



**Marathon Central School District
District Level
Emergency Response Plan
2025-2026**

**Date of Acceptance
September 2025**

DISTRICT-WIDE SCHOOL SAFETY PLAN

INTRODUCTION

School districts 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.

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.

- ★ All tables require district specific information.

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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 District Superintendent, acting under the direction of the School District/BOCES 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 July	
Member Name	Title
Chris Leins	School Business Official
Jamie Coppola	Superintendent
Jon Hillis	ES Principal
Megan Tracy	HS Principal
Patti Trabucco	Director of Instruction
Danielle Fenner	Director of Special Education
John Silvanic	Director of Facilities
Megan Friscia	Teacher
Donna Forrest	Teacher
Kim Prestigiacomo	Teacher
Robin Visco	Teacher

Charles Forkey	Parent
Mercedes Slade	School Resource Officer
Mark Starner	School Resource Officer

IDENTIFICATION OF THE CHIEF EMERGENCY OFFICER (CEO)

The Chief Emergency Officer (CEO) related to school safety and emergency preparedness duties 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	Jamie Coppola
Title	<i>Superintendent</i>
Contact Information	coppolaj@marathonschools.org 607-849-3117
The Board appointed Date	10/1/2025

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 September 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	
Public Comment Period	
Public Hearing	
Board of Education approves the plan (9/1)	
Plan posted to the website (30-days of adoption)	
URL of DWSSP verified (10/1)	

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.

The following are examples of current initiatives:

- **School Resource Officer Program/presentations:** Having School Resource Officers (police officers)
- **Other programs, projects, and activities:**
 - Community involvement in schools
 - Mentoring programs – all new staff receive a mentor
 - School Resource Officers/Special Patrol Officers -
 - Positivity Project, Restorative Practices, Character Education, SEL, PBIS, Peer Mediation, Youth Courts, Connected Community Schools, etc.

INCLUDE DISTRICT PROGRAMS HERE	
School Resource Officer Program	
Character Education	

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 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 those guidances 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 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, accident, mass illness/epidemic, pandemic.
- **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.

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.

Desha's Law On

July 24, 2025, Governor Hochul signed Desha's Law (S.5539A/A.785A), which takes effect on September 1, 2025. This law mandates that school safety plans include a comprehensive cardiac emergency response plan. The plan must outline procedures and designate appropriate personnel to respond to sudden cardiac arrest or similar life-threatening emergencies occurring on school grounds or at school-sponsored events.

The AED Program has been developed to ensure a prompt, efficient, and effective response to sudden cardiac arrest or similar life-threatening emergencies in a school setting and outlines the emergency procedures to improve survival outcomes through early recognition and rapid response. A designated group of school staff will be trained in CPR and AED use, and AEDs shall be clearly marked, accessible, and maintained with guidelines set by the American Heart Association. The district will also incorporate the AED Program protocols for responding to sudden cardiac arrest into the 2025–2026 Building-Level Emergency Response Plan.

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 notification procedures
 - 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, 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:

- **Shelter-in-Place:** Used to shelter students and staff inside the building.
- **Hold-in-Place:** 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.
- **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 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 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.

Plan for informing Parents/Persons in Parental Relation of Drills
Parent Square text and email notification

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.

Plan to Inform Parents/Persons in Parental Relation of Emergencies or Early Dismissal
Parent Square text and email notification

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 County 911 activates the system for coordinating assistance from county and local agencies (as per Article 2-B of the Executive Law).
- **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 include:
 - Follow procedures outlined in the Code of Conduct
 - Use staff trained in de-escalation strategies to diffuse the situation.
 - Notifying the Building Principal
 - Threat level assessment with the Superintendent/Designee
 - Contact 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				
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

Appleby Elementary Emergency Remote Instruction (ERI) Plan 2025-2026



EMBRACE*EDUCATE*EMPOWER

Introduction:

As stated in Commissioner's Regulations 175.5e Remote Instruction Due to Emergency Conditions: If a school district would otherwise close due to an emergency including, but not limited to, extraordinary adverse weather conditions, impairment of heating facilities, insufficiency of water supply, shortage of fuel, destruction of a school building, or a communicable disease outbreak, the school district may remain in session and provide remote instruction, as defined in section 100.1(u) of this Chapter, and beginning with the 2023-3024 school year such remote instruction shall be consistent with such school district's emergency remote instruction plan pursuant to section 155.17(c)(1)(xxi) of this Chapter. Instruction provided on these session days may be counted towards the annual hour requirement set forth in subdivision (c) of this section.

Marathon Central School District would utilize the following ERI Plan if all other emergency closure (snow) days are used. This is a different occurrence than the extended closure due to Covid because the closure would be brief due to weather conditions or another unforeseen circumstance. ERI Plans must be updated annually and adopted by the Board of Education by September 1st of each year.

Definitions provided by NYSED:

1) Remote Instruction: Remote instruction means instruction provided by an appropriately certified 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.

2) Digital Video-based Technology: Remote instruction shall encompass synchronous instruction provided through digital video-based technology and may also include asynchronous instruction intended to complement synchronous instruction. Digital video-based technology includes online technology and videoconferencing technology.

3) Non-digital Video-based Technology: Remote instruction may encompass non-digital and audio-based asynchronous and/or synchronous instruction where such instruction is more appropriate for a student's educational needs. Non-digital and/or audio-based instruction means instruction accessed synchronously and/or asynchronously through paper-based materials where the student to teacher interaction occurs via telephone or other audio platforms.

4) Asynchronous Instruction: Asynchronous instruction means instruction where students engage in learning without the direct presence (remote or in-person) of a teacher.

