

**UNATEGO CENTRAL SCHOOL DISTRICT  
BOARD OF EDUCATION AGENDA  
TENTATIVE  
MONDAY, JULY 15, 2019  
BOARD OF EDUCATION MEETING  
CALLED TO ORDER  
7:00 P.M.  
UNATEGO MS/SR HIGH SCHOOL  
ROOM #93**

**1. ROUTINE MATTERS**

- 1.1 Call to order
- 1.2 Roll Call
- 1.3 Pledge
- 1.4 Approve Organizational/Regular Board Meeting Minutes of July 1, 2019
- 1.5 Adopt Agenda

**2. PUBLIC COMMENT**

**3. PRESENTATIONS**

- 3.1 Graduation
- 3.2 Bassett Presentation
- 3.3 Administrator's Report – Julie Lambiaso
- 3.4 Business Manager's Report – Patricia Loker
- 3.5 Superintendent's Report - Dr. David S. Richards

**4. ADMINISTRATIVE ACTION**

- 4.1 Approve the 2019-2020 Application for Free and Reduced Price School Meals/Milk (7.15.19 G1)
- 4.2 Approve CSE and CPSE committees for the 2019-2020 school year (7.15.19 C1)
- 4.3 Approve additions to the HS course catalog (7.15.19 G2)
- 4.4 Approve Agreement between Bassett Medical Center and Unatego High School (7.15.19 G3)
- 4.5 Approve transportation for Boy Scouts Council (7.15.19 G4)
- 4.6 Authorize the Superintendent to sign contract with Excellus Blue Cross/Blue Shield for the 2020-2021 school year (7.15.19 G5)
- 4.7 Appoint Deanna Effner substitute LTA, food service helper and aide for the 2019-2020 school year (7.15.19 UC1)
- 4.8 Appoint Claudia Fallot transportation aide for the 2019 summer school (7.15.19 UC2)
- 4.9 Appoint Judy Pitel substitute clerical worker for the 2019-2020 school year (7.15.19 UC3)
- 4.10 Appoint Janine Fox substitute teacher, aide and clerical worker for the 2019-2020 School year (7.15.19 UC4)

5. PUBLIC COMMENT

6. ROUND TABLE DISCUSSION/QUESTIONS

7. EXECUTIVE SESSION (IF NECESSARY)

*Upon a majority vote of its total membership, taken in open meeting pursuant to a motion identifying the general area of the subject or subjects to be considered, a public body may conduct an executive session for the below enumerated purposes only, provided, however, that no action by formal vote shall be taken to appropriate public moneys:*

- A. matters which may imperil the public safety if disclosed;*
- B. any matter which may disclose the identity of a law enforcement agent or informer;*
- C. information relating to current or future investigation or prosecution of a criminal offense which would imperil effective law enforcement if disclosed;*
- D. discussions regarding proposed, pending or current litigation;*
- E. collective negotiations pursuant to article fourteen of the civil service law;*
- F. the medical, financial, credit or employment history of a particular person or corporation, or matters leading to the appointment, employment, promotion, demotion, discipline, suspension, dismissal or removal of a particular person or corporation;*
- G. the preparation, grading or administration of examination; and*
- H. the proposed acquisition, sale or lease of real property or the proposed acquisition of securities, or sale or exchange of securities held by such public body, but only when publicity would substantially affect the value thereof;*
- I. any matter made confidential by federal or state law.*

8. ADJOURN

**Board Agenda 7.15.19**

**PG: 3**

**4.1**

**7.15.19 G1**

**RESOLVED:** Upon the recommendation of the Superintendent of Schools that this Board does hereby approve the 2019-2020 application for Free and Reduced Price School Meals/Milk.

**4.2**

**7.15.19 C1**

**RESOLVED:** Upon the recommendation of the Superintendent of Schools that this Board does hereby approve CSE and CPSE committees for the 2019-2020 school year as presented.

**4.3**

**7.15.19 G2**

**RESOLVED:** Upon the recommendation of the Superintendent of Schools that this Board does hereby approve the additions of Graphic Novels, Magical Subject in Literature, Photo journaling and Written and Verbal Debate Seminar to the HS course catalog as presented.

**4.4**

**7.15.19 G3**

**RESOLVED:** Upon the recommendation of the Superintendent of Schools that this Board does hereby approve the agreement between Bassett Medical Center and Unatego Jr. Sr. High School as presented (Sports Medicine Program).

