



Pride

“Home of the Maroon Knights”

Frankfort-Schuyler CSD

District Wide School Safety Plan

Introduction

Emergencies and violent incidents in schools are critical issues that must be addressed in an efficient and thoughtful manner. Districts and BOCES are required to develop a District Wide School Safety Plan. The plan is designed to prevent or minimize the effects of serious violent incidents and emergencies, as well as facilitating the coordination of the district with local, county and state resources.

The District Wide Plan is responsive to the needs of all schools/buildings within the district and is consistent with the more detailed Emergency Response Plans required at the building level. Districts are at risk of a wide variety of acts of violence, natural and technological disasters. To address these threats, the State of New York has enacted the Safe Schools Against Violence in Education (SAVE) law. This component of Project SAVE is a comprehensive planning effort that addresses risk reduction/prevention, response, and recovery with respect to a variety of emergencies in the district and at its schools.

Section I: General Considerations & Planning Guidelines

A. Purpose

The Frankfort-Schuyler District Wide School Safety Plan was developed pursuant to Commissioner's Regulation 155.17. At the direction of the Frankfort-Schuyler Board of Education, the District Superintendent appointed a District Wide School Safety Team and charged it with the development and maintenance of the District Wide School Safety Plan.

B. Identification of School Teams

The Frankfort-Schuyler District has appointed a District Wide School Safety Team consisting of, but not limited to, representatives of the Board, students, members of the Frankfort-Schuyler Teachers' Association, administrators, parent organizations; school safety personnel; and other school personnel. The members of the team and their positions/affiliations are as follows:

Member Name	Title
Joseph Palmer	Superintendent
Kacey Sheppard	Assistant Superintendent for Business/Technology
Julie Tangorra	K-12 Director for Student Achievement
John Stever	Director of Facilities
Michael Stalteri	Secondary Principal
Dawn Harvey	C.S.E. Chairperson
Joseph Palmer	Interim Elementary School Principal
Susan Jones	School Nurse (RN)
Danica Estey	School Nurse (Elementary School)
Shelbey Spiridigloizzi	School Nurse (Secondary School)
Karen Wasielewski	Transportation Coordinator
School Resource Officer	Matthew McLean
School Resource Officer	Matt Darrow
Frankfort-Schuyler Central School TA Rep	Dr. Bruce Race

Adam Hutchinson	BOCES Safety Officer
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The District Wide School Safety Team is responsible for the development, review and update of the District Wide School Safety Plan. The Emergency Response Team will provide the initial response in all emergencies as defined in this plan. Members of the Post-Incident Response Team, following an emergency, will take response actions.

C. Chief Emergency Officer

The Frankfort-Schuyler Board of Education has designated the Chief Emergency Officer (CEO). The CEO is the Superintendent of Schools, Joe Palmer and is responsible for coordinating communication between staff and law enforcement and first responders and for ensuring staff understanding of the district wide safety plan. The CEO shall also be responsible for ensuring completion and yearly update of building-level Emergency Response Plans.

D. Concept of Operations

The District Wide School Safety Plan shall be directly linked to each building’s individual Emergency Response Plan. This District Wide School Safety Plan will guide the development and implementation of each building level Emergency Response Plan.

In the event of an emergency or violent incident, the initial response to all emergencies at an individual building will be by the School Emergency Response Team. Upon the activation of the School Emergency Response Team, the Superintendent, Joe Palmer or his/her designee will be notified and where appropriate, local first responders will also be notified. Emergency response actions, including crisis response, may be supplemented by involving regional resources through established protocols.

E. Plan Review & Public Comment

This plan shall be reviewed and maintained by the District Wide School Safety Team and reviewed on an annual basis on or before July 1st of each year. Pursuant to Commissioner’s Regulation 155.17(e)(3), this plan will be made available for public comment 30 days prior to its adoption. The plan must be formally adopted by the District’s Board of Education.

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

Section II: Risk Reduction/Prevention & Intervention

A. Prevention/Intervention Strategies

Initiatives that improve the culture and climate in our schools and improve communication at all levels can substantially enhance the ability to prevent negative events from happening. Frankfort-Schuyler Central School District has implemented initiatives that serve both as prevention and risk reduction strategies.

Program Initiatives

The Frankfort-Schuyler Central School District utilizes programs and activities that improve the school climate and communication throughout the school community, and that encourage the reporting of potentially dangerous, suspicious or violent behavior. The following is a partial list of such initiatives:

- K-Kids
- Friends of Frankfort-Schuyler
- Peer Mediation
- Professional Development Activities in the areas of Child Protection Services, Education Neglect Procedures, Lock Down and Evacuation Procedures.

The Frankfort-Schuyler Central School District encourages all divisions to develop strategies that support a positive and safe learning environment for students, such as community involvement, mentoring programs, and schedule adjustment to minimize potential for conflicts or altercations.

Training, Drills, & Exercises

The Frankfort-Schuyler Central School District will ensure that each division conducts drills and exercises to test the components of their building level plans. Tabletop exercises conducted in coordination, if possible, with local and county level first responders and preparedness officials will be used when live drills are impractical or not sufficient to meet training goals. Frankfort-Schuyler will not be conducting large full scale drills at this time, but if that changes, notification will be made and written consent forms will be sent out/received prior to the drill taking place.

As per regulation, four Lockdown drills and eight Evacuation drills will be conducted each school year. Additional drills may be conducted for select response protocols including: Shelter-in-Place, Hold-In-Place, and Secure Lockout.

Notification of Drills: Prior to drills taking place on the Frankfort-Schuyler Central School District Campus, notification methods will be made using Parent Square to inform parents of drills. In recognition of the newly proposed regulations implemented by NYSED the following terms and definitions are being recognized:

Trauma: an emotional response to a deeply distressing or disturbing experience such as, but not limited to, an act of violence, natural disaster, abuse, neglect, or loss.

Trauma-informed: an understanding of trauma and how it affects the physical, emotional, and mental health of students and adults.

Trauma-informed drills: avoiding tactics in training or drills that may introduce or activate trauma, such as the use of props, actors, simulations, or other tactics intended to mimic a school shooting, incident of violence, or other emergency, or inclusion of developmentally or age-inappropriate content. Drills may inadvertently prompt a negative emotional or psychological response in staff or students because of previous exposure(s) to trauma.

Implementation of School Security

All staff is expected to be vigilant regarding threats against students and staff (i.e. bullying/harassment) and immediately report to their respective principal or supervisor any information they have received or observed regarding anything that could be *reasonably* expected to impact the safety and security of anyone in the school community.

Additional Security Implementations include:

- School Resource Officers in each building full time
- Lock Boxes at secured entrances for emergency responders
- Single-point of Entry
- Security Cameras
- Partnership with State Police for all vehicles to have a master key

Vital Educational Agency Information

The Frankfort-Schuyler Central School District maintains information for each division/building in a central location, including: school population, number of staff, transportation needs, and the business and home numbers of key officials.

B. Early Detection of Potentially Violent Behaviors

The Frankfort-Schuyler Central School District recognizes the importance of early recognition and intervention into conflicts and potentially violent or threatening behaviors. Certain emotional and behavioral signs, when viewed in context, can signal a troubled student. Staff is trained to recognize the signs that can be used to signal a student who may need help. The more signs that a student exhibits the more likely it is that he/she may need intervention. Early warning signs could include, but are not limited to:

- Feeling very sad or withdrawn for more than two weeks
- Sudden overwhelming fear for no reason
- Involvement in many fights or desire to badly hurt others
- Severe out-of-control behavior that can hurt oneself or others
- Not eating, throwing up, or severe, visible, weight loss
- Intense worries or fears that get in the way of daily activities
- Extreme difficulty concentrating or staying still that puts the student in physical danger or causes problems in the classroom
- Use of drugs or alcohol
- Severe mood swings that cause problems in relationships
- Drastic changes in the student's behavior or personality
- Preoccupation with illness, death, or catastrophic events

Students, parents, and staff are encouraged to share information regarding any student conflicts, threats, or troubling behaviors with the appropriate school administrator so that an investigation can commence in a timely fashion, if deemed necessary.

This communication may extend beyond The Frankfort-Schuyler Central School District personnel to include law enforcement, mental health professionals, etc., when deemed appropriate and with existing legal parameters.

C. Hazard Identification

The list of sites of potential emergencies include: Middle-High School – Athletic Fields, Service Garage, and Elementary School. Each individual student-occupied site has assessed their own site for unique hazards and has documented them in their respective Building Level plans.