5) Synchronous Instruction: Synchronous instruction means instruction where students engage in learning in the direct presence (remote or in-person) of a teacher in real time.

Emergency Closure is	Predicted/Known Day Before	Morning of
Devices	Sent home with all students prior to closure.	Virtual options for those with devices. No additional devices would be distributed unless the short-term closure turned into a longer closure
Connectivity	Utilize annual survey to determine which families may need hotspot	Virtual options for those with connectivity; Paper pencil option for those without connectivity through Emergency Closure Packet
Schedule	Is reviewed with students before they leave for the day	Is posted or in Emergency Closure Packet
Assignments	Students will engage in digital or paper and pencil assignments depending on device and connectivity. There will be no assessments or make-up work required for the day.	Students will engage in digital or paper and pencil assignments depending on device and connectivity. There will be no assessments or make-up work required for the day.

Long Term Closure: Devices and internet hotspots would be delivered or times for pick up would be established by the district and communicated with each family. Using the Student Digital Resources survey, the district would already have the necessary device/internet connectivity data on hand.

Emergency Closure is	Predicted/Known Day Before	Morning of
Devices	Teachers bring home their devices	Teachers use their school device or other available device if the school device was not brought home
Connectivity	Teachers borrow a hotspot if needed	Teachers without connectivity can reach out to students in alternate ways as needed
Schedule	Teachers review schedule with students prior to the end of the day	Teachers will post the day's schedule for those with devices and connection. Teachers will already have explained an Emergency Closure Packet to those who don't.
Assignments	Assignments can be reviewed prior to students leaving for the day. There should be no graded assignments and no assessments given. Make-up work will not be assigned for those who do not "attend."	There should be no graded assignments and no assessments given. Digital assignments can be completed if device and internet is available or the Emergency Closure Packet can be used. Make-up work will not be assigned for those who do not "attend."

Long Term Closure: Devices and internet hotspots would be delivered or times for pick up would be established by the district and communicated with each staff member. Using the Digital Resources survey, the district would already have the necessary device/internet connectivity data on hand for each staff member.

Long-Term Closure: Teachers would provide a substantial amount of synchronous instruction for students following the existing school schedule as appropriate. Classes would consist of a combination of asynchronous and synchronous instruction. All specialized/personalized instruction for ELLs and students with disabilities would be done virtually in the case of a long-term closure.

Once the district has exhausted all of our emergency closing days, we would send students home with technology resources every day, UPK-6.

Hours in Session for Reporting Requirements: Pk-6: 5 hours

Emergency Closure Packet

The Emergency Closure Packet will be prepared, distributed, and explained to students prior to an emergency closure day with remote instruction. The Emergency Closure Packet should be a menu of engaging and meaningful activities for students. There should not be any graded assignments, assessments, or make-up work connected to the packet.

Students with Special Needs and/or English Language Learners

The Marathon School District recognizes that students with disabilities may have a variety of additional barriers and needs beyond those of the general education students. During a brief period of closure due to inclement weather or other unforeseen circumstances when remote instruction may be required, Marathon Central School District's Remote Instruction Plan includes consideration of each student's Individual Educational Program plan or English Language Learner needs. Should there be an extended period of Remote Instruction the Special Education Department, with parental input, would create and share "Individual Continuation of Learning Plans" (ICOLPs) for each student with an IEP.

Below is a list that includes information about how Marathon will address the special education or language needs of our students during a switch to remote instruction:

Technology

- Laptops/iPads (each student has access to a school laptop and/or iPad)
- Depending on the student, their laptop or iPad is set up specific to their needs with software or apps that support each student's needs
- Google Classroom
- Individual/1:1, Small Group, and Class Google/Zoom Meetings (interactive/live)
- Videos may also be used that are individualized to specific students or groups of students with IEPs that present information at a level, or in a manner, that meets the individual needs and learning characteristics for the student(s) based on the IEP(s)

Communication with Students and Parents as needed (in the case of a longer stretch of Remote Instruction)

- Phone calls (w/ translation into home language as needed)
- Emails (w/ translation into home language as needed)
- ParentSquare
- Shared access to Google Classroom or Web Based programs
- CSE/CPSE/504 Meetings on Google Meet or Zoom
- Mailings home (w/ translation into home language as needed)

Recording and Monitoring Progress

- Continued progress monitoring data collection for each student with an IEP by each special education provider as required to monitor progress on goals
 - Informal observations and data collection during interactive sessions or through performance on assignments/materials assigned
 - Assessment of assignments with specific feedback given and notes kept about future instruction based on performance

Through purposeful close examination of each individual student's IEP or each English Language Learner's needs and proactive preparation, Marathon will continue to provide specially designed instruction to the greatest extent possible for each student with an IEP or Language need during Remote Instruction. We will utilize high tech and low tech options as well as hard copy materials with a variety of scaffolds and accommodations, to ensure we are reaching and providing continued education and support to our students with special education needs during an unexpected/brief transition to Remote Instruction.

Continuum of Special Education Programs/Services (And English as a New Language Program) and how these are being considered during a period of Remote Instruction:

- **ELL/MLL Learners and the ENL Service Provider:** The Teacher to Speakers of Other Languages will collaborate with the general education teacher to develop instructional activities in line with each student's needs according to his/her proficiency levels. This instruction may include videos, hard copy materials, electronic materials and references, as well as virtual meetings as appropriate for each individual student.

- **Integrated Co-Teach:** The special education teacher will collaborate with the general education teacher to develop instructional activities for all students

including attending to specific individual needs of students in line with his/her IEP. This instruction may include synchronous learning through virtual platforms as well as possible videos, hard copy materials, electronic materials and references.