**4.5**

**7.15.19 G4**

**RESOLVED:** Upon the recommendation of the Superintendent of Schools that this Board does hereby approve transportation for the Leatherstocking Boy Scouts Council once a week from their camp in Maryland, NY to Cooperstown at a rate of \$3.00 per mile.

**4.6**

**7.15.19 G5**

**RESOLVED:** Upon the recommendation of the Superintendent of Schools that this Board does hereby authorize Superintendent of Schools to sign a contract with Excellus Blue Cross/Blue Shield for the 2020-2021 school year as presented.

**4.7**

**7.15.19 UC1**

**RESOLVED:** Upon the recommendation of the Superintendent of Schools that this Board does hereby appoint Deanna Effner substitute LTA, food service helper and aide for the 2019-2020 school year pending fingerprinting and criminal history review as presented.

**Board Agenda 7.15.19**  
**PG: 3**

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**Board Agenda 7.15.19**  
**PG: 4**

**4.8**

**7.15.19 UC2**

**RESOLVED:** Upon the recommendation of the Superintendent of Schools that this Board does hereby appoint Claudia Falot transportation aide for the 2019 summer school as presented.

**4.9**

**7.15.19 UC3**

**RESOLVED:** Upon the recommendation of the Superintendent of Schools that this Board does hereby appoint Judy Pitel substitute clerical worker for the 2019-2020 school year.

**4.10**

**7.15.19 UC4**

**RESOLVED:** Upon the recommendation of the Superintendent of Schools that this Board does hereby appoint Janine Fox substitute teacher, aide and clerical worker for the 2019-2020 school year as presented.

**KEEP THIS FORM ON FILE. DO NOT RETURN TO SED**

**CERTIFICATION OF ACCEPTANCE FOR DISTRICTS AND NONPUBLIC SCHOOLS**

(Residential Child Care Facilities must complete the form on Attachment XV)

Please complete the following information and **retain on file** for examination by members of this Department or USDA during a review of your Child Nutrition Program.

**Do not send the Certificate of Acceptance to your regional office.**

**SCHOOL FOOD AUTHORITY NAME: Unatego Central School**

**12Digit LEA Code: 471601040005**

The governing body of this School Food Authority accepts this Free and Reduced Price Meal or Special Milk Program Policy Statement, including the Family Income Eligibility Criteria and all required attachments and as indicated below:

**Titles of Designated Officials**

**A. REVIEWING OFFICIAL:** Luci Hopps/Kim Corcoran  
**ADDRESS & TELEPHONE:** 2641 State Hwy 7  
Otego, New York 13825  
607-988-5035

**B. HEARING OFFICIAL:** Patti Loker  
**ADDRESS & TELEPHONE:** 2641 State Hwy 7  
Otego, New York 13825  
607-988-5035

**C. VERIFICATION OFFICIAL:** Cindy Hutchinson  
**ADDRESS & TELEPHONE:** 2641 State Hwy 7  
Otego, New York 13825  
607-988-5035

An officer of the Board of Education or chairman of the community school board, pastor or executive director of the corporation operating a private or parochial school, or the headmaster or principal of a nonpublic school must sign this form.

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**ORIGINAL SIGNATURE OF SCHOOL OFFICIAL**

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**TITLE**

---

**DATE**

## CSE and CPSE Committees

Chairperson: Katherine Mazourek, Director of Special Programs

Chairperson (alternate): Gia Picciocca, School Psychologist

Special Education Teacher

General Education Teacher

School Psychologist - as appropriate for new referrals and consideration of placement in a more restrictive environment

Occupational Therapist, Physical Therapist, Speech Therapist, Counselor – as appropriate/if receiving services or evaluated to determine need for services

Parent(s)/Guardian(s)

Student – as appropriate

Others (i.e. State agencies, parent advocate, etc.) – as appropriate

To: Dr. Richards, Superintendent

From: Julie Lambiaso, HS Principal



Date: July 9, 2019

Re: New Courses

I am recommending that we add the following courses to the course catalog for the high school:

