FRANKFORT-SCHUYLER

Home of the Maroon Knights

Frankfort-Schuyler Central School District

DISTRICT-WIDE SCHOOL SAFETY PLAN

INTRODUCTION

School districts & BOCES are *required* to develop a District-Wide School Safety Plan (DWSSP) to address emergencies and violent incidents. These plans are meant to be implemented quickly and effectively. The DWSSP aims to: prevent or minimize the impact of serious violent incidents and emergencies and facilitate coordination between the district and local/county resources during such events, and serve as a framework for the more detailed Building-Level Emergency Response Plan (BLERP) that is required at each individual school building.

The DWSSP 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. School districts face a wide range of potential threats, including acts of violence, natural disasters, and technological disasters. New York State's Safe Schools Against Violence in Education (SAVE) law mandates comprehensive planning to address these threats. This includes planning for:

- **Risk reduction/prevention**: Strategies aimed at reducing the likelihood of violent incidents and emergencies.
- **Response**: Clearly defined actions to be taken during various emergency situations.
- **Recovery**: Procedures for supporting students, staff, and the community in the aftermath of an incident.

School districts/BOCES are expected to regularly review and update their DWSSPs to ensure they remain relevant, effective, and in compliance with ever changing state regulations.

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DISTRICT-WIDE SCHOOL SAFETY TEAM

Purpose:

The District-Wide School Safety Plan was developed in accordance with Commissioner's Regulation 155.17. The Superintendent, acting under the direction of the Frankfort-SchuylerCentral School District's Board of Education, appointed a District-Wide School Safety Team to create and maintain this plan.

Identification of the District-Wide School Safety Team:

The District-Wide Safety Team includes representatives from various stakeholder groups, as required. These groups include (but are not limited to):

- School board
- Teacher organizations
- Transportation personnel (including bus drivers and monitors)
- Administrator organizations
- School safety personnel
- Parent organizations
- Law enforcement
- Student (at the discretion of the Board of Education and may not be provided any confidential plan information)
- Other school personnel, as needed

The District-Wide School Safety Team was approved by the Board on August 25, 2026	
Member Name	**Title**
Joseph Palmer	Superintendent
Kacey Sheppard	Assistant Superintendent
Julie Tangorra	Director of Student Support Services
Kristofer Kirkpatrick / Jocelyn Reynolds	Jr. / Sr. HS Administration
Lindsay Owens / Nicole Castronovo	Elementary Administration
Karen Wasielewski	Transportation Coordinator
Scott Schneegas	Facilities Director
Susan Jones	District Nurse
Matt McLean / Matt Darrow	School Resource Officers
FSTA / CSEA / PTO	Representatives
Adam Hutchinson	BOCES Safety Supervisor

IDENTIFICATION OF THE CHIEF EMERGENCY OFFICER (CEO)

The Chief Emergency Officer (CEO) is a district employee with duties related to school safety and emergency preparedness that include, but are not limited to:

1. **Communication Coordination:** The CEO coordinates communication between school staff, law enforcement, and other first responders during emergencies.

2. **District-Wide School Safety Plan Leadership:** The CEO leads the District-Wide School Safety Team in:

    - Completing and updating the District-Wide School Safety Plan annually by **September 1st**.
    - Coordinating the District-Wide School Safety Plan and Building-Level Emergency Response Plan(s) for each school building.
    - Ensures that all staff members understand the District-Wide School Safety Plan.

3. **Building-Level Plan Oversight:** The CEO ensures that each school building completes and annually updates its Building-Level Emergency Response Plan.

4. **Security Technology:** The CEO assists in selecting security-related technology and developing procedures for its use.

5. **Safety Training Coordination:** The CEO coordinates appropriate safety, security, and emergency training for all district and school staff, including the mandatory annual training on emergency response procedures by **September 15th**.

6. **Drill Coordination:** The CEO ensures that required evacuation and lockdown drills are conducted in all district buildings as mandated by Education Law Section 807.

Chief Emergency Officer (CEO)		
The School District/BOCES has appointed Joseph Palmer *as the Chief Emergency Officer.*		
Title	Superintendent of Schools	
Contact Information	Email: jpalmer@frankfort-schuyler.org	Phone: 315-895-7781
The Board appointed Date	08/25/2026	

CONCEPT OF OPERATIONS

This section describes the "Concept of Operations" for the District-Wide School Safety Plan, explaining how it interacts with the Building-Level Emergency Response Plan(s) and how emergency response is initiated. In short, this section explains that the District-Wide School Safety Plan provides the overall structure and guidelines, while Building-Level Emergency Response Plan(s) address specific needs.