Section III: Response

A. Notification & Activation

Incident Commanders are authorized to and will initiate contact with the appropriate first responders in the event of an emergency or violent incident. If appropriate the Incident Commander will call 911. In a crisis situation involving a violent incident, staff should call 911 and notify the Incident Commander.

The methods used for notifications of an emergency or an act of violence include the following possible forms of communication: Emergency Services, telephone, email, district website, PA system, local media, and others as appropriate or necessary.

B. Situational Responses

Multi-Hazard Response

In the event of a catastrophic emergency (fire, building collapse, etc.) the evacuation of the building and the preservation of life is the only consideration. It is anticipated that specific procedures outlined in this plan, particularly as they relate to notifications, line of authority, etc. may be violated in cases involving catastrophic emergencies.

The Frankfort-Schuyler Central School District's buildings each have a Building Level Emergency Response Plan, which include specific procedures for a variety of emergencies. However, there are many variables that could impact the manner in which the Building Level Emergency Response Team responds to a particular occurrence. Given these variables, it is impractical to attempt to anticipate the steps needed for a response to every conceivable scenario. Responses focus on a few critical decisions that need to be made in every emergency to prevent injury and loss of life.

Responses to Acts of Violence: Implied or Direct Threats

The Frankfort-Schuyler Central School District has policies and procedures in place for responding to implied or direct threats of violence; including a range of disciplinary action to be used when responding to such threats or acts. The following steps may be taken in the event of an implied or direct threat of violence:

- Notification of Law Enforcement Officials
- Lockdown
- Evacuation

- Communications

Acts of Violence/Crises

The Frankfort-Schuyler Central School District policies and procedures for responding to acts of violence/crises involving students, teachers, other staff, and visitors to the district's facilities will be included in the Building-Level Emergency Response Plans. The following steps may be taken in the event of an act of violence or crisis:

- Lockdown
- Evacuation
- Shelter in Place
- Crime Scene Management

Response Protocols

The Frankfort-Schuyler Central School District selection of appropriate responses to emergencies, including potentially responding to situations like bomb threats, hostage taking, intrusions, kidnappings, power supply disruption, and severe weather may be included in the Building Level Emergency Response Plans. The following protocols are provided as possible examples:

- Identification of decision-makers
- Plans to safeguard students and staff
- Procedures to provide transportation, if necessary
- Procedures to notify parents and the media
- Debriefing procedures

Arrangements for Obtaining Emergency Assistance from Local Government

Arrangements for obtaining assistance during emergencies from first responders and local governmental agencies include contacting 911 immediately. Additional support can be obtained by contacting Herkimer County Sheriff, the NYS Police, local Police and Fire Departments, and Herkimer County Emergency Services.

Procedures for Obtaining Advice & Assistance from Local Government Officials

See Above

Procedures to Coordinate the Use of Resources & Manpower during Emergencies

The Frankfort-Schuyler Central School District will use the Incident Command System to coordinate the use of resources and manpower during emergencies.

Protective Action Options

Plans for taking the following actions in response to an emergency where appropriate will be including in each building's Emergency Response Plan: school cancellations, early dismissal, evacuation, shelter-in-place, hold-in-place, Secure lockout, and lockdown.

Section IV: Recovery

A. District Support for Buildings

After an incident, the appropriate Emergency Response Team will initiate the Crisis Plan. Necessary resources will be deployed in order to support the Emergency Response and Post-Incident Teams.

B. Disaster Mental Health Services

Specific mental health services needed will be addressed by the appropriate Emergency Response Team as outlined in the Crisis Plan.

APPENDICES

Appendix A.

Public Health Emergency Plan

Appendix B.

Emergency Remote Instruction Plan

Appendix C.

Contract between the Frankfort-Schuyler School District and the Town of Frankfort Police Department for the School Information Resource Officer

Appendix A. Pandemic Response Plan

Frankfort-Schuyler Central School District Public Health Emergency Plan

This Public Health Emergency Plan is built upon the components already existing in our District-Wide School Safety Plan that also incorporates our Building-Level Emergency Response Plan(s). It is a flexible Plan developed in collaboration with a cross-section of the school community and public health partners and will be updated regularly to reflect current best practices. This plan will be included as part of the overall exercise of the District-Wide School Safety Plan. The District-Wide School Safety Team assumes responsibility for development and compliance with all provisions of this Plan and implementation at the building level through the Building-Level Emergency Response Team.

Effective April 1, 2021, Labor Law §27-c, amends Labor Law §27-1 and adds a new provision to Education Law §2801-

a. Labor Law §27-c requires public employers to develop operation plans in the event of certain declared public health emergencies. Education Law §2801-a requires school districts to develop plans consistent with the new Labor Law requirement. The new law requires public employers to prepare a plan for the continuation of operations in the event that the Governor declares a public health emergency involving a communicable disease. **Educational institutions must prepare plans consistent with Labor Law §27-c as part of their school safety plans pursuant to newly added subsection (2)(m) of Education Law §2801-a.** The Plan addresses the required components in the sections as noted below:

Prevention/Mitigation

- (1) A list and description of positions and titles considered essential with justification for that determination.
- (2) The specific protocols that will be followed to enable non-essential employees and contractors to telecommute.
- (3) A description of how the employer will, to the extent possible, stagger work shifts of essential employees and contractors to reduce workplace and public transportation overcrowding.

Protection/Preparedness

- (4) Protocols to be implemented to secure personal protective equipment (PPE) sufficient to supply essential workers with 2 pieces of each PPE device needed for each work shift for at least six months. This must include a plan for storage of such equipment to prevent degradation and permit immediate access in the event of an emergency declaration.

Response

- (5) Protocols to prevent spread in the workplace in the event an employee or contractor is exposed, exhibits symptoms, or tests positive for the relevant communicable disease. Such protocols must include disinfection of the individual's work area and common areas. It must also address the policy on available leave with respect to testing, treatment, isolation or quarantine.
- (6) Protocols for documenting precise hours and work locations of essential workers for purposes of aiding in tracking the disease and identifying exposed workers in order to facilitate the provision of any benefits that may be available to them on that basis.
- (7) Protocols for coordinating with the locality to identify sites for emergency housing for essential employees
to contain the spread of the disease, to the extent applicable to the needs of the workplace.

Prevention/Mitigation:

- We will work closely with the Local Health Department (LHD) to determine the need for activation of our Plan. The following procedures will be followed by administrators, principals, school nurses for reporting communicable disease, including Coronavirus, Influenza, etc., and communicating with the Health Department:
 - Report suspected and confirmed cases of influenza on the monthly school's *Communicable Disease Report*, (DMS-485.7/93; HE-112.4/81) and submit to the LHD
- The LHD will monitor County-wide cases of communicable disease and inform school districts as to appropriate actions.
- Frankfort-Schuyler Central School District Superintendent will help coordinate our Pandemic planning and response effort. This person will work closely with the DISTRICT-Wide School Safety Team that

has responsibility for reviewing and approving all recommendations and incorporating them into the District-Wide School Safety Plan. The Medical Director and nurses will be vital members of the Safety Team. Because of the potential importance of technology in the response effort (communication and notification) the school district technology director will also be an important Team member. The Human Resources Director, Business Official, Facility Director, Food Service Director, Transportation Coordinator, Public Information Officer and Curriculum Director will also be vital to the planning effort. Other non-traditional individuals may also be required to be part of the Team.

- The DISTRICT-Wide School Safety Team will review and assess any obstacles to implementation of the Plan.
- The school district will emphasize hand-washing and cough/sneezing etiquette through educational campaigns including the CDC Germ Stopper Materials; Cover Your Cough Materials; It’s a SNAP Toolkit; and the NSF Scrub Clean; which can all be accessed at <http://www.cdc.gov/flu/school/>.
- We will educate and provide information to parents, staff, and students about our Pandemic Plan and about how to make an informed decision to stay home when ill. We will utilize our website, postings and direct mailings for this purpose.

(1) Essential Positions/Titles

In the event of a government ordered shutdown, similar to our response to COVID-19 in the spring of 2020, we are now required to consider how we would prepare for future shutdowns that may occur. As part of our planning, we are now required to provide information on those positions that would be required to be on-site or in district for us to continue to function as opposed to those positions that could realistically work remotely. The following information is addressed in the table below:

1. **Title** – a list of positions/titles considered essential (**could not work remotely**) in the event of a state ordered reduction of in-person workforce.
2. **Description** – brief description of job function.
3. **Justification** - brief description of critical responsibilities that could not be provided remotely.
4. **Work Shift** – brief description of how the work shifts of those essential employees or contractors (if utilized) will be staggered in order to reduce overcrowding at the worksite.
5. **Protocol** – how will precise hours and work locations, including off-site visits, be documented for essential employees and contractors (if utilized).