Graphic Novels

Magical Subjects in Literature

Photo journaling

Written and Verbal Debate Seminar



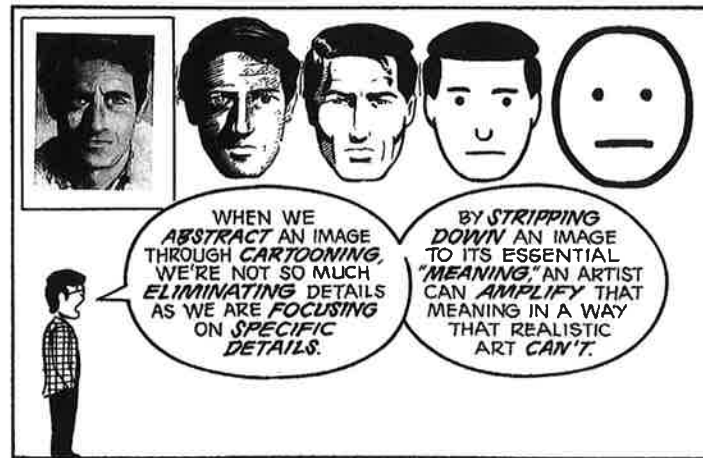
**Proposed Elective:**  
**The Art of the Graphic Novel**

2019-2020

Unatego High School

Mr. Brosi

[Rbrosi@unatego.stier.org](mailto:Rbrosi@unatego.stier.org)



**Rationale:**

Since graphic novels are similar in design to that of conventional comic books, the two are often conflated in terms of both quality and design. Comic books, since their inception, have often been branded as a low-brow form of entertainment and formerly were considered to have contributed to the delinquency of America's youth. Moral crusaders asserted that comics were destroying children's ability to read and appreciate art, going so far as to gather up stacks of books and burn them within their communities during the 1930s and 1940s. Such attributions can (and should be) considered misnomers that are unfairly critical of the genre. Staunch critics of both comics and graphic novels fail to see the latent opportunities present within them and their inherent value in the classroom.

Graphic novels, by design, are able to teach complex ideas through symbols. In fact, it can be argued that graphic novels are *more* complex in their own way because their meaning is not exclusively explained or written out to readers – graphic novels often force the reader to critically evaluate the author's message on symbols *alone*. Furthermore, graphic novels have often been lauded as excellent tools for helping struggling readers build literacy skills and bridge achievement gaps. Graphic novels are highly accessible; they are attractive and less daunting to tenuous readers and serve as a vital stepping stone towards more complex levels of literacy.

Employment of graphic novels in the classroom provides multifaceted benefits to a wide variety of students. Such benefits include:

- Development of visual literacy skills and art appreciation
- Development of critical thinking and decoding skills
- Providing visual cues and lifelines for students suffering from reading disorders (e.g. dyslexia) and/or non-native students (e.g. ELL, ESL students)
- Enticing reluctant readers and contributing to the development of lifelong readers

### **Course Description:**

This course will include an in-depth analysis of the techniques, terminology, and theories behind graphic novels, as well as instruction about the literary value of graphic novels, and how discussions about semiotics/iconography serve as a vehicle for developing universal meaning and ideas.

Students will be expected to read a series of literary graphic novels, analyzing and discussing both meaning, content, and form.

Students will also examine how literary classics (E.G. stories of Edgar Allan Poe, etc.) are adapted into the graphic format, comparing/contrasting the source material to the graphic adaptation.

### **Potential Texts:**

*Understanding Comics* – Scott McCloud

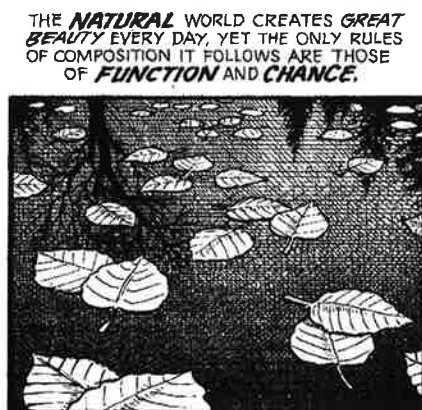
*The Complete Maus* - Art Spiegelman

*The Complete Persepolis* - Marjane Satrapi

*Through the Woods* - Emily Carroll

*Poe: Stories & Poems* – Gareth Hinds

*This One Summer* – Jillian Tamaki



## **Proposed Elective: Photo Journaling**

2019-2018

Unatego High School

Ms Linda Staiber

[lstaiber@unatego.stier.org](mailto:lstaiber@unatego.stier.org)

### **Rationale:**

Students are constantly snapping photos of themselves and their experiences to share with their friends through various social media accounts such as Instagram, Snapchat, and Twitter. This course would harness students' interest in sharing their worlds and perspectives through writing with a connection to photography.

