annette Hammond
Board Member	Jeremy Pain
School Administrators	Heather Wilcox Dorothy Iannello- District Treasurer
Parents	Lindsey Stone Caroline Wilson
Student Representative	Jr. Class President
Director of Facilities	Alan Digsby
Teachers	Kimberly Degear
Director of Transportation	Joe Zaczek
Food Service	Susan Sebeck
Fire/Emergency Department	Dave Robinson (Chief),
Liaison	Rick Shaw
Otsego County Sheriff's Department	Sheriff Richard J. Devlin, Jr.
Chenango County Sheriff's Department	Daniel Frair, Undersheriff
State Police: Sidney & Oneonta	Trooper Justin Miller and Trooper Glenn Johnson

Gilbertsville-Mount Upton CSD has also created an Emergency Response Team which includes the following persons:

Emergency Responder	Annette Hammond
Deputy Emergency Responder	Alan Digsby
Safety Officer	Alan Digsby
Public Information Officer	Heather Wilcox
Operation	Alan Digsby
Planning/Intelligence	Heather Wilcox
Scribe	Amber Birdsall
Agency Liaison	Annette Hammond/Alan Digsby
Logistics	Joe Zaczek
Administration/Finance	Dorothy Iannello/Cindy Ketchum
Local Law Enforcement Officials	State Troopers, Troop C, 911

The Gilbertsville-Mount Upton Central School District (**GMU**) supports the SAVE Legislation and intends to facilitate the planning process. The Superintendent of Schools encourages, advocates, and facilitates on-going district-wide cooperation and support of Project SAVE.

The District-Wide Safety Plan was adopted September 2018.

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LEGAL BASIS FOR PLAN

This plan is developed in accordance with the Regulations of the Commissioner of Education, Section 155.17, a copy of which is attached as an Appendix, and in recognition of the legal responsibilities for actions during emergencies set forth in Article 2-B of the New York State Education Law, appended. This law requires the adoption of a District-Wide Safety Plan and a Building Level Safety Plan.

STATEMENT OF PURPOSE

The DWS Plan is intended to set forth the information required by Gilbertsville-Mount Upton Central School District staff involved in a school or regional emergency due to the occurrence of a natural or man-made disaster.

This information includes use of warning and communication systems, operating procedures, individual responsibilities, authority structure, resources available, and specific guidelines for the various actions open to GMU Central School District administrators to protect life and property during and after an emergency.

KEY COMPONENTS OF THE REGULATION

This plan shall be reviewed and maintained by the District-Wide School Safety Team and reviewed on an annual basis on or before July 1 of each year.

Pursuant to Commissioner's Regulation 155.17 (e)(3), this plan will be made available for public comment 30 days before its adoption. The district-wide and building-level plans may be adopted by the School Board only after at least one public hearing that provides for the participation of school personnel, parents, students and any other interested parties. The plan must be formally adopted by the Board of Education.

All changes other than those in names of personnel and phone numbers shall be listed on the Modifications Sheet, and shall be forwarded to all team members and any other employees who hold copies of the Plan. A member of the Safety Team shall be designated to provide this service.

While linked to the District-Wide School Safety Plan, the Building-Level Emergency Response Plan shall be confidential and shall not be subject to disclosure under Article 6 of the Public Officers Law or any other provision of law, in accordance with Education Law Section 2801-a.

Full copies of the District-Wide School Safety Plan and any amendments will be submitted to the New York State Education Department within 30 days of adoption. Building-Level Emergency Response Plans will be supplied to both local and State Police within 30 days of adoption.

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The plan must include:

1. Risk Reduction/Prevention and Intervention Components and Strategies (pg. 11)
2. Training, Drills and Exercises (pg. 14)
3. Implementation of School Security (pg. 15)
4. Vital Educational Agency Information (pg. 17)
5. Early Detection of Potentially Violent Behaviors (pg. 19)
6. Hazard Identification (pg. 19)
7. Response - Notification and Activation (pg. 20)
(Internal and External Communications)
8. Response Protocols (pg. 25)
9. Situational Responses - Multi-Hazard Response (pg. 26)
10. Responses to Acts of Violence: Implied or Direct Threats
Acts of Violence (pg. 41)
11. Arrangements for Obtaining Emergency Assistance
from Local Government (pg. 51)
12. Procedures for Obtaining Advice and Assistance
from Local Government Officials (pg. 51)
13. District Resources Available for Use in an Emergency (pg. 52)
14. Procedures to Coordinate the Use of School District
Resources and Manpower during an Emergency (pg. 52)
15. Protective Action Options (pg. 52)
16. Recovery - District Support for Buildings (pg. 53)
17. Disaster Mental Health Services (pg. 53)

ASSUMPTIONS

While it is likely that outside assistance would be available in most serious emergency situations affecting the Gilbertsville-Mount Upton Central School District, it is necessary for the district to plan for and be able to carry out immediate responses during the first stage of an emergency, and to be prepared to effectively coordinate resources with the larger community in the event of a more widespread emergency.

In keeping with the nationwide, state and county strategy of developing an integrated incident management system, this plan is concerned with all types of emergency situations that may develop it also accounts for activities before, during, and after emergency operations.

CONCEPTS OF OPERATIONS

This plan is based on the concept that emergency activities for Gilbertsville-Mt. Upton Central School District personnel will generally parallel their normal day-to-day functions. It is generally true, however, that a disaster is a situation in which the usual way of doing things no longer suffices. It is necessary to maintain organizational continuity and assign familiar tasks to personnel. However, it may also be necessary to draw on people's special skills and ask them to assist in the areas of greatest need.

ORGANIZATION AND ASSIGNMENT OF RESPONSIBILITIES

In an emergency, it is vital that a command structure be adhered to. The chain of command for school emergencies is as follows:

District Superintendent
Building and Grounds Supervisor
Business Administrator
PK-12 Principal

The primary Emergency Command Center is the Superintendent's Office and the alternate Command Center is the High School Library. The person in charge will be designated as the Emergency Responder.

The Emergency Responder or his/her designee will remain in charge until the conclusion of the emergency or until civil or local emergency authorities take control of the situation.

The Emergency Responder is responsible to:

1. Take full control upon being notified of an emergency.
2. Make immediate decisions regarding emergency response.
3. Order activation of response.
4. Notify appropriate representatives of local, regional and state emergency response agencies and local law enforcement offices.
5. Be prepared to turn over control to appropriate outside agencies as required by law.
6. Submit post-emergency reports to the District Superintendent.
7. Perform testing of the District-Wide Safety Plan on an annual basis.
8. Meet with local government and emergency service officials to develop procedures for advice and assistance to situations that exceed the expertise and/or resources of the district.

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9. Determine when and which educational agencies within the school district shall be notified of an emergency and the action to be taken.
10. Develop and annually update the DWS Plan. The plan will include procedures to be followed for in-house and outside occurrences. The plan will be reviewed by July 1st of each year.
11. Carry out any other activities deemed necessary by the District Superintendent.

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CHAIN OF COMMAND DURING EMERGENCY RESPONSE

DISTRICT-WIDE SCHOOL SAFETY TEAM

The District-Wide School Safety Team shall consist of a representative from each of the areas listed below. Their duties will be to continuously review and develop the Disaster Preparedness Plan.

		<u>Business</u>
Superintendent	Annette Hammond	783-2207, ext. 104
Board Member	Jeremy Pain	353-2099
School Administrators/Treasurer	Dorothy Iannello	783-2207, ext. 144
	Heather Wilcox	783-2207, ext. 106
Parent	Lindsey Stone	
	Caroline Wilson	
Director of Facilities	Alan Digsby	783-2207, ext. 101
Teacher	Kimberly Degear	783-2207, ext. 254
Director of Transportation	Joe Zaczek	783-2275
Food Service	Susan Sebeck	783-2207, ext. 122
Fire/Emergency Dept.	Dave Robinson	783-2500 (Fire Dept.)
Liaisons	Deb Gross	783-2344
	Harold Ives	335-1324
Otsego County Sheriff's Department		547-4270
Chenango County Sheriff's Department		336-4040
State Police: Oneonta (Sergeant David Lennon)		432-3211
Oneonta (Trooper Justin Miller & Trooper Glenn Johnson)		561-7400

EMERGENCY RESPONSE TEAM

Emergency Responder	Annette Hammond > Alan Digsby > Heather Wilcox
Deputy Emergency Responder	Alan Digsby > Joe Zaczek > Heather Wilcox
Safety Officer	Alan Digsby > Vernon Williams/Duty Custodian
Public Information Officer	Annette Hammond > Heather Wilcox
Operation	Alan Digsby > Vernon Williams/Duty Custodian
Planning/Intelligence	Heather Wilcox > Eric Voorhees > Deb Ostrander
Scribe	Amber Birdsall/Dorothy Iannello > Cindy Ketchum
Agency Liaison	Annette Hammond/Alan Digsby, Amber Birdsall
Logistics	Joe Zaczek > Jeff Utter> Susan Sebeck/Deb Ostrander/Carol Angelone
Administration/Finance	Dorothy Iannello/Cindy Ketchum/Amber Birdsall
Local Law Enforcement Official	State Troopers, Troop C, Sidney/911

DESCRIPTION OF BUILDING AND OCCUPANTS

Location Factor

The Gilbertsville-Mount Upton Central School District is a PK-12 Building. It is a single-story building constructed of masonry block and brick. The school building is located on ground level. The boiler room is located in the basement. The building was originally constructed in 1994, and is a total of 122,815 square feet on 40 acres of land. This includes classroom, administrative areas, kitchen, cafeteria, auditorium and gymnasiums.