The worksheet below has been completed by each department. **Actual information can be found in Appendix C, Essential Employee Worksheets.**

Human Resources Essential Positions (Example Table)				
Title	Description	Justification	Work Shift	Protocol

(2) Protocols Allowing Non-Essential Employees to Telecommute

Access to technology is essential for the successful roll-out of this plan. FSCSD has been committed to ongoing planning and implementation of district technologies to ensure equitable access for staff and students. The team has initiated plans that are mindful of student home access to reliable internet and computers.

1. FSCSD will continue to assess the ongoing needs of our families for technology and connectivity (survey, interviews, school outreach, etc.) In the event, students and/or teachers do not have access, the home district will take the necessary steps to meet their needs where plausible.
2. FSCSD has an inventory of equipment and other assets. We record and track which students, families, and staff have district assets in their possession.
3. FSCSD procures, manages and/or maintains hardware, software, licenses, learning management systems, etc. to support and improve virtual instruction and student engagement.
4. FSCSD identifies professional learning needs for teachers and continues to support their development of skills and pedagogy in a virtual learning environment.
5. FSCSD is developing a “Helpdesk” system for parents, students, and teachers to report technical issues that might be experienced during remote learning. We communicate protocols to these stakeholders to inform them in advance of how to gain assistance when they need it.

FSCSD will provide all students with access to learning materials and resources in multiple formats, wherever possible. Further, FSCSD will support teachers through professional development and coaching on pedagogical methods that enable students to participate in multiple ways, so that they can demonstrate mastery of Learning Standards in remote or blended models through the use of both synchronous (i.e., Google Meet, Zoom, or other web conferencing tool) and asynchronous technologies (i.e., Google Classroom or other LMS).

In the event students do not have sufficient access to devices and/or high-speed internet, FSCSD in collaboration with other school districts will provide the students with alternate methods to access materials and instruction, i.e., pick up materials at school, drop off materials to students’ homes, etc. FSCSD in collaboration with its other school districts will also schedule opportunities to connect with families to educate them on how to use the technologies and connect to the instructional activities.

Mobile Devices Delivery:

Technology offers schools and districts increased options for continuing learning during extended closures. Technology can be leveraged in different ways to meet local needs, including but not limited to:

- Communication (e-mail, phone, online conferencing, social media)
- Teacher/student and student/student interaction (office hours, check-ins, peer collaboration) ○ Instruction (video/audio recordings of instruction, instructional materials, synchronous distance learning, asynchronous online courses)

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- Learning Materials and Content (digital content, online learning activities) ○ Additional Technology Devices Assessments:
 - Identify students' technology needs to include adaptive technologies
 - Use the Asset Tracking Management System procedures to check out all mobile devices
 - If a shutdown happens abruptly, plan a pick-up time and location, and arrange to deliver devices to those who cannot pick them up.
- Providing Multiple Ways for Students to Learn
 - Support instructional programs as needed in preparation of non-digital, alternative ways for students to participate in learning and demonstrate mastery of Learning Standards in remote or blended models in circumstances in which students do not yet have sufficient access to devices and/or high-speed internet.

(3) Staggering Work Shifts of Essential Employees – Reducing Overcrowding

Depending on the exact nature of the communicable disease and its impact, FSCSD is prepared to enact numerous strategies to reduce traffic congestion and maintain social distancing requirements in order to minimize building occupancy. The following will be considered:

- Limiting building occupancy to 25%, 50% or 75% of capacity or the maximum allowable by State or Local guidance
- Forming employee work shift cohorts to limit potential contacts.
- Limit employee travel within the building.
- Limit restroom usage to specific work areas.
- Stagger arrival and dismissal times.
- Alternate work-days or work weeks.
- Implement a four-day work week.
- Limit or eliminate visitors to the building.

The school district will utilize these base strategies and expand upon them as necessary in order to address any public health emergency. **Actual information can be found on the Essential Employee Worksheets.**

Protection (Preparedness):

We have collaborated with our partners to assure complementary efforts. We have invited representatives from the LHD, Office of Emergency Management, Department of Mental Health and others to attend our DISTRICT-wide School Safety Team meetings as needed. This will allow us to send consistent messages to the school community on pandemic related issues.

- Building-level Command Posts and Incident Command Structures are defined in the Building-Level Emergency Response Plans. Our Incident Command System will complement and work in concert with the Federal, State, and Local Command Systems.
- FSCSD will designate a District RN in conjunction with a Building Administrator, whose responsibilities include continuous compliance with all aspects of the school's reopening plan, as well as any phased-

in reopening activities necessary to allow for operational issues to be resolved before activities return to normal or “new normal” levels. Coordinator shall be responsible for answering questions from students, faculty, staff, and parents or legal guardians of students regarding public health emergencies and plans implemented by the school.

- Communication will be important throughout a pandemic outbreak. It will be necessary to communicate with parents, students, staff, and the school community. Communication methods may include; letters sent home, emails, social media posts, through the use of the district’s “all call” messenger system, and the public media. A school district Public Information Officer (PIO) has been designated to coordinate this effort and act as the central point for all communication. The PIO will also retain responsibility for establishing and maintaining contact with accepted media partners. The PIO will work closely with our Technology Director to assure proper function of all communication systems. This coordination will also help assure that as many redundant communication systems as possible are available.
- Continuity of operations and business office function could be severely impacted by a loss of staff. As such, our plan will include procedures for maintaining essential functions and services. This will include:
 - Overall Operations –Recognizing the need for these essential individuals to have frequent communication we have established as many redundant communication systems as possible. Our primary communication will be through our normal phone system followed by hand-held radios, cell phones, e-mail, automated phone notification system.
 - Maintenance of facilities will be difficult with a reduced or absent maintenance staff. The Director of Facilities or back-up designee will keep their supervisor informed of such status and of the point at which buildings can no longer be maintained. If necessary, we will pool maintenance staff to form a mobile central team to help assist in essential building function and cleaning of critical areas such as bathrooms. Teachers may be asked to assist in this effort. If necessary, we may provide spray bottle sanitizers for each classroom teacher for doorknob and desktop disinfection only. Desktops will be misted with the provided disinfectant and left to dry. At no time will products not approved by the school district be utilized.
 - Human Resources will be essential in monitoring absenteeism and assuring appropriate delegation of authority. Changes to policies and procedures to reflect crisis response may become necessary and will be implemented by Human Resources. Human Resources will help develop the Plan, in conjunction with all bargaining units, for emergency use of personnel in non-traditional functions and changes in the normal work-day such as alternate or reduced work hours, working from home, etc. Working with administration and local officials, the Human Resources Department will help to decide if schools need to be closed.
- Continuity of instruction will need to be considered in the event of significant absences or school closure. Restructuring of the school calendar may become necessary. We will work closely with the New York State Education Department on this potential result throughout the crisis period.

(4) Obtaining and Storing Personal Protective Equipment (PPE)

PPE & Face Covering Availability:

- FSCSD will provide employees with an acceptable PPE at no-cost to the employee and have an adequate supply of in case of replacement.
- Procurement, other than some very basic preliminary purchases will be done on a consolidated basis to ensure that FSCSD is getting the most for its PPE dollars.
- Teach and reinforce use of PPE among all staff.
- Specialized PPE (N95s, face shields, gowns, gloves, etc.) may be required for specific work tasks and will be provided as deemed necessary. Those individuals that are required to wear N-95 respirators will be fit tested and medically screened prior to use to assure they are physically able to do so. Parents will also be encouraged to provide face coverings for students however, face coverings will be provided for any student that cannot provide their own.

PPE Supply Management

- FSCSD has a plan for ensuring that an appropriate supply of face coverings is available for its students, faculty, and staff. It is estimating the amount needed during in-person instruction using the NYS Education Department's "PPE Burn Rate Calculator". The calculator recommends one (1) disposable mask per week per student. The district is working with NYS to obtain an appropriate supply of face coverings at the best price possible.

Response:

The District-Wide School Safety Team will meet to determine the need for activation of a pandemic response based on internal monitoring and correspondence with the LHD and other experts. Each Building-Level Emergency Response Team will be informed that the Plan has been activated.