- **Consultant Teacher Direct or Indirect:** The special education teacher will collaborate with the general education teacher to develop instructional activities in line with each student's needs according to his/her IEP. This instruction may include synchronous learning through virtual platforms as well as possible videos, hard copy materials, electronic materials and references.

- **Special Class:** Special education teachers will design learning activities for students in special classes. These activities will focus on the standards and essential learning for the class and will include specific specially designed instruction as appropriate for each individual student. This instruction may include synchronous learning through virtual platforms as well as possible videos, hard copy materials, electronic materials and references.

- **Resource:** Teachers will provide materials, lessons and activities or will utilize content area assignments, to support the students' educational needs and IEP goals.

- **Related Services:** Providers will develop activities for students to participate in while school is in remote instruction . These activities will be designed with the students' IEP in mind and will be individualized to address specific skill deficits.

- **BOCES Special Education Programs:** Students in OCM BOCES programs would follow the process that OCM BOCES establishes. The BOCES administration and staff would communicate information as needed.

Obligations to nonpublic/charter schools, Marathon Central School District will follow the requirements per the New York State Education Department:

“When a school district is in session, remotely or otherwise, 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, and reminded, to work together to ensure continuity of education while ensuring that transportation can be provided in a safe and efficient manner.”

Marathon Jr./Sr. High School

Embrace * Educate * Empower

Marathon Jr./Sr. School 2025-26 Instructional Plans

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Marathon Jr./Sr. High School Administration/Personnel

Superintendent of Schools
Principal
Secretary
Office Aide
School Nurse
Athletic Director
School Counselor grade 7-9
School Counselor grades 10-12
School Psychologist
Social Worker grades 7-9
School Social Worker grades 10-12
Directory of Technology
Director of Facilities
Director of Transportation
Director of Special Education
Director of Instruction

Mr. Jamie M. Coppola
Ms. Megan B. Tracy
Mrs. Kacie Penrose
Mrs. Renee Tallman
Mrs. Sarah Fairbanks
Mr. Bryan Hoyt
Mrs. Deb James
Ms. Jenny Camenga
Ms. Briana Inzone
Mrs. Kelly Strobeck
Ms. Mary-Olevia Byrnes
Mr. Jerry Hence
Mr. John Silvanic
Mr. Karl Morsey
Dr. Danielle Fenner
Mrs. Patti Trabucco

Marathon Jr./Sr. High School Contact Information

Ms. Megan B. Tracy
Principal
607-849-3251
tracym@marathonschools.org

Mrs. Kacie Penrose
Secretary
607-849-3251
penrosek@marathonschools.org

Dr. Danielle Fenner
Director of Special Education
607-849-3169
fennerd@marathonschools.org

Mrs. Patti Trabucco
Director of Instruction
607-849-1228
trabuccop@marathonschools.org

Mr. Karl Morsey
Director of Transportation
607-849-3325
morseyk@marathonschools.org

John Silvanic
Director of Facilities
607-849-3213
silvanicj@marathonschools.org

Bryan Hoyt
Director of Athletics
607-849-3223
hoytb@marathonschools.org

Marathon Jr./Sr. High School Communication:

Communication Method

Parent Square
Emails to parents/guardians
Letters mailed home from Administration
Plans in folders and/or posted online

Responsible Party

Principal's Secretary
Principal's Secretary
Principal
Each teacher

Marathon Jr./Sr. High School Definitions:

- "Asynchronous instruction" means instruction where students engage in learning without the direct presence (remote or in-person) of a teacher.
- "Non-digital and/or audio-based instruction" means instruction accessed synchronously and/or asynchronously through paper-based materials where the student-to-teacher interaction occurs via telephone or other audio platforms.
- "Remote instruction" means instruction provided by an appropriately certified teacher 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.
 - Remote instruction will encompass synchronous instruction provided through digital video-based technology and may also include asynchronous instruction intended to complement synchronous instruction. Digital video-based technology includes online technology and videoconferencing technology.
 - Remote instruction may encompass non-digital and audio-based asynchronous and/or synchronous instruction where this instruction is more appropriate for a student's educational needs.
 - "Synchronous instruction" means instruction where students engage in learning in the direct presence (remote or in-person) of a teacher in real-time.

Marathon Jr./Sr. High School School Schedule For Remote Instruction:

Jr./Sr. High School Plan:

- Remote Instruction: Students will follow their daily bell schedule from 8:00 am - 3:05 pm. Students will be expected to log on at 7:55 am.
- Attendance will be taken every period to ensure students are participating in virtual learning.
- Students will need a device to view the class instruction, access Google Classroom to receive/turn in assignments, and meet via zoom/meet.
- Grading will follow established practices that include a combination of participation and skill level as established by the classroom teacher.
- Typical assessment and grading procedures will apply.

Marathon Jr./Sr. High School Technology and Connectivity:

To eliminate unpredictability, teachers and staff will establish Virtual Learning Day Folders within the first few weeks of school. This folder will have the following:

- Period bell schedule to follow via zoom/meet
- Student schedule
- Packets made by the students' teachers in the event they are unable to attend class online if they do not have access to the internet
 - It is expected that they follow the classroom teacher's advice on how to complete and submit this assignment to earn credit

SCHOOL SECURITY SERVICES AGREEMENT

SCHOOL RESOURCE OFFICER AGREEMENT

BETWEEN

CORTLAND COUNTY

AND

MARATHON CENTRAL SCHOOL DISTRICT

September 1, 2025 — June 30, 2026

THIS AGREEMENT is entered into between the **Marathon Central School District**, 1 East Main Street Marathon, New York 13803 and **Cortland County**, 60 Central Avenue, Cortland, New York 13045.