The Bus Garage is also on campus and is located approximately 800 feet from the PK-12 Building. It is constructed of concrete and brick. The bus garage was also built in 1994. The total square feet is 15,808. The building houses a gas heater, office area, break room and school cleaning supplies. There is one bay, which is the mechanics repair bay and the rest of the area is cold storage for the school buses.

The PK-12 Building houses approximately 366 students with a total staff of about 96.

There are handicapped students for whom special assistance is provided during evacuations of the building. Special assistance procedures are contained in the Building Level Safety Plan.

The District also has one storage building and four dugouts for baseball and softball athletes that are constructed of wood.

RISK REDUCTION/PREVENTION AND INTERVENTION STRATEGIES

The Gilbertsville-Mount Upton Central School District believes that there is a need for increased emphasis on safety in our school. Our goal is to provide a drug, weapon, and violence free atmosphere where students can receive an education. The GMU Central School shall provide appropriate ongoing training programs to faculty and staff throughout the school year. The following is a list of programs/services that we offer to provide a safe haven for students:

District Wide:

New Teacher Orientation - We address instruction and classroom management.

Right to Know/Hazard Communication - Provided by DCMO BOCES in the fall.

Blood Borne Pathogens - Provided by DCMO BOCES in the fall.

Violence Prevention Update - Provided by DCMO BOCES in the fall.

Yearly S.A.V.E. School Assembly - DCMO BOCES/School Law Firm presents to PK-12 faculty. This assembly targets various issues in regard to school procedures and policies involving the following: drugs, sexual harassment, assaults, and other school related matters.

DASA Training – District wide training for all staff to comply with the Dignity For All Students Act state regulations.

Middle School/High School:

- **Planner** - An organizational tool used by all 3rd-12th graders. This will enhance the communication between parents, students and teachers. This planner is used as an infusion of character education through the use of guided readings in the Daily Planner.
- **Sixth Grade Orientation** - An orientation for students entering sixth grade. Middle school teachers plan a day of activities designated to introducing student's to the middle school schedule, developing peer relations and group social skills, helping student's feel successful with basic survival skills such as locker combinations.
- **Soaring Eagles PK-8** - Students in grades PK-8 are recognized for a character virtue each month. Some of these virtues include giving, motivation, respect, understanding, sportsmanship and artistic creativity. Each month students from grades PK-8 are selected by their teachers and peers for portraying these qualities. These students receive a Soaring Eagles certificate and have their pictures in the GMU Newsletter.
- **HS Awards Ceremony** - Students in grades 9-12 are recognized for honor and high honor roll quarterly. These students receive a 20th Century Lanes Bowling coupon and certificate.

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- **Annual Student Assembly** - This assembly is conducted by the Middle/High School Principal. On the first day of school the Principal meets with each class by grade level and reviews the following items that are in our Student/Parent Handbook: Code of Conduct, Sexual Harassment, Violence in Schools, Drug/Alcohol Use, Internet Use, etc...
- **7/8 Advisory** - Advisory is designated to facilitate meaningful relationships among students and between students and teachers. At Gilbertsville-Mt. Upton, our advisory program has the following characteristics:
 - Students will meet in Advisory groups every other day for 20 minutes.
 - Advisory classes are limited to 10-12 students.
 - Advisory activities may include...
 - a. Character education activities
 - b. Learning skills/student skills activities
 - c. Service-Learning activities
 - d. Literacy activities

Middle/High School Counselor Services

- **7th & 9th Grade High School Orientation** – The 7th and 9th Grade Orientation Program provides students and parents with an overview of the New York State graduation requirements, course selection and scheduling process, and clubs and activities. The program helps students with the transition from middle to high school.
- **Individual Counseling and Crisis Counseling** - Assist with referrals to outside agencies to support students in a crisis.
- **7-12 Bullying Prevention Training** - Students will receive training to recognize and report any type of bullying (including cyber bullying) instances.
- **Child Study Teams** – Assists with putting a plan into place that best supports students with academic or behavioral issues.

Elementary School: Grades PK-6

- **Morning Raiders** for children in Prekindergarten through grade three is a Monday, Wednesday and Friday Program for ½ hour. The purpose of Morning Raiders is to provide a forum for student presentations, special guest presenters, to promote character education (building social skills) and improve children's self-esteem. Morning program brings our children, teachers and parents together as a community.
- **Agenda/Friday Folders** - An organizational tool used by all PK-6 students. This will enhance the communication between parents, students and teachers. This agenda/folder is used as an infusion of character education through the use of guided readings.
- **Character Education/Soaring Eagles/KUDOS** - Students in grades PK-6 are recognized for a character virtue each month. Some of these virtues include giving, motivation, respect, understanding, sportsmanship and artistic creativity. Each month a student from each class is selected for portraying

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this quality. They receive a Soaring Eagles certificate and have their picture in the GMU Newsletter. This recognizes and encourages the positive growth students are making as citizens of our school.

- **Grade Level Meetings** - Teachers meet as a grade level once a week to discuss curriculum, student issues, co-teaching, RTI/AIS and any other issues as determined by the Principal or team.

Elementary Counselor Services

- **Personal Safety** - Educating students in the importance of taking care of themselves physically and emotionally.
- **Bullying** - Classroom and small group activities. Identifying bullying behaviors and what to do if you or someone else is being bullied. Also help for those who display bullying behaviors or are bullies.
- **Crisis Counseling/Referrals** - Collaboration between counselor and outside agencies to help support and encourage continued success of the student.
- **Child Study Teams** - Assists with putting a plan into place that best supports students with academic or behavioral issues.
- **PK-6 Bullying Prevention Training** - Students will receive training to recognize and report any type of bullying (including cyber bullying) instances.

Reporting Mechanisms for School Violence

All students are expected to promptly report violations of the code of conduct to a teacher, school counselor, the building principal or his or her designee, or the superintendent. Any student observing a student possessing a weapon, alcohol or illegal substance on school property or at a school function shall report this information immediately to a teacher, the building principal, the principal's designee or the superintendent.

All district staff that is authorized to impose disciplinary sanctions is expected to do so in a prompt, fair and lawful manner. District staff that are not authorized to impose disciplinary sanctions are expected to promptly report violations of the code of conduct to their supervisor, who shall in turn impose an appropriate disciplinary sanction, if so authorized, or refer the matter to a staff member who is authorized to impose an appropriate sanction.

Any weapon, alcohol or illegal substance found shall be confiscated immediately, if possible, followed by notification to the parent of the student involved and the appropriate disciplinary sanction if warranted, which may include permanent suspension and referral for prosecution.

The superintendent or building principals or his or her designee must notify the appropriate local law enforcement agency of those code violations that constitute a crime and substantially affect the order or security of a school as soon as practical, but in no event later than the close of business the day the principal or his or her designee learns of the violation. The notification may be made by telephone, followed by a letter mailed on same day as the telephone call is made. The notification must identify the student and explain the conduct that violated the code of conduct and constituted a crime.

TRAINING, DRILLS AND EXERCISES

The purpose of conducting drills is to practice, identify shortcomings and adjust as needed. The Elementary and High School/Middle School Crisis Response Teams meet before and after drills to critique, etc. Parents are notified via letter regarding dates of early dismissal drills.

The Middle/High School Crisis Response Team meets as needed to work through the school's response to various situations. Each team member has one or two jobs they are required to do in the event of a crisis. The team works through several tabletop drills to observe responses to the various crisis conditions. These tabletop drills are coordinated in conjunction with local EMT, county emergency management officials and local and state police. These drills provide an overview of team responses and improves overall coordinated efforts.

- **Yearly evacuation drills:** At least once every school year, GMU Central School District conducts tests of the Emergency Plan for sheltering and early dismissal. Transportation and communication procedures are included in the test. Parents or guardians shall be notified in writing at least one week prior to such drills. Pupils are released to their assigned buses when such buses are announced as available. Normal bus schedules are advanced fifteen minutes for the early dismissal plan.
- **Shelter in Place Drills:** Certain emergencies in the community may make it advisable for students and staff to remain in school beyond the end of the normal school day. Building floor plans can be found in the Building-Level Safety Plans. In case of such emergency, the Emergency Responder gives directions over the public address system. Teachers relocating students from their classrooms must take their class lists and accompany their students to the designated area. This drill is practiced at least once every school year.
- **Evacuation Drills** - Drills are held 12 times a year (8 by 12/31). We hold 8 evacuation (a.k.a. fire) drills, and 4 lockdown drills as required by the NYSED.
- **Lockdown:** In an event of a Civil Disturbance (any individual or group disturbance uncontrollable by the administration) which may present a threat to the students or staff or property of this school, a public announcement is made. Lockdown- all staff should remain in present rooms, lock doors, keep students contained, and await further instructions. Students and staff who are on the playground outside of the school building, will be notified by radio.

Training

- **Yearly S.A.V.E. School Assembly** - This assembly targets various issues in regard to school procedures and policies involving the following: drugs, sexual harassment, assaults, and other school related matters. Presentations have included representatives from the schools law firm, sheriff or state police. At this assembly the students are also made aware that the school will be using certified firearm and drug detection canines as a deterrent to violence, firearms and drug abuse. The dogs make unannounced visits to the school throughout the year.

Situations/scenarios are continuously covered in faculty meetings and on conference days.