- The entire Incident Command Structure at both the District and Building level will be informed that the response effort has been enacted. These individuals will meet to discuss the Plan's activation and review responsibilities and communication procedures.
- The PIO will work closely with the Technology Director to re-test all communication systems to assure proper function. The District-Wide School Safety Team and Building-Level Emergency Response Teams will assist in this effort.
- Based on the latest information from collaboration with our partners, and to send a message consistent with public health authorities, the PIO will utilize the communication methods previously described to alert the school community of the activation of our District-Wide School Safety Plan as it specifically applies to pandemics. □ The Business Official will meet with staff to review essential functions and responsibilities of back-up personnel. Ability to utilize off-site systems will be tested. The Business Official will monitor utilization of supplies, equipment, contracts, and provided services and adjust as necessary.
- The Facility Director will meet with staff and monitor ability to maintain essential function. The Facility Director will review essential building function procedures with the Principal and command chain. Sanitizing procedures will be reviewed with teachers. The Facility Director will work closely with the Business Official or designee to implement different phases of the Plan as necessary.
- The Human Resources Director will meet with staff to review essential functions and responsibilities of back-up personnel. The Human Resources Director will monitor absenteeism to assure maintenance of the Command Structure and possible need to amend existing procedures.

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- Based on recommendations from Local and State Authorities, schools may be closed. Our Plan for continuity of instruction will be implemented as previously described.
- If the decision is made to close a school building the school district will notify the NYS Education Department and HFHO BOCES.

(5) Preventing Spread, Contact Tracing and Disinfection

Confirmed Illnesses Related to Public Health Emergency Protocols

- Close off areas used by a sick person and not use these areas until after cleaning and disinfection has occurred.
- Increase air circulation by opening windows/outside doors.
- District staff will wait as long as possible (ideally 24 hours) and then begin cleaning and disinfection as per Centers of Disease Control guidelines.
- Once the area has been appropriately cleaned and disinfected it can be reopened for use.
- FSCSD will cooperate with any and all contact tracing activities coordinated by the Herkimer County Public Health Department. This includes:
 - Notifying the local health department to determine what steps are needed for the school community.
 - Forwarding all appropriate sign-in/sign-out screening logs/contact information/etc. to the Public Health Department.

Frankfort-Schuyler CSD will follow CDC and NYSDOH guidance on how to react to confirmed cases of the illness related to the Public Health Emergency. This may include the following actions; cleaning/disinfecting areas, cooperating with the Herkimer County Public Health Department, and following NYS Department of Health and Centers for Disease Control guidance.

Due to HIPPA protections and NYS Education Department guidelines, the district will not notify the community of a positive cases in any of its programs. Any announcement or notification will come from the Herkimer County Public Health Department.

Return to School After Illness:

Schools must follow CDC guidance for allowing a student or staff member to return to school. If a person is not diagnosed by a healthcare provider (physician, nurse practitioner, or physician assistant) they can return to school based on that guidance.

- Once there is no fever, without the use of fever reducing medicines, and they have felt well for 24 hours;
- If they have been diagnosed with another condition and have a healthcare provider written note stating that they are clear to return to school.

Staff Absenteeism

- Instructional staff will call into the Absence Management System (formerly known as AESOP) when they are absent due to illness. Substitutes will be provided as necessary and as requested.
- The instructional departments will develop a plan to monitor absenteeism of staff, cross-train staff, and create a roster of trained back-up staff.

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- The instructional departments will monitor absenteeism of students and staff, cross train staff, and create a roster of trained back-up staff.

Employee Assistance Program (EAP)

- The Human Resources Department will continue to disseminate information to employees about EAP resources. EAP is a voluntary, work-based program that offers free and confidential assessments, short-term counseling, referrals, and follow-up services to employees who have personal and/or work-related problems. EAPs address a broad and complex body of issues affecting mental and emotional well-being, such as alcohol and other substance abuse, stress, grief, family problems, and psychological disorders.

Medical Accommodations

FSCSD will provide accommodation to all students and staff who are at high-risk or live with a person at high risk. Currently, the CDC considers the following to indicators of being at high risk:

- Individuals age 65 or older
- Individuals with the following health conditions:
 - Cancer
 - Chronic kidney disease
 - COPD (chronic obstructive pulmonary disease)
 - Immunocompromised state (weakened immune system) from solid organ transplant
 - Obesity (body mass index of 30 or higher)
 - Serious heart conditions, such as heart failure, coronary artery disease, or cardiomyopathies □
Sickle cell disease
 - Type 2 diabetes mellitus
- Children who are medically complex, who have neurologic, genetic, metabolic conditions, or who have congenital heart disease

These indicators may change depending on the nature of the public health emergency.

Alternate plans will be created in consultation with the parents and school physician on how to meet the needs of the child at higher risk, while keeping social distancing which may include:

- Additional PPE for staff caring for such students
- Assigning only one staff member to care for the student
- Decreased students in a classroom, alternating schedules, and provision of related services to an individual instead of group setting
- The option for the student to participate in the class remotely for parents/guardians who choose not to send their child back to school.
- Staff who are at high risk or live with a person at high risk will be considered under 504 regulations as well as other possible options specific to the situation.

Facilities: Cleaning and Sanitizing

Cleaning removes germs, dirt, and impurities from surfaces or objects. Cleaning works by using soap (or detergent) and water to physically remove germs from surfaces. This process does not necessarily kill germs, but by removing them, it lowers their numbers and the risk of spreading infection. Visibly soiled surfaces and objects must be cleaned first. If surfaces or objects are soiled with body fluids or blood, use gloves and other standard precautions to avoid coming into contact with the fluid. Remove the spill, and then clean and disinfect the surface. Sanitizing lowers the number of germs on surfaces or objects to a safe level, as judged by public health standards or requirements. This process works by either cleaning or disinfecting surfaces or objects to lower the risk of spreading infection.

Routine cleaning of school settings includes:

- Cleaning high contact surfaces that are touched by many different people, such as light switches, handrails and door knobs/handles.
- Dust and wet-mopping or auto-scrubbing floors.
- Vacuuming of entryways and high traffic areas.
- Removing of trash.
- Cleaning restrooms.
- Wiping heat and air conditioner vents.
- Spot cleaning walls and carpets.
- Dusting horizontal surfaces and light fixtures.
- Cleaning spills.

Classroom/Therapy Rooms:

The district will provide related service providers with additional cleaning supplies to ensure continuous disinfecting of classrooms and therapy rooms that service students with complex disabilities where multiple tools are used for communication, mobility, and instruction.

Common Areas:

Smaller common areas, like kitchenettes and copy room areas, should have staggered use. Signage has been posted in common areas to remind staff of health and safety etiquette.

Disinfecting:

Disinfecting kills germs on surfaces or objects by using chemicals to kill germs on surfaces or objects. This process does not necessarily clean dirty surfaces or remove germs, but by killing germs on a surface after cleaning, it can further lower the risk of spreading infection.

- Cleaning and disinfection requirements from the Centers for Disease Control and Prevention (CDC) and the Department of Health will be adhered to.
- Custodial logs will be maintained that include the date, time and scope of cleaning and disinfection. Cleaning and disinfection frequency will be identified for each facility type and responsibilities will be assigned.

PROJECT SAVE (Safe Schools Against Violence in Education)

- Hand hygiene stations will be provided and maintained, including handwashing with soap, running warm water, and disposable paper towels, as well as an alcohol-based hand sanitizer containing 60% or more alcohol for areas where handwashing is not feasible.
- Regular cleaning and disinfection of facilities and more frequent cleaning and disinfection for high-risk areas used by many individuals and for frequently touched surfaces, including desks and cafeteria tables will be conducted.
- Regular cleaning and disinfection of restrooms will be performed. ○ Cleaning and disinfection of exposed areas will be performed in the event a sick individual, with such cleaning and disinfection to include, at a minimum, all heavy transit areas and high-touch surfaces. ○ Although cleaning and disinfection is primarily a custodial responsibility, appropriate cleaning and disinfection supplies will be provided to faculty and staff as approved by Central Administration.
- Additional paper towel dispensers may be installed in other designated spaces.

Upon request, Facilities Services will provide CDC approved disinfecting solutions for additional on the spot disinfecting. This should be done daily or between uses as much as possible. Examples of frequently touched areas in schools may include:

- Bus seats and handrails.
- Buttons on vending machines and elevators.
- Changing tables.
- Classroom desks and chairs.
- Door handles and push plates.
- Handles on equipment (e.g., athletic equipment).
- Handrails
- Kitchen and bathroom faucets.
- Light switches.
- Lunchroom tables and chairs.
- Related Services Spaces.
- Shared computer, desktops or piano keyboards and mice.
- Shared telephones.

