Glens Falls City School District
District-Wide
School Safety Plan

2024-25

(Revised: July 2024)

Address: 15 Quade Street, Glens Falls, NY 12801

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District-Wide School Safety Plan

Commissioner's Regulation 155.17 Project 14

INTRODUCTION
Emergencies and violent incidents in school districts are critical issues that must be addressed in an expeditious and effective manner. School Districts are required to develop a District-Wide School Safety Plan designed to prevent or minimize the effects of serious, violent incidents and emergencies and to facilitate the coordination of schools with local and county resources in the event of such incidents or emergencies.

The District-Wide Plan is responsive to the needs of all schools within the District and is consistent with the more detailed emergency response plans required at the school building level. Schools are at risk of a wide variety of acts of violence and natural and technological disasters. To address these threats, the State of New York has enacted the Safe Schools Against Violence in Education (SAVE) law.

This component of Project SAVE is a comprehensive planning effort that addresses risk reduction/prevention, response, and recovery with respect to a variety of emergencies in the District and its schools.

Glens Falls City School District supports the SAVE Legislation and intends to facilitate the planning process. The Superintendent of Schools of Glens Falls City School District encourages and advocates on-going cooperation and support of Project SAVE.

GENERAL CONSIDERATIONS

A. Purpose
The Glens Falls City School District District-Wide Emergency Response Plan was developed pursuant to Commissioner's Regulation 155.17. At the direction of the Glens Falls City School District Board of Education, the Superintendent of Schools appointed a District-Wide School Safety Team and charged it with the development and maintenance of the Emergency Response Plan.

B. Identification of School Teams
The Glens Falls City School District has appointed a District-Wide Emergency Response Team consisting of, but not limited to, representatives of the school board, teacher, administrator, and parent organizations, school safety personnel and other school personnel including bus drivers and monitors.

C. Concept of Operations
- The Emergency Response Plan is directly linked to the individual Building-Level Emergency Response Plans as a matter of protocol. The activation of a Building-Level Emergency Response Plan triggers the notification of the chain of command and the assessment of the activation of the District-Wide School Safety Plan and District-Wide Response Team.

- The Emergency Response Plan was developed through extensive analysis of the local environment, emergency potential, and available resources. Through training and workshops that included school employees, administration and local emergency services, the plan has been developed to address the specific needs of the Glens Falls City School District and the community.

- In the event of an emergency or violent incident, the initial response to all emergencies at an individual school will be by the School Emergency Response Team. The Building Principal is responsible for

notifying the Superintendent of Schools or the highest-ranking person in the chain of command of any necessary building-level plan activation. This notification shall be accomplished through the use of the telephone or other communication method.

- Upon the activation of the School Emergency Response Team, the Superintendent of Schools or their designee, shall be notified and where appropriate, local emergency officials shall also be notified.

- Whenever the Building-Level Emergency Response Plan is activated and results in the closing of a school building within the District, the Superintendent of Schools or their designee shall notify the Commissioner as soon as possible and shall provide such information as the Commissioner may require in a manner prescribed by the Commissioner. In addition, the District's Superintendent of Schools or their designee shall provide timely notification to the BOCES District Superintendent. In the situation of routine snow emergency days, such information will not be provided to the Commissioner.

- County and state resources supplement the District's emergency action planning in a number of ways:

    o State and local law enforcement provide building reviews and employee training.
    o Local law enforcement and emergency services participate in planning and training exercises and develop strategies for managing Building-Level emergencies.
    o A protocol exists for the District to use certain facilities for sheltering during times of emergencies.
    o A protocol exists for the use of county mental health resources during post incident responses.

D. Plan Review and Public Comment

- Pursuant to Commissioner's Regulation, Section 155.17 (e)(3), this plan will be made available for public comment at least 30 days prior to its adoption. The District's Board of Education shall adopt the Emergency Response Plan only after one public hearing that provides for the participation of school personnel, parents, students and any other interested parties. The plan shall be formally adopted by the Board of Education.

- Full copies of the Emergency Response Plan and any amendments shall be submitted to the New York State Education Department within 30 days of adoption.

- This plan shall be reviewed periodically during the year and maintained by the District-Wide School Safety Team. The required annual review shall be completed on or before September 1 of each year after its adoption by the Board of Education.

RISK REDUCTION/PREVENTION AND INTERVENTION

A. Prevention/Intervention Strategies

Program Initiatives
The District has developed a number of programs and activities to aid in risk reduction. These initiatives are run at different age groups within the District. Examples of the topics covered:

- Review of the Emergency Response Plans with staff, ensuring all staff have been briefed on the communication and notification requirements set forth in the ERP
- Full staff briefings on roles to perform during an emergency
- Recognizing warning signals for violence
- De-escalation training
- Non-violent conflict resolution
- Mediation
- Mentoring
- Social skill development
- Character education
- Improving communication between students and staff

Facilities Initiatives
The District has attempted to enhance the security of its facilities through a number of initiatives, including the following:

- Sign-in procedures and use of visitor ID badges with visual contact.
- Employees use faculty/staff ID badges.
- Schools have developed a single point of access for visitors at each building.
- Installation of interior and exterior surveillance cameras throughout our campuses.
- Key card distribution to employees to gain building access through door readers.

Training, Drills, and Exercises

Trauma-Informed Drills
The district will perform emergency drills in a trauma-informed manner. Drills conducted during the school day with students present shall be conducted in a trauma-informed, developmentally- and age-appropriate manner, and shall not include props, actors, or simulations or other tactics intended to mimic a school shooting or other act of violence or emergency. These drills may inadvertently prompt a negative emotional or psychological response in staff or students because of previous exposure(s) to trauma.

At the time that drills are conducted, students and staff shall be informed that the activities being conducted are a drill.

Drill Notification for Persons in Parental Relation
Each building within the School District shall be required to develop a schedule and process to notify parents, and persons in parental relation of scheduled drills which will include students. Building administrators are responsible for indicating in their Building-Level Emergency Response Plan the specific mechanism in which such persons will be informed and the timeframe in which this will occur prior to the drill being conducted. Drills held at the District or building level will be followed by a debriefing with participant stake holders to

identify areas of success and opportunities for improvement. Building representatives will provide a report to the District-Wide Safety Team on drill status during regularly scheduled district-wide safety meetings.

Drill Procedures
The School District and board of cooperative educational services shall practice emergency response procedures under its District-Wide School Safety Plan and each of its Building-Level Emergency Response Plans (at least once every school year), where possible in cooperation with local law enforcement, emergency preparedness plan officials, and other first responders as follows:

- Evacuation and Lockdown drills shall be conducted with students at least twelve times in each school year, eight of which required drills shall be held between September first and December thirty-first of each such year. Eight of all such drills shall be evacuation drills, four of which shall be through use of the fire escapes on buildings where fire escapes are provided or through the use of identified secondary means of egress, such as through different corridors, hallways, stairways and exit doors. Four of all such required drills shall be lockdown drills. The school district buildings may use temporary visual barriers to create a safe space during lockdown situations. Drills shall be conducted at different times of the school day. Students shall be instructed in the procedure to be followed in the event that a fire occurs during the lunch period or assembly, provided however, that such additional instruction may be waived where a drill is held during the regular school lunch period or assembly.
- At least two additional drills shall be held during summer school in buildings where summer school is conducted, and one of such drills shall be held during the first week of summer school.
- One Emergency Dismissal drill shall be conducted to test emergency response procedures that require early dismissal, at a time not to occur more than 15 minutes earlier than the normal dismissal time.
- Parents or persons in parental relation shall be notified at least one week prior to the drill.
- Such drills shall test the usefulness of the communications and transportation system during emergencies.
- The provisions of section 175.5(a) of this Title regarding the length of school day for State aid purposes shall not apply to school days in which less than the minimum number of hours is conducted because of an early dismissal pursuant to this subdivision.
- The District may choose to conduct tabletop exercises as a training resource and may include a discussion-based activity for staff in an informal classroom or meeting type setting to discuss their roles during an emergency and their responses to a sample emergency situation.

If the district chooses to opt to participate in full-scale exercises in conjunction with local and county emergency responders and preparedness officials that include props, actors, or simulations or other tactics intended to mimic a school shooting or other act of violence or emergency, such exercises shall not be conducted on a regular school day or when school activities such as athletics are occurring on school grounds. Such exercises shall not include students without written consent from parents or persons in parental relation.

Training

The District has established policies and procedures for annual multi-hazard school safety training for employees and students. Training includes:

- An annual review of the building-level emergency response guides and general employee awareness training for building employees conducted by each principal or their designee.
- The annual early go home drill to test evacuation and sheltering procedures.
- Each school building conducts fire drills throughout the course of the year in compliance with the SED schedule for the purpose of familiarizing employees and students with emergency procedures.

Topics for training will include general security and safety measures, intervention strategies with difficult or challenging students, building security awareness, violence prevention, mental health, and reporting requirements and procedures.

Assignment of Responsibilities

Faculty and Staff

In the execution of their duties, faculty, aides, and monitors shall have responsibility for:

- Monitoring halls, lavatories, locker rooms, locker bays and similar areas, assuring orderly passage of students and pre-emptive intervention in potentially disruptive situations.
- Observation of the general property, including the immediate outside area/perimeter of the building(s), with an obligation to report suspicious activity to district or building administration.
- Overseeing study halls, cafeterias, or other areas of student assemblage with the goal of assisting to maintain an orderly, safe environment.

Chief Emergency Officer

The Chief Emergency Officer shall act as the liaison between the District and external agencies during times of emergency, as well as during plan development and maintenance. The Chief Emergency Officer is responsible for:

- coordination of the communication between school staff, law enforcement, and other first responders;
- leading the efforts of the District-Wide School Safety Team in the completion and yearly update of the District-Wide School Safety Plan and the coordination of the District-Wide School Safety Plan with the Building-Level Emergency Response Plans;
- ensuring staff understanding of the District–Wide School Safety Plan;
- ensuring the completion and yearly update of Building-Level Emergency Response Plans for each school building;
- assisting in the selection of security-related technology and development of procedures for the use of such technology;
- coordinating appropriate safety, security, and emergency training for district and school staff, including required training in the emergency response plan;
- ensuring the conduct of required evacuation and lock-down drills in all district buildings as required by Education Law section 807;
- ensuring the completion and yearly update of Building-Level Emergency Response Plans by the dates designated by the commissioner.

School Safety Personnel
School safety personnel have a critical role in violence prevention. The following represents a description of the responsibilities of school safety personnel in schools:

Building Administrators
The Building Principal or their designee shall serve as the School Safety Representative for the school building. The responsibilities of the School Safety Representative are as follows:

- Monitor hallways, entryways, exits and outside grounds during school hours for unusual occurrences or unauthorized visitors.
- Act as building liaison in communicating building-level safety issues or concerns.
    - Represent the building on the District-Wide Health and Safety Committee.
    - Serve on Building-Level School Building Response Team.
    - Attend school safety meetings and be a resource on school safety and security issues for building employees.
    - Develop plans and strategies for building security, crime and violence prevention, safety planning and employee training.
    - Participate in school incident investigations.
    - Respond to all school emergencies as part of the building's Emergency Response Plan.
    - Coordinate annual school safety multi-hazard training for students and employees. Multi-hazard training shall include crisis intervention, emergency response and management.
    - Employees and students shall receive annual training and drill practice on protocols for bomb threats, evacuation, sheltering, lockdown, relocate to hallway, fire emergency, bus drills and appropriate violence prevention strategies.
    - Designate procedure for informing substitute teaching and non-teaching employees of school safety protocols.
- Comply and encourage compliance with all school safety and security policies and procedures established by the Board of Education.
- Attend professional development activities on school safety and violence prevention.
- All school safety personnel shall be provided with training on violence prevention and school safety. All training courses shall receive prior approval from the Superintendent of Schools or their designee.

Hiring and Screening of School Personnel
The following hiring and screening practices are followed for the hiring of all personnel:

Fingerprinting and Criminal Background Checks
For all employees hired by schools, the District completes a fingerprinting and criminal background check prior to appointment. No employee works in the District until fingerprint clearance is received. Employees include: any person receiving compensation for work from schools; any employee of a contracted service provider involved in direct student contact; any worker assigned to a school under a public assistance employment program (includes part-time employees and substitutes).

Reference Checks
References are thoroughly checked prior to extending an employment offer.
- Reference check forms are used for instructional, non-instructional and transportation personnel.
- Reference checks are completed and reviewed by the administrative team along with the application.
- Prior to making a job offer to a prospective employee, the following mandatory questions are asked during reference checks with immediate and/or past supervisors:

- o Do you have knowledge of any violations of safety or security by (prospective employee) related to students, employees or others?
- o Why did (prospective employee) leave your employment? Or, do you know why (prospective employee) is leaving your employment?
- o Would you rehire (prospective employee)? If no, why not?

B. Early Detection of Potentially Violent Behaviors
The District has implemented policies and procedures related to the early detection of potentially violent behaviors. Each Building Principal is responsible for the dissemination of informative materials regarding the early detection of potentially violent behaviors, including but not limited to the identification of family, community, and environmental factors to teachers, administrators, school personnel, including school bus drivers and monitors, parents and other persons in parental relation to students of the school district, students and other persons deemed appropriate to receive such information. In addition, employees shall receive training on the District's Code-of-Conduct and awareness training on violent behaviors, to be conducted or coordinated by the Superintendent of Schools.

Behavioral Assessment Team
The Glens Falls City School District utilizes a multi-disciplinary behavioral (safety) assessment team at the building-level which assess whether certain exhibited behaviors or actions need intervention or other support. All district staff are trained annually on the purpose and procedures of these teams. These teams meet periodically throughout the school year to discuss behavioral intervention techniques, suicide ideation, and any other topics deemed necessary.

The membership of the behavioral assessment team is multi-disciplinary and provides an array of opinions and perspectives when evaluating a student. While an initial assessment may occur with just a mental health professional and a school administrator, follow-up steps (if necessary) should include personnel who are specific to the student. For example, if a student is involved in sports, the District may include a coach, or bring in teachers who are familiar with the student. Ideally, teams will include representatives who provide differing perspectives (e.g. mental health and administration) and professionals who are familiar with the at-risk student (e.g. teachers and coaches). An example team membership includes:
- Building administrators
- School-based mental health professional (Guidance counselor/school psychologist/school social worker)
- Teacher/coach (Who is familiar with the student)
- School resource officer
- Behavior specialist
- Others who may know the student.

This team can expand or contract as necessary, but functions best when it has multiple perspectives and experiences.

C. Hazard Identification
The District-wide School Safety Plan requires the identification of sites of potential emergency. The Building-level Emergency Response Team has identified both internal and external hazards that may warrant protective actions, such as the evacuation and sheltering of the school population.

The identification of sites of potential emergencies is located in each Building-level Emergency Response Plan. The location of potential hazards, such as: chemical storage, propane & motor fuel storage, potential

fire hazards, electrical hazards, playground equipment, etc. are documented in a building and facility diagram. Site hazards are identified in the County/Town Hazard Assessment in each of the plans.

RESPONSE

A. Notification and Activation (Internal and External Communications)
- In cases of a seriously violent incident, the District would use the procedure listed below to meet the requirements for notification and activation. A serious violent incident is an incident of violent criminal conduct that is, or appears to be, life threatening and warrants the evacuation of students and employees because of an imminent threat to their safety or health. This includes, but is not limited to, the use or threatened use of a firearm, explosive, bomb, incendiary device, chemical, or biological weapons, knives or other dangerous instrument capable of causing death or serious injury, riots, hostage-taking, or kidnapping.

  Communications systems are:

Internal

Teachers and building employees	Public address system, email, text message, other electronic communications
Students	Public address system, verbally from supervising teachers, other electronic communications
Superintendent of Schools	Phone, email, radio, verbal communication, text message, other electronic communications
Buildings and Grounds	Phone, radio, other electronic communications
Board of Education	Phone, E-mail, other electronic communications

External

New York State Police: SRO for Warren Co. Area: Stephen Rothwein Public Information Officer: Stephanie O'Neil	518-783-3235 518-783-3284
Glens Falls Police Department: Chief Jarred Smith School Resource Officer John Norton	518-761-3842
Warren County Sheriff: Sheriff Jim LaFarr Undersheriff Terry Comeau	518-743-2500
Glens Falls Fire Department: Chief James Schrammel	518-761-3822
Parents	District Website: https://www.gfsd.org/ Parents Role in a school emergency: https://www.gfsd.org/wp-content/uploads/2023/10/Communicating-in-an-emergency_-For-Parents.pdf

The Superintendent of Schools or designee would be responsible for conveying emergency information to educational facilities within the district. The Superintendent of Schools or designee would take appropriate

steps to secure the following information about each educational agency within the District: Number of students, number of employees, transportation requirements associated with the evacuation of each facility and the business and home telephone numbers of key officials of each agency. Such information would be updated at least annually. Each such agency would report material changes to such data, in writing, within seven days of such change.

Information will be provided to parents/guardians/persons in parental relation to the students in the event of a violent incident or an early dismissal through the ParentSquare notification system to text, e-mail, send an app notification, and/or voice call these adults. Emergency contact information is synced from the district's Student Information System nightly, and parents/guardians/persons in parental relation are responsible for notifying school officials immediately when they have a change of phone number or email address. This information is provided to parents through the website, in the back-to-school consolidated postal mailing, and by other means. Additionally, if an event occurs at the campus where students cannot be released immediately, a parent/community public information center may be established at another campus building.

In the event that this public information center is established, parents and community members are encouraged not to report to the main campus where a building may be in crisis, but rather gather at a designated meeting place where regular public information statements will be made by the Superintendent of Schools or designee.

B. Situational Responses – Multi-Hazard Response and Response Protocols
Responses to Acts of Violence: Implied or Direct Threats
In the event of an act of violence or implied or direct threat, the district shall follow the following protocol:

- Follow the classroom emergency procedures as directed by the Building Principal.
- Use of employees trained in de-escalation or other strategies to diffuse the situation.
- Inform Building Principal and School Resource Officer of implied or direct threat.
- Determine level of threat with Superintendent of Schools/Designee.
- Contact appropriate law enforcement agency, if necessary.
- Monitor situation, adjust response as appropriate, and include the possible use of the Emergency Response Team.

Acts of Violence
In the event of serious acts of violence, district personnel shall follow the following protocol:

- Follow the classroom emergency procedures as directed by the Building Principal and the procedures included in the Building-Level Emergency Response Plan.
- Determine level of threat with Superintendent of Schools/Designee.
- If the situation warrants, isolate the immediate area and evacuate if appropriate.
- If necessary or threat is imminent, initiate lockdown procedures and contact appropriate law enforcement agency.
- Monitor situation; adjust response as appropriate; if necessary, initiate early dismissal, sheltering, or evacuation procedures.

Response Protocols
The Glens Falls City School District has a comprehensive multi-hazard Emergency Response Plan. Such plan is updated annually. The school district utilizes the New York SafeSchools Emergency Response Plans and the required "SHELL" Card. The school district provides annual training to all staff and faculty on the school

district's emergency response actions, includes this informaton in each classroom's emergency folder, and discusses it regularly throughout the year during drills, full-scale exercises, tabletop exercises, and faculty meetings.

Chain of Command

Incident Commander:	Dr. Krislynn Dengler, Primary Skye Heritage, Alternate Amanda Simmes, Alternate
Safety Officer:	John Norton, Primary
Command Officers:	Kevin Warren, Jennifer McDonald, Paul Morcone, Carrie Mauro, Ryan Estey, Marissa Macey, Elizabeth Malone
Public Information Officer:	Skye Heritage, Primary Tara Sullivan/WSWHE BOCES PIO, Alternate
Liaison Officer:	Amy Towers
Operations:	Ken Chester
Planning:	Skye Heritage
Logistics:	Krislynn Dengler
Finance and Administration:	Anthony Cammarata

Follow-up of the violent incident should include:

1. Investigation of the incident by Building Principal and law enforcement, as necessary.
2. Preparation of written accounts of the incident by all involved.
3. Review of written accounts by the Building Principal for any disparities.
4. Appropriate disciplinary action according to the code of conduct.
5. Review of the entire incident by administration for future planning.
   a. What happened?
   b. Where did it happen?
   c. When did it happen?
   d. Why did it happen?
   e. How did it happen?
   f. How many individuals were involved?
   g. Are the individuals associated with a group?
   h. How could the incident have been prevented?
   i. What warning signs were missed?
   j. What can we do to prevent a future incident?
6. Counseling or other needed support for the victim(s), other students and staff involved in the incident.
7. Necessary reporting and parental notification.

Each school's Building-Level Emergency Response Plan lists building specific response actions to criminal acts, bomb threats, civil disturbance, intrusion, hostage taking, kidnapping, as well as technological and natural disasters.

Response Protocols

The district has a comprehensive multi-hazard School Safety Plan. This plan is updated annually. Copies of the plan are available in each Principal's Office as well as in the Superintendent of Schools's Office and the Central Office. Elements of the plan include:

- Chain of Command and Incident Command Structure (ICS)
- Other Relevant Parties
- Emergency Planning Committee
- Emergency Telephone Numbers
- Telephone Tree
- CPR/AED List
- Fleet List
- A list of hazardous incidents and a response plan for each (e.g. bomb threat, hostage, intruder, natural disaster, structural failure, et. al.)

Arrangements for Obtaining Emergency Assistance from Local Government

The administration shall use the following process in making arrangements for obtaining assistance during emergencies from emergency service organizations and local government agencies:

- Superintendent of Schools/Designee in an emergency contacts dispatch point or 911 center for fire or EMS response.

- Superintendent of Schools/Designee contacts highest-ranking local government official for notification and/or assistance.

Procedures for Obtaining Advice and Assistance from Local Government Officials

The Administration shall use the following protocol for obtaining advice and assistance from local government officials including the county or city officials responsible for implementation of Article 2-B of the Executive Law:

- Superintendent of Schools/Designee in an emergency will contact emergency management coordinator and/or the highest-ranking local government official for obtaining advice and assistance.

- The District has identified resources for an emergency from the following agencies: Red Cross, fire department, police, private industry, private individuals, religious organizations and others.

District Resources Available for Use in an Emergency

The district has created a comprehensive list of resources available during an emergency, including fuel sources, communications, food service capability, maintenance vehicle lists, and medical supplies and AED, CPR and First Aid trained staff. Specific information in each of these categories is contained in the Building-Level plans.

Procedures to Coordinate the Use of School District Resources and Manpower during Emergencies

The District shall use the following procedure to coordinate the use of school resources and manpower during emergencies:

- The Building Principal of the affected facility shall contact the Superintendent of Schools or their designee and request the necessary manpower or resources.

- The Superintendent of Schools or the highest-ranking person in the chain of command shall assess the request and allocate personnel and resources as necessary.

Protective Action Options

The district shall follow the following protocols in assessing the appropriate protective action option. The decision to cancel school, to dismiss early, shelter in place, or evacuate shall be made in cooperation with state and local emergency responders, as appropriate.

- School Cancellation
    o Monitor any situation that may warrant a school cancellation – Superintendent of Schools/Safety Team.
    o Make determination – Superintendent of Schools.
    o Contact local media – Superintendent of Schools or Director of Public Relations and Information & Governmental Relations.

- School Delay
    o Monitor any situation that may warrant school delay – Building Administrators/ Superintendent of Schools/Safety Team.
    o If conditions warrant, delay opening of school.
    o Contact Transportation Supervisor to coordinate transportation issues.
    o Inform parents/guardians/persons in parental relation, staff, grade 9-12 students, and community about delayed opening, and provide updates to situation resolution as necessary.
    o Provide for safety and security of employees and students who do come to school.

- Early Dismissal
    o Monitor situation – Superintendent of Schools/Safety Team.
    o If conditions warrant, close school – Superintendent of Schools.
    o Contact Transportation Supervisor to arrange transportation.
    o Inform parents/guardians/persons in parental relation, staff, grade 9-12 students, and community about early dismissal, and provide updates to situation resolution as necessary.
    o Retain appropriate personnel until all students have been returned home.

- Evacuation (before, during and after school hours, including security during evacuation and evacuation routes)
    o Determine the level of threat – Superintendent of Schools or Designee.
    o Contact Transportation Supervisor to arrange transportation – Superintendent of Schools or Designee.
    o Clear all evacuation routes and sites prior to evacuation.
    o Evacuate all employees and students to pre-arranged evacuation sites.
    o Account for all student and employee population. Report any missing employees or students to Building Principal.
    o Make determination regarding early dismissal – Superintendent of Schools or Designee.

- If determination was made to dismiss early, inform parents/guardians/persons in parental relation, staff, grade 9-12 students, and community about early dismissal, and provide updates to situation resolution as necessary.
- Ensure adult supervision or continued school supervision/security.
- Retain appropriate personnel until all students have been returned home.

- Sheltering Sites (internal and external)
  - Determine the level of threat – Superintendent of Schools/Incident Commander /Designee.
  - Determine location of sheltering depending on nature of incident.
  - Account for all students and employees. Report any missing employees or students to designee.
  - Determine other occupants in the building.
  - Make appropriate arrangements for human needs.
  - Take appropriate safety precautions.
  - Establish a Public Information Officer to provide information and current status of the situation to parents and other inquiring parties.
  - Retain appropriate personnel until all students have been returned home.

Remote Instruction Plan
Glens Falls City School District has created a remote instruction plan and intends to enact the plan in the case of an emergency school closure where appropriate. Please find the district's remote instruction plan in appendix 5 of this document.

RECOVERY

A. Central Administration Support for Buildings
The Glens Falls City School District District-Wide Team will support the Building-Level Emergency Response Team and the Crisis/Post-Incident Response Teams in affected schools.

B. Disaster Mental Health Services
The Central Office shall assist in the coordination of Disaster Mental Health Resources, in support of the Post-Incident Response Teams in the affected schools.

Appendix 1 – Listing of all District Buildings

Glens Falls City School District serves a student population of approximately 2,000. Within the district there are approximately 400 employees, who serve a variety of functions in the development and education of the entire district's student body.

Glens Falls City School District Building Names and Locations

GFSD Administration Building
15 Quade Street, Glens Falls, NY 12801
Dr. Krislynn Dengler
518-792-1212

Glens Falls High School
10 Quade Street, Glens Falls, NY 12801
Kevin Warren
518-792-6564

Glens Falls Middle School
20 Quade Street, Glens Falls, NY 12801
Jennifer McDonald, Carrie Mauro
518-793-3418

Big Cross Street Elementary School
15 Big Cross Street, Glens Falls, NY 12801
Paul Morcone
518-792-2619

Jackson Heights Elementary School
24 Jackson Avenue, Glens Falls, NY 12801
Ryan Estey
518-792-1071

Kensington Road Elementary School
43 Kensington Road, Glens Falls, NY 12801
Marissa Macey
518-793-5151

Sanford Street School
10 Sanford Street, Glens Falls, NY 12801
Elizabeth Malone
518-793-7395

GFSD Bus Garage
31 Glenwood Avenue, Queensbury, NY 12804
Ken Chester
518-792-2706

https://www.gfsd.org/

Appendix 2 – Building-Level Emergency Response Plan Summary

Glens Falls City School District
Building-Level Emergency
Response Plan Summary

Commissioner's Regulation 155.17

INTRODUCTION
Emergencies in schools must be addressed in an expeditious and effective manner. Schools are at risk of acts of violence, natural, and manmade disasters. To address these threats, the State of New York has enacted the Safe Schools Against Violence in Education (SAVE) law. Project SAVE is a comprehensive planning effort that addresses prevention, response, and recovery with respect to a variety of emergencies in schools.

The Glens Falls City School District supports the SAVE Legislation and intends to facilitate the planning process. The Superintendent of Schools of Schools encourages and advocates on-going district-wide cooperation and support of Project SAVE.

GENERAL CONSIDERATIONS AND GUIDELINES

A. Purpose

The Glens Falls City School District Building-Level Emergency Response Plan was developed pursuant to Commissioner's Regulation 155.17. At the direction of the Glens Falls City School District Board of Education, the administration of the Glens Falls City School District schools appointed a Building-Level Emergency Response Team and charged it with the development and maintenance of the School Emergency Response Plan.

B. Identification of School Teams
Each building has developed two emergency teams:

- Building-Level Emergency Response Team
- Building-Level Post-incident Response Team

C. Concept of Operations

- The initial response to all emergencies will be by the School Emergency Response Team.
- Upon the activation of the School Emergency Response Team, the Superintendent of Schools or their designee will be notified and, where appropriate, local emergency officials will also be notified.
- Efforts may be supplemented by county and state resources through existing protocols.

D. Plan Review and Public Comment

- The Building-Level Emergency Response Plan will be reviewed periodically during the year and will be maintained by members of the Building-Level Emergency Response Team. The required annual review will be completed on or before September 1 of each year after its adoption by the Board of Education.

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

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

- Full copies of the Building-Level Emergency Response Plan will be supplied to both local and State Police within 30 days of adoption and submitted into the online portal on no later than October 1st of each year.

PLAN SUMMARY

RISK REDUCTION/PREVENTION AND INTERVENTION

A. Designation of School Teams
- A Building-Level Emergency Response Team, including the members required by regulation, has been created. Members of the team include school safety personnel; local law enforcement officials; representatives of teacher, administrator, and parent organizations; Bus Drivers, and Monitors; local ambulance and other emergency response agencies; community members; other school personnel; and other representatives appointed by the Board of Education.

- A Building-Level Post-Emergency Response Team, including the members required by regulation, has been created. Members of the team include: school personnel; medical personnel; mental health counselors; and others who can assist the school community in coping with the aftermath of a serious violent incident or emergency.

B. Prevention/Intervention Strategies
- Training for emergency teams and individuals who have safety responsibility, including de-escalation training, has been conducted as determined in the district-wide plan.

- Procedures for an annual review and the conduct of drills and exercises to test components of this school's plan, including the use of tabletop exercises, in coordination with local and county emergency responders and preparedness officials have been developed and will be implemented.

- The District-Wide School Safety Plan requires annual multi-hazard training for students and staff. The school's plan describes how this training will be provided to staff and students in the building.

C. Identification of Sites of Potential Emergencies

The District-Wide School Safety Plan requires an identification of sites of potential emergency. The Building-Level Emergency Response Team has identified both internal and external hazards that may warrant protective actions, such as the evacuation and sheltering of the school population.

RESPONSE

A. Assignment of Responsibilities

A chain of command consistent with the National Interagency Incident Management System (NIIMS)/Incident Command System (ICS) will be used in response to an emergency in the building. In the event of an emergency, the building's response team may adapt NIIMS/ICS principles based on the needs of the incident.

B. Continuity of Operations

The building has developed procedures to continue operations during an emergency.

C. Access to Floor Plans

Procedures have been developed to ensure that crisis response, fire and law enforcement agencies have access to floor plans, blueprints, schematics or other maps of the school's interior, school grounds and road maps of the immediate surrounding area.

D. Notification and Activation

Procedures have been developed to ensure that crisis response, fire and law enforcement agencies have access to floor plans, blueprints, schematics or other maps of the school's interior, school grounds and road maps of the immediate surrounding area.

Internal and external communication systems have been developed that will be used in emergencies.

Procedures are in place for notification and activation of the Building-Level Emergency Response Plan.

E. Hazard Guidelines

The District-Wide School Safety Plan includes multi-hazard response plans for taking actions in response to an emergency. The school building's plan may include building-specific guidelines for the following types of emergencies: Threats of Violence, Intruder, Hostage/Kidnapping, Explosive/Bomb Threat, Natural/Weather Related, Hazardous Material, Civil Disturbance, Biological, School Bus Accident, Radiological, Gas Leak, Epidemic, or Others as determined by the Building-Level Emergency Response Team.

F. Evacuation Procedures

Policies and procedures have been developed for the safe evacuation of students, teachers, other school personnel and visitors to the school in the event of a serious violent incident which include at least the following:

     o   Evacuation before, during and after school hours (including security during evacuation)

- Evacuation routes (internal & external)
- Sheltering sites (internal & external)
- Procedures for addressing medical needs
- Transportation
- Emergency notification of persons in parental relation to the students
- Other procedures as determined by the Building-Level Emergency Response Team.

G. Security of Crime Scene

Policies and procedures have been established for securing and restricting access to the crime scene in order to preserve evidence from being disturbed or destroyed in cases of violent crimes on school property.

RECOVERY

The Building-Level Emergency Response Plan will be coordinated with the statewide plan for disaster mental health services to assure that the school has access to federal, state and local mental health resources in the event of a violent incident.

Short-term actions for recovery include:
- Mental health counseling (students and staff)
- Building security
- Facility restoration
- Post-incident response critique
- Other

Long-term actions for recovery include:
- Mental health counseling (monitor for post-traumatic stress behavior)
- Building security
- Mitigation (to reduce the likelihood of occurrence and impact if it does occur again)
- Other

Appendix 3 - Enhancing School Safety Using A Threat Assessment Model
An Operational Guide for Preventing Targeted School Violence

This guide was prepared by the staff of the U.S. Secret Service National Threat Assessment Center (NTAC)
(2018)

INTRODUCTION

When incidents of school violence occur, they leave a profound and lasting impact on the school, the community, and our nation as a whole. Ensuring safe environments for elementary and secondary school students, educators, administrators, and others is essential. This operational guide was developed to provide fundamental direction on how to prevent incidents of targeted school violence, that is, when a student specifically selects a school or a member of the school community for harm. The content in this guide is based on information developed by the U.S. Secret Service, Protective Intelligence and Assessment Division, National Threat Assessment Center (NTAC).

When establishing threat assessment capabilities within K-12 schools, keep in mind that there is no profile of a student attacker. There have been male and female attackers, high-achieving students with good grades as well as poor performers. These acts of violence were committed by students who were loners and socially isolated, and those who were well-liked and popular. Rather than focusing solely on a student's personality traits or school performance, we can learn much more about a student's risk for violence by working through the threat assessment process, which is designed to gather the most relevant information about the student's communications and behaviors, the negative or stressful events the student has experienced, and the resources the student possesses to overcome those setbacks and challenges.

CREATING A COMPREHENSIVE TARGETED VIOLENCE PREVENTION PLAN

Ensuring the safety of our schools involves multiple components, including physical security, emergency management, and violence prevention efforts in the form of a threat assessment process. This process begins with establishing a comprehensive targeted violence prevention plan. The plan includes forming a multidisciplinary threat assessment team, establishing central reporting mechanisms, identifying behaviors of concern, defining the threshold for law enforcement intervention, identifying risk management strategies, promoting safe school climates, and providing training to stakeholders. It can also help schools mitigate threats from a variety of individuals, including students, employees, or parents. This guide provides basic instructions for schools on creating a targeted violence prevention plan, the focus of which is to decrease the risk of students engaging in harm to themselves or the school community. These recommendations serve as the starting point on a path to implementation that will need to be customized to the specific needs of your school, your student body, and your community. When creating these plans, schools should consult with legal representatives to ensure that they comply with any applicable state and federal laws or regulations.

STEP 1. ESTABLISH A MULTIDISCIPLINARY THREAT ASSESSMENT TEAM

The first step in developing a comprehensive targeted violence prevention plan is to establish a multidisciplinary threat assessment team (hereafter referred to as the "Team") of individuals who will direct, manage, and document the threat assessment process. The Team will receive reports about concerning students and situations, gather additional information, assess the risk posed to the school community, and develop intervention and management strategies to mitigate any risk of harm. Some considerations for establishing a Team include:

Some schools may pool their resources and have a single Team that serves an entire district or county, while other districts may choose to have a separate Team for each school.

Teams should include personnel from a **variety of disciplines** within the school community, including teachers, guidance counselors, coaches, school resource officers, mental health professionals, and school administrators. The multidisciplinary nature of the Team ensures that varying points of view will be represented and that access to information and resources will be broad.

The Team needs to have **a specifically designated leader**. This position is usually occupied by a senior administrator within the school.

Teams should establish **protocols and procedures** that are followed for each assessment, including who will interview the student of concern; who will talk to classmates, teachers, or parents; and who will be responsible for documenting the Team's efforts. Established protocols allow for a smoother assessment process as Team members will be aware of their own roles and responsibilities, as well as those of their colleagues.

Team members should meet whenever a concerning student or situation has been brought to their attention, but they should also **meet on a regular basis** to engage in discussions, role-playing scenarios, and other teambuilding and learning activities. This will provide members of the Team with opportunities to work together and learn their individual responsibilities so that when a crisis does arise, the Team will be able to operate more easily as a cohesive unit.

STEP 2. DEFINE PROHIBITED AND CONCERNING BEHAVIORS
Schools need to establish policies defining prohibited behaviors that are unacceptable and therefore warrant immediate intervention. These include threatening or engaging in violence, bringing a weapon to school, bullying or harassing others, and other concerning or criminal behaviors. Keep in mind that **concerning behaviors occur along a continuum**. School policies should also identify behaviors that may not necessarily be indicative of violence, but also warrant some type of intervention. These include a marked decline in performance; increased absenteeism; withdrawal or isolation; sudden or dramatic changes in behavior or appearance; drug or alcohol use; and erratic, depressive, and other emotional or mental health symptoms.

If these behaviors are observed or reported to the Team, schools can offer resources and supports in the form of mentoring and counseling, mental health care, tutoring, or social and family services.

The threshold for intervention should be relatively low so that Teams can identify students in distress before their behavior escalates to the point that classmates, teachers, or parents are concerned about their safety or the safety of others. It is much easier to intervene when the concern is related to a student's struggle to overcome personal setbacks, such as a romantic breakup, than when there are concerns about threats posed to others.

During the assessment process, Teams may identify other **concerning statements and actions** made by the student that may not already be addressed in their policies. Gathering information about these behaviors will help the Team assess whether the student is at risk for attacking the school or its students and identify strategies to mitigate that risk.

STEP 3. CREATE A CENTRAL REPORTING MECHANISM
Students may elicit concern from those around them in a variety of ways. They may make threatening or concerning statements in person, online, or in text messages; they may engage in observable risky behavior; or they may turn in assignments with statements or content that is unusual or bizarre. When this occurs, those around the student need a method of reporting their concerns to the Team.

Schools can **establish one or more reporting mechanisms**, such as an online form posted on the school website, a dedicated email address or phone number, smart phone application platforms, or another mechanism that is accessible for a particular school community.

Students, teachers, staff, school resource officers, and parents **should be provided training and guidance on recognizing behaviors of concern, their roles and responsibilities in reporting the behavior, and how to report the information.**

Teams need to be sure that a team member proactively monitors all incoming reports and can **respond immediately** when someone's safety is concerned.

Regardless of what method schools choose to receive these reports, there should be an **option for passing information anonymously**, as students are more likely to report concerning or threatening information when they can do so without fear of retribution for coming forward.

The school community should feel confident that team members will be responsive to their concerns, and that **reports will be acted upon, kept confidential, and handled appropriately.**

STEP 4. DETERMINE THE THRESHOLD FOR LAW ENFORCEMENT INTERVENTION
The vast majority of incidents or concerns that are likely to be reported can be handled by school personnel using school or community resources. For example, the most common types of reports submitted to Safe2Tell Colorado during the 2016- 2017 school year were related to suicide, bullying, drugs, cutting (self-harm), and depression. Some of these common reports may not require the involvement of law enforcement. Those that do warrant law enforcement intervention include threats of violence and planned school attacks, which constituted Safe2Tell's sixth and seventh most common types of reports, respectively.

Reports regarding student **behaviors involving weapons, threats of violence, physical violence, or concerns about an individual's safety** should immediately be reported to local law enforcement. This is one reason **why including a school resource officer or local law enforcement officer** on the Team is beneficial.

If a school resource officer is not available to serve on the Team, schools should set a clear threshold for times and situations **when law enforcement will be asked to support or take over an assessment**. For example, it might be necessary to have law enforcement speak with a student's parent or guardian, search a student's person or possessions, or collect additional information about the student or situation outside the school community during the assessment.

STEP 5. ESTABLISH ASSESSMENT PROCEDURES
Teams need to establish clearly defined processes and procedures to guide their assessments. Note that any safety concerns should be immediately addressed before the procedures described below take place. When followed, the procedures should allow the Team to form an accurate picture of the student's thinking, behavior, and circumstances to inform the Team's assessment and identify appropriate interventions.

Maintain documentation to keep track of when reports come in; the information that is gathered; when, where, and how it was obtained; who was interviewed; the behaviors and circumstances of the student of concern; and the intervention strategies taken. Documentation requirements, such as forms and templates, should be included in the plan to ensure standardization across cases.

Use a community systems approach. An effective approach for gathering information to assess a student of concern is **to identify the sources that may have information on the student's actions and circumstances**. This involves identifying the persons with whom the student has a relationship or frequently interacts and the organizations or platforms that may be familiar with the student's behaviors. Students exist in more than one system and they come in contact with people beyond their classmates and teachers at school. Gathering information from multiple sources ensures that Teams are identifying concerning behaviors, accurately assessing the student's risks and needs, and providing the appropriate interventions, supports, and resources.

Examine online social media pages, conduct interviews, review class assignments, and consider searching the student's locker or desk. Team members should also review **academic, disciplinary, law enforcement**, **and other formal records** that may be related to the student. When reviewing school records, be sure to determine whether the student has been the subject of previous reports to school officials, especially if the student has a history of engaging in other concerning or threatening behaviors. Also determine if the student received any intervention or supports and whether those were beneficial or successful. The Team may be able to draw on information from previous incidents and interventions to address the current situation for the student. This factor further emphasizes the importance of the Team's documentation to ensure the accuracy and availability of information regarding prior contacts the student of concern may have had with the Team.

Build rapport that can facilitate information-gathering efforts. By demonstrating that their goal is to support individuals who may be struggling, while ensuring that the student and the school are safe, Teams may be better able to build a positive relationship with a student of concern and the student's parents or guardians. When Teams have established this rapport, parents or guardians may be more likely to share their own concerns, and the student may be more forthcoming about frustrations, needs, goals, or plans.

Evaluate the student's concerning behaviors and communications in the context of their age and social and emotional development. Some students' behaviors might seem unusual or maladaptive, but may be normal for adolescent behavior or in the context of a mental or developmental disorder. To ensure that these students are being accurately assessed, collect information from diverse sources, including the reporting party, the student of concern, classmates, teammates, teachers, and friends. Consider whether those outside of their immediate circle, such as neighbors or community groups, may be in a position to share information regarding observed behaviors.

Investigative themes

Teams should organize their information gathering around several themes or areas pertaining to the student's actions, circumstances, and any other relevant threat assessment factors. Addressing each theme is necessary for a complete assessment and may uncover other avenues of inquiry to help determine whether the student is at risk for engaging in violence. Using the themes to identify where the student might be struggling will help the Team identify the most appropriate resources. Keep in mind, there is no need to wait until the Team has completed all interviews or addressed every theme before taking action. As soon as an area for intervention is identified, suitable management strategies should be enacted.

Motives

Students may have a variety of motives that place them at risk for engaging in harmful behavior, whether to themselves or others. If you can discover the student's motivation for engaging in the concerning behavior that brought him/her to the attention of the Team, then you can understand more about the student's goals. The Team should also assess how far the student may be willing to go to achieve these goals, and what or who may be a potential target. Understanding motive further allows the Team to develop management strategies that can direct the student away from violent choices.

Communications

Look for concerning, unusual, bizarre, threatening, or violent communications the student made. The student's communications may reveal grievances held about certain issues or a possible intended target. They may allude to violent intentions or warn others to stay away from school at a certain time. They may reveal information relevant to the other investigative themes by making reference to feelings of hopelessness or suicide, a fascination with violence, interest in weapons, or other inappropriate interests. These statements might be made in person to classmates, teammates, or friends; in writing on assignments or tests; and/or via social media, text messages, or photo or video-sharing sites. Earlier NTAC research that examined attacks on schools found that not every student directly threatened their target prior to attack, but in a majority of incidents (81%), another person was aware of what the student was thinking or planning. It is important for Teams to remember that a student who has not made threatening statements may still be at risk for engaging in violence. Whether or not the student made a direct threat should not be the lone indicator of concern.

Inappropriate interests

Gather information about whether the student has shown **an inappropriate or heightened interest in concerning topics such as school attacks or attackers, mass attacks, or other types of violence**. These interests might appear in the student's communications, the books the student reads, the movies the student watches, or the activities the student enjoys. The context of the student's interests is an important factor to consider. For example, a student's interest in weapons may not be concerning if the student is a hunter or is on the school's rife team, with no evidence of an inappropriate or unhealthy fixation on weapons. In other situations, the context surrounding a student's interest in weapons could be of concern. For example, if a student is fixated on past school shooters or discusses what firearm would be best to use in a mass attack.

Weapons access

In addition to determining whether the student has any inappropriate interests or fascination with weapons, the Team should assess whether the student **has access to weapons**. Because many school attackers used firearms acquired from their homes, consider whether the family keeps weapons at home or if there is a relative or friend who has weapons. Sometimes parents who keep weapons at home incorrectly assume that their children are unaware of where they are stored or how to access them. If there are weapons at home, the Team should determine if they are stored appropriately and if the student knows how to use them or has done so in the past. The Team should also remember that firearms are not the only weapons to be concerned about. Even though many school attackers have used firearms in carrying out their attacks, explosives, incendiary devices, bladed weapons, or combinations of these weapons have been used in past attacks.

Stressors

All students face stressors such as **setbacks, losses, and other challenges** as part of their lives. While many students are resilient and can overcome these situations, for some, these stressors may become overwhelming and ultimately influence their decision to carry out an attack at school. Gather information on stressors the student is experiencing, how the student is coping with them, and whether there are supportive friends or family who can help the student overcome them. Assess whether the student experienced stressors in the past that are still having an effect, such as a move to a new school, and whether there might be additional setbacks or losses in the near future, like a relationship that might be ending. **Stressors can occur in all areas of a student's life**, including at school with coursework, friendships, romantic relationships, or teammates, or outside of school with parents, siblings, or at jobs. Many students can experience bullying, a stressor which can take place in person at school or online at home. Teams should intervene and prevent bullying and cyberbullying of a student who has been brought

to their attention. More broadly, administrators should work to address any concerns regarding bullying school-wide and ensure their school has a safe climate for all students.

Emotional and developmental issues
Anxiety, depression, thoughts of suicide, and other mental health issues are important factors to consider when conducting an assessment. Keep in mind that students with emotional issues or developmental disorders might behave in a way that is maladaptive but might not be concerning or threatening because the behavior is a product of their diagnosis. **Behaviors exhibited by a student with a diagnosed disorder need to be evaluated in the context of that diagnosis and the student's known baseline of behavior**. If the student is experiencing feelings related to a diagnosable mental illness, such as depression, then the Team needs to consider the effect of these feelings on their behaviors when assessing the student's risk of engaging in harm to self or others.

Desperation or despair
Assess whether the student feels **hopeless, desperate, or out of options**. Determine if the student has had thoughts about or engaged in behaviors that would indicate the student's desperation. The Team should determine whether the student has felt this way before, how the student managed those feelings then, and whether those same resources for coping are available to the student now. Consider whether the student has tried addressing the problems in a positive way, but was unable to resolve them, thereby leading to a sense of hopelessness about their situation.

Violence as an option
Some students, who are feeling hopeless and out of options, **may think violence is the only way to solve a problem or settle a grievance**. The Team should look to see whether the student thinks violence is acceptable or necessary, if the student has used violence in the past to address problems, and whether the student has thought of alternative ways to address the grievances. The Team should also assess whether peers, or others, support and encourage the student to use violence as a means to an end. If possible, connect the student with more positive, prosocial role models who discourage violence and identify more acceptable ways to solve problems.

Concerned others
In previous incidents, many students made statements or engaged in behaviors prior to their attacks that elicited concern from others in their lives. Assess whether parents, friends, classmates, teachers, or others who know the student are worried about the student and whether they have taken any actions in response to their concerns. Gather information on the specific behaviors that caused worry or fear. These could **include behaviors that may have elicited concerns about the safety of the student or others**, such as unusual, bizarre or threatening statements; intimidating or aggressive acts; indications of planning for an attack; suicidal ideations or gestures; or a fixation on a specific target. **Other behaviors that elicit concern may not necessarily be indicative of violence**, but do require that the Team assess the behavior and provide appropriate supports. Examples of these behaviors include alcohol or drug use; behavior changes related to academic performance, social habits, mood, or physical appearance; conflicts with others; and withdrawal or isolation.

Capacity to carry out an attack
Determine whether the student's thinking and behavior is organized enough to plan and execute an attack and whether the student has the resources to carry it out. **Planning does not need to be elaborate** and could be as simple as taking a weapon from home and inflicting harm on classmates at school. Other student attackers may develop more complex and lengthier plans. At the very least, carrying out an attack requires that the student has access to a weapon and the ability to get that weapon to school undetected.

Planning
Targeted attacks at school are **rarely sudden or impulsive** acts of violence. The Team should assess whether the student has made specific plans to harm the school. The student might create lists of individuals or groups targeted for violence, or research tactics and materials needed to carry out the attack. The student may conduct surveillance, draw maps of the planned location, and test security responses at school. He/she may write out detailed steps and rehearse some aspects of a plan, such as getting to the school, the timing of the attack, or whether to attempt escape, be captured, or commit suicide. The student may also acquire, manufacture, or practice with a weapon.

Consistency
The Team should **corroborate the student's statements** to determine that they are consistent with the student's actions and behaviors and with what other people say about the student. When inconsistencies are identified, the Team should then try to determine why that is the case. For example, the student might say that he/she is handling a romantic break-up well, but posts on social media indicate the student is struggling to move on, and friends report that the student is more upset or angry about the break-up than reported. Determine whether the inconsistency is because the student is deliberately hiding something or if the inconsistency stems from another underlying issue. For example, a depressed student may claim that they are isolated, even if they regularly go out with a large group of students. If the inconsistency is deliberate, it is important to determine why the student feels the need to conceal their actions. The concealment may be as simple as a fear of facing punishment for some other inappropriate behavior, or it may be related to hidden plans for a violent act.

Protective factors
A thorough threat assessment requires understanding the full picture of a student's behaviors and environment, which also includes accounting for the positive and prosocial influences on the student's life. The Team should identify factors that may restore hope to a student who feels defeated, desperate, or in a situation that is impossible to overcome. This includes determining whether the student has a **positive, trusting relationship with an adult at school**. This could be a teacher, coach, guidance counselor, administrator, nurse, resource officer, or janitor. A trusted adult at school in whom the student can confide and who will listen without judgment can help direct a student toward resources, supports, and options to overcome setbacks. Learn who the student's friends are at school and if the student feels emotionally connected to other students. A student may need help developing friendships that they can rely on for support. Positive situational or personal factors might help to deter a student from engaging in negative or harmful behaviors. Changes in a student's life, such as having a new romantic relationship or becoming a member of a team or club, might discourage any plan to engage in violence. The Team could also use activities or groups the student wants to take part in as motivation for the student to engage in positive and constructive behaviors, such as attending class, completing assignments, and adhering to a conduct or behavior code.

STEP 6. DEVELOP RISK MANAGEMENT OPTIONS
Once the Team has completed a thorough assessment of the student, it can **evaluate whether the student is at risk for self-harm or harming someone else** at school. Concern may be heightened if the student is struggling emotionally, having trouble overcoming setbacks or losses, feeling hopeless, preoccupied with others who engaged in violence to solve problems, or has access to weapons. Remember, the Team is not attempting to predict with certainty if violence will happen. Instead, evaluate the presence of factors that indicate violence might be a possibility. Teams can then **develop risk management strategies that reduce the student's risk for engaging in violence** and make positive outcomes for the student more likely.

Each student who comes to the Team's attention will require an **individualized management plan**. The resources and supports the student needs will differ depending on the information gathered during the assessment.

Often, the Team will determine that the student is not currently at risk for engaging in violence, but **requires monitoring or is in need of guidance** to cope with losses, develop resiliency to overcome setbacks, or learn more appropriate strategies to manage emotions.

Resources to assist the student could take the form of peer support programs or therapeutic counseling to enhance social learning or emotional competency, life skills classes, tutoring in specific academic subjects, or mental health care. Most programs and supports will be available within the school, but the Team may need to also access community resources to assist with managing the student.

Sometimes management involves suspension or expulsion from school. When this is necessary, Teams and school administrators should consider how it might affect their ability to monitor the student. **Removing a student from school does not eliminate the risk to the school community**. Several school attacks have been carried out by former students who had been removed from the school or aged out of their former school. A suspended or expelled student might become isolated from positive peer interactions or supportive adult relationships at school. Teams should develop strategies to stay connected to the suspended or expelled student to determine whether the student's situation is deteriorating, or the behaviors of concern are escalating so that they can respond appropriately. Management plans should remain in place until the Team is no longer concerned about the student or the risk for violence. This is accomplished by addressing the following basic elements that can reduce the likelihood a student will engage in violence and provide support and resources for those in need.

Notify law enforcement immediately if a student is thinking about or planning to engage in violence, so that they may assist in managing the situation.

Make efforts to address the safety of any potential targets by altering or improving security procedures for schools or individuals and providing guidance on how to avoid the student of concern.

Create a situation that is less prone to violence by asking the family or law enforcement to block the student's access to weapons, while also connecting the student to positive, prosocial models of behavior. Another option may involve removing the student from campus for a period of time, while maintaining a relationship with the student and the student's family.

Remove or redirect the student's motive. Every student's motive will be different, and motives can be redirected in a variety of ways. These strategies may include bullying prevention efforts or offering counseling for a student experiencing a personal setback.

Reduce the effect of stressors by providing resources and supports that help the student manage and overcome negative events, setbacks, and challenges.

STEP 7. CREATE AND PROMOTE SAFE SCHOOL CLIMATES
A crucial component of preventing targeted violence at schools relies on developing positive school climates **built on a culture of safety, respect, trust, and social and emotional support**.

Teachers and staff in safe school environments support diversity, encourage communication between faculty and students, intervene in conflicts, and work to prevent teasing and bullying. Students in safe school climates feel empowered to **share concerns with adults**, without feeling ashamed or facing the

stigma of being labeled a "snitch." Administrators can take action to develop and sustain safe school climates.

Help students feel connected to the school, their classmates, and teachers. This is an important first step to creating school climates that are supportive, respectful, and safe. **Encourage teachers and staff to build positive, trusting relationships with students** by actively listening to students and taking an interest in what they say.

Break down "codes of silence" and help students feel empowered to come forward and share concerns and problems with a trusted adult. At one school, administrators used a faculty meeting to identify students who lacked a solid connection with an adult at school. They provided faculty with a roster of enrolled students and asked them to place a mark next to students with whom they had a warm relationship. For students without a mark next to their name, popular, well-liked teachers and staff were asked to reach out and develop positive connections with them.

Help students feel more **connected to their classmates and the school**. One teacher asked her elementary students to write down names of classmates they wanted to sit next to. If a student's name did not appear on anyone's list, the teacher placed that student's desk next to a friendly or outgoing classmate in an effort to help the student develop friendships. This effort could be easily adapted with middle or high school-aged students by asking students to identify one or two classmates they would like to be partnered with for a project and assigning any student not named on a list to be partnered with a friendly or outgoing classmate.

Adults can also help students **identify clubs or teams at school** they can join or encourage them to start their own special interest group.

Schools can also support positive school climates by implementing school-wide Positive Behavioral Interventions and Supports (PBIS) programs. These programs actively teach students what appropriate behavior looks like in a variety of settings, including in the classroom, with their friends, or among adults. Teachers frequently praise prosocial behavior they observe and encourage students' good behavior. PBIS can improve academic outcomes for schools and has been shown to reduce the rates of school bullying.

While teachers and staff can foster relationships and connectedness among the student body, **students themselves have a role to play** in sustaining safe school climates. They should be actively engaged in their schools, encouraged to reach out to classmates who might be lonely or isolated, and empowered to intervene safely when they witness gossiping, teasing, and bullying.

STEP 8. CONDUCT TRAINING FOR ALL STAKEHOLDERS
The final component of a comprehensive targeted violence prevention plan is to identify training needs for all stakeholders, including faculty, staff, and administrators; students; parents; and school resource officers or local law enforcement. **School safety is everyone's responsibility**. Anyone who could come forward with concerning information or who might be involved in the assessment process should be provided with training. Effective training addresses the goals and steps of an assessment, the type of information that should be brought forward, and how individuals can report their concerns. It might be beneficial for staff and students to hear presentations, see videos, and role-play scenarios so they have a thorough understanding of their responsibilities and the steps they can take to keep their school safe. Each audience will require a slightly different message, but some stakeholders may also benefit from attending training together, such as parents and students, or school faculty/staff and law enforcement personnel. When developing a training program, consider how frequently each stakeholder will receive training, and whether to vary the delivery method of trainings. Also, each audience may have unique needs.

Faculty, staff, and administrators

Every adult at school needs training related to threat assessment and violence prevention, **including administrative, maintenance, custodial, and food service staff**. Training can include who should be notified when concerning or threatening information is discovered, what information should be brought forward, how school staff might learn about information, and the steps school staff can take to safely intervene with concerning or threatening situations. Providing training on other topics, such as suicide awareness and prevention, conflict resolution, mental health, and developmental disabilities, might also allow school faculty, staff, and administrators to foster positive school climates.

Students

Students need training on the threat assessment process, where to report concerns, and what information they should bring forward. Students also need assurances that they can make a report to the Team or another trusted adult **anonymously,** that their information will be **followed up on**, and will be kept **confidential**. Training can also educate students about other actionable steps they can take to cultivate a safe school climate, including ways they can safely intervene with bullying, gossip, or name-calling. Messaging should demonstrate to students that there is a big **difference between "snitching," "ratting," or "tattling," and seeking help**. While snitching is informing on someone for personal gain, here, students are encouraged to come forward when they are worried about a friend who is struggling, or when they are trying to keep someone from getting hurt. Remind students that if they are concerned about a classmate or friend, they need to keep speaking out until that person gets the help they need. Finally, maintaining a safe school climate includes providing students with training or lessons to acquire skills and abilities to manage emotions, resolve conflicts, cope with stress, seek help, and engage in positive social interactions.

Parents

Parents should also be trained on the threat assessment process at their child's school and their role in that process. They should be clear on who to call, when, and what information they should be ready to provide. Parents can also benefit from training that helps them recognize when children and teenagers may be in emotional trouble or feeling socially isolated. Training can also reduce the stigma around mental, emotional, or developmental issues, and provide information on available resources and when they should seek professional assistance.

Law enforcement and school resource officers

Not every school will have a school resource officer, but schools can still develop relationships with local law enforcement agencies and personnel. Schools can encourage local officers to co-teach classes at the school, serve as coaches or assistant coaches of sports teams, and work with parents and teachers at after-school events. In some communities without school resource officers, local law enforcement agencies have encouraged officers to "adopt a school," stopping by the school to greet and become familiar with students and teachers, eating lunch on campus, or doing paperwork in an office at the school. Like parents and teachers, local law enforcement and school resource officers need to be aware of the school's threat assessment process and their own responsibilities once a threat is identified. Training for law enforcement and school resource officers should also provide familiarity with emergency response procedures the school has in place and the layout of the campus. Officers and school staff might benefit from attending training together so that all parties are aware of the point at which local law enforcement should be involved in an investigation. This would also allow officers to get to know administrators, teachers, counselors, facilities and maintenance personnel, and other school staff. It is much easier to work through an emergency situation when schools and law enforcement are already familiar with each other and their procedures.

CONCLUSION

Despite having a comprehensive targeted violence prevention plan in place, and despite a school and Team's best efforts at prevention, incidents of targeted school violence may still occur. It is critical to develop and implement emergency response plans and procedures and provide training on them to all stakeholders. The U.S. Department of Homeland Security recommends that emergency response plans be developed with input from local law enforcement and first responders.5 For example, procedures should be developed for reporting emergencies, evacuation procedures and routes, use of emergency notification systems, and information regarding local hospitals or trauma centers. Law enforcement and first responders should be apprised of these plans and procedures and know how to implement them. Everyone has a role in preventing school violence and creating safe school climates. The threat assessment procedures detailed in this guide are an important component of school safety and security efforts and have been determined to be the best-practice in the prevention of targeted school violence. The model highlights that students can engage in a continuum of concerning behaviors and communications, the vast majority of which may not be threatening or violent. Nevertheless, it encourages schools to set a low threshold when identifying students who might be engaging in unusual behavior, or experiencing distress, so that early interventions can be applied to reduce the risk of violence or other negative outcomes.

Appendix 4 - Risk Assessment Inquiry: A Summary of the Secret Service Eleven Key Questions

A Risk Assessment is a systematic process that is designed to identify situations/persons who are struggling or are of concern, investigate the situation and gather information, assess the situation, and manage the situation and mitigate the risk. Threat Assessments can help determine whether somebody is on a pathway to violence. Threat Assessments should focus on discovering risk factors and behaviors associated with acts of targeted violence and help potential offenders overcome the underlying sources of their problems. Engaging subjects can be critical to preventing violence and harm; and should not be punitive.

Threat assessments are part of a larger on-going approach to keeping students and schools safe. The problem of violence in schools isn't created by schools – it's a symptom of community violence – but schools can play an important role in providing solutions and preventing violence. The principles that guide our threat assessment ideas and protocols are derived from decades of research and practice to determine **why** a student made a threat and then prevent the threat from being carried out.
How should the information from a threat assessment inquiry be organized and analyzed? Information from research and interviews conducted during a threat assessment inquiry should be guided by the following 11 key questions:

1. WHAT ARE THE STUDENT'S MOTIVE(S) AND GOALS?

What motivated the student to make the statements or take the actions that caused him or her to come to attention?

Does the situation or circumstance that led to these statements or actions still exist?

Does the student have a major grievance or grudge? Against whom?

What efforts have been make to resolve the problem and what has been the result? Does the potential attacker feel that any part of the problem is resolved or see any alternative?

2. HAVE THERE BEEN ANY COMMUNICATIONS SUGGESTING IDEAS OR INTENT TO ATTACK?

What, if anything, has the student communicated to someone else (targets, friends, other students, teachers, family, others) or written in a diary, journal, or website concerning his or her ideas and/or intentions?

3. HAS THE SUBJECT SHOWN INAPPROPRIATE INTEREST IN ANY OF THE FOLLOWING?

School attacks or attackers?

Weapons (including recent acquisition of any relevant weapon)?

Incidents of mass violence (terrorism, workplace violence, mass murderers)?

4. HAS THE STUDENT ENGAGED IN ATTACK-RELATED BEHAVIORS? THESE BEHAVIORS MIGHT INCLUDE:

Developing an attack idea or plan?

Making efforts to acquire or practice with weapons?

Casing or checking out possible sites and areas for attack?

Rehearsing attacks or ambushes?

5. DOES THE STUDENT HAVE THE CAPACITY TO CARRY OUT AN ACT OF TARGETED VIOLENCE?

How organized is the student's thinking and behavior?

Does the student have the means, e.g., access to a weapon, to carry out an attack?

6. IS THE STUDENT EXPERIENCING HOPELESSNESS, DESPERATION AND/OR DESPAIR?

Is there information to suggest that the student is experiencing desperation and/or despair?

Has the student experienced a recent failure, loss and/or loss of status?

Is the student known to be having difficulty coping with a stressful event?

Is the student now, or has the student ever been, suicidal or "accident-prone"?

Has the student engaged in behavior that suggests that he or she has considered ending their life?

7. DOES THE STUDENT HAVE A TRUSTING RELATIONSHIP WITH AT LEAST ONE RESPONSIBLE ADULT?

Does this student have at least one relationship with an adult where the student feels that he or she can confide in the adult and believes that the adult will listen without judging or jumping to conclusions? (Students with trusting relationships with adults may be direct away from violence and despair and toward hope.)

Is the student emotionally connected to – or disconnected from – other student(s)?

Has the student previously come to someone's attention or raised concern in a way that suggested he or she need intervention or supportive services?

8. DOES THE STUDENT SEE VIOLENCE AS AN ACCEPTABLE – OR DESIRABLE – OR THE ONLY WAY TO SOLVE PROBLEMS?

Does the setting around the student (friends, fellow students, parents, teachers, adults) explicitly or implicitly support or endorse violence as a way of resolving problems or disputes?

Has the student been "dared" by others to engage in an act of violence?

9. IS THE STUDENT'S CONVERSATION AND "STORY" CONSISTENT WITH HIS OR HER ACTIONS?

Does information from collateral interviews and from the student's own behavior confirm or dispute what the student says is going on?

10. ARE OTHER PEOPLE CONCERNED ABOUT THE STUDENT'S POTENTIAL FOR VIOLENCE?

Are those who know the student concerned that he or she might take action based on violent ideas or plans?

Are those who know the student concerned about a specific target?

Have those who know the student witnessed recent changes or escalations in mood and behavior?

11. WHAT CIRCUMSTANCES MIGHT AFFECT THE LIKELIHOOD OF AN ATTACK?

What factors in the student's life and/or environment might increase or decrease the likelihood that the student will attempt to mount an attack at school?

What is the response of other persons who know about the student's ideas or plan to mount an attack? (Do those who know about the student's ideas actively discourage the student from acting violently, encourage the student to attack, deny the possibility of violence, passively collude with attack, etc.?)

Use the information gathered to help determine the seriousness of the concern and to develop the action and support plan.

The analysis of the information gathered during the Threat Assessment Inquiry should answer the following two questions:

Is the behavior of the student consistent with the movement on a path towards an attack?

Does the student's current situation or setting incline him or her toward or away from targeted violence?

Appendix 5 – Remote Instruction Plan

Elementary Level Remote Instruction Plans can be found here - https://www.gfsd.org/elementary-remote-learning-plans/

Technology

The Glens Falls City School District is committed to preparing our students to be successful, productive members of a global society, which necessitates integrating high-quality education technology into teaching and learning.

Even before the COVID-19 pandemic, equitable access to technology and connectivity has been a priority for Glens Falls City Schools. Since the 2015-16 school year, every student in grades 7 through 12 has received a "take-home" Chromebook provided by the school district. Since 2016-17, students in grades 5 and 6 have each been assigned individual Chromebooks for in-school use, and since 2018-19 this one-to-one program has been expanded to all students in grades 3 and 4. Since the COVID-19 shutdown in March, every student in grades 3-12 has kept their device at home for instructional use, and the district re-deployed additional devices to students in grades K-2. **In the fall of 2020, every Glens Falls student — Kindergarten through grade 12 — will have their own "take-home-enabled" touch-screen Chromebook so that they have multiple ways to participate in learning and demonstrate mastery of Learning Standards in our remote or hybrid in-person models.**

We understand that sufficient access to computing devices is only one half of the equation when it comes to remote learning. High-speed internet access is also essential for full educational equity. At the outset of our Chromebook one-to-one implementation in 2015, the district surveyed every family on the availability of internet connectivity at home, with a 95% positive response. We have worked with families on an individual basis to provide mobile internet hotspots and/or other resources to ensure each student has a device and the connectivity to make it work. The district will resurvey parents and guardians to determine the level of access to high-speed internet in students' homes.

Teacher support and professional development around creating effective digital learning experiences has been ongoing in Glens Falls City Schools since 2015. We have two full-time district-wide technology coaches and four full-time district-wide instructional coaches who have been working with teachers before and during the COVID-19 school closure. These coaches have provided robust and individualized remote teaching support to our educators, continuing through the summer and into the fall. Specific efforts have included the following:

- Development of an **internal website** for educators, loaded with resources for standards-based remote instruction and enrichment, including:
  - Subscription access to, and tutorials on, EdLaw 2-d compliant programs/applications for student learning (*Google Classroom, Seesaw, Kami, Online Whiteboard, Newsela, Breakout EDU, Edpuzzle, Choice Boards,* and *HyperDocs*);
  - How-to videos on specific device/program/application usage (*Google Educational Suite: Classroom, Mail, Sheets, Docs, Forms, Meets; Screencastify* and *WeVideo* recording, etc.);
  - Guidance and instruction on using technology to communicate effectively with students and families (*Google Sites, Smore Newsletters, Google Calling*); and
  - Responsive online "Help Desk" support for device troubleshooting and repairs, with organized claim/ticket submission and followup.

This internal website will be continually updated and supported throughout the 2020-21 school year.

- Development of an **external website** for students and families, loaded with resources for remote learning and enrichment, including:
    - o Grade-level-specific and content-area-specific educational resources for students and families, developed in consultation with district faculty members to ensure consistency with instruction;
    - o How-to videos on specific device/program/application usage (Chromebook Accessibility features, Chromebook keyboard shortcuts, etc.);
    - o Tips for parents/guardians on supporting remote learning at home;
    - o Responsive online "Help Desk" support for device troubleshooting and repairs, with organized claim/ticket submission and followup.

This external website will be continually updated and supported throughout the 2020-21 school year.

- Professional development for leaders and educators on designing effective remote/online learning experiences and best practices for instruction in remote/online settings has been offered since March of 2020, and continues to be offered and completed by employees throughout the summer.
- The technology coaches began producing a weekly faculty newsletter with reminders, tips, and best practices to support online learning.

Student data privacy and security will be maintained and the district is in compliance with Federal and State laws related to student technology use, including NY Education Law 2-d and Part 121 of the Commissioner's Regulations.

Teaching and Learning

The mission of the Glens Falls City School District is to provide a safe, positive, and stimulating environment — one that fosters self-growth, a passion for continuous learning, confidence, and the ability to succeed in a changing world. As a school community, we believe that all students must have the opportunity to feel safe, engaged, and excited about their learning, whether in-person, remote, or some combination of the two.

The district's continuity of learning plan for the 2020-21 school year prepares for in-person, remote, and hybrid models of instruction that are aligned with the outcomes in the New York State Learning Standards. Regardless of the instructional model implemented, the district is focused on providing equity and access for all students in Glens Falls including, but not limited to, students with disabilities, English language learners, students who lack connectivity, and students experiencing homelessness. This continuity of learning plan will be adjusted to meet the dynamic needs of the Glens Falls City School community, based on new/changing NYSED or NYSDOH guidance and evolving local/regional factors.

Our clear opportunities for instruction that are accessible to all students will be:

- aligned with State standards
- include routine scheduled times for students to interact and seek feedback and support from their teachers

- include regular and substantive interaction with an appropriately certified teacher regardless of the delivery method (e.g., in-person, remote or hybrid).

Students and their families/caregivers can contact the school and teachers with questions about their instruction and/or technology in multiple ways (e.g., email, online platform, and/or by phone). We have regular expectations for communication and connection between school and home, which is an essential part of ensuring that all stakeholders play a role in the evolving nature of instruction during the COVID-19 pandemic. This two-way communication framework will be accessible to all, available in multiple languages, widely disseminated, and include clear and multiple ways for students and families to contact schools and teachers.

Attendance and Chronic Absenteeism

The district believes in connecting with students on a daily basis, and will collect and report daily teacher/student engagement or attendance, regardless of the instructional setting. Plans to check daily attendance will be shared by each building and teacher in the first week of school.

- When students are learning in an in-person hybrid model, attendance will be taken as per usual protocols.
- When students are learning in a remote setting, teachers will use Google Meet and other district-approved programs/applications as necessary to connect with students each day and take attendance. While students are learning virtually, teachers will connect with them both synchronously and asynchronously. All teachers who normally see that student will connect with them during their virtual time, according to the schedule developed by each building principal. Any students that are not connected will be referred immediately to student support team members in each building and a plan will be developed to connect with each family.
- Attendance of any school-age student of compulsory age, who resides in the Glens Falls CIty School district or is placed by a parent/guardian in another public school district, a charter school, or is placed by a district administrator or the CSE of the school district in educational programs outside the district (such as, another school district, BOCES, approved private in-State or out-of-State school, and State supported school) will be reported in SIRS.
- Attendance will be reported by all schools since they are required to take attendance;
- Resident students of compulsory age who were not in attendance in the current school year will be reported until they exceed compulsory school age, they no longer reside in the district, or the district has documentation that the student has entered another educational program leading to a high school diploma. These students will be immediately referred to the high school social worker for follow-up conversations and planning;
- Students who drop out while still of compulsory school age will be kept on the school attendance register until they exceed compulsory school age or move out of the district. However, high school administrators will attempt to develop a plan to get them to return.

Medically Vulnerable/High-Risk Groups

Guidance from NYSED and the Department of Health states that there are several groups that are at increased risk for complications from COVID-19 and may need added or alternative provisions. Students who have family members who are in high-risk groups may also need to attend school remotely. In addition, we anticipate that parents may want options for educating their children at home if they have concerns regarding COVID-19 risk.

- Students in K-4 will have the opportunity to learn completely remotely for the first trimester of their year.
- Students in 5-12 will have the opportunity to learn completely remotely for the first half of the year.
- At the end of the trimester/semester, we will re-evaluate our district-wide plan and make decisions about the second trimester/spring semester.
- All teachers will meet with their students using Google Meet, Classroom, or other district-approved programs/applications daily.

Models for Instruction

It continues to be the district's main objective to create responsive reopening plans that keep students and staff healthy and safe, and allow for parental choice when it comes to their child(ren)'s education. We understand that all families have unique circumstances and strong feelings about what is best for their child(ren). For the beginning of the 2020-21 school year, parents will need to choose and commit to one of three instructional models for each of their children:

- **All-Virtual Model:** Students enrolled in this option will receive full instruction in all core/required classes covering the same material that is delivered in person, in real time, by participating in a Google Meet simulcast of in-classroom instruction. (Some elective options may not be available in the virtual model.) Parents must commit to the virtual model for the full fall trimester (through late November for grades K-4) or semester (through late January for MS/HS), when we will re-evaluate our district-wide plan and make decisions about the spring semester. This synchronous instruction will allow students to be fully ready to transition back into in-person school in the future.
- **Hybrid In-Person Model**: Students enrolled in this option will attend school in-person, in strict adherence to the Governor's and NYS Department of Health Guidelines for Reopening. Because of the need to create smaller, socially-distanced groups, in-person instruction may be every day or may involve a hybrid model where students are physically in school on a certain day/days and learning remotely on others.
- **Formal Homeschooling**. Students choosing this option will un-enroll in Glens Falls City Schools, and parents/guardians assume all educational duties as outlined in NYS Education Department regulations.

The district will provide multiple ways for students to participate in learning and demonstrate mastery of Learning Standards in the all-virtual and hybrid in-