IMPLEMENTATION OF SCHOOL SECURITY

Visitor Badge/Sign in Procedures

GMU employs the following building security measures:

1. Signs are posted indicating that parents and all visitors must report to the front desk to sign in.
2. Updated doorbell to gain secured access to vestibule entrance.
3. All visitors to the school must report to the front desk located at the front of the building upon arrival. There they will be required to sign the visitor's register and will be issued a visitor's identification badge, which must be worn at all times while in the school or on the school grounds.
4. We staff and maintain a highly structured and consistent sign-in procedure.
5. All staff members are trained to challenge suspicious persons encountered in the building.
6. Building entrance security is maintained throughout the day.
7. We employ a feel safe silent security system.
8. Two-way radios are monitored by key personnel during the school day.
9. The services of search canines for drug and/or weapons are available as needed.
10. All doors are locked each day.
11. There are scheduled lock checks throughout the day.

*If an assembly, concert, awards program, etc... is taking place, multiple tables will be set up with numerous people helping at the front desk to sign visitors in.

Dogs

The school will be using certified firearm and drug detection canines as a deterrent to violence, firearms and drug abuse. The dogs make unannounced visits to the school and parking lot throughout the year.

Video Cameras in School and on School Buses

The Board of Education recognizes its responsibility to maintain and improve discipline and to insure the safety and welfare of its staff and students in school and on school transportation vehicles.

After having carefully considered and balanced the rights of privacy with the district's duty to ensure discipline, health, welfare and safety of staff and students in school and on school transportation vehicles, the Board supports the use of video cameras in the school and on its school buses.

Video cameras may be used to monitor student behavior in the hallways and in the parking lots of the school and on school vehicles transporting students to and from school or extra curricular activities.

Students in violation of school and bus conduct rules shall be subject to disciplinary action.

Fingerprinting of New Employees

As a result of SAVE legislation, all employees hired after July 1, 2001 are mandated to have fingerprint supported background checks.

Teacher Supervision/Hall Monitors

We have a front desk attendance clerk and a building entrance monitor who is trained the same as all other staff members as outlined and described in the present document.

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Teachers and aides monitor the halls before school, during the passing of classes during the school day, and at dismissal time. They direct students to their classrooms and monitor student movement throughout the building. Classroom teachers and aides also supervise the playground during recess time. In addition, support and consultations are provided by the New York State Troopers.

Hiring and Screening Process of School Security Personnel

The district does not currently employ or utilize school security officers, so there are no policies or procedures to describe here.

VITAL EDUCATION AGENCY INFORMATION

The Gilbertsville-Mount Upton Central School District consists of one PK-12 Building. The school populations are as follows:

PK-12 Faculty & Staff	96		
(Grades 7-12)	Students	157	
(Grades PK-6)	Students	194	(+10 BOCES)
Special Education Students in other placements	5 Students		

Transportation Needs:	School Buses/Vehicles - 20 Total
	12 66 passenger
	04 28 passenger
	01 wheel chair buses + 12 passenger
	02 Traverse (7 passenger)
	01 Car (5 passenger)

Capacity of Gymnasiums:	PK-12	Big gym 1,028	Small gym 200
		Total Capacity: 1,228	

Key Officials

Name/Title	Work Phone
Annette Hammond Superintendent of Schools	783-2207, ext. 104
Joe Zaczek Director of Transportation	783-2275
Alan Digsby Director of Facilities	783-2207, ext. 101
Heather Wilcox Acting PK-12 Principal	783-2207, ext. 106
Dorothy Iannello School District Treasurer	783-2207, ext. 144

District-Wide School Safety Team

Board of Education Representative	Jeremy Pain
Teachers	Kimberly Degear
Administrator	Annette Hammond
School Safety Personnel	Alan Digsby/Annette Hammond
Local Law Enforcement Official	NYS Police
Fire/Emergency Department	Dave Robinson
Liaison	Deb Gross, Harold Ives
Parents	Lindsey Stone/Caroline Wilson
Other School Personnel	Katie Parsons/Tina Hall
Director of Transportation	Joe Zaczek
Food Service	Susan Sebeck
Student Representative	Jr. Class President

EARLY DETECTION OF POTENTIALLY VIOLENT BEHAVIORS

The Gilbertsville-Mount Upton Central School District believes that there is a need for increased emphasis on safety in our school. Our goal is to provide a drug, weapon, and violence free atmosphere where students can receive an education. The following is a list of programs/services that we offer to provide a safe haven for students:

- **PK-8 Meetings** - Teachers meet as a grade level every other day to discuss possible student problems, i.e. behavior, grades. They recommend "prescriptions" which may include such services as counseling, remediation, attending the after-school program, or parent conference.
- **Planner** - An organizational tool used by all 3rd - 12th graders. This will enhance the communication between parents, students and teachers. This planner is used as an infusion of character education through the use of guided readings in the Daily Planner.
- **School Calendar and Newsletters** – A school calendar with information regarding school safety and security information is distributed via bulk mail to all addresses within the district in August of each year. The district publishes a newsletter several times a year which is also distributed to all addresses within the district and contains information about early detection of violet behaviors, bullying, and other information regarding school safety and security.

HAZARD IDENTIFICATION

The Site of Potential Emergencies

Surrounding Woods - Hazards: trees, wild animals

Science Lab D127 - Hazards: chemicals, propane

Science Lab C111 - Hazards: chemicals, propane

Playground - Hazards: slides, swings, etc.

PK-12 Building - Hazards: parking area, hills, dumpsters, fuel oil

Bus Garage - Hazards: welding, gasoline, propane

Community* - Route 51, winter storms, animals

* We are a small, rural Central New York community. Our “sites of potential emergency” are limited to neighboring farms unless we include airplane/automobile accidents, terrorist attacks, or **extreme** weather emergencies.

**RESPONSE - NOTIFICATION AND ACTIVATION
(Internal and External Communications)**

Upon receiving notice of an emergency in which the health and safety of students or staff is at risk, the Superintendent or the Principal shall implement the Emergency Plan.

The Emergency Responder shall be responsible for contacting the appropriate community emergency service agencies (see index for phone numbers) if they have not already been contacted by the "Responsible Person" at the immediate emergency site.

Members of the Emergency Response Team shall report to the Command Post as appropriate.

The Emergency Responder and other staff shall follow the procedures outlined- in the appendix for the specific emergency.

Whenever an emergency encompasses a wider area than the Gilbertsville-Mount Upton Central School campus, the Emergency Responder shall establish contact with the County Emergency Management Office and shall act in cooperation with the Director of Emergency Services for the appropriate county.

In case of an emergency which involves the use of fire or police resources, Unified Command will take effect.

Whenever outside emergency services are called to the school, the Superintendent's Office must be notified immediately so that personnel can clear traffic and direct emergency personnel and vehicles to the appropriate area until such time as relieved by civil authorities.

Evening and Weekend Emergencies

The District Office of the Superintendent will serve as the immediate Command Post. Both the Emergency Responder and the Buildings and Grounds Supervisor will be notified immediately after the appropriate emergency services have been summoned. All custodial and cleaning personnel on campus will be instructed to report to that office and will act on the instructions of the Responsible Person present. Members of the District-Wide Safety Team shall be called in as needed.

In case of an evening or weekend emergency when students are on campus, the person who fills out the buildings and grounds form will contact the Superintendent and if not available, the Building Principal. The Head Custodian will be responsible for announcing any necessary emergency instructions on the public address system and calling 911 for emergency assistance.

In case of an evening or weekend emergency when students are not on campus, the Head Custodian will contact the Superintendent and if not available, he/she is to contact the Building and Grounds Supervisor.

In case of a weekend emergency when no custodial or supervisory staff is on campus, the instructor or sponsor of any events being held shall act as the "Responsible Person," notify emergency services as needed, and notify the Emergency Responder and the Building and Grounds Supervisor as soon as possible.

GILBERTSVILLE-MT. UPTON CENTRAL SCHOOL DISTRICT EMERGENCY RESPONSE PLAN

The School Superintendent plays a major role in communication and news releases to parents, BOCES, S.E.D. and other emergency services. The School Superintendent will present info to the media and maintain a line of communication with staff members.

A Crisis Team facilitator who is following the events of an emergency condition in order to determine post emergency needs for students, staff and communications should report all updated information to the Superintendent.

Crisis Response Team

Superintendent	Annette Hammond
Crisis Team Facilitator	Annette Hammond
Principal	Heather Wilcox
Buildings and Grounds Supervisor	Alan Digsby
Transportation Supervisor	Joe Zaczek
School Nurse	Carol Angelone
School Counselor	Katie Parsons and Tina Hall
Teacher Liaisons	Kimberly Degear

When there is a disaster/emergency condition that takes place within the district, the BOCES district Superintendent is immediately notified and depending on the type of situation, the district would also contact other schools in the immediate area. There are no private schools in our vicinity. The State Education Department is notified of all emergency situations as required.

Notification of persons in parental control

The District will contact appropriate districts, parents, guardians or persons in parental relation to the students via media release, telephone contact or other appropriate means in the event of a violent incident or early dismissal. Conditions requiring such notification are outlined in the Building-level Emergency Response Plans.