- **Guiding Principles:** The general protocols outlined in the District-Wide School Safety Plan serve as the foundation for developing and implementing individual Building-Level Emergency Response Plans. The District-Wide School Safety Plan sets the standard operating procedures.

- **Stakeholder Involvement:** Key internal (school staff, etc.) and external (community members, emergency services, etc.) stakeholders were involved in creating and revising the District-Wide School Safety Plan. This ensures that local knowledge and emergency management expertise are incorporated. The district recognizes its role as part of the larger community and the importance of community stakeholder involvement in school safety.

PLAN REVIEW AND PUBLIC COMMENT

This section outlines the process for reviewing, getting public comment on, and adopting the District-Wide School Safety Plan, as well as the handling of Building-Level Emergency Response Plan(s).

District-Wide School Safety Plan Review and Adoption:

1. **Periodic/Annual Review:** The District-Wide School Safety Team will maintain the plan throughout the year as well as complete the required annual review of the plan on or before July 1st of each year.

2. **Public Comment Period:** The plan will be available for public comment for at least 30 days before adoption, as required by Commissioner's Regulation 155.17 (e)(3).

3. **Public Hearing:** At least one public hearing must be held to allow for participation from school personnel, parents, students, and other interested parties.

4. **Board of Education Adoption:** The plan must be formally adopted by the Board of Education by September 1st, annually.

5. **Website Posting:** The District-Wide School Safety Plan will be posted to the district website. The URL is verified by October 1st, annually.

6. **Submission to NYSED:** The URL must be submitted to the NYS Education Department within 30 days of adoption, but no later than October 1st of each year on the NYS Education Department Application Business Portal.

Timeline for Adoption of the District-Wide School Safety Plan

TASK	DATE
District-Wide Safety Team Annual Review	07/13/2026
Public Comment Period (including website posting)	From 07/14/2026 through 08/15/2026
Public Hearing	08/11/2026
Approval of the DWSSP by Board of Education	08/25/2026
URL of DWSSP verified ***(by 10/1)***	https://resources.finalsite.net/images/v1759251624/frankfortschuylerorg/ieik92blts4nudmfvade/DistrictSafetyPlan.pdf

Building-Level Emergency Response Plans:

1. **Confidentiality:** Building-Level Emergency Response Plans are **confidential** and are *not* subject to disclosure under Article 6 of the Public Officers Law (Freedom of Information Law) or any other provisions of the law, as per Education Law Section 2801-a.

2. **Distribution to Law Enforcement:** Building-Level Emergency Response Plans will be provided to the New York State Police, County Sheriff's Office, and Local Police Agency(ies) within 30 days of adoption and no later than October 1st of each year. After plans are entered into the NYS Education Department Application Business Portal, NYS Police and local jurisdictions are able to access them via the portal.

RISK REDUCTION/PREVENTION - SCHOOL CLIMATE

This section focuses on the district's strategies for preventing and reducing the risk of negative events, emphasizing the importance of a positive school climate and effective communication.

The district acknowledges that while prevention is the ideal goal, not all negative events can be prevented. Therefore, they focus on both *prevention* (proactive measures) and *risk reduction/intervention* (minimizing the impact of events that do occur). Improving school culture, climate, and communication are seen as key to both.

Program Initiatives:

The district highlights the importance of programs and activities that foster a positive school climate, enhance communication, and encourage reporting of potentially dangerous, suspicious, or violent behavior. These initiatives aim to improve safety, security, and quality of life for the entire school community and create a positive and safe learning environment.

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, School Resource Officer Program/presentations, Restorative Practices, Character Education, SEL, PBIS, and schedule adjustment to minimize potential for conflicts or altercations.

Frankfort-Schuyler Central School District's Programs	
Hi-5 Friends Cross Age Mentoring	**Liberty Partnership Project**
iCan Student Engagement Specialist	**iCan Behavioral Specialist**
Circle Values Community Ambassador	**SRO - Picnic with a Police Officer & Cornhole with a Cop**

RISK REDUCTION/PREVENTION - SCHOOL SAFETY & BUILDING SECURITY

This section details the implementation of school safety and building security measures, including routine precautions, access control, visitor policies, hazard identification, and construction safety.