WHEREAS, Article 5-G of the New York State's General Municipal Law ("GML"), provides the authority for "municipal corporations" to enter into agreements for the performance between themselves, or one for the other, of their respective functions, powers and duties on a cooperative contract basis; and

WHEREAS, the School District and Cortland County are both "municipal corporations" as that term is defined by GML § 1 19-n (a); and .

WHEREAS, the School District and Cortland County have determined that it is in their mutual best interests to enter into this Agreement to provide for the assignment of an officer(s) of the Cortland County Sheriff's Office to serve as School Resource Officer(s) in the School District;

NOW, THEREFORE, the parties hereto hereby agree as follows:

1. General Terms and Conditions

The County and the District enter into this School Resource Officer Agreement for the purpose of placing a Cortland County Deputy Sheriff on site at the District to serve as School Resource Officer ("SRO").

The SRO(s) assignment is primarily a daytime assignment, Monday through Friday, eight (8) hours per day; however, the SRO's hours may "flex" depending on activities at

the schools. The County will assign the SRO(s) to the School District according to a mutually agreeable schedule, in accordance with the terms set forth herein.

The work site to which an SRO(s) is assigned shall include the buildings and grounds on District properties, as well as other locations within the County being used for District sponsored events.

The County agrees that services rendered under this Agreement will be in compliance with applicable federal, state, or local laws, rules, regulations, including, but not limited to, applicable regulations of the Commissioner of Education.

2.Mission Statement

It is essential that the Cortland County Sheriff's Office members, the School Resource Officer(s), and School District employees and students remember that in the execution of their tasks, duties and functions act for the good of the school, the community and public. They shall respect and protect the rights of individuals and perform their work and services with honesty, zeal, courage, discretion, fidelity and sound judgment.

3.Description of General Duties

A. Duties of the School Resource Officer

Duties of the SRO(s), described with more specificity in Section 6, below, will include, but not be limited to:

- Instruct students in grades 6 and 8 health classes in conflict resolution, crime awareness, and anger management;
- Present a minimum of five educational programs (i.e. technology and crime, drug related behaviors, crime awareness) annually to school employees, parents, and school Board members;
- Provide a police presence in the School District in order to promote and provide an atmosphere of enhanced school safety for faculty, staff, students and school visitors;
- Provide a Law Enforcement resource to students, teachers, school administrators and parents, so as to:
 - Increase student awareness about personal safety, crime prevention, internet safety, conflict resolution, violence prevention, restorative justice, peer mediation, other related topics through formal and informal instructional strategies;
 - Increase school faculty and staff awareness about policies and procedures for preventing/responding to incidents of violence and other threats to school safety;
- Build relationships by being a liaison between the CCSO and the District;

- Present evaluations regarding crime and disorder problems and gang and drug activities (if there are any) occurring in and around the school;
- Assist the schools with security concerns and recommend changes to enhance security;
- Assist in preparation of response plans and respond to criminal activity in and around the school (as per the Safe Schools Against Violence in Education Act);
- Assist the District in meeting requirements mandated by New York State Law;
- Attend monthly management team meetings;
- None of the above duties shall interfere with the SRO's law enforcement authority.

B. Duties of the CCSO

The CCSO will:

- Ensure that the SRO(s) spends an adequate period of time at the District;
- Maintain open lines of communication with the assigned staff member designated as the School Representative for the School Resource Officer Program to facilitate coordination of services;
- Attend monthly meetings with the Superintendent of the Marathon School to monitor the efficacy of the SRO Program;
- Cooperate with the District to implement and run the SRO Program with the least possible disruption to the educational process;
- CCSO will comply with all applicable requirements regarding the confidentiality of student records, including the Family Educational Rights and Privacy Act and the regulations of the United States Department of Education.

The Cortland County Sheriff's Office SRO will share relevant information about school safety issues with the District, including but not limited to:

- Any necessary interventions/referrals to service providers arising from incidents/reports received on school property, e.g., suicide prevention, drug or alcohol abuse, reports of sexual abuse;
- Any information pertinent to school safety and/or safety of individuals on school property.

C. Duties of the School District

The School District will:

- Assign a staff designee as the School Representative for the School Resource Officer Program;

- To the extent permitted by law and/or School District policy, provide the SRO(s) with full access to the school facilities, personnel, and students;
- Ensure that school personnel, school Board members, students, and parents are informed of the duties and presence of the SRO(s) in the District;
- Provide time and appropriate space for the SRO(s) to conduct approved staff, student, and parent training;
- Provide office space for the SRO(s) and adequate space to store instructional materials and perform necessary tasks directly related to the SRO program;
- Provide the SRO(s) with the District-wide safety plan, all building-level safety plans, and the District Code of Conduct;
- The School District acknowledges that the SRO(s) may be required to attend during the school day, at the direction of the CCSO, emergencies, special needs and training functions deemed necessary by the CCSO.

The District will share relevant information about school safety issues with the SRO(s) including, but not limited to:

- Disciplinary policies including suspension/expulsion procedures;
- Uniform violent incident reports in accordance with New York State Education Law, Safe Schools Against Violence in Education Act; and
- Any information pertinent to school safety and/or safety of individuals on school property.