Hand Sanitizing:

- Hand sanitizer dispensers will be located and installed in approved locations.
- Hand sanitizer bottles will be distributed to staff as approved by Central Administration.
- All existing and new alcohol-based hand sanitizer dispensers, installed in any location, are in accordance with the Fire Code of New York State (FCNYS) 2020 Section 5705.5.

Trash removal:

- Trash will be removed daily.
- Garbage cans or process for collecting trash during lunch periods in classrooms will be increased where necessary.

(6) Documenting Precise Hours/Work Locations of Essential Workers

It is recognized that as the work environment changes to adapt to the emergency situation and typical work schedules are modified it can become more difficult to track employees especially if they conduct work off site or in numerous locations. The ability to identify these individuals will be extremely important if contact tracing is necessary during a communicable disease crisis. **Our plan to track such individuals can be found on the attached Essential Employee Worksheets.**

(7) Emergency Housing for Essential Employees

Emergency housing for essential workers is not considered to be generally required for school employees as opposed to healthcare workers and other critical care employees. However, we may canvass local hotels/motels in order to be prepared for an unanticipated need.

Recovery:

- Re-establishing the normal school curriculum is essential to the recovery process and should occur as soon as possible. We will work toward a smooth transition from the existing learning methods to our normal process. We will use all described communication methods and our PIO to keep the school community aware of the transition process.
- We will work closely with the New York State Education Department and our Component Districts to revise or amend the school calendar as deemed appropriate.
- We will evaluate all building operations for normal function and re-implement appropriate maintenance and cleaning procedures.
- Each Building-Level Post-incident Response Team will assess the emotional impact of the crisis on students and staff and make recommendations for appropriate intervention.
- The District-Wide School Safety Team and Building-Level Emergency Response Teams will meet to debrief and determine lessons learned. Information from the PIO, Business Office, Human Resources, Facility Director, and Curriculum Supervisor will be vital to this effort. The District-Wide School Safety Plan and Building-Level Emergency Response Plans will be revised to reflect this.
- Curriculum activities that may address the crisis will be developed and implemented.

Appendix B. Emergency Remote Instruction Plan

Emergency Remote Instruction Plan (beginning 2023-2024)

This appendix addresses the 2022-2023 amendments of Sections 100.1, 155.17, and 175.5 of the Regulations of the Commissioner of Education Relating to Remote Instruction and its Delivery under Emergency Conditions, and the amendments of Sections 200.7, 200.16, and 200.20 of the Regulations of the Commissioner of Education Relating to Remote Instruction and its Delivery Under Emergency Conditions and Length of School Day for Approved School Age and Preschool Programs Serving Students with Disabilities

INTRODUCTION

The Frankfort-Schuyler Central School District developed the following Emergency Remote Instruction Plan to address the instruction of students if extraordinary circumstances prevent students and staff from physically attending school. The Emergency Remote Instruction Plan meets the requirements of New York State Education Commissioner's Regulations for inclusion in the 2023-2024 District Wide School Safety Plan. Additionally, the plan adheres to guidance set forth in the following Board of Education policies: Staff Use of District Technology and Student Use of District Technology; Code of Conduct; Student Dress Code.

BACKGROUND INFORMATION

The NYS Education Department (NYSED) authorized a "snow day pilot" program during the Covid-19 pandemic 2020-2021 and 2021-2022 school years. This program allowed school districts to deliver instruction remotely on days in which they would otherwise have closed due to an emergency.

To give districts greater predictability, in September 2022, the NYSED Board of Regents amended section 175.5(e) of the Commissioner's regulations to codify this flexibility. Districts that would otherwise close due to an emergency may, **but are not required to**, remain in session and provide instruction through remote learning and count these instructional days towards the annual hours requirement for State Aid purposes. Instruction must be provided to all students and be consistent with the definition of remote instruction, as explained below. In addition, beginning with the 2023-2024 school year, such instruction must be consistent with the school district's Emergency Remote Instruction Plan.

NYSED also amended section 155.17 of the Commissioner's regulations to require public schools, BOCES, and county vocational education and extension boards amend their District wide School Safety Plans to include plans for remote instruction beginning with the 2023-2024 school year. This gives the public an opportunity to provide feedback on such plans for remote instruction prior to their adoption. The Emergency Remote Instruction Plan must include the methods that the school district will ensure the availability of: devices; internet access; provision of special education and related services for students with disabilities; the expectations for time spent in different remote modalities. Such plans also require that each chief executive officer of each educational agency located within a public school district report information on student access to computing devices and access to the internet each year.

NYSED additions to section 100.1 of the Commissioner's regulations define the term "remote instruction." This definition identifies various ways in which remote instruction may be delivered, but which must include, in all situations, regular and substantive teacher-student interaction with an appropriately certified teacher.

The NYS Board Regents adopted the amendments noted above that became effective as a permanent rule on September 28, 2022.

Sections 200.7, 200.16, and 200.20 of the Regulations of the Commissioner of Education were amended, and became effective September 13, 2022, and December 12, 2022, as an emergency action for the preservation of the general welfare to permit approved special education providers to provide remote instruction in the 2022-2023 school year on days they would otherwise close due to an emergency and to count such instructional days towards 14

minimum requirements and to identify the ways in which such remote instruction may be delivered. These amendments relate to remote instruction and its delivery under emergency conditions for students in approved private schools for the education of students with disabilities, state-supported schools, state operated schools, and approved preschool special education programs. These updated regulations now provide the same flexibility for remote instruction under emergency conditions that was given to school districts. The effective date of the final rule was January 25, 2023.

REMOTE INSTRUCTION

The Commissioner's regulations define remote instruction as “instruction provided by an appropriately certified teacher, or in the case of a charter school an otherwise qualified teacher pursuant to Education Law §2854(3)(a-1), who is not in the same in-person physical location as the student(s) receiving the instruction, where there is regular and substantive daily interaction between the student and teacher.” For the purpose of this plan, remote instruction means the instruction occurring when the student and the instructor are in different locations due to the closure of one or more of the district's school buildings due to emergency conditions as determined by the Superintendent of Schools. Emergency conditions include, but are not limited to, extraordinary adverse weather conditions, impairment of heating facilities, insufficient water supply, prolonged disruption of electrical power, shortage of fuel, destruction of a school building, shortage of transportation vehicles, or a communicable disease outbreak, and the school district would otherwise close due to such an emergency.

UNSCHEDULED SCHOOL DELAYS AND EARLY RELEASES

Instructional hours that a school district scheduled but did not execute, either because of a delay to the start of a school day or an early release, due to emergency conditions, may still be considered as instructional hours for State aid purposes for up to two instructional hours per session day, provided the School Superintendent certifies such to NYSED, on the prescribed NYSED form, that an extraordinary condition existed on a previously scheduled session day and that school was in session on that day ([NYSED Part 175.5](#)).

The Emergency Remote Instruction Plan shall identify various ways in which instruction may be delivered, including synchronous and asynchronous instruction. In all situations, remote instruction requires regular and substantive teacher-student interaction with an appropriately certified teacher.

Synchronous instruction engages students in learning in the direct presence (remote or in-person) of a teacher in real time. During remote instruction, students and teachers attend together from different locations using technology. Asynchronous instruction is self-directed learning that students engage in learning without the direct presence (remote or in-person) of a teacher. Students access class materials during different hours and from different locations. During an emergency closing, synchronous instruction is the preferred method of instruction, whereas asynchronous instruction is considered supplementary instruction.

ENSURING ACCESSIBILITY AND AVAILABILITY (INTERNET, COMPUTERS/DEVICES)

The Frankfort-Schuyler Central School District shall survey families to find out who has a reliable high-speed internet connection. A survey conducted in 2020 identified families who live in the district that do not have access, therefore remote learning is a challenge, if not impossible, for these students. Since 2020, every student who enrolls in the district provides information on internet access and computer accessibility. All survey information is stored and available in the District Technology Office. When students do not have internet access, the district works with the families to develop a plan to provide instructional materials for them as well as a process for recording attendance and grading. The district works with the community to provide locations where internet access could be used if they are able to use these locations.

Commissioner’s regulation 115.17(f) outlines the annual data collection that districts must submit to SED every year by June 30. It requires the school district to survey families regarding internet and device access at the student’s place(s) of residence. The chief executive officer (School Superintendent) shall survey students and parents and persons in parental relation to such students to obtain information on student access to computing devices and access to internet connectivity.

District policy and procedures are followed to ensure computing devices are made available to students or other means by which students will participate in synchronous instruction.