- **Routine Precautions:** All staff are required to immediately report any information or observations that could impact school safety to their principal or supervisor. The policy emphasizes erring on the side of caution and reporting even seemingly minor details.

- **Limited Access:** Each building implements a limited access policy, tailoring it to their specific needs. This generally involves keeping only essential exterior doors unlocked during the school day and monitoring those doors. All other entrances are secured shortly after the start of the school day. Electronic visitor access control systems are used at primary entrances. Keyless/electronic access systems are used for authorized personnel.

- **Staff Photo Identification Badges:** All employees must wear photo ID badges at all times while on district property.

- **Visitor Policy:** All visitors must report to the main office, sign in, wear a visible name badge, and sign out. Staff are instructed to approach any unannounced visitor without proper identification.

- **Student Sign-Out Procedures:** The district verifies that only authorized individuals sign out students. Staff may require a photo ID and contact a parent/guardian for confirmation.

- **Video Surveillance:** A digital video surveillance system monitors high-use areas and areas of concern.

- **School Safety Assessment:** Regular school safety assessments are conducted to identify potential safety problems.

- **Fire Alarm:** A fire detection alarm system linked to a central monitoring station is in service. Regular testing is conducted.

- **Random Drug/Explosive Sniffing Canine Search:** The district may occasionally conduct canine searches.

- **Vital Educational Agency Information:** The district maintains information on school population, staff numbers, transportation needs, and key official contact information.

- **School Resource Officer/Special Patrol Officer:** The district contracts with local law enforcement agencies for a School Resource Officer (SRO) and/or Special Patrol Officer (SPO) who acts as a liaison between students and staff and handles anonymous reports.
    - Duties, Hiring and Screening Process for Safety/Security Personnel:
        - The district can rely on established past practices. Civil service procedures, in consultation with the district, may define the duties.

- The district itself can determine the duties, provided they adhere to all relevant federal, state, county, and municipal guidelines.
- The district is committed to equal opportunity employment, adhering to:
  - The Civil Rights Act of 1964, Public Law 90-202, and/or Section 504 of the Rehabilitation Act of 1973.
- Hiring processes must comply with all applicable federal, state, county, and municipal laws and guidelines. Qualifications are set by civil service (if applicable) or by the Board of Education. Since July 1, 2001, all newly hired school personnel must submit two sets of fingerprints for background checks, as required by the Schools Against Violence in Education Legislation of 2000.
- This excerpt does not provide explicit details concerning the required training of hall monitors and other school safety personnel. It does state that the duties will be provided by past practice, civil service, or the district, and that the district must follow all Federal, State, County and Municipal guidance, so it can be assumed that any training required by that guidance must be followed.

Early Detection of Potentially Violent Behaviors:

The district recognizes the importance of early intervention. Staff professional development includes training on school violence prevention and mental health. Communication strategies are used to deter violence, involving various stakeholders (law enforcement, health professionals, etc.) when appropriate and legally permissible. Information on early detection of potentially violent behaviors is distributed to the school community. Students, parents, and staff are encouraged to report any concerning behaviors. Strategies for improved communication include:

- Clear expectations for students (Code of Conduct).
- Attentive listening to students.
- Encouraging communication among all stakeholders.
- Multi-agency teams.
- Staff training on effective listening and questioning.
- Programs promoting character development.

Hazard Identification:

Potential emergency sites could include the main building (s), playground, adjacent properties, buses, off-site trips, and nearby commercial areas. Building-Level Emergency Planning Teams identify unique hazards at their locations. The district has multi-hazard response plans (based on Incident Command System and NIMS) for:

- **Civil Disturbance:** Bomb threat, intruder, hostage, kidnapping, assault/threat, threat of suicide.
- **Environmental Emergency:** Flood, hazmat, snow/ice, tornado, storm, fire, explosion, gas leak.
- **Building Failure:** System failure, structural failure.
- **Medical Emergency:** Injury/illness (including Cardiac Emergencies), accident, mass illness/epidemic, pandemic.

    - **Cardiac Emergencies:** FSCSD has developed a Cardiac Emergency Response Plan (CERP) as part of its Building-Level Emergency Response Plan(s). The CERP includes the following information:
        - Designated Cardiac Emergency Response Team,
        - Protocols for AED Placement, Maintenance, and Testing,
        - Coordination with local EMS for specific cardiac event response, and
        - Annual review of the CERP
- **Extreme Heat Condition Days:** Schools are required to incorporate extreme heat conditions into their Building-Level Emergency Response Plans, as of September 1, 2025. Mitigation measures begin at 82 degrees.
- **Transportation:** Schools are required to plan for how to manage transportation resources to safely and efficiently transport students and staff during school incidents and emergencies. This applies to transportation during regular school hours, extracurricular activities, and school-sponsored events.