D. Desired Outcomes

Desired outcomes of this program include:

- Providing a police presence in partner schools to enhance school safety;
- Increasing the level of comfort students feel around law enforcement officers so they are willing to report incidents of sexual abuse, substance abuse, and acts/threats that endanger district students, employees, or property;
- Increase students' awareness about crime prevention, Internet safety, conflict resolution, violence prevention, restorative justice, and peer mediation;
- Increase staff awareness about policies and procedures for preventing/responding to incidents of violence and other threats to school safety;
- Reduction of substance abuse through education programs;
- Overall school safety for school staff, students and individuals on school property.

4. County and Sheriff's Office as Independent Contractor

The County shall be providing services to the School District as an independent contractor, and any and all services performed by the County and its employees or agents under this Agreement shall be performed in such capacity. None of the County's employees,

consultants, or agents shall hold him/herself out as, nor claim to be, an officer or employee of the School District, nor make any claim, demand, or application to or for any right or privilege applicable to an officer or employee of the School District, including, but not limited to, workers' compensation coverage, unemployment insurance benefits, social security coverage, disability benefits, or retirement membership or credit. The County shall not have or hold itself out as having the authority or power to bind or create liability for the School District by the County's acts or omissions.

It is agreed by the County and the School District that neither federal, state nor local income taxes of any kind, including, but not limited to F.I.C.A. or F.U.T.A., will be withheld or paid by the School District on behalf of any County employee, consultant, or agent. Said withholding and/or payments are to be made by the County in compliance with all federal, state, and local laws, rules or regulations. The County agrees to pay all applicable taxes, including income taxes, workers' compensation insurance, unemployment insurance payment, disability insurance payment, and/or any other payments that may be required under the laws, rules, or regulations of any government agency having jurisdiction over the County or its relationship with the School District. The County further agrees to indemnify and hold the School District harmless against any claim, cost, penalty, damage, or expense (including reasonable attorneys' fees) related to either party's nonpayment and/or underpayment of any such taxes or payments.

The School District acknowledges that it shall have no ability to control the manner, means, details or methods by which the County or its agents perform services under this Agreement except as provided herein and as required by federal, state; or local laws, rules, and regulations.

These provisions shall survive any expiration, termination, or non-renewal of this Agreement.

5. Supervision Responsibility and Chain of Command

A. The SRO(s) assigned to the School District is under the direct supervision of the command officers of the Cortland County Sheriff's Office, generally a lieutenant of the CCSO and will be accountable for his/her actions to the CCSO. The SRO(s) will coordinate his/her activities with the District Superintendent or his/her designee.

B. The SRO(s) assigned to the School District shall comply with Written Directives for School Resources Officers issued by the Cortland County Sheriff's Office, as such Directives may be in force or implemented during the term of this Agreement. A copy any such

Written Directives shall be furnished by the Cortland County Sheriff's Office to the SRO(s) assigned to the School District.

C. The SRO(s) will be armed and in uniform.

6. Specific Duties of School Resource Officer (SRO)

In addition to any other duties set forth in this Agreement, the SRO(s) assigned to the School District shall provide services that meet the program objectives, including, but necessarily limited to, the following:

- Patrol and observe all areas of the school building(s) and grounds;
- Be visible and available to the students, faculty, and administration;
- Keep the peace and help maintain a safe and orderly school community;
- Develop and maintain a positive and open relationship with students, administrators, faculty and parents;
- Present timely and relevant educational programs to students;
- Present educational programs to school employees, parents and school Board members;
- Build relationships by being a liaison between the Cortland County Sheriff's Office and the School District;
- Survey the needs of schools and address crime and disorder problems and drug activities affecting or occurring in or around the School District's school(s);
- Assist schools with security concerns and identify physical changes in the environment that may reduce crime in or around the school;
- Develop or expand crime prevention efforts for students; .
- Educate potential school-age victims in crime prevention and safety;
- Develop or expand community justice initiatives for students;
- Investigate reports of crimes, offenses, and infractions of law and issues of safety for students, staff, and the public;
- Abide by School District policies except to the extent such policies conflict with the Officer's responsibilities as a law enforcement officer or in a situation where life or property is in danger;
- At the request of the Superintendent of Schools or his/her designee, observe any administrative searches on school grounds which could affect the safety of students or staff involved;

- Should it become necessary to conduct formal law enforcement interviews with the students, the SRO(s) shall adhere to the Cortland County Sheriff's policy, School District policy, and legal requirements with regard to such interviews;
- Seize and store/dispose of any illegal substance or contraband seized by school officials as required/not required for evidence in prosecution;
- Maintain confidentiality of any personal information or records obtained, and shall not disclose the information except as provided by law or court order;
- Assist in developing school policy that addresses crime, safety issues and recommend procedural change where appropriate;
- Assist schools in meeting requirements mandated by New York State Law and school safety plan;
- Take appropriate law enforcement action with regard to any criminal activities that he/she observes or that are reported directly to him/her in accordance with New York State Law and Regulations and CCSO rules and policies he/she observes or are reported directly to him/her;
- Investigate other emergency situations and summon aid and assistance as needed (e.g., fire department, ambulance, etc.);
- Attend after school activities that are open to all students such as sports games, dances, etc., if requested by the School Principal or Superintendent, as may be agreed by the CCSO. This applies only to activities held on the assigned campus with the exception of offsite school sponsored events;
- Comply with all other Written Directives for School Resource Officers prepared by the Cortland County Sheriff's Office which shall be furnished by the CCSO to the SRO(s) assigned to the School District;
- Perform other duties which will promote the goals of the Program, and which are mutually agreed upon by the School District and the County; and
- The SRO shall not detain or question students about their immigration status.