GILBERTSVILLE-MT. UPTON CENTRAL SCHOOL DISTRICT EMERGENCY RESPONSE PLAN

Additional Resources

Radio Stations:

Norwich	WCHN/WKXZ	(888) 432-1030
Oneonta	WDOS/WSRK	(Banjo Radio Group Owns All)
	WZOZ, WDLA, WDHI	
	WTBD, WIYN, WBTK	

Sidney	WCDO	563-3589
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Binghamton	WHWK	772-9340
	WAAL	
	WWYL	

	WLTB	748-9131
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Television Stations:

WBNG	729-8812 (Phone)	729-8965
	729-4022 (Fax)	729-6211

WUTR/WFXV	1-315-624-2596
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News Channel 34	1-888-577-6956
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Newspapers:

The Press and Sun Bulletin	798-1234 (Phone)	News Dept.
	798-1113 (Fax)	

The Daily Star	432-1000 ext. 515 (Phone)	News. Dept.
	432-5847 (Fax)	

The Evening Sun	334-3276 (Phone)	News Dept.
	336-7318 (Fax)	

GILBERTSVILLE-MT. UPTON CENTRAL SCHOOL DISTRICT EMERGENCY RESPONSE PLAN

FOR EMERGENCIES, DIAL 911

Ambulance	911
Fire Department	911
Chenango County Sheriff's Department	334-2000
Otsego County Sheriff's Department	547-4270
New York State Police	561-7400
DCMO BOCES	335-1200
Emergency Operation Center Director/Fire Coordinator: Kevin Ritton	547-4227
Otsego County Public Health	547-6421
Chenango County Public Health	337-1660
American Red Cross	432-5353
Otsego Electric Coop, Inc Electric Outage PK-12 Account #1624430803	Monday-Friday 7:30am-4:30pm 293-6622 1-866-591-3129
Poison Control Center of Central NY www.cnypoison.org	1-800-222-1222
Dept. of Environmental Conservation	1-518-357-2045
Chenango Memorial Hospital	337-4111
A.O. Fox Hospital	432-2000
Bassett Hospital	547-5716
Tri-Town Regional Hospital	563-7080
Domestic Violence Hotline	1-800-942-6906
NYS Abuse Hotline Mandated Reporter	1-800-635-1522

Church and Private Schools, Other

Presbyterian Church
(Pastor Mark Piedmonte)

The Christ Episcopal Church
(Deacon Donna Steckline)

The Baptist Church

The Grange: Roger Halbert

Response Protocols

GMU has identified the following general response actions for emergencies. These actions include (a) school cancellation, (b) early dismissal; (c) evacuation; and (d) sheltering. The Building Level Emergency Response Plan includes identification of specific procedures for each action depending upon the emergency.

Emergencies include, but are not limited to:

Threats of Violence	Intruder
Hostage/Kidnapping	Explosive/Bomb Threat
Natural/Weather Related	Hazardous Material
Civil Disturbance	Biological
School Bus Accident	Radiological
Gas Leak	Epidemic
Others as determined by the Building Level School Safety Team	

General Information

An announcement will be made on the public address system to alert all building occupants of a pending emergency. The regular announcement signal will precede the verbal alert information, which will begin with the words "this is an emergency." All staff that have no supervisory responsibilities at the time of the alert will immediately report to the main office.

In the event of the need to immediately "duck and cover" in case of a tornado or earthquake, the "alert" warning will be given followed by the order "duck."

In the event of a need to evacuate the building for any reason other than fire, the emergency alert will be broadcast, followed by specific instructions.

Once the event is over (and if no announcement is made) everyone will be physically released by an emergency responder or other authority (this means that a person will come to each room, unlock the doors and verbally end the lockdown).

In the event that a staff person other than the School Superintendent or the Emergency Responder gives the initial warning or emergency signal, that person shall contact the Emergency Responder or District Superintendent immediately.

Natural Disasters

In the event of a natural disaster (flood, ice, snow, etc.) which might present a threat to the students, staff, or property of this school, the following procedure will be followed:

- I. Administrator in charge will contact the fire department (911) for assistance or standby.
- II. Administrator will decide about closing school.
 - a. If the school is to be closed, the Early Dismissal procedures will be initiated.
 - b. If school is not to be closed, **specific instructions will be given by either an announcement or by courier.**
- III. Any medical emergency or fire associated with the disaster will be treated in accordance with the Medical Emergency or Fire Emergency procedures.
- IV. The Emergency Control Center will be the District Office
- V. In the event of:
 - a. Power Failure: call Otsego Electric - 293-6622
 - b. Telephone Failure: call Frontier - 800-921-8102
 - c. Gas Line Leak: call Jason Mirabito at Mirabitos - 352-2930

The administrator in charge or his/her designees will contact the appropriate utility by the best available method and advice of such loss. An approximate restoration time will be ascertained in order to aid in the decision about closing school.

- VI. In the event of high wind warnings, teachers are to be notified with instructions by an announcement or by courier.
 - a. In the school building, the GYM and Auditorium will not be used.
 - b. Students in the gym are to be taken to corridors.
 - c. All students are to be directed to sit along adjacent corridor walls and away from openings, windows, and doors.
 - d. Students will sit with:
 1. Backs to inside wall
 2. Knees drawn up
 3. Heads resting on knees, hands clasped over head and neck.
 - e. Students outside of the building will return with their teacher to in-building shelter areas and respond with lifesaving procedures indicated above. Handicapped students will be given special teacher supervision.
 - f. Teachers will direct students to shelter areas and assure appropriate student responses by insisting on a quiet, controlled atmosphere.
 - g. Teachers, upon instruction, will open classroom windows and secure doors in order to equalize air pressure and limit destruction to the building.

GILBERTSVILLE-MT. UPTON CENTRAL SCHOOL DISTRICT EMERGENCY RESPONSE PLAN

III. Supervision

- a. Teachers will accompany their groups to the designated shelter area, taking with them school records to be used for the purpose of accounting for students. Teachers will continue to supervise their groups until they are officially relieved and/or the "Stay Where You Are" condition is terminated.
- b. Support Staff Team and Others
 1. Nurse Practitioner will remain in the health office to serve the medical needs of the school population as during a normal school day. In a lockdown or weather emergency, it may be necessary to relocate the Health Office to the District Office Conference Room.
 2. Counseling Personnel will make their services, office records, and telephone communications available during the sheltering period.
 3. Teachers and teaching Assistants not servicing students at time of warning will assemble in main Office for administrative instructions to serve as alternates or replacements in the several shelter areas.
 4. Cafeteria personnel report to kitchen and await instructions from the Superintendent or designee.
 5. Custodial personnel report to the custodial office and await instructions from the Superintendent of Buildings and Grounds.
 6. Office personnel remain in offices and await instructions from Emergency Planning Committee.

Alternate Sheltering Plan

If a situation occurs which requires evacuation of the school building, and students cannot be taken home, they will be sheltered in the Presbyterian Church, The Christ Episcopal Church, The Baptist Church, The Grange, The Bus Garage or Morris Central School.

- I. Transportation to Shelter Areas
 - a. PK-12 students will walk with their teachers, by class, to the bus loading area.
 - b. PK-12 students will be transported to one of the above facilities by school buses.

Lockdown-Hostage or Kidnap Situation

In the event of a Civil Disturbance (any individual or group disturbance uncontrollable by the administration, such as a hostage or kidnap situation) which may present a threat to the students or staff of this school, the following procedures will be followed:

1. Announcement over the PA system for a “Lockdown”. (**“LOCKDOWN. LOCKDOWN. LOCKDOWN.” Repeat.**) At this time, the District Office and the bus garage should be notified by the same person who makes the Lockdown announcement, to seal off the entranceway at the bottom of the driveway.
2. **Immediately confirm your classroom door is locked.** Teachers immediately check hallways to get students into their classrooms and lock down their classrooms. The bathroom at the end of the high school wing will be checked by a teacher from C109 and any students in there should be brought to the C109 classroom. Bathrooms across from the auditorium will be checked by Music/PE staff and students brought into nearest classroom. If you are in transit with a group of students, immediately enter the nearest classroom.
3. Lockdown procedures include:
 - Students should immediately be informed to stay calm and quiet.
 - Leave window shades as they are
 - Do not cover window to door-Direct students to inside wall, out of sight of the door window.
 - Leave lights on
 - Lock doors if you can – otherwise, barricade
 - **Maintain silence. Everyone should silence all personal electronic devices. No one should be allowed to enter or leave the classroom.**
 - Check attendance and note who is missing from your class. Note also the additional students/staff/volunteers, etc. who may have come in from the halls. Please note if you have a student from the Elementary wing. Do not pick up the phone while waiting. If you have an immediate need, send an e-mail.
 - **Do not answer classroom telephone.**
 - **DISREGARD FIRE ALARM UNLESS YOU SEE FIRE OR SMELL SMOKE.**
 - **DISREGARD ANNOUNCEMENTS MADE OVER THE PA AFTER LOCKDOWN IS INITIATED.**
 - **Remain in lockdown until administrator, designee or law enforcement opens the door with a key.**
4. Initiate e-mail to lockdown@gmucsd.org for all Pre-K-12 teachers and students, under SUBJECT:
 - If all students are accounted for and you are safe, list: last name and OK.
 - If you are safe, your students are accounted for and you have extra students/others with you write: name OK extras. Then list names of extras in the message portion.
 - If there is a problem, list: name help. Then, if you are able, specify problem in text.
5. Students outside should be moved away from the building at a safe distance and then be seated. Wait there until you receive direction. Do not, under any circumstances, move your students until you have received directions to do so.