Identified onsite hazards can include: chemical storage, welding areas, indoor vehicle areas, compressed gas storage, paint booths, congregation areas, conference areas, and boiler/mechanical rooms.

Identified off site hazards can include: major highways (chemical transport), the airport (flight path), railroad, industrial sites, and creeks.

D. Construction and Capital Project Safety:

The district ensures student and staff safety during construction, which may include background checks on workers, maintaining emergency egress routes, and notifying building occupants of changes. The District Safety Committee (or a subcommittee) may monitor construction safety. The committee may include the Superintendent, Director of Facilities, Safety Services members, administrators, architect, construction manager, and contractors, and will meet as needed to address safety concerns.

EMERGENCY RESPONSE - PLANNING, DRILLS/TRAINING COMMUNICATION, AND PROCEDURES

This section covers the planning including: drills and training, notification and activation procedures, situational responses to various emergencies, including acts of violence and terrorist threats, and available protective action options.

Planning:

- **Multi-Hazard Response:** This involves developing comprehensive plans to address a variety of potential emergencies, including natural disasters, technological incidents, and human-caused threats. It emphasizes a unified approach, ensuring that staff and students are prepared to react effectively regardless of the specific hazard. This strategy aims to create a safer and more resilient school environment by prioritizing proactive planning, training, and consistent practice. A typical response protocol includes:
    - Assess the situation (Incident Commander/Designee)
    - Implement response action
    - Notify parents/guardians
    - Recovery
    - Evaluation

- **Building-Level Emergency Response Plan Planning Protocols:** Building-Level Emergency Response Plans include protocols for bomb threats, hostage takings, intrusions, and kidnappings, including:
    - Identification of decision-makers
    - Plans to safeguard students and staff
    - Transportation procedures
    - Parent & media notification procedures
    - Debriefing procedures

Training (Emergency Response Procedures):

This section details the required drills and training procedures for emergencies, emphasizing a trauma-informed approach and compliance with Education Law §807.

- **All Staff Training (including subs)**: will receive training by **September 15th** annually, (new employees will be trained within 30 days of hire) training on emergency response procedures (with review of the Emergency Response Card), different types of hazards (including AED use for sudden cardiac arrest), appropriate response actions, violence prevention, mental health awareness, and the Incident Command System including roles and responsibilities.
- **Student Training:** will take place in an age- and developmentally appropriate manner prior to the first drill.

Emergency Response Procedures (updated for the 2025-2026 School Year)**:**

- **Shelter-in-Place/Shelter:** Used to shelter students and staff inside the building.
- **Hold-in-Place/Hold:** Used to limit movement of students and staff while dealing with short-term emergencies.
- **Evacuate:** Used to evacuate students and staff from the building.
- **Secure Lockout:** Used to secure school buildings and grounds during incidents that pose an imminent concern *outside* of the school building or campus.
- **Lockdown:** Used to secure school buildings and grounds during incidents that pose an immediate threat of violence in or around the school.

Drill Requirements and Trauma-Informed Approach:

- **Mandated Drills to Practice Emergency Response Procedures:** Each school must conduct **4** lockdown drills and **8** evacuation (aka Fire) drills (12 total) annually, as required by Education Law §807. With 6 evacuation drills and 2 lockdown drills occurring before December 31st, annually and after students and staff receive training in emergency response procedures has been provided. Remaining drills need to be completed by June 30th, annually.
- **Prohibited Tactics:** Drills and training during the school day with students present *cannot* include props, actors, simulations, or tactics mimicking school shootings, violence, or other emergencies.
- **Trauma-Informed Drills:** All drills and exercises must be *trauma-informed*, meaning they avoid tactics that could trigger past trauma, such as using props, actors, simulations, or mimicking school shootings or other violent events. The focus is on understanding trauma and its impact on students and adults.
- **Developmentally Appropriate Content:** Drills must be *developmentally* and *age-appropriate*.
- **Tabletop Exercises:** Tabletop exercises (discussions of roles and responses to sample emergencies) can be used for staff training in coordination with local and county emergency officials, especially when live drills are impractical.