***The SRO(s) shall not be required to enforce school rules. Matters of school discipline shall remain delegated to the school Administration and shall be referred to the appropriate Building Principal. Nothing in this agreement prohibits the SRO from assisting the administrators.**

7.Searches and Seizure Procedures

a. The SRO(s) will follow the rules of probable cause in conducting searches on school grounds, and a search warrant must be obtained if legally required. The SRO(s) reserves the right to search in cases where the SRO(s) has sufficient legal cause to believe that a student or staff member is armed. The SRO(s) will not be considered an agent of the

School District when conducting searches in which evidence for prosecution may be obtained.

b. The procedural safeguards set forth in paragraph above shall not be applicable to administrative searches or seizures. Where reasonable suspicion exists that a student is in possession of an article that violates school rules, the Superintendent of Schools or a building administrator may conduct an administrative search and the SRO(s) may observe on the School District's behalf.

8. Qualifications, Fingerprinting & Reassignment of School Resource Officer(s)

A. Qualifications. All individuals performing services under this Agreement shall be and remain at all times properly licensed and/or credentialed in accordance with applicable law to perform services in accordance with this Agreement. The SRO(s) shall meet the following qualifications:

- Be a certified law enforcement officer by the State of New York.
- Have excellent communication skills.
- Be able to relate well to children of all ages.
- Possess good coordinating and planning skills.

B. Fingerprinting. The County agrees to use best efforts to cooperate with the School District to have any individuals providing services who will have a direct contact with students on School District premises to furnish fingerprints and submit to a criminal background check and clearance by the State Education Department's Office of School Personnel Review and Accountability (OSPRA) prior to performing services. These best efforts may include, but are not limited, to completing paperwork and filing such paperwork with an appropriate agency, e.g., BOCES, for the purpose of submitting fingerprints for criminal clearance. The School District shall be solely responsible for any costs associated with the required fingerprinting and criminal clearance. The County shall provide a complete roster of all persons who will and/or may be providing services under this Agreement and shall further be responsible for providing updated lists as necessary.

C. Reassignment or Replacement of School Resource Officer

a. In the event that the Superintendent of Schools and/or the Sheriff determine that the work of the SRO(s) is unsatisfactory to either or both, then in that event the Superintendent and the Sheriff shall meet to seek agreement or corrective action.

b. The SRO(s) is the employee of, and subject to the supervision of the Cortland

County Sheriff's Office, but the parties recognize the right of the Board of Education or the Superintendent of Schools to manage and control school premises. If the Superintendent of Schools and the Sheriff are unable to agree upon corrective action, then upon written notice to the other may terminate the SRO's assignment at the School District.

c. The Superintendent of Schools and the Sheriff shall thereafter meet to determine if a replacement SRO(s) can be assigned to the School District together with modification of the terms of employment and supervision if appropriate.

d. Irrespective of the above provisions, the Marathon Central School District and Cortland County Sheriff's Office pursuant to their respective policies, rules and regulations, may terminate the SRO's assignment to the District when either or both Boards believe the same is in the best interest of the McGraw Central School District and Cortland County Sheriff's Office.

e. In the event of the resignation, dismissal or reassignment of the SRO(s), or in case of long-term absences by the SRO(s), the Cortland County Sheriff's Office and the School District shall find a suitable, permanent replacement for the School Resource Officer(s) as soon as practicable.

9. Evaluation of the Program

The District and the Cortland County Sheriff's Office will jointly provide evaluations of the SRO(s) in an efficient and timely manner. Evaluation by students, school staff, school administrators, community members, the SRO(s) and Sheriff's Office administration will develop a Local Evaluation Team to ensure that objective evaluation criteria are used.

10. Term

The initial term of this Contract begins on September 1, 2025 through June 30, 2026, unless terminated earlier by the parties as provided in Section 14 TERMINATION.

11. Payment for Said Services

- a. Upon receipt for services,
- b. Marathon Central School District will compensate the Cortland County Sheriff's Office for costs, intended by the parties to permit recovery of the following categories of expense as detailed:
- c.

Budget — FTE School Resource Officer	Budget
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Salary — 1.0 FTE (40 hours/week for 10 months)	\$ 75,513.00
Benefits for SRO	\$ 37,004.00
Vehicle, Uniforms and Equipment	\$12,535.40

Budget — PTE School Resource Officer	Budget
Salary — 1.0 PTE (40 hours/week for 10 months)	\$ 60,100.00
Benefits for SRO	\$ 5,348.00
Vehicle, Uniforms and Equipment	\$ 11,814.80

- d. The Cortland County Sheriff's Office will be reimbursed for a total of \$125,052.40 for (1) (Full Time Employee) FTE SRO(s) and \$77,262.80 for (1) (Part Time Employee) PTE SRO(s) services September 1, 2025 through June 30, 2026 billed monthly during the term of contract excluding July and August.
- e. The parties acknowledge that salary and certain benefits of Deputy County Sheriffs are subject to collective bargaining. In the event that a Collective Bargaining Agreement is ratified by Cortland County and the Deputy Sheriffs bargaining unit (CPAC), it is understood and agreed that the CCSO shall not be required to provide services unless, by written Addendum to this Agreement, the parties modify this Section to reflect the new salary and benefits costs to be incurred by the County as an outcome of collective bargaining.
- f. The parties acknowledge that where the District has the services of an SRO for fewer than 400 hours per school year, the above amount shall be prorated for actual service.