Frankfort-Schuyler CSD EMERGENCY CLOSURE REMOTE LEARNING PLAN

INTERNET AND DIGITAL DEVICE ACCESS	The school district provides all students in grades K-12 access to a personal computing device (Chromebook). In the event of an emergency, provisions will be made to the greatest extent possible to ensure that all students have their device at home for instruction.
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INTERNET AND DIGITAL DEVICE ACCESS	<p>The school district participates fully in the SED Digital Access Survey along with locally developed surveys to assess how many students have internet access at home. The district provides hotspots to any families that indicate a need for reliable internet to facilitate access to learning at home.</p> <p>All faculty should have an alternative general activity for students in the instance that widespread power outages or other disruptions to connectivity occur preventing synchronous connection. If students lose connectivity, then the expectation is they will complete the alternate assignment provided.</p>
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<p>PEDAGOGY</p>	<p>All teachers in grades K-12 will use Google Classroom, Google Hangout as their primary instructional platform.</p> <p>Several district provided instructional technology software programs are available to support instruction along with a wide array of other resources curated by faculty. Teachers will utilize these programs to differentiate instruction, accessing a variety of delivery methods that best suit their course, grade level, and teaching style. The instructional approach may include a combination of:</p> <p><u>Synchronous “Live” Instruction</u> – Using Google Classroom, Google Hangout along with other digital platforms, teachers will deliver real time instruction to a full group or subset of students. Teachers may incorporate asynchronous or project based opportunities within this model.</p> <p><i>Teachers will make personal connections with all students during scheduled class times via Google Classroom, Google Hangout. These connections will allow teachers to take attendance, introduce new content or skills and will allow students to connect with their teachers and peers in order to be guided through lessons, ask questions, and maintain personal relationships. The duration of these synchronous connections depends on the grade level and daily instructional plan but should be the primary mode of instruction and substantial enough to guide learning.</i></p> <p><u>Asynchronous “Flipped” Instruction</u> - Using a variety of digital platforms, teachers will deliver captured or recorded lessons with associated expectations for students participation and assignment completion (i.e. “Flipped Classroom”). These activities may include teacher/student synchronous interactions for a portion of the lesson.</p> <p><u>Authentic Independent Instruction</u> - Using a variety of methods, teachers will engage students in high quality learning activities. These activities must engage students in the learning process. Teachers will provide assistance to students in this mode of instruction through asynchronous and synchronous methods outlined above.</p>
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STUDENT EXPECTATIONS	<p>All students will receive information on how to access course material and instruction from their teachers. Students are expected to follow all directions and requests to participate in instruction to the fullest extent possible. During synchronous instruction students are expected to be school ready. This includes being on time for class, engaging fully through video and audio as directed by their teacher, and presenting themselves in a manner that is in accordance with school expectations.</p> <p>All students are expected to practice appropriate digital etiquette and responsible behavior during assigned Google Classroom and Google Hangout sessions:</p> <ul style="list-style-type: none">○ Mute yourself on meets as directed by your teacher○ Cameras are to be kept on during classroom meets unless directed specifically by your teacher to do otherwise. <p>Students are expected to work in an appropriate setting when participating remotely / on-line. Work places include a desk, table, kitchen counter, etc... Other locations are not appropriate or acceptable.</p> <p>· Student dress must be appropriate in all platforms - the Student Dress Code section of the Student Handbook / Code of Conduct applies to students in all platforms.</p> <p>If there are any circumstances preventing full and appropriate participation the student should let the teacher know. As this is a required attendance day, students must fulfill expectations for satisfactory participation as determined by their teacher.</p>
DAILY SCHEDULE	<p>The virtual day will follow the same schedule framework as the HS, MS and Elementary School to which the student is assigned. As with all school schedules, appropriate breaks will be included in the daily schedule for students and faculty, including time for lunch. Students will attend all assigned classes at their scheduled time. The method of instructional delivery will vary to facilitate appropriate screen time per age level within these parameters.</p>

<p>COMMUNICATION PROTOCOL: INTERVENTION</p>	<p>Teachers will follow the same communication protocols that are established in school for addressing areas of academic or behavioral need. This includes a combination of email, phone calls, and academic/behavioral referrals to the administration. All effective strategies should be accessed to maintain effective communication.</p>
<p>SPECIAL SERVICES</p>	<p>School districts are required to implement supports, services and accommodations, as indicated in students’ IEPs or 504 Accommodation Plans, to the best of their ability. NYSED recognizes that there may be limitations to implementing certain services or accommodations through remote instruction and as a result, encourages districts to apply a “lens of reasonableness” to their approach.</p>
<p>NON- INSTRUCTIONAL SERVICES</p> <p>· TRANSPORTATION· FOOD SERVICE· MAINTENANCE· CUSTODIAL· CLERICAL/ ADMINISTRATIVE SUPPORT</p>	<p>When a school district is in remote session, non-instructional services may still be required to report to work to perform critical services related to their area of expertise.</p> <p>In the event that the change to remote instruction is due to a snow or other weather emergency, such change will likely impact transportation and other critical services.</p> <p>Decisions whether or not non-instructional employees should report to work will be made and communicated in real time by the appropriate supervisor or administrator based on whether services can be provided in a safe and efficient manner.</p>

NYSED Plan Requirements

1. Policies and procedures to ensure computing devices will be made available to students or other means by which students will participate in synchronous instruction;
2. Policies and procedures to ensure students receiving remote instruction under emergency conditions will access internet connectivity;
3. Expectations for school staff as to the proportion of time spent in synchronous and asynchronous instruction of students on days of remote instruction under emergency conditions with an expectation that asynchronous instruction is supplementary to synchronous instruction;
4. A description of how instruction will occur for those students for whom remote instruction by digital technology is not available or appropriate;
5. A description of how special education and related services will be provided to students with disabilities and preschool students with disabilities, as applicable, in accordance with their individualized education programs to ensure the continued provision of a free appropriate public education; and
6. For school districts that receive foundation aid, the estimated number of instructional hours the school district intends to claim for State aid purposes for each day spent in remote instruction due to emergency conditions pursuant to section 175.5 of this Chapter.

INSTRUCTIONAL HOURS FOR STATE AID AND REPORTING REQUIREMENTS

Pursuant to Section 175.5 of Education Law the school district may decide to transition to remote instruction in the event emergency conditions dictate the closure of the PreK through Grade 12 facilities. Under the provisions of New York State Education Law and the District Emergency Remote Instruction Plan any instruction sessions provided during the closure of the school facilities are counted towards annual hour requirements for meeting 180 days required for State financial aid.

Annual Hourly Requirements for the purpose of apportionment of State Aid (for districts receiving foundation aid) are noted below:

· 450 instructional hours for pupils in half-day kindergarten · 900 instructional hours for pupils in full-day kindergarten and grades one through six · 990 instructional hours for pupils in grades seven through twelve

The district estimates the number of instructional hours it intends to claim for State aid purposes for each day spent in remote instruction due to emergency conditions from a minimum of 1 remote instruction day due to emergency conditions, up to the full year's annual hourly requirement. A district remote instructional day is the same number of hours as an in person instructional day.

For example, if the school district has three (3) remote instructional days in a school year, then it will claim an estimated total hours for State Aid purposes due to emergency conditions as follows:

1. Grades K-5: 6 hours, 20 minutes X 3 days = 19 hours
2. Grades 6-12: 6 hours, 48 minutes X 3 days = 20 hours, 24 minutes

TRANSPORTATION

When a school district is in remote session, pupil transportation must be provided to students attending religious and independent schools, charter schools or students whose individualized education program (IEP) have placed them out of district. In the event that the change to remote instruction is due to a snow or other weather emergency, such change will likely impact transportation for students attending school outside of the district. Decisions not to transport need to be based on real-time information relevant to the safety of students, staff and vehicles. School districts and religious and independent schools, charter schools and other programs are encouraged to work together to ensure continuity of education while ensuring that transportation can be provided in a safe and efficient manner.

REPORTING

IMMEDIATELY

Whenever a school building must close to instruction due to the activation of its District-wide School Safety Plan or Building-level Emergency Response Plan, a *Report of School Closure* must be submitted to the Commissioner of Education by the School Superintendent as required under CR 155.17(f) via the NYSED Report of School Closure

portal. Even when remote instruction is provided during an emergency closure, a *Report of School Closure* must be submitted. This also applies when instruction can be delivered in an interim location or via another instructional modality.

When it is determined that it is safe to re-open a school building after an emergency closure, the School Superintendent must notify the Commissioner by completing a corresponding *Report of School Re-Opening*, via the NYSED Report of School Re-Opening portal.