GILBERTSVILLE-MT. UPTON CENTRAL SCHOOL DISTRICT EMERGENCY RESPONSE PLAN

6. The lockdown will end when you are physically released from your room by emergency responders and/or administrators.

Stations for Team Members are as follows:

Command Center: Annette Hammond, Alan Digsby (ext.144)

District Office: Amber Birdsall, Eric Voorhees, Dorothy Iannello, Cindy Ketchum (ext.144)

Main Office: Heather Wilcox, Deb Ostrander, Tina Hall (ext.106)

Student Support Services: Issy Clapp, Katie Parsons (ext.118)

Bus Garage: Joe Zaczek, Jeff Utter (ext.115)

Bus Garage will also be used as a second command post if needed

Early Dismissal

In the event that it becomes necessary to close school early, for whatever reason, this procedure will be followed:

- I. The Superintendent will make the decision to close. In his/her absence, an administrator will make the decision (in consultation with the Superintendent and Transportation Director, if possible).
- II. Make the following phone calls:
 - A. Superintendent/Administrator in Charge
 1. Notify Transportation Supervisor
 - B. Transportation Supervisor
 1. Notify Bus Drivers
 - C. Superintendent's Secretary/Business Official
 1. Call Radio/Television Stations
 2. Notify Cafeteria, if in the morning
 - D. Secondary Principal
 1. Call DCMO BOCES
 - E. Special Education Director
 1. Call all Special Education sites
- III. When all appropriate arrangements have been made, the Building Principal will announce the dismissal of students.
- IV. An information center will be set up in the district office so that parents may make inquiries as to the situation. The Superintendent and Emergency Responders will staff the office to answer any questions.
- V. Bus Drivers will not dismiss students to a home where a danger exists. In such case, the driver will radio the school to explain the situation and receive instructions.
- VI. All appropriate district personnel will be retained until all students have been returned home.

Parent Notification

Parents are notified of Early District dismissals in several ways:

1. Early District dismissal drill dates are published in the district calendar and newsletter which is mailed to all district residents.
2. Parents of elementary students are notified by letter of an early district dismissal drill.
3. Emergency closings are announced on the local television and radio stations. Parents are notified throughout the year in the school newsletter to listen to local radio and television stations if they feel an emergency closing due to inclement weather may occur. Parents will also receive a phone call through our Global Connect System.

Emergency Information data sheets are sent home with students during the first week of school in order to update the emergency information the school has on file for each student. The information includes name, address, parents place of work and phone number, emergency contact person if a parent cannot be reached, and where to send student in case of an emergency closing.

Messages regarding school early dismissal, sheltering in place or evacuation of a school will be called in to the media as soon as the decision is made. The superintendent, or his/her designee, shall issue all public communications, prepare news releases, and brief the media as appropriate.

School Cancellation

Monitor the situation- by the administrator in charge
Make Determination- by the administrator in charge
Contact the local media

Evacuation

(Before, during and after school hours)

Determine the level of threat- by the administrator in charge.
Make determination regarding early dismissal- by the administrator in charge.
Contact the Transportation Supervisor to arrange transportation.
If determination was made to dismiss early, contact local media to inform parents of early dismissal.
Clear all evacuation route and sites prior to the evacuation.
Evacuate all staff and students to pre-arranged evacuation sites.
Where appropriate, facilities personnel will sweep the building to insure that staff, students and visitors have been safely evacuated.
Establish a command post.
All non-instructional staff shall report to the office at their level for direction and duties.
Account for all students and staff population. Report any missing staff or students via Building Level protocol.
Ensure adult supervision or continued school supervision/security.
Set up an information center so that parents may make inquiries as to the situation.
If persons of parental relation pick up their students, they must sign them out.
Retain appropriate district personnel until all students have been returned home.

Hold-in-Place

Actions

Initiate Hold-in-Place

- **Hold-in-Place** will be announced by intercom, Public Address (P.A.) System, or otherwise with instructions on how to proceed.

- **YOUR ATTENTION PLEASE:
THERE IS A SITUATION REQUIRING YOU TO HOLD IN PLACE.
PLEASE STOP WHAT YOU ARE DOING AND FOLLOW THESE
INSTRUCTIONS.**
- *Provide specific incident instructions*

Instructions

- Use clear, concise language to provide direction to the school based on the situation.

Execute Hold-in-Place

- Students in hallways, bathrooms or other common areas will return to their classroom. If the Hold-in-Place is announced between class periods, students will return to their previous class to await instructions. If the route is blocked, students will go to the nearest classroom and advise the teacher that they are unable to get to their class and await instructions.
- All available staff members will assist in maintaining order and accounting for students. Remain in position until further instruction is given or remaining in place compromises safety.

Sheltering Sites
(Internal and External)

Determine the level of threat- by the administrator in charge
Determine location of sheltering depending on the nature of the incident
Contact the transportation Supervisor to arrange transportation to external site- if needed
Transport by foot or vehicle to external sheltering site- if needed
Where appropriate, facilities personnel will sweep the building to insure that staff, students, visitors have been safely evacuated.
Establish a command post
Account for all student and staff population. Report any missing staff or students via Building Level protocol.
Determine other occupants in the building
Make appropriate arrangements for human needs
Take appropriate safety precautions
Establish a public information officer to provide information and current status of the situation to parents and other inquiring parties.
If persons in parental relation pick up their students, they must sign them out.
Retain appropriate district personnel until all students have been returned home

*** Other Hazard Specific Procedures are included in the Building Level Emergency Response Plan.**

Fire Emergency

- I. Discovery of Fire:
 - A. Use whichever method is fastest at the time.
 - 1. Pull fire alarm
 - 2. Notify main office:
 - a. By phone
 - b. In person, if not supervising students
- II. Evacuation Procedure
 - A. Superintendent
 - 1. Priorities
 - a. Determine location and size of fire.
 - b. Alert custodial staff for fire containment and shutting down of ventilation fans.
 - c. Monitor evacuation of students and staff; check all classrooms, restroom, and faculty lounge for lingering people.
 - d. Inform Emergency Personnel of situation, as needed.
 - e. Follow instructions of Emergency Personnel.
 - B. Building Administrators
 - 1. Priorities
 - a. Determine location and size of fire.
 - b. Help teachers evacuate rooms
 - c. Check each room to see that windows and door are closed, and that all people have been evacuated.
 - d. Keep Emergency Personnel aware of progress.
 - e. Follow instructions of Emergency Personnel.
 - C. Teachers
 - 1. Discovery of Fire (use whichever method is fastest at time)
 - a. Pull fire alarm box
 - b. Notify main office by phone or in person
 - 2. Immediately evacuate (all staff and students) from the building using exit instructions posted by the main door in the classroom and assemble in the designated area. Teachers are to stay with their classes.
 - 3. Faculty will take their plan books and/or class lists with them for attendance of all the students to verify evacuation. Write down the names of any students with you who are from another class at that time.
 - 4. Wait for further instructions from administration
 - D. Support Staff
 - 1. Assist teachers with evacuation if so directed.
 - 2. After evacuation, remain with the teaching staff to assist.

- E. Custodians
 - 1. If you know of the fire location, proceed there and decide:
 - a. If fire is small enough to fight with extinguisher or,
 - b. If fire is too large to be smothered or extinguished, attempt to contain it by closing all doors and windows near fire.

- F. Building Secretary/Front Desk Clerk
 - 1. Upon hearing fire alarm or receiving notification of a fire:
 - a. Start fire alarm if not already activated.
 - b. Call 911 - KEEP CALM.
Say: "This is Gilbertsville-Mt. Upton Central School. We have a working fire at (give location if you know)." Do not hang up until Fire Control has all information.
 - c. Notify administrator in charge.
 - d. Follow instructions from administrator and emergency personnel until such time as you evacuate the Main Office

- G. School Nurse
 - 1. Upon evacuation have in your possession information regarding health problems of specific students.
 - 2. Report to Command Post for instructions from Superintendent/Building Administrators/Emergency Medical Personnel.

Bomb Threat Response

Response Action:

1. Upon receipt of a bomb threat by telephone:
 - a. Ask the following questions (**refer to Bomb Threat Information Sheet**):
 - * Where, specifically, is the bomb located?
 - * When, exactly, is the bomb set to go off?
 - * What materials are in the bomb?
 - * What does the bomb look like?
 - * Why is caller doing this?
 - * Who is caller?
 - b. Write down answers to the above.
 - c. Describe the caller's voice:
 - * Was it male or female?
 - * Was it young or old?
 - * Was the voice disguised or did it have an accent?
 - * Describe any background noises.
2. Notify building administrator.
3. Notify Superintendent and the Superintendent will contact the police - building administrator.
4. Brief visual sweep of the building for any unidentifiable objects - building and grounds supervisor.
5. Notify staff and students to evacuate the building **only** if it has been determined that the bomb threat is credible - building administrator. (If it hasn't been determined to be credible students and staff should remain in the building)

DO NOT MENTION "BOMB SCARE!"

- a. Use public address system, NOT the fire alarm.
6. Upon arrival, advise police or fire department of situation and follow their instructions. Advise superintendent of their presence. Turn control of building over to them - building administrator.
 - a. Arrange with police to have medical assistance stand by in the event that a device is found.

Recovery Action:

Administrator involved should have building reoccupied by staff and students after it has been cleared by fire and police officials.

Periodic Testing

Periodically drills will be conducted to evaluate security preparedness. Bomb threat procedures will be frequently reviewed, tested, and revised as necessary, to maintain effectiveness. Staff members shall be trained and kept informed of all procedural changes. Local law enforcement and other support agencies will be provided with copies of emergency plans.

NUCLEAR EMERGENCY

- I. Three types of nuclear emergencies may exist:
 - a. An accidental missile launch (with or without nuclear warhead).
 - b. Enemy attack preceded by a period of international tension.
 - c. Enemy attack without warning.

- II. In each of the above cases, federal, state and county Standard Operating Procedures (SOPS) are in the books. These SOPS included the following time related, action "phases."
 - a. Phase I: Threat (international tension).
 - b. Phase II: Alert (public information and increased readiness build up).
 - c. Phase III: Warning (public warning signals and sheltering).
 - d. Phase IV: Impact (missile strike).
 - e. Phase V: Rescue (response by emergency teams and public).
 - f. Phase VI: Recovery (release from shelters and clean up).