New literacies have realigned the landscape on what composing means with new media. The affordances of new media offer a means for young people to reconnect to their communities in ways that they may self-actualize their own agency, citizenship, and connection to the meaningful places in their lives. This course will have an emphasis on place-based writing and critical literacies as ways to compose and critically evaluate students' lives and interpretations of the world around them. Possible ways to reconstruct inquiry and place-based writing will be supported by students' developing new media literacies, and 21<sup>st</sup> century literacy skills as outlined by the New York State ELA standards.

### **Course Description:**

The goal of this class is to get students writing! The photographs that they take will be a foundation for written blogs, personal narratives, stories, persuasive and descriptive writing. Students will simultaneously be learning literary devices as they will be asked to photograph certain subjects based on theme, motif, symbolism, perspective, point of view, etc. Students will share, critique, and discuss the different interpretations of the assignment and the approach they took to complete it. Furthermore, students will be reflecting on their experiences and using written reflections to analyze their personal growth as writers.

### **Course Content/ Audience**

This course would be available to students grades 9-12 who seek to advance their writing abilities with a creative approach that uses photography as a foundation that inspires student writing.

### **Instructional Methods**

- Use of photo prompts to spark writing
- Self reflection of the photography and writing process
- Interpretation of subject and close reading of multimedia
- Understanding of literary elements and writing strategies with an emphasis on: theme, juxtaposition, paradox, point of view, perspective, motif, contrast, conflict, characterization, symbolism, figurative language

## **Proposed Elective: Photo Journaling**

2019-2018

Unatego High School

Ms Linda Staiber

[lstaiber@unatego.stier.org](mailto:lstaiber@unatego.stier.org)

### **Course Objectives Aligned with NYS Standards:**

*Throughout this course, students will demonstrate their ability to:*

- Demonstrate an effective writing process through practice of organizing, revising, editing, and finalizing persuasive, informative, descriptive, and narrative writing
- Initiate and participate in collaborative discussions ranging from one on one to the full class
- Analyze a complex set of ideas or sequence of events and explain how they interact and develop
- Analyze point of view or purpose in a text in which the rhetoric is particularly effective, analyzing how style and content contribute to power, persuasiveness, or beauty of a text
- Integrate and evaluate multiple sources of information presented in different media or formats (visually, quantitatively) as well as in words
- Use technology to produce, publish and update individual or shared writing projects in response to ongoing feedback, including new arguments or information
- Initiate and participate effectively in a range of collaborative discussions with diverse partners, building on other's ideas and expressing their own clearly and persuasively
- Make strategic use of digital media (textual, graphical, audio, visual, and interactive elements) in presentations, and enhance understanding of findings, reasoning, and evidence and to add interest

## Proposed Elective: Photo Journaling

2019-2018

Unatego High School

Ms Linda Staiber

[lstaiber@unatego.stier.org](mailto:lstaiber@unatego.stier.org)

Examples:

### Incredibly Close



This photograph embodies the idea of “incredibly close”. The subject is literally incredibly close to the lens of the camera. Also, the subject is representational of music which has been very influential throughout my life. I chose to photograph this subject because it is something that I was once very involved with; it was “close” to me. Rather than photographing the entire subject,

I chose to only shoot part of the subject to create a more interesting composition. This stylistic decision focuses the viewer’s attention on the detail of the scroll. The overhead lighting contributes to the photograph by creating a shadow.

Taking this photograph was fairly easy. For the most part, the overall experience was enjoyable. It made me reminisce of an earlier time in my life when music played a more integral role. This was a thought provoking experience for me that forced me to think about the things that I no longer make time for in my life.

This image is symbolic of how things in your life can change. Something that was once incredibly close may not always play a significant role in your life. It is all too common for things that were once close to you to eventually slip away.

Incredibly Close:

## **Proposed Elective: Photo Journaling**

2019-2018

Unatego High School

Ms Linda Staiber

[lstaiber@unatego.stier.org](mailto:lstaiber@unatego.stier.org)



When something is incredibly close to you, it can either be interpreted literally or symbolically. For instance, symbolically, I am very close with my siblings because I have spent all my life with them. My photograph is of my backpack, because literally, it is very close to me all day and every day throughout the school week. In this picture, I like the fact that the 3D printed trefoil knot is shown. In the future I want engineering to be the field I find a job in which I become close to, and 3D printing is a big part of engineering. Considering my backpack is usually with me while doing homework, this picture was very easy and convenient to take.