The *Report of School Closure* is intended to provide immediate notification to the Commissioner regarding an emergency closure. The *Report of School Re-Opening* notifies the Commissioner of the re-opening and also collects the actual duration of the closure, the location and modality of instruction, and detailed information that may not have been available at the time of the closure.

Reasons for building closures may include, but are not limited to, natural disasters, power outages, instances of infectious disease, extraordinary adverse weather conditions and threats of violence. It is no longer required to submit a *Report of School Closure* for routine snow days.

ANNUALLY BY JUNE 30th

The School Superintendent shall notify the NYSED Commissioner the results of the survey on student access to computing devices and access to internet connectivity through the Student Information Repository System (SIRS) every year by June 30.

END OF THE SCHOOL YEAR

The school district shall report Emergency Remote Instruction through the State Aid Management System at the end of the school year. After the close of the school year starting with the ending of 2023-2024, the School Superintendent reports remote instructional days under emergency conditions through the State Aid Management System, and certifies this at the time NYSED's *Form A* is submitted as part of other required certifications. Using the NYSED prescribed form, the School Superintendent certifies to NYSED:

- That an emergency condition existed on a previously scheduled session day and that the school district was in session and provided remote instruction on that day;
- How many instructional hours were provided on such session day; and
- Beginning with the 2023- 2024 school year, that remote instruction was provided in accordance with the district's Emergency Remote Instruction Plan.

BOARD OF EDUCATION APPROVAL

As part of the District-wide School Safety Plan, the school district's Board of Education shall make the Emergency Remote Instruction Plan available for public comment and public hearing for no less than thirty days (30) prior to adoption. The plan must be adopted as part of the District Wide School Safety Plan annually prior to September 1st and posted on the district website in a conspicuous location.

SUPPORT FOR STUDENTS WITH DISABILITIES DURING EMERGENCY CLOSING VIRTUAL INSTRUCTION

School districts are required to implement supports, services and accommodations, as indicated in students' IEPs or 504 Accommodation Plans, to the best of their ability, when providing virtual instruction.

Special education teachers who provide direct/indirect consultant services will initiate outreach to their students' general education teacher(s) to collaborate on instructional modalities and any necessary accommodations or modifications required of assignments or assessments for the day.

Special education teachers who teach resource room, self-contained special classes either content specific or specialized programs, should follow the same guidance and expectations as classroom teachers in regards to pedagogy, content, class meetings, and flexibility.

Teaching assistants are available for instructional support by way of participating in class meetings, keeping up on classroom assignments and expectations, and serving as additional academic support.

Related service providers are to provide "tele-therapy" services, to the best of their ability. Related service providers are expected to adhere to similar guidelines as other professionals in regard to student and teacher work at home, communication, and flexibility and they will use the students' IEPs to determine an appropriate/reasonable level of communication and support.

Documentation Requirements: Special education personnel are expected to document all supports and services provided to students during this time. Document the manner, means, duration of time, follow up efforts, etc. IEP progress monitoring is required to be collected and reported to parents following the schedule listed on students' IEPs. Medicaid session notes continue to be a requirement for eligible related service providers. Special education teachers/service providers are responsible to hold any virtual professional meetings already scheduled on a day that becomes a virtual instruction day.

Appendix C. School Information Resource Officer Contract

AGREEMENT BETWEEN THE TOWN OF FRANKFORT POLICE DEPARTMENT AND FRANKFORT-SCHUYLER CENTRAL SCHOOL DISTRICT

THIS AGREEMENT is made this 16th day of August, 2022, by and between the TOWN OF FRANKFORT POLICE DEPARTMENT (hereinafter "POLICE DEPARTMENT") and the FRANKFORT SCHUYLER CENTRAL SCHOOL DISTRICT (hereinafter "SCHOOL DISTRICT") as follows:

WHEREAS, the SCHOOL DISTRICT wishes to implement a SCHOOL INFORMATION RESOURCE OFFICER to promote the goal of ensuring a caring, safe, respectful, and orderly learning environment in its schools; and

WHEREAS, the SCHOOL DISTRICT and the POLICE DEPARTMENT desire to establish the terms and scope of duties in this SCHOOL INFORMATION and RESOURCE OFFICER (hereinafter referred to as "SIRO") Agreement to the specific terms and conditions of the services to be provided by the said SIROs in the SCHOOL DISTRICT:

NOW, THEREFORE, THE PARTIES HERETO AGREE AS FOLLOWS;

Defined terms

For the purpose of this Agreement, the following terms have the meanings listed:

SIRO SUPERVISOR – the POLICE DEPARTMENT employee assigned to supervise the SIRO's activities.

School Liaison – The SCHOOL DISTRICT employee who is designated as the primary contact for the SIRO and the POLICE DEPARTMENT regarding the SIRO's work.

School Grounds – The school grounds consist of all buildings and grounds under jurisdictions of the SCHOOL DISTRICT, including but not limited to the high school and middle school, the elementary school, and the district offices.

1.0 Goals and Objectives

It is understood and agreed that the SCHOOL DISTRICT and the POLICE DEPARTMENT officials share the following goals and objectives regarding the SIRO Program in the schools:

- 1.1 The primary duty of the SIRO is to establish relationships with students and to act as a mentor. The SIRO's law enforcement function is a part of relationship-building with the student body and community.
- 1.2 The SIRO will foster educational programs and activities that increase student knowledge of and respect for the law and the function of law enforcement agencies:

- 1.3 The SIRO will be available to work cooperatively with teachers to assist in developing specialty programs specific to areas of study including but not limited to court procedures, citizenship and forensic science;
- 1.4 The SIRO will conduct criminal investigations with the goals of promoting safety for the school community and establishing a deterrent to delinquent student behavior and promoting and ensuring the safety of the students, faculty and administration of the SCHOOL DISTRICT;
- 1.5 The SIRO will work with school administrators to identify and address safety issues within the schools;
- 1.6 The SIRO will serve as a mentor and role model for students attending school in the SCHOOL DISTRICT.

2.0 Employment and assignment of School Information and Resource Officers

- 2.1 The SIRO shall be an employee of the POLICE DEPARTMENT and shall be subject to the administration, supervision and control of the POLICE DEPARTMENT, except as such administration, supervision and control is subject to the terms of this agreement.
- 2.2 The POLICE DEPARTMENT agrees to provide and to pay the SIRO's salary and employment benefits in accordance with the applicable salary schedules and employment practices of the POLICE DEPARTMENT. The SIRO shall be subject to all other personnel and practices of the POLICE DEPARTMENT except as such policies and practices may have to be modified to comply with the terms of this Agreement.
- 2.3 The parties shall use a collaborative process in the assignment of a SIRO. The POLICE DEPARTMENT shall select three finalists from the interview process and hire in accordance to civil service law.
- 2.4 The POLICE DEPARTMENT shall notify the SCHOOL DISTRICT within 24 hours of the termination of the services of a SIRO assigned to the SCHOOL DISTRICT. The SCHOOL DISTRICT has the right to refuse the services of a particular SIRO and shall provide the POLICE DEPARTMENT with 24 hours of its intent to do so. Upon such notice by either party, the parties shall meet to confer within 48 hours of such notice to discuss the replacement of the SIRO.
- 2.5 The POLICE DEPARTMENT shall hold the SCHOOL DISTRICT free, harmless and indemnified from and against any and all claims, suits or causes of action arising out of allegations of unfair or unlawful employment practices brought by SIRO's.
- 2.6 In the event an SIRO is absent from work, the POLICE DEPARTMENT shall provide an interim replacement.

- 2.7 The relationship between the POLICE DEPARTMENT to the SCHOOL DISTRICT shall be that of an independent contractor and neither party shall be an agent of or otherwise have authority to bind the other party.