- III. The school will respond to an impending national emergency condition by:
 - a. Updating the School Emergency Plan
 - b. Orienting and briefing the faculty and student body.
 - c. Conducting drills to sharpen the effectiveness of the in-building response to orders to either "Stay Where You Are" or "Early Dismissal" procedures.

- IV. Warning Signals for School:
 - a. Announcement on Public Address System - stand by for "Stay Where You Are" procedure.
 - b. Announcement on Public Address System for "Early Dismissal" procedure.

- V. Warning Signals for Community/County:
 - a. Information will be broadcast to the public via local and area radio and television stations as ordered by the Federal Emergency Broadcast System.

Medical Emergency

In the event of a medical emergency such as: convulsions, serious fall, severe electric shock, heart attack or other occurrence which incapacitates an individual and requires medical assistance, the following steps should be taken:

- I. Notify the Main Office, or call 911 immediately. Ask for assistance giving name, location and nature of emergency.
- II. School Secretary
 - a. Locate nurse and have her report to the emergency site.
 - b. If ambulance is needed, CALL 911, and give information on nature and location of emergency.
 - c. Notify administrator in charge.
- III. Nurse
 - a. Assess situation as the person in charge of the emergency.
 - b. Instruct the Main Office to call an ambulance if one has not been called but is needed.
- IV. Staff
 - a. If in the area, keep students and other staff away from the victim, unless the Nurse requests specific assistance.
- V. When fire, explosion or other accompanying danger exists, DO NOT MOVE the victim unless the Nurse requests specific assistance.
- VI. The Superintendent or designees will attempt to notify the family of the victim.

Threat Assessment

Threats of violence in school, while not a commonplace, have the potential to become catastrophic if not responded to in an appropriate manner. These threats can originate from within the school community (students or staff) or from outside (disgruntled taxpayers, parents, persons from “competing” districts, terrorists). Regardless of the origin of the threat, the Gilbertsville- Mount Upton Central School District is committed to respond to all threats of violence using protocol as established by the United States Secret Service in its *Safe School Initiative: Implications for the Prevention of School Attacks in the United States (2002)*. Broadly speaking, this document urges schools to develop a multi-pronged approach to threats of violence and to coordinate a patterned response to each threat.

The patterned approach varies depending upon the individual threat, but each threat is subjected to a three-pronged process that; 1) Determines whether the threat is direct or implied; 2) Determines the potential for violence of the threat; and 3) Determines the plan of action to prevent the threat of violence from becoming an act of violence.

- 1) All received threats will be initially treated as direct, meaning that initially the district will treat every threat of violence as serious until it is proven otherwise. For this reason, differentiating between implied and direct threats of violence is somewhat a moot point because further investigation will be conducted on each and every threat received. The person receiving the threat will have the option of convening the threat assessment group for any threat received, or may use available information to determine the potential for violence immediately.
- 2) The threat assessment group, if activated, will utilize threat assessment forms to “quantify” the extent of the threat and categorize it into one of three categories: low, medium or high.
- 3) Based upon the category of threat, the district will implement strategies to deal with the specifics contained in the received threat. These strategies will include the assistance of law enforcement agencies and could result in a myriad of actions, from simple non-intrusive investigations to more complex emergency actions. All actions will be deployed via the Emergency Response Structure and will be implemented with one objective in mind, namely to safeguard the school population from danger.

RESPONSES TO ACTS OF VIOLENCE: IMPLIED OR DIRECT

Code of Conduct (Adopted by BOE on June 4, 2013)

I. Introduction

Consistent with our mission statement, the Board of Education is committed to providing a safe and orderly school environment where students may receive, and district personnel may deliver, quality educational services without disruption or interference. Responsible and respectful behavior by students, teachers, other district personnel, parents or persons in parental relations, and other visitors is essential to achieving this goal.

The district has a long-standing set of expectations for conduct on school property and at school functions. These expectations are based on the principles of civility, mutual respect, citizenship, character, tolerance, honesty and integrity. The board recognizes the need to clearly define these expectations for acceptable conduct on school property, to identify the possible consequences of unacceptable conduct, and to ensure that discipline when necessary is administered promptly and fairly. To this end, the board adopts this code of conduct ("code").

Unless otherwise indicated, this code applies to all students, school personnel, parents or persons in parental relations, and other visitors when on school property or attending a school function.

II. Definitions

For purposes of this code, the following definitions apply.

“Bullying” and “Harassment” means the creation of a hostile environment by conduct or by verbal threats, intimidation or abuse that has or would have the effect of unreasonably or substantially interfering with a student’s educational performance, opportunities or benefits, or mental, emotional or physical well being; or conduct, verbal threats, intimidation, or abuse that reasonably causes or would reasonably be expected to cause a student to fear for his or her physical safety.

Bullying is a form of harassment that consists of inappropriate and often persistent behavior including threats or intimidation of others, treating others cruelly, terrorizing, coercing, or habitual put-downs and or badgering of others.

Bullying occurs when someone purposely says or does mean or hurtful things to another person who has a hard time defending oneself or is in an otherwise vulnerable position.

“Cyber-bullying” refers to any harassment/bullying, on or off school property, which occurs via the internet, cell phones or other electronic devices.

“Disability” means (a) a physical, mental or medical impairment resulting from anatomical, physiological, genetic or neurological conditions which prevents the exercise of a normal bodily function or is demonstrable by medically accepted clinical or laboratory diagnostic techniques or (b) a record of such an impairment or (c) a condition regarded by others as such an impairment, provided, however, that in all provisions of this article dealing with employment, the term must be limited to disabilities which, upon the provision of reasonable accommodations, do not prevent the complainant from performing in a reasonable manner the activities involved in the job or occupation sought or held (Education Law §11[4] and Executive Law §292[21]).

"Disruptive student" means any student who substantially interferes with the educational process or the teacher's authority over the classroom.

"Employee" means any person receiving compensation from a school district or employee of a contracted service provider or worker placed within the school under a public assistance employment program, pursuant to title nine-B of article five of the Social Services Law, and consistent with the provisions of such title for the provision of services to such district, its students or employees, directly or through contract, whereby such services performed by such persons involve direct student contact (Education Law §§11[4] and 1125[3]).

"Gender" means actual or perceived sex and shall include a person's gender identity or expression (Education Law §11[6]).

"Emotional Harm" that takes place in the context of harassment or bullying shall be defined as harm to a student's emotional well-being through creation of a hostile school environment that is so severe or pervasive as to unreasonably and substantially interfere with a student's education. Such conduct shall include, but is not limited to, acts based on a person's actual or perceived race, color, weight, national origin, ethnic group, religion, religious practice, disability, sexual orientation, gender or sex.

"Hazing" is a form of harassment which involves committing an act against a student or coercing a student into committing an act that creates a risk of or causes emotional, physical, psychological harm to a person, in order for the student to be initiated or affiliated with a student or other organization, or for any other purpose. Consent or acquiescence is no defense to hazing: i.e., the implied or expressed consent of a person or persons to hazing shall not be a defense to discipline under this policy.

"Parent" means parent, guardian or person in parental relation to a student.

"School Bus" means every motor vehicle owned by a public or governmental agency or private school and operated for the transportation of pupils, children of pupils, teachers and other persons acting in a supervisory capacity, to or from school or school activities, or, privately owned and operated for compensation for the transportation of pupils, children of pupils, teachers and other persons acting in a supervisory capacity to or from school or school activities (Education Law §11[1] and Vehicle and Traffic Law §142).

"School property" means in or within any building, structure, athletic playing field, playground, parking lot or land contained within the real property boundary line of the school, or in or on a school bus.

"School function" means any school sponsored extracurricular event or activity.

"Sexting" refers to an act of sending sexually explicit photos, images, text messages, or e-mails by using a cell phone or other electronic device.

"Sexual orientation" means actual or perceived heterosexuality, homosexuality or bisexuality (Education Law §11[5]).

"Weapon" means a firearm as defined in 18 USC §921 for purposes of the Gun-Free Schools Act. It also means any other gun, BB gun, pistol, revolver, shotgun, rifle, machine gun, disguised gun, dagger, dirk, razor, stiletto, switchblade knife, gravity knife, brass knuckles, sling shot, metal knuckle knife, box cutter, cane sword, electronic dart gun, Kung Fu star, electronic stun gun, pepper spray or other noxious spray, explosive or incendiary bomb, or other device, instrument, material or substance that can cause physical injury or death when used to cause physical injury or death.

III. Bill of Rights and Responsibility of Students

A. Student Rights

The district is committed to safeguarding the rights given to all students under state and federal law. In addition, to promote a safe, healthy, orderly and civil school environment, all district students have the right to:

1. 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.
2. Present their version of the relevant events to school personnel authorized to impose a disciplinary penalty in connection with the imposition of the penalty.
3. Access school rules and receive an explanation of those rules in an age appropriate manner on at least an annual basis from school personnel.
4. A challenging education, free of disruption.

B. Student Responsibilities

All district students have the responsibility to:

1. Come to school on time and ready and willing to learn.
2. Contribute to maintaining a safe and orderly school environment that is conducive to learning and to show respect to other persons and to property.
3. Be familiar with and abide by all district policies, rules and regulations dealing with student conduct.
4. Attend school every day unless they are legally excused and be in class on time, and prepared to learn.
5. Work to the best of their ability in all academic and extracurricular pursuits and strive toward their highest level of achievement possible.
6. React to direction given by teachers, administrators and other school personnel in a respectful, positive manner.
7. Work to develop mechanisms to control their anger.
8. Ask questions when they do not understand.
9. Seek help in solving problems that might lead to discipline.
10. Dress appropriately for school and school functions.
11. Accept responsibility for their actions.
12. Students must recognize that younger students look up to them and follow their leadership. Therefore, they should hold themselves to the highest standards of conduct.