## Written and Verbal Debate and Seminar

2019-2018

Unatego High School

Ms Linda Staiber

[lstaiber@unatego.stier.org](mailto:lstaiber@unatego.stier.org)

**Rationale:** This course is designed to teach students how to effectively, appropriately, and academically discuss personal views on controversial issues. Topics discussed in this class would be mainly student generated based on hot topics in our community, state, and nation. It is the goal of this class to educate students on how to appropriately communicate their opinions and stance on these sensitive issues. This course will promote persuasive writing and speaking which will enhance student understanding of claim and counterclaim directly supporting the NYS Regents examination. Students will engage in Socratic seminar sessions in which they will learn from each other. Rhetorical discourse including ethical, emotional, and logical appeals will be analyzed and utilized throughout this course. Initiating and participating effectively in a range of collaborative discussions, with the ability to build on others' ideas and expressing one's own ideas clearly and persuasively is a critical skill in the 21st century.

### Course Description:

The goal of this class is to promote meaningful conversation and writing. Students will draw evidence from informational texts to support analysis, research and reflection in their debates and written work. Students will work together to decide current issues that are meaningful to them, and work amongst themselves to promote civil and democratic decision making. Furthermore, students will be expected to respond thoughtfully and appropriately to diverse perspectives, and present their findings with supporting evidence in discussion and writing.

### Instructional Methods:

- Persuasive Speeches and Writing
- Student Generated Discussion
- Socratic Seminar
- Fishbowl Activities
- Scholarly Articles

### Course Content/ Audience

This course would be available to students grades 9-12 who seek to advance their knowledge and understanding of current issues in our lives as well as their ability to effectively and appropriately discuss controversial topics.

### Course Objectives Aligned with NYS Standards:

*Throughout this course, students will demonstrate their ability to:*

- Determine an author's point of view or purpose in a text in which rhetoric is particularly effective
- Analyze and evaluate the effectiveness of the structure an author uses in his or her exposition or argument
- Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence
- Develop claims and counterclaims fairly and thoroughly, supplying the most relevant evidence for each while pointing out the strengths and limitations of both
- Conduct short as well as more sustained research projects to answer a question

## Written and Verbal Debate and Seminar

2019-2018

Unatego High School

Ms Linda Staiber

[lstaiber@unatego.stier.org](mailto:lstaiber@unatego.stier.org)

- Gather relevant information from multiple authoritative print and digital sources
- Come to discussions prepared, having read and researched material under study
- Evaluate biases and a speaker or source's point of view, reasoning, and use of evidence and rhetoric, assessing the stance

### Potential Topics:

- Kneeling During the National Anthem
- Gender Inequality
- Wage Gap
- Women in the Workplace
- Flying of the Confederate Flag
- Abortion
- School Dress Codes
- Alternative Energy v Fossil Fuels
- Banned Books
- Banning of Bottled Water and Plastic Bags
- Death Penalty
- Cell Phone Use in School
- Animal Testing
- Euthanasia
- Global Warming
- Do Video Games Promote Violence
- Gun Control



**Proposed Elective**  
**Magical Subjects in Literature**  
2019-2020  
Jeanne Butler  
jbutler@unatego.stier.org

**Rationale:** Students are often intrigued by “magical subjects” in literature. They enjoy them because they are interesting, engaging, and imaginative - but often not the focus of ELA instruction at the secondary level. Although a common misconception about this genre is that it is relatively new with little more than entertainment value, this is completely untrue. There are fundamental texts that rely heavily on the use of these elements to create setting, develop characters, build conflicts, and drive the plot. The reading, writing, analysis, and discussion done in this class could help to support other English and History classes in high school as well as offering a fresh perspective that students will enjoy.

**Course Description:** This course is meant to introduce the elements and techniques used by authors in the creation of magical settings and characters, and furthermore, the conflicts that arise from them. These elements and techniques are present in traditional “classic” and contemporary literature as well as subjects of non-fiction. Students would read from a variety of different time periods and genres to identify the techniques and elements, examine the impact of these elements, as well as analyze the role of magical subjects in literature. Students would also engage in writing about and the creation of/writing of magical subjects in literature. This would be a 20 week course and can be offered either fall or spring semester.