12. Mutual Indemnification

Except for any liability, damages, claims, demands, costs, judgments, fees, and attorneys' fees contributed to, caused by or resulting from the negligence or willful misconduct of the County, its officers, employees or agents, the District shall indemnify and hold harmless the County, its officers, employees and agents from and against any and all liability, damage, claims, demands, costs, judgments, fees, attorney's fees or loss arising directly or indirectly out of the willful misconduct or the negligent acts or omissions hereunder by the District or third parties under the direction or control of the District; and the District shall provide defense for and defend, at its sole expense, any and all claims, demands or causes of action directly or indirectly arising out of such acts or omissions and shall bear all other reasonable costs and expenses related thereto. For the sake of clarity, and without limitation to others who may also qualify, students are not considered "under direction or control" of the District for the purposes of this Agreement.

Except for any liability, damages, claims, demands, costs, judgments, fees, and attorneys' fees contributed to, caused by or resulting from the negligence or willful misconduct of the District, its officers, employees or agents the County shall indemnify and hold harmless the District, its officers, employees and agents from and against any and all liability, damage, claims, demands, costs, judgments, fees, attorney's fees or loss arising directly or indirectly out of the willful misconduct or the negligent acts or omissions hereunder by the County, its officers, employees, or agents or third parties under the direction or control of the County (including but not limited to the SRO); and the County shall provide defense for and defend, at its sole expense, any and all claims, demands or causes of action directly or indirectly arising out of such acts or omissions and shall bear all other reasonable costs and expenses related thereto.

13. Insurance

The County maintains Excess General Liability and Automobile Liability Insurance with New York Municipal Insurance Reciprocal, at a limit of \$10,000,000 in excess of underlying General Liability and Automobile Liability policies with limits of \$1,000,000 per occurrence. The District and its officers, employees, and agents shall be named as Additional Insureds on a direct primary basis under the policy issued for these coverages. The County will provide proof of statutory coverage in compliance with New York State Worker's Compensation Law.

A. The District shall furnish:

1. ACORD Form 25 - Certificate of Insurance to evidence all liability coverages as outlined below;
2. A copy of the applicable Additional Insured endorsement form evidencing the coverage endorsed onto the liability policies below;
3. New York State Workers' Compensation Form C 105.2 or New York State Insurance Fund Form U26.3 to evidence New York State workers' compensation coverage;
4. A copy of the applicable Waiver of Subrogation Endorsement Form, evidencing the coverage endorsed onto the workers' compensation policy, either on a specific/schedule or blanket basis.

a. General Liability

Premises/Operations

Products/Completed Operations

Independent Contractors Contractual
Liability

Personal Injury

Broad Form Property Damage

Explosion, Collapse and Underground Hazard

Bodily Injury and Property Damage \$1,000,000 each occurrence

Products/Completed Operations Limit	\$1,000,000 aggregate Personal
Injury/Advertising Injury Limit	\$1,000,000 aggregate General
Aggregate Limit	\$2,000,000

b. Excess "Umbrella" Liability Combined Single Limit for Bodily Injury and Property Damage \$2,000,000 each occurrence

c. Workers' Compensation and Employers' Liability
Statutory coverage complying with New York State Workers' Compensation Law

B. The County of Cortland and its officers, employees, and agents shall be named as Additional Insureds under the liability policies issued for the above coverages.

C. All certificates of Insurance must be approved by either the Cortland County Attorney or the Self-Insurance Specialist prior to commencing work under the contract.

D. The insurance carriers providing the above coverages shall be licensed to do so in New York State and shall also be rated no lower than "A- " by the most recent Best's Key Rating Guide or Best's Agent's Guide or must be otherwise acceptable to the County Board of Supervisors.

E. It is expressly understood and agreed by the Contractor that the insurance requirements specified above contemplate the use of occurrence liability forms. If claims-made coverage is evidenced to satisfy any of these requirements the contractor shall comply with the following requirements:

1. If the claims-made coverage terms designate a specific retroactive date, the contractor shall maintain a retroactive date which is not later than the earlier of
 - a. the date of the commencement of the term of this agreement, or
 - b. the original coverage retroactive date for the Contractor's first claims-made policy for each and every coverage provided on a claims-made basis.

2. For the duration of this contract or its subsequent renewals, if the retroactive date is advanced or if the policy is non-renewed, cancelled or is otherwise materially changed, the contractor agrees to purchase at its own expense, an Extended Reporting Endorsement. This endorsement must provide for extended reporting period ("Tail" coverage) in compliance with the minimum standards promulgated by the Department of Financial Services (Insurance Department) of the State of the New York as contemplated in Regulation No. 121 (11 NYCRR 73) or its subsequent amendments or revisions.

3. Upon termination of the services provided to the County by the contractor, it is agreed that such claims-made coverage will be maintained without interruption for a period of time equal to the length of any Extended Reporting Period requirement as cited above.

If the retroactive date is advanced or if the policy is non-renewed, cancelled, or is otherwise materially changed during this period of time the Contractor agrees to purchase, at its own expense, an Extended Reporting Endorsement that is in compliance with the minimum insurance standards promulgated by the Department of Financial Services (Insurance Department) of the State of the New York as cited above.

14. Termination

This Agreement may be terminated by either party with or without cause, effective fifteen (15) days following receipt of written notice to the other party of intention to terminate this Agreement.

In the event of termination, the County shall be compensated for the reasonable value of services satisfactorily performed prior to the effective date of termination.

15. Non-Discrimination

- A. No person shall be denied services by either party hereto because of age, race, color, creed, sex, national origin, handicap or sexual orientation.
- B. Both parties hereto shall comply with all State of New York laws and policies prohibiting discrimination in employment.

16. Governing Law

The Agreement shall be construed and interpreted in accordance with the laws of New York State.

17. Assignment

This Agreement may not be assigned by either party.