Notification of Drills to Parents/Guardians:

Parental notification is required for all drills, including Evacuation (aka Fire) Drills. Notice to parents and those in parental relation regarding drills must be made within one week before each drill, meaning at least 1 day before and no more than 7 days before the drill.

Notification procedures include: providing annual open house presentations on safety procedures, sending an annual letter home to parents regarding safety protocols, drills, emergency notification system, informing HOW & WHEN notification will be provided regarding drills, and use of Parent Square messaging for communication of drills.

Parental notification is *not* required for bus drills.

Announcing Drills:

Students and staff will be informed of drills at the time a drill occurs *except for evacuation drills*. They are not required to be announced as per the NYS Fire Code.

Post-Drill Debriefings:

Each drill/exercise will be followed by a debriefing session for staff involved in identifying areas for improvement in emergency response actions and protocols.

Additional Drills:

- Drills will be held during summer school, with one drill occurring during the first week.
- Go-Home Early dismissal drills will not occur more than 15 minutes before the normal dismissal time. Parents/guardians will be notified in writing at least one week prior to the drill. Transportation and communication procedures will be included in the drill.
- Bus Evacuation Drills

Full-Scale Exercises:

Full-scale exercises (involving props, actors, or simulations) conducted with local/county emergency responders *cannot* be held during regular school days or when school activities are occurring. Students cannot participate in these exercises without written parental/guardian consent.

Communication:

- **Law Enforcement Contact:** Quick contact with law enforcement is crucial. Relationships are established through Building-Level Emergency Response Teams (BLERTs), and contact information is documented in the Building-Level Emergency Response Plan. Incident Commanders are authorized to initiate law enforcement contact.

- **Notification Methods:** Notification methods include County Emergency Services, telephone, email, portable radio, NOAA weather radio, website, intercom/PA, local media, and others as needed.

- **Internal Communication:** The district will notify all principals/designees in the event of an emergency.

- **Parent/Guardian Notification:** The district may use County Emergency E911 Centers, other messaging systems, local media, or the website to contact parents/guardians in case of a violent incident or early dismissal.

Parent Square Messaging Capabilities will be Used to Inform Parents/Persons in Parental Relation of Emergencies or Early Dismissal

Response Protocols:

- **Initial Response:** The Building Incident Commander onsite during an emergency will be responsible to initiate response and contact the Chief Emergency Officer (CEO). The CEO will provide leadership, organize activities and disseminate information (a designated alternate will act in their absence) with the assistance of the Building-Level Emergency Response Team(s).

- **Local Government Assistance:** Contacting Oneida County 911 activates the system for coordinating assistance from county and local agencies (as per Article 2-B of the Executive Law).

- **Responses to Medical Events:** Building-Level Emergency Response Plans detail procedures for responding to Medical Events (including Cardiac Emergencies), may include but are not limited to:

    - Assessing situation
    - Initiating emergency procedures (i.e., first aid, etc.)
    - Contacting emergency responders
    - Utilizing AEDs as needed and if appropriate.

- **Responses to Acts of Violence (Implied/Direct Threats, Including Suicide Threats):** Building-Level Emergency Response Plan(s) detail procedures for responding to threats. Potential actions may include but are not limited to:

    - Following procedures outlined in the Code of Conduct
    - Use staff trained in de-escalation strategies to diffuse the situation.
    - Notifying the Building Principal
    - Assessing threat level with the Superintendent/Designee
    - Contacting law enforcement (if necessary, following MOU)
    - Monitoring and adjusting responses
    - Use of the Building-Level Emergency Response Team

- **Responses to Acts of Violence:** Building-Level Emergency Response Plans detail procedures for responding to violent acts, may include but not limited to:

    - Isolating the area and evacuation (if appropriate)
    - Notification of Principal/Superintendent
    - Initiating emergency response procedures
    - Contacting emergency responders
    - Monitoring and adjusting responses
    - Early dismissal, sheltering, or evacuation procedures
    - Keeping parents/guardians informed

- **Responses to Violence (Reporting, Investigation, Follow-Up, Evaluation, Disciplinary Measures):** Building-Level Emergency Response Plans detail procedures for responding to threats, may include but are not limited to:

    - **Reporting:** All violent incidents (including verbal abuse and threats) must be immediately reported and documented. Confidentiality is maintained, and there is no reprisal for reporting.
    - **Investigation:** Review incidents to prevent recurrence (not to find fault), focusing on facts, recording information, identifying causes, recommending actions, encouraging follow-up, and considering changes to controls, policies, and procedures.
    - **Follow-Up:** The district provides medical and psychological support to affected individuals, ensuring confidentiality and protection from discrimination.
    - **Evaluation:** There will be a periodic review of school building security analysis, focusing on potential violent incidents (bomb threats, hostage-taking, etc.) with input from law enforcement.
    - **Disciplinary Measures:** The Code of Conduct guides disciplinary actions.
    - **Code of Conduct:** The district has a detailed Code of Conduct, communicated to all stakeholders, which is a major part of violence prevention.
    - **Emergency Assistance from Local Government:** Contact 911 immediately. Additional support is available from the Sheriff, local police, fire departments, threat assessment teams, and County Emergency Services.
    - **Resources Available:** District facilities, vehicles, and equipment are available. The district can also contact the local highway department for heavy equipment.
    - **Resource Coordination:** The Incident Command System is used to coordinate resources and manpower.

- **Protective Action Options:** Building-Level Emergency Response Plans include procedures for:

    - School cancellation (Superintendent/Designee)
    - Early dismissal (Superintendent/Designee, parent notification)
    - Emergency evacuation (Principal/Designee, accounting for students/staff, potential off-site relocation)
    - Shelter-in-place (Principal/Designee, provisions for basic needs if extended)
    - Hold-in-place (Principal/Designee)
    - Secure Lockout (Principal/Designee)
    - Lockdown (Principal/Designee)

- **Terrorist Threats & Activities:** The Principal will follow NYS Homeland Security recommendations based on the declared alert level.

The district encourages reporting suspicious activity to law enforcement, following the "If You See Something, Say Something™" campaign.

RECOVERY

This section describes the recovery procedures following an emergency or violent incident, including district support, mental health services, and recordkeeping.

District Support for Buildings:

- **Crisis Plan Activation:** After an incident, the Crisis Plan will be activated by the appropriate level Emergency Response Team.
- **Resource Deployment:** Necessary resources will be deployed to support the Emergency Response Teams and Post-Incident Response Teams.
- **Support from District Resources:** The Building-Level Emergency Response Team and the Building- Level Post-Incident Response Team will be supported by all available district resources and personnel as needed.

Disaster Mental Health Services:

- **Post-Incident Response Team:** Each building's Building-Level Emergency Response Team will designate a Post-Incident Response Team to provide crisis intervention and disaster mental health services, as detailed in the building's plan.
- **Additional Resources:** Buildings can draw upon existing pupil personnel staff (e.g., counselors, psychologists, social workers).
- **External Support:** If a building lacks sufficient resources, the district will arrange for additional pupil personnel staff to assist the Post-Incident Response Team.
- **Employee Assistance:** Employees are encouraged to utilize the Employee Assistance Program (EAP).
- **County/State Support:** Depending on the scope of the incident, the County Office of Emergency Services and Department of Mental Health may be contacted to coordinate county or statewide support.

COMMUNICABLE DISEASE - PANDEMIC PLAN

This section addresses the protocols and procedures for responding to a communicable disease outbreak or pandemic, as mandated by Labor Law §27-c and Education Law §2801-a. It is designed to ensure the safety and well-being of students, staff, and the community, while maintaining continuity of educational operations to the greatest extent possible. This plan is built upon the existing framework of the DWSSP and Building-Level Emergency Response Plans (BLERPs), and will be regularly reviewed and updated in collaboration with public health authorities.

Prevention/Mitigation

- **Essential Positions/Titles:**
    - A detailed list and description of positions deemed essential, with clear justifications for their designation.
    - Protocols for documenting precise hours and work locations of essential workers.
    - Strategies for staggering work shifts to reduce workplace and public transportation overcrowding.

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

- **Telecommuting Protocols:**
    - Specific protocols enabling non-essential employees and contractors to telecommute.
    - Measures to ensure digital equity for employees and students.
- **Coordination and Communication:**
    - Close collaboration with the Health Department.
    - Designated Pandemic Coordinator and District-Wide School Safety Team.
    - Educational campaigns on hand hygiene and respiratory etiquette.
    - Information dissemination to parents, staff, and students.

Protection/Preparedness

- **Personal Protective Equipment (PPE):**
    - Protocols for securing and storing sufficient PPE for essential workers.
    - Plan for proper storage to prevent degradation and ensure immediate access.