IV. Essential Partners

It is expected that parents or persons in parental relation, Board of Education members, teachers and administrators will work together to educate the children of GMU as a collaborative responsibility.

All parents or parental relations are expected to:

1. Recognize the importance of their child(ren)'s education and to send them to school regularly, on time and ready to learn.

2. Instill in their children a supportive attitude towards the programs and rules of the school and promote positive relationships with others.
3. Maintain open communication between the home and school.
4. Report to the appropriate school-designated staff member incidents of bullying, cyber-bullying, harassment, and/or intimidation that directly impact the school environment.

All district and school personnel are expected to:

1. Create and maintain a climate of mutual respect and dignity which will strengthen a student's self concept and promote confidence to learn.
2. Promote a safe, orderly and stimulating school environment, supporting active teaching and learning.
3. Maintain open communications between the school and home.
4. Demonstrate tolerance, respect and dignity towards others and self regardless of real or perceived race, weight, national origin, ethnic groups, religion, religious practices, mental or physical abilities, sexual orientation, gender identity, or sex.
5. Participate in training to ensure in creating a school environment that is free of bullying, harassment, and intimidation.
6. Address bullying and harassment incidents that occur within the school to help ensure the creation of a positive learning environment for all students.
7. Report occurrences of bullying, cyber-bullying or harassment to the appropriate school staff member to DASA Coordinator, Heather Wilcox.

All members of the Board of Education are expected to:

1. Collaborate with student, teacher, administrator, and parent organizations, school safety personnel and other school personnel to develop a code of conduct that clearly defines expectations for the conduct of students, district personnel and visitors on school property and at school functions.
2. Adopt and review at least annually the district's code of conduct to evaluate the code's effectiveness and the fairness and consistency of its implementation.
3. Lead by example by conducting board meetings in a professional, respectful, courteous manner.

V. *Student Dress Code*

All students are expected to give proper attention to personal cleanliness and to dress appropriately for school and school functions. 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.

A student's dress, grooming and appearance, including hair style/color, jewelry, makeup and nails, shall:

1. Be safe, appropriate and not disrupt or interfere with the educational process.
2. Recognize that extremely brief garments such as tube tops, net tops, halter tops, spaghetti straps, plunging necklines (front and/or back) and see through garments are not appropriate.
3. Ensure that underwear is completely covered with outer clothing.
4. Include footwear at all times. Footwear that is a safety hazard will not be allowed.
5. Not include the wearing of hats, bandanas or other headwear in the school.
6. Not include items that are vulgar, obscene, libelous or negatively refer to others on account of real or perceived race, color, weight, national origin, ethnic group, religion, religious practice, disability, sexual orientation, gender and sex.

7. Not promote and/or endorse the use of alcohol, tobacco or illegal drugs and/or encourage other illegal or violent activities.

VI. *Prohibited Student and Employee Conduct*

The board recognizes the need to make its expectations for student conduct while on school property or engaged in a school function specific and clear. The rules of conduct listed below are intended to do that and focus on safety and respect for the rights and property of others. Students and employees who will not accept responsibility for their own behavior and who violate these school rules will be required to accept the penalties for their conduct.

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

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

Students may be subject to disciplinary action, up to and including suspension from school, when they:

- A. Engage in conduct that is disorderly or disruptive. Some examples of disorderly/disruptive conduct are:
 1. Using language or gestures that are profane, lewd, vulgar or abusive.
 2. Engaging in any willful act which disrupts the normal operation of the school community.
 3. Computer/electronic communications misuse, including any unauthorized use of computers, software, or internet/intranet account; accessing inappropriate web sites; or any other violation of the district's acceptable use policy.
 4. Failing to comply with the reasonable directions of teachers, school administrators or other school personnel in charge of students.
 5. Engage in cyber-bullying behaviors.
- B. Engage in conduct that is insubordinate. Some examples of insubordinate conduct are:
 1. Failing to comply with the reasonable directions of teachers, school administrators or other school employees in charge of students or otherwise demonstrating disrespect.
 2. Lateness for, missing or leaving school without permission.
 3. Wearing inappropriate/offensive clothing in school
- C. Engage in conduct that is violent. Some examples of violent conduct are:
 1. Committing an act of violence (such as hitting, kicking, punching, and scratching) upon themselves, a student, teacher, administrator, other school employee or any other person lawfully on school property or attempting to do so.
 2. Possessing a weapon. Authorized law enforcement officials are the only persons permitted to have a weapon in their possession while on school property or at a school function.
 3. Displaying what appears to be a weapon.
 4. Threatening to use any weapon.

5. Intentionally damaging or destroying the personal property of a student, teacher, administrator, other district employee or any person lawfully on school property, including graffiti or arson.
6. Intentionally damaging or destroying school district property.

D. Engage in any conduct that endangers the safety, morals, health or welfare of self or others.

Some examples of such conduct are:

1. Lying to school personnel.
2. Using vulgar or abusive language, cursing or swearing.
3. Stealing the property of other students, school personnel or any other person on school property or attending a school function.
4. Defamation, which includes making false or unprivileged statements or representations about an individual or identifiable group of individuals that harms the reputation of the person or the identifiable group by demeaning them.
5. Discrimination: Students are not allowed to discriminate against, harass, or bully other students based on actual or perceived race, color, weight, national origin, ethnic group, religion, religious practice, disability, sexual orientation, gender, or sex on school property or at a school function.
6. Harassment, which includes a sufficiently severe action or a persistent, pervasive pattern of actions or statements directed at an identifiable individual or group which are intended to be, or which a reasonable person would perceive as, ridiculing or demeaning.
7. Bullying of other students.
8. Intimidation, which includes engaging in actions or statements that put an individual in fear of bodily harm.
9. Sexting or cyber bullying.
10. Selling, using or possessing obscene material.
11. Smoking a cigarette, cigar, pipe or using chewing or smokeless tobacco. Possessing, consuming, selling, distributing, exchanging or being under the influence of alcoholic beverages, illegal substances or materials purposefully designed to represent an illegal substance including synthetic cannabinoid products such as but not limited to incense herbal mixture potpourri.
12. Off-campus misconduct that endangers the health and safety of students and/or staff within the school or can reasonably be forecast to substantially disrupt the educational process. Examples of such misconduct include, but are not limited to:
 - Cyber-bullying (i.e., inflicting willful and repeated harm through the use of electronic text).
 - Threatening or harassing students or school personnel over the phone or other electronic medium.

VII. Reporting Violations

All students are expected to promptly report violations of the code of conduct to a teacher, guidance counselor, 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; Pk-12 Principal, Heather Wilcox, DASA Coordinator, Heather Wilcox.

Retaliation against any individual who, in good faith, reports or assists in the investigation of harassment, bullying and/or discrimination is strictly prohibited.

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

1. The designation of each Dignity Act Coordinator shall be approved by the Gilbertsville-Mount Upton Central School District Board of Education.
2. The name(s) and contact information for the Dignity Act Coordinator(s) shall be shared with all school personnel, students, and persons in parental relation, which shall include, but is not limited to, providing the name, designated school and contact information of each Dignity Act Coordinator by:
 - a. Listing such information in the code of conduct and updates posted on the Internet web site of the Gilbertsville-Mount Upton Central School District.
 - b. Including such information in the plain language summary of the code of conduct provided to all persons in parental relation to students before the beginning of each school year, pursuant to 8 NYCRR 100.2(I)(2)(iii)(b)(3);
 - c. Include such information in at least one district or school mailing per school year to parents and persons of parental relation and, if such information changes, in at least one subsequent district or school mailing as soon as practicable thereafter;
 - d. Posting such information in highly-visible areas of school buildings; and
 - e. Making such information available at the district and school-level administrative offices.
3. In the event a Dignity Act Coordinator vacates his or her position, another school employee shall be immediately designated for an interim appointment as Coordinator, pending approval of a successor Coordinator by the applicable governing body as set forth in subparagraph (i) of this paragraph within 30 days of the date the position was vacated. In the event a Coordinator is unable to perform the duties of his or her position for an extended period of time, another school employee shall be immediately designated for an interim appointment as Coordinator, pending return of the previous Coordinator to his or her duties as Coordinator.

The building principal or his or her designee must notify the appropriate local law enforcement agency of those code violations that constitute a crime and substantially affect the order or security of a school as soon as practical, but in no event later than the close of business the day the principal or his or her designee learns of the violation. The notification may be made by telephone, followed by a letter mailed or faxed on the same day as the telephone call is made. The notification must identify the student and explain the conduct that violated the code of conduct and constituted a crime.

VIII. Disciplinary Penalties

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

1. The student's age.
2. The nature of the offense and the circumstances which led to the offense.
3. The student's prior disciplinary record.
4. The effectiveness of other forms of discipline.

5. Information from parents, teachers and/or others, as appropriate.
6. Other extenuating circumstances.

As a general rule, discipline will be progressive. This means that a student's first violation will usually merit a lighter penalty than subsequent violations.

Students who violate the student dress code shall be required to modify their appearance by covering or removing the offending item and, if necessary or practical, replacing it with an acceptable item. Any student who refuses to do so shall be subject to additional discipline.

A. Discipline and Remedial Consequences

Students who are found to have violated the district's code of conduct may be subject to the following discipline, either alone or in combination.

1. Oral warning
2. Written warning
3. Written notification to parent including parent conference
4. Detention
5. Suspension from transportation
6. Suspension from athletic participation
7. Suspension from social or extracurricular activities
7. Suspension of other privileges
8. 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.