3.0 Payment Terms and Duty Hours

- 3.1 The SIRO's regular duty shall be **40** hours per week for **5** days, and the schedule of these hours shall be set by mutual agreement between the SCHOOL DISTRICT and the POLICE DEPARTMENT. The SCHOOL DISTRICT may contract for additional services beyond the required **5** days at the per diem rate.
- 3.2 The SCHOOL DISTRICT shall pay the POLICE DEPARTMENT for the services of the SIRO at the scheduled pay rate and the classified retirement percentage for the school year of 2022-23, 2023-24, and 2024-25. The SCHOOL DISTRICT will pay the POLICE DEPARTMENT at this rate based upon the actual service of the SIRO. Scheduled rates of pay will be adjusted on January 1 of each year, and the POLICE DEPARTMENT shall provide the SCHOOL DISTRICT with notice of the effective rates for the following calendar year no later than December 15 of the preceding year.
- 3.3 From time to time the SIRO may be required to work more than the **8** hours of regular scheduled duty in a given day. In such circumstances, the additional time worked by the SIRO shall be credited as overtime.
- 3.4 The SIRO will be scheduled to work 7:00am – 3:00pm and shall be on the school grounds thirty (30) minutes before the beginning of the student instructional day and shall remain on duty at the assigned school for **7.5** hours unless this schedule is modified by the mutual agreement between the SCHOOL DISTRICT and POLICE DEPARTMENT, or the principal of the building to which the SIRO is assigned on a given day.
- 3.5 It is understood and agreed that time spent by the SIRO attending court, required training, juvenile and/or criminal cases arising from and/or out of their employment as a SIRO shall be considered as hours worked under this Agreement.
- 3.6 In the event of an emergency the SIRO may be ordered by the POLICE DEPARTMENT to leave school grounds during the normal duty hours as described above to perform other services for the POLICE DEPARTMENT. In such instances, the time spent by the SIRO away from school grounds shall not be considered billable time by the POLICE DEPARTMENT.

4.0 Basic Qualifications of the School Information and Resource Officers (SIRO)

To be an SIRO, an officer must first meet all of the following basic qualifications:

- 4.1 Shall be a sworn officer and should have a minimum of five years of law enforcement experience;
- 4.2 Shall possess a sufficient knowledge of the applicable Federal and State laws, Town and County Ordinances, and Board of Education policies and regulations;
- 4.3 Shall be capable of conducting in-depth criminal investigations
- 4.4 Shall possess even temperament and set a good example for students; and
- 4.5 Shall possess communication skills that would enable the officer to function effectively within the school environment.

5.0 Duties of School Information and Resource Officer

- 5.1 To assist school officials with the enforcement of the Board of Education Policies and Administrative Regulations regarding student conduct and to provide usual and customary police services to the SCHOOL DISTRICT. The role of school discipline shall remain with the SCHOOL DISTRICT administration.
- 5.2 To counsel public school students in the special situations when requested by the principal or the principal's designee or by the parents of a student;
- 5.3 To answer questions and conduct classroom presentations for the students in law-related fields;
- 5.4 To perform such other duties as the parties may agree from time to time

6.0 Chain of Command

- 6.1 As employees of the POLICE DEPARTMENT, the SIRO shall follow the chain of command as set forth in the POLICE DEPARTMENT Policies and Procedure Manual, except where such procedures conflict with the policies of the Board of Education of the SCHOOL DISTRICT. It is expressly recognized and acknowledged by the SCHOOL DISTRICT that policies of the Board of Education cannot supersede the SIRO's duty to act in accordance with the state and federal law.
- 6.2 In the performance of the duties described herein, the SIRO shall regularly coordinate and communicate with the principal or the principal's designee of the schools to which they are assigned. The principal or designee shall contact the SIRO Supervisor assigned by the POLICE DEPARTMENT for such purpose in the event of any question regarding the performance of duties by an SIRO.

6.3 The parties expressly recognize that the SIRO has no supervisory authority over the SCHOOL DISTRICT personnel. Likewise, SCHOOL DISTRICT personnel have no supervisory authority over the SIRO.

7.0 Training/Briefing

7.1 The SIRO may be required by the POLICE DEPARTMENT to attend monthly training and briefing sessions. These sessions will be held at the direction of the POLICE DEPARTMENT operations commander. Briefing Sessions will be conducted to provide for the exchange of information between the department and the school liaison.

7.2 The SCHOOL DISTRICT and the POLICE DEPARTMENT shall schedule training for the SIRO in the Board of Education Policies, regulations and procedures, including the Code of Conduct for students and others and the programs and practices of the SCHOOL DISTRICT regarding school discipline.

7.3 SIRO will be compensated by the SCHOOL DISTRICT for required yearly training.

8.0 Dress Code

8.1 The SIRO shall work primarily in uniform while on duty.

9.0 Supplies and Equipment

9.1 Motor Vehicles. The POLICE DEPARTMENT shall provide a vehicle for the SIRO.

9.2 Office Supplies. The SCHOOL DISTRICT agrees to provide the SIRO with the usual and customary office supplies and forms required in the performance of their duties. In addition, the SIRO shall be provided a private office within the school that is accessible by the students. The SIRO shall be provided by the SCHOOL DISTRICT a computer, printer and access to a private fax machine for confidential intelligence sharing with other POLICE DEPARTMENT personnel, and a communication device.

10.0 Firearms

10.1 As a sworn police officer employed by the POLICE DEPARTMENT, and pursuant to a resolution passed by the Board of Education of the SCHOOL DISTRICT on April 2nd, 2013, and written authorization provided by the SCHOOL DISTRICT's Superintendent of Schools on April 2nd, 2013, the SIRO is permitted to possess a firearm in performing his/her duties while on school grounds.

11.0 Transporting Students

11.1 It is agreed that SIROs shall not transport students in their vehicles except when the students are victims of a crime, under arrest, or some other emergency circumstance exists.

11.2 If circumstances other than an arrest require the SIRO to transport a student, then a school administrator shall accompany the officer and the student in the vehicle.

11.3 Students shall not be transported to any location unless it is determined that the student's parent, guardian or custodian is at the destination to which the student is being transported. The SIRO shall not transport students in their personal vehicles.

11.4 The SIRO shall notify the building principal before removing a student from the school grounds.

12.0 Access to Education Records

12.1 School Officials shall allow SIROs to inspect and copy any public records maintained by the school as permitted by law.

12.2 If some information in a student's cumulative record is needed in an emergency to protect the health or safety of the student or other individuals, school officials may disclose to the SIRO that information which is needed to respond to the emergency situation based on the seriousness of the threat to someone's health or safety; the need of the information to meet the emergency situation and the extent to which time is of the essence.

12.3 If confidential student records information is needed, but no emergency situation exists, the information may be released only upon the issuance of a search warrant or subpoena to produce the records, or as may otherwise comply with the Family Educational Rights and Privacy Act (FERPA)

12.4 For purposes of FERPA, the SCHOOL DISTRICT hereby designates records kept and maintained by the SIRO as records of a law enforcement unit.

13.0 Term of Agreement

The term of this agreement is for three (school) years commencing September 1st, 2022 and ending June 30th, 2025. The Agreement may be renewed and extended annually by the written agreement of both the SCHOOL DISTRICT and the POLICE DEPARTMENT. Such extensions will be effective July 1st through and including the following June 30th. Written notice of intent to extend the Agreement must be sent by each party no later than June 1st of the current year.

14.0 Insurance and Indemnification

14.1 The POLICE DEPARTMENT shall maintain in full force and effect during the terms of this Agreement a comprehensive liability insurance policy with coverage that is consistent with police department policies and procedures.

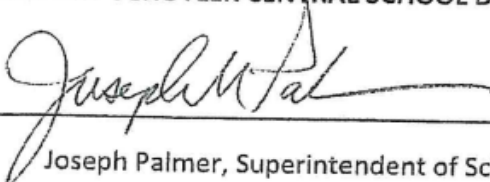
14.2 Without waiving any defenses, the POLICE DEPARTMENT agrees, at its sole cost and expense, to indemnify, to protect, defend and hold the SCHOOL DISTRICT harmless against any and all damages, losses, liabilities, obligations, penalties, claims, litigation, demands, defenses, judgements, suits, actions, proceedings, costs, disbursements and/or expenses (including reasonable attorney fees) arising out of the performance of the SIRO's authorized duties as described in this agreement. The SCHOOL DISTRICT shall provide notice to the POLICE DEPARTMENT within twenty (20) day of obtaining same, of any potential claim or action which, if decided adversely to the SCHOOL DISTRICT, would cause the SCHOOL DISTRICT to suffer or incur loss or expense.

15.0 Evaluation

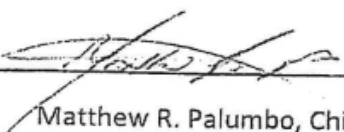
It is mutually agreed that the SCHOOL DISTRICT shall annually evaluate the SIRO Program and the parties agree that an exchange of data related to the SIRO's performance shall be a part of the annual evaluation process.

IN WITNESS WHEREOF, the parties hereto have caused this Operations Agreement to be executed the day and year first written above.

FRANKFORT-SCHUYLER CENTRAL SCHOOL DISTRICT

By: 
Joseph Palmer, Superintendent of Schools

TOWN OF FRANKFORT POLICE DEPARTMENT

By: 
Matthew R. Palumbo, Chief of Police