Disposable Face Covering Supplies					
Group	Quantity per 100 per Group	12 Week Supply 100% Attendance	12 Week Supply 50% Attendance	12 Week Supply 25% Attendance	Assumptions
Students	100 Masks per Week	1200	600	300	1 Disposable Mask per Week per Student (supplements parent provided)
Teachers/Staff	500	6000	3000	1500	5 Disposable Masks per Week per Teacher
Nurse/Health Professionals	1000	12,000	6000	3000	10 Disposable Masks per Week per School Nurse

PPE for High Intensity Contact with Students			
Item	1 Week Supply for 1 Staff	12 Week Supply	Assumptions
Disposable Nitrile Gloves	10	120	10 per Week per Staff
Disposable Gowns	10	120	10 per Week per Staff
Eye Protection	2	n/a	2 Re-usable per Staff
Face Shields	2	n/a	2 Re-usable per Staff
Waste Disposal Medium	1	n/a	1 Unit per Staff Total
N-95 Respirators*	10	120	10 per Week per Staff

- **Incident Command:**
  - Establishment of District-Wide and Building-Level Command Centers and Incident Command Structures.
  - Designated Pandemic Coordinators for each school.
  - Comprehensive communication strategies, including a designated Public Information Officer (PIO).
- **Operational Continuity:**
  - Procedures for maintaining essential functions and services, including business office, facilities, and human resources.
  - Strategies for ensuring continuity of instruction through various modalities.

Response

- **Activation Protocols:**
  - Criteria for activating the pandemic response based on internal monitoring and public health guidance.
  - Notification of the Incident Command Structure and implementation of communication procedures.
- **Spread Prevention and Contact Tracing:**
  - Protocols for preventing the spread of communicable diseases in the workplace.
  - Procedures for documenting hours and work locations of essential workers.
  - Coordination with local health authorities for contact tracing.

- **Disinfection and Cleaning:**
    - Cleaning and disinfection protocols for workspaces and common areas.
    - Procedures for handling confirmed cases of illness.
    - Return to school guidelines.
- **Employee Support:**
    - Employee assistance program and medical accommodations.
- **Emergency Housing:**
    - Pre-identified local housing options for essential employees, if needed.

Recovery

- **Return to Normal Operations:**
    - Strategies for re-establishing the normal school curriculum and operations.
    - Evaluation of building operations and re-implementation of maintenance and cleaning procedures.
- **Post-Incident Assessment:**
    - Assessment of the emotional impact on students and staff.
    - Debriefing and lessons learned by the District-Wide and Building-Level Emergency Response Teams.
    - Revision of the DWSSP and BLERPs.
    - Curriculum development to address the crisis.

EMERGENCY REMOTE INSTRUCTION PLAN

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 2026-2027 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. 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. DWSSP 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). DWSSP 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 surveyed families to find out who has a reliable high-speed internet connection. Since 2020, every student who enrolls in the district has provided 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.

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.

INTERNET AND DIGITAL DEVICE ACCESS: 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. 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.

PEDAGOGY: All teachers in grades PK-12 will use Google Classroom, Google Hangout as their primary instructional platform. 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: Synchronous “Live” Instruction – 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. 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. Asynchronous “Flipped” Instruction - 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. Authentic Independent Instruction - 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.

STUDENT EXPECTATIONS: 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. · All students are expected to practice appropriate digital etiquette and responsible behavior during assigned Google Classroom and Google Hangout sessions:

* 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.

* 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.

* 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.

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.

DAILY SCHEDULE: The virtual day will follow the same schedule framework as the Jr./Sr. HS, 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.

COMMUNICATION PROTOCOL: INTERVENTION 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.

SPECIAL SERVICES: 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.

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 PK-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 30th .

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, 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.

SCHOOL SECURITY/SCHOOL RESOURCE OFFICER SERVICES CONTRACT

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

THIS AGREEMENT is made this 10th day of June, 2025 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 DISCTRICT;

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 do its best to 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 overtime 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 2025-26, 2026-27, and 2027-28. The SCHOOL DISTRICT will reimburse the POLICE DEPARTMENT at the current pay schedule for each officer.

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 will 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.

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 DISCTRICT 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 releases only upon the issuance of a search warrant or subpoena to produce the records, or as may otherwise comply with the Family Educations 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 year (school year) commencing September 1st, 2025 and ending June 30th, ~~2030~~. 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

By: _____

John Wallace, Town Supervisor