18. Interpretation

The language of all parts of this Agreement in all cases shall be construed as a whole, according to its fair meaning, and not strictly for or against any party, regardless of who drafted it.

19. Waiver

The failure of any party to insist on the strict performance of any provision of this Agreement or to exercise any right under this Agreement shall not constitute a waiver of

such provisions or right. A waiver is effective only if in writing and signed and delivered by the waiving party.

20. Data Privacy and Security

In compliance with Section 2-d of the New York State Education Law, the following addenda attached hereto shall be incorporated into the Agreement, and shall supersede any inconsistent provisions in the Agreement:

- Addendum A: Parents' Bill of Rights for Data Privacy and Security
- Addendum B: Parents' Bill of Rights — Supplemental Information Addendum
- Addendum C: CCSO's Data Security and Privacy Plan

21. Restraints

SROs shall comply with all applicable laws, regulations, and District policies regarding corporal punishment of students and the use of physical and mechanical restraints on students. When acting as an agent of the District, the SRO shall be prohibited from using prone restraints or mechanical restraints, including handcuffs, on students. However, the SRO shall not be considered an agent of the District when a student is under arrest and handcuffs are necessary for the safety of the student and others. In such circumstances, the SRO(s) shall act solely under their authority as police officers or peace officers, as applicable, and supervised by the Sheriff's Department, in making determinations of whether to arrest a student and the manner of any such arrest and detention. SROs shall comply with all training, laws, and regulations applicable to law enforcement officers in connection with such arrest. Arrest includes any lawful detention, including but not limited to taking students to crisis intervention programs.

22. Entire Agreement

It is understood and agreed that the entire agreement of the parties is contained herein and that this Agreement supersedes all oral agreements and negotiations between the parties relating to the subject matter thereof. Any alterations, amendments, deletions, or waivers of the provisions in this Agreement shall be valid only when expressed in writing and duly signed by the parties.

MARATHON CENTRAL SCHOOL DISTRICT

By: _____
_____, Superintendent

By: _____
County Administrator

CARDIAC ARREST EMERGENCY RESPONSE

All staff know where Automatic External Defibrillators (AEDs) are located and how to call for help. AED cases should contain supplies for first responders including gloves, CPR barrier device, and scissors. Staff outside or off school property should always carry communication devices and emergency contact information for assistance.

Warning signs or signs of a Sudden Cardiac Arrest (SCA) or similar life-threatening emergency:

- Racing heart, palpitations, or irregular heartbeat
- Dizziness, lightheadedness, or extreme fatigue with exercise
- Chest pain or discomfort with exercise
- Excessive shortness of breath during exercise
- Excessive unexpected fatigue during or after exercise
- History of recurrent fainting or unusual seizures
- Sudden collapse or “passes out”
- Not responsive
- Abnormal breathing
- No pulse

Steps to take in school building, on school grounds, or at athletic events

1. **Ensure scene safety**
 - a. Survey the area to protect the victim, yourself, and anyone else nearby (e.g., remove victim from water or unstable surface to a stable level surface, cease athletic play, move bystanders from area etc.)
2. **Shout for help. If alone, call for Emergency Medical Services (EMS) via 911 or in accordance with district policy and obtain Automatic External Defibrillator (AED)**
 - a. Follow 911 emergency dispatcher’s instructions.
 - b. *Call for any Certified Cardiopulmonary Resuscitation (CPR)/Automatic External Defibrillator (AED) certified school personnel and notify administration or designee.
3. **CPR by CPR/AED certified school personnel**
 - a. Check for breathing- if none or a person gasping begin CPR immediately.
4. **Defibrillation by CPR/AED certified school personnel**
 - a. Use an AED to restore the heart to its normal rhythm.
5. **EMS assumes lead upon arrival.**
 - a. If a student is the person needing care, school administration or designee should accompany the student to the hospital until the parent/guardian arrives.
 - b. Be prepared to download the school’s AED data onto flash drive to provide to EMS to give it to the emergency department’s physician.
6. **School administration or designee notifies**
 - a. parent/guardian or staff member’s emergency contact in accordance with district policy.
7. **Document**
 - a. In accordance with district policy, document event including observations, all steps

taken and by whom, who was notified, and information reported to EMS.

8. **Hold a post event debriefing**

Staff Name	Title	Telephone Number	Location	Availability
Sarah Fairbanks	RN	607-849-3210	High School	<input type="checkbox"/> Before School <input type="checkbox"/> After School <input type="checkbox"/> School Day <input type="checkbox"/> Athletic Events <input type="checkbox"/> School Events <input type="checkbox"/> Other Click or tap here to enter text.
Chelsea Griep	LPN	607-849-3180	Elementary School	<input type="checkbox"/> Before School <input type="checkbox"/> After School <input type="checkbox"/> School Day <input type="checkbox"/> Athletic Events <input type="checkbox"/> School Events <input type="checkbox"/> Other Click or tap here to enter text.
Danielle Morehouse	LPN	607-849-2107	Elementary School and High School	<input type="checkbox"/> Before School <input type="checkbox"/> After School <input type="checkbox"/> School Day <input type="checkbox"/> Athletic Events <input type="checkbox"/> School Events <input type="checkbox"/> Other Click or tap here to enter text.
				<input type="checkbox"/> Before School <input type="checkbox"/> After School <input type="checkbox"/> School Day <input type="checkbox"/> Athletic Events <input type="checkbox"/> School Events <input type="checkbox"/> Other Click or tap here to enter text.

Number to call for help in school building

Number to call for help on school grounds

Number to call to notify if SCA occurs at offsite location

Secondary contact number if primary not available