B. Minimum Periods of Suspension

1. **Any student found guilty of bringing a weapon onto school property will be subject to suspension from school for at least one calendar year. Before being suspended, the student will have an opportunity for a hearing pursuant to Education Law §3214. The superintendent has the authority to modify the one year suspension on a case by case basis. In deciding whether to modify the penalty, the superintendent may consider the following:**
 - a. The student's age
 - b. The student's grade in school
 - c. The student's prior disciplinary record
 - d. The superintendent's belief that other forms of discipline may be more effective
 - e. Input from parents, teachers and/or others
 - f. Other extenuating circumstances.
2. **Students who commit violent acts other than bringing a weapon to school shall be subject to suspension from school for one to five days. The superintendent has the authority to modify the minimum suspension on a case-by-case basis. In deciding whether to modify the penalty, the superintendent may consider the same factors considered in modifying a one-year suspension for possessing a weapon.**
3. Any student who repeatedly is substantially disruptive of the educational process or substantially interferes with the teacher's authority over the classroom will be suspended from school for one to five days. The superintendent has the authority to modify the minimum suspension on a case-by-case basis. In deciding whether to modify the penalty, the superintendent may consider the same factors considered in modifying a one-year suspension for possessing a weapon.

IX. Discipline of Students with Disabilities

To address disruptive or problem behavior, the board recognizes that students with disabilities have certain legal protections whenever school authorities intend to impose discipline upon them. The board is committed to ensuring that the procedures followed for suspending, removing or otherwise disciplining students with disabilities are consistent with applicable laws and regulations.

X. Student Searches

The board authorizes the superintendent, building principals, and district security officials to conduct searches of students and their belongings if the authorized school official has reasonable suspicion to believe that the search will result in evidence that the student violated the law or the district code of conduct.

Students have no reasonable expectation of privacy with respect to these places and school officials retain complete control over them. This means that student lockers, desks, computer files and e-mail, and other school storage places may be subject to search at any time by school officials, without prior notice to students and without their consent.

XI. Visitors to the Schools

The board encourages parents and others to visit the district's schools and classrooms to observe the work of students, teachers and other staff. Since schools are a place of work and learning, however, certain limits must be set for such visits. The building principal or his or her designee is responsible for all persons in the building and on the grounds. For these reasons, the following rules apply to visitors to the schools:

1. Anyone who is not a regular staff member or student of the school will be considered a visitor.
2. All visitors to the school must report to the front desk in the lobby upon arrival at the school. They will be required to sign the visitor's register and will be issued a visitor's identification badge, which must be worn at all times while in the school or on school grounds.
3. Visitors attending school functions that are open to the public, such as musical performances or other large public gatherings, are not required to register.
4. Visitors who wish to observe a classroom while school is in session are required to arrange such visits in advance with the building principal so that class disruption is kept to a minimum.
5. Teachers are expected not to take class time to discuss individual matters with visitors.
6. Any unauthorized person on school property will be reported to the principal or his or her designee. Unauthorized persons will be asked to leave. The police may be called if the situation warrants.
7. All visitors are expected to abide by the rules for public conduct on school property contained in this code of conduct.

XI. Public Conduct on School Property

For purposes of this section of the code, "public" shall mean all persons when on school property or attending a school function including students, teachers and district personnel. The purpose of this code is to maintain public order and prevent abuse of the rights of others.

All persons on school property or attending a school function shall conduct themselves in a respectful and orderly manner. In addition, all persons on school property or attending a school function are expected to be properly attired for the purpose for which they are on school property.

A. Prohibited Conduct

No person, either alone or with others, shall:

1. Intentionally injure any person or threaten to do so.
2. Intentionally damage or destroy school district property or the personal property of a teacher, administrator, other district employee or any person lawfully on school property, including graffiti or arson.
3. Disrupt the orderly conduct of classes, school programs or other school activities.
4. Distribute or wear materials on school grounds or at school functions that are obscene, advocate illegal action, appear libelous, obstruct the rights of others, or are disruptive to the school program.
5. Intimidate, harass or discriminate against any person on the basis of real or perceived race, color, weight, national origin, ethnic group, religion, religious practice, disability, sexual orientation, gender and sex.
6. Enter any portion of the school premises without authorization or remain in any building or facility after it is normally closed.
7. Obstruct the free movement of any person in any place to which this code applies.
8. Violate the traffic laws, parking regulations or other restrictions on vehicles.

9. Possess, consume, sell, distribute, exchange or be under the influence of alcoholic beverages or controlled substances on school property or at a school function including synthetic cannabinoid products such as but not limited to incense herbal mixture potpourri.
10. Possess or use weapons in or on school property or at a school function, except in the case of law enforcement officers or except as specifically authorized by the school district.
11. Loiter on or about school property.
12. Gamble on school property or at school functions.
13. Refuse to comply with any reasonable order of school district officials performing their duties.
14. Willfully incite others to commit any of the acts prohibited by this code.

B. Penalties

Persons who violate this code shall be subject to the following penalties:

Their authorization, if any, to remain on school grounds or at the school function shall be withdrawn and they shall be directed to leave the premises. If they refuse to leave, they shall be subject to ejection.

If necessary, local law enforcement authorities will be contacted to assist in removing the person.

ARRANGEMENTS FOR OBTAINING EMERGENCY ASSISTANCE FROM LOCAL GOVERNMENT/PROCEDURES FOR OBTAINING ADVICE AND ASSISTANCE FROM LOCAL GOVERNMENT OFFICIALS

Depending on the situation and severity of the crisis, we have the following agencies available for emergency assistance and are called according to need. We have had several meetings with the agencies listed below to review our Emergency Management Plans and some have participated in table top exercises and key contacts are part of our Communication Tree.

Gilbertsville Fire/Ambulance Department
Otsego County Public Health
Chenango County Public Health
New York State Department of Environmental Conservation
Chenango County Hazardous Materials Team
Otsego County Emergency Office
New York State Police
Local Police
Sheriff's Department
DCMO BOCES Superintendent
State Education Department in Albany
DCMO BOCES Health & Safety Services

When there is a disaster/emergency condition that takes place within the district, the BOCES district Superintendent is immediately notified and depending on the type of situation, he would contact other schools in the immediate area. There are no private schools in our vicinity. The State Education Department is notified of all emergency situations as required.

**DISTRICT RESOURCES AVAILABLE FOR USE IN ANY EMERGENCY/PROCEDURES
TO COORDINATE THE USE OF SCHOOL DISTRICT RESOURCES AND MANPOWER
DURING AN EMERGENCY**

Emergency Skills 2018

CPR (*AED)	Carol Angelone*	Kimberly Degear*	Nikki Conway*
	Matt Johnson*	Lori Heggenstaller	Joe Harder*
	Greg Bonczkowski*	Joanne Krut*	Mariah Gerty*
	LeeAnn Hagen	Mark Seigers*	Kimberly Degear
	Molly Toulson	Christina Palmer	Tim Diters*

First Aid	Kimberly Degear	Nikki Conway	Christina Palmer
	Matt Johnson	Greg Bonczkowski	Joe Harder
	Carol Angelone	Joanne Krut	Mark Seigers
	Mariah Gerty	Tim Diters	

EMT Basic / Squad Captain

Paramedic	Kimberly Degear
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Registered Nurse	Carol Angelone
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Police Officer

Infection Control	Carol Angelone
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Certified Emergency Vehicle Operator; Emergency Medical Dispatch	Kimberly Degear
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Pediatric, Advanced Cardiac, Pre-Hospital Trauma, and Advanced Medical Life Support	Kimberly Degear
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CDL	All Bus Drivers
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Narcan Training / Drug Identification	Carol Angelone
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<p>Kimberly Degear: Emergency Response 100, 200, 700, 800 (no expiration) Awareness of Weapons of Mass Destruction (no expiration) PPD 8/16; N-95 Fit test 6/16; OSHA medical clearance 6/16</p>

Command Post

Locations: District Office; Alternate Site: Library (Off site location bus garage if needed)

Available Materials

- a. Equipment to receive messages from all sources:
 - i. Emergency Broadcast System
 1. Manually tuned electric/battery powered commercial radio receivers.
 - ii. Radio receiver/transmitter on school frequency
- b. National Weather Bureau
 2. Manually tuned electric/battery powered AM-FM commercial radio receivers.
- c. Page System to custodial staff and transportation staff.
- d. Telephone System
- e. Emergency Lighting
 - i. Battery packs
 - ii. Flashlights
- f. Office Supplies
- g. List of Emergency Telephone Numbers
- h. List of hazardous Materials
- i. Maps, charts, blueprints, etc.

RECOVERY/DISASTER MENTAL HEALTH SERVICES

After an emergency which has resulted in injury or death to students or staff, or which has been otherwise traumatic, all Gilbertsville-Mount Upton Central School District counselors, as well as counselors from neighboring schools, who have appropriate training in post trauma debriefing and any community volunteers with appropriate credentials and training will be assigned to debrief all staff members and students who have been directly involved with or impacted by the emergency.

The setting up of the debriefing sessions shall be the responsibility of the Emergency Management Coordinator.

For critical situations that require the utilization of community mental health resources, the Emergency Management Coordinator will be responsible for contacting the appropriate mental health agency.

Chenango County Mental Health: 337-1600
Otsego County Mental Health: 433-2343

The Emergency Response Team shall meet as soon as feasible after an emergency to assess the emergency response and the effectiveness of the plan. The plan shall be modified as necessary based on the evaluation.

The Emergency Responder shall file a post emergency report with his/her District Superintendent within five days after the event.