**Course Content/Audience:** This class would be available for all students, grades 9-12, who wish to engage in this type of study, analysis, and discussion.

**Course Objectives aligned with NYS ELA Standards:**

**Throughout the course, students will demonstrate their ability to:**

- \*Read complex texts, including: fiction, nonfiction, drama, and poetry.
- \* Demonstrate an effective writing process through practice of organizing, revising, editing and finalizing descriptive and narrative writing.
- \* Analyze the use of literary elements and techniques in texts.
- \* Initiate and participate in collaborative discussions ranging from one-on-one to the full class, including fish bowl and Socratic Seminars.
- \*Think critically and creatively about literary texts
- \* Identify, explain, and analyze terms associated with literary analysis.
- \* Demonstrate knowledge of the various literary genres
- \*Produce a clear and well-argued written textual analysis
- \*Write a thesis-driven essay about a literary text or texts, giving appropriate examples and using correct MLA documentation and the conventions of academic writing.

Suggested texts for reading and analysis include:

"The Legend of Sleepy Hollow" - Irving

"Rip Van Winkle" - Irving

"A Midsummer Night's Dream" - Shakespeare

*Toil and Trouble, 15 Tales of Women and Witchcraft* - excerpts

"The Witches of Salem" - *The New Yorker*

*Unnatural Creatures: Stories Selected by Neil Gaiman* - excerpts

*A Thousand Beginnings and Endings* - Ellen Oh - excerpts

Selected poetry

**AGREEMENT BETWEEN  
BASSETT MEDICAL CENTER  
AND  
UNATEGO HIGH SCHOOL**

Agreement dated August 15, 2019, between Unatego High School (the "School") 2641 State Highway 7, Otego, NY 13825 and The Mary Imogene Bassett Hospital ("MIBH") d/b/a Bassett Medical Center (formerly doing business as Bassett Healthcare), 1 Atwell Road, Cooperstown, New York, 13326.

WHEREAS, the School wishes to retain MIBH for the purposes of providing a Sports Medicine Program; and

WHEREAS, MIBH in turn desires to provide such services.

NOW, THEREFORE, the parties hereto agree as follows:

A. MIBH will designate a member of its Bassett Healthcare Certified Athletic Trainer Staff [the "MIBH Employee(s)"] to perform/coordinate the services for the School described above.

The duties of the MIBH Employee(s) shall:

1. include the provision of a sports medicine program by an Athletic Trainer certified in accordance with 8NYCRR79-7 and 8NYCRR 135.5 (d), including:
  - a. injury assessment
  - b. recommending when an athlete requires treatment by a physician
  - c. recommending follow-up with a physician
2. in no way substitute for those of a physician.
3. in no way be responsible for an emergency situation. In an emergency situation, the School's pre-existing emergency plan should be followed.
4. be provided on dates and times in support of school athletic activities to be established in advance by the School.

The duties of the School shall be:

1. provision of medical supplies if an athlete has any special medical supply needs such as taping, bandaging, padding or wrapping on a regular basis.

2. provision and implementation of emergency plan in an emergency situation.

B. The MIBH Employee(s) will visit the School to perform the services described in the first recital paragraph hereof on predesignated days.

C. MIBH will bill the School on an annual basis, at a rate of \$450.00 per year, for time spent in fulfilling the duties described above. Said rate shall be reviewed annually by both the School and MIBH.

D. This Agreement in no way establishes an agency relationship between the School and MIBH. Each party shall maintain its independence and separate identity and each party shall have exclusive control of its management, employees, staff, policies and assets. Neither party assumes any liability for the acts of the other party.

E. Term: The term of this contract shall be for one school year period, commencing August 15, 2019, and ending June 30, 2020, and shall terminate immediately if either party fails to maintain in good standing its licensure, certification or accreditation. Such party shall immediately inform the other party in writing to be delivered per the terms noted under Paragraph J.

F. The parties hereto shall hold harmless and indemnify the other party and its agents, servants, employees, directors and trustees from and against any loss, damage, liability or claim (or action in respect, thereof) and any cost or expense, including attorneys' fees, in connection with any such loss, damage, liability, claim or action, that it or its agents, servants, employees, directors or trustees may suffer from any claim, demand, suit or action against it or them by reason of any act or failure to act on the part of the indemnifying party or its agents, servants, employees, directors or trustees in connection with or arising out of this Agreement. The party seeking indemnification hereunder shall promptly notify the indemnifying party in writing of receipt of notice of commencement of any action with respect to which a claim for indemnification is to be made hereunder. The indemnifying party will be entitled to assume the defense of such action with counsel reasonably acceptable to the indemnified party, and after notice from the indemnifying party to the indemnified party of its election to assume the defense thereof, the indemnifying party will not be liable to the indemnified party for any legal or other expenses subsequently incurred by the indemnified party in connection with the defense thereof. The provision of this paragraph and of Paragraph G hereof shall survive any termination of the Agreement for any reason.

G. Each party shall maintain comprehensive liability insurance and MIBH will maintain malpractice insurance coverage acceptable to the other party either in the form of a self-insurance program or in the form of a policy purchased from an insurance company. The insurances shall be acceptable to the other party in the form of a self-insurance program or in the form of a policy purchased from an insurance company. Each party shall have the right to inspect during normal business hours documents in relation to such insurance coverage.

H. Modification: This is the entire Agreement. There shall be no oral modifications to this contract, and any modifications or amendments of the terms of this contract shall not be binding unless executed in writing by the parties hereto. The terms of this Agreement supersede any oral representations previously made.

I. Governing Law: This agreement shall be governed by the laws of the State of New York and in particular, but without limitation, 8NYCRR 135.4(d).

Notwithstanding any other provisions in this contract, the parties hereto remain responsible for ensuring that any service provided pursuant to the contract complies with all pertinent provisions of Federal, State and local statutes, rules and regulations.

J. Termination: The Agreement may be terminated by either party by notice in writing of termination delivered personally or sent by registered mail addressed to the other party at its then principal office. Such notice shall be so delivered or mailed at least 90 days prior to the intended termination date.

IN WITNESS WHEREOF, each of the parties hereto has caused it corporate seal to be hereunto affixed and these presents to be signed by their duly authorized officers the day and year first above written.

**UNATEGO HIGH SCHOOL**

By: \_\_\_\_\_  
David Richards  
Superintendent

15-0628428  
Tax ID Number

**BASSETT MEDICAL CENTER**

*Frank Panzarella*  
By: frank.panzarella@bassett.org  
Frank Panzarella  
Executive Vice President

Agree 121b, formerly 012608

UNATEGO CENTRAL SCHOOL  
NEW EMPLOYEE APPOINTMENT FORM

NAME:

DEANNA EFFNER

POSITION:

Sub. AIDE, SUB CAFETERIA

REPLACES:

N/A

EFFECTIVE DATE:

9/1/19

EDUCATION LEVEL:

HS Diploma

YEARS OF EXPERIENCE:

0

SALARY:

STEP

LEVEL

\$

as per sub. AIDE/caf.

CERTIFICATION:

NA

COLLEGE:

NA

REFERENCES CONTACTED:

1. Debra Smith, foxcare (retired)
2. Amy Smith, foxcare

COMMENTS:

Reliable, self-starter, good  
with kids

  
ADMINISTRATOR SIGNATURE

7/8/19  
DATE

Dr. Richards,

I recommend the following 2019 summer school transportation work as needed.

Claudia Fallot

Thank you

A handwritten signature in blue ink that reads "Brian Trask". The signature is written in a cursive style with a large initial "B" and a long, sweeping underline.

Brian Trask

RECEIVED  
JUN - 5 2019  
BY: \_\_\_\_\_

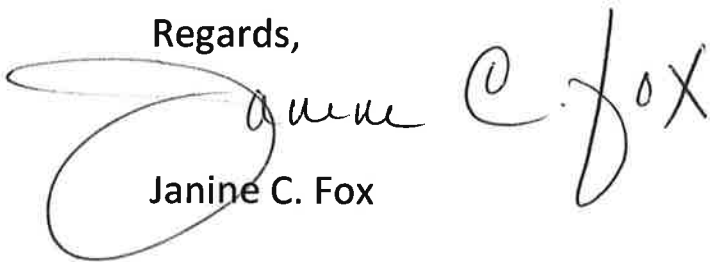
June 3, 2019

To Dr. Richards & The Unatego Board of Education:

I would like to be added to your subregistry list as a sub-aide, sub-clerical aide and non-certified sub teacher for the Unatego High School and Middle School.

Thank you for your consideration.

Regards,

@fox

Janine C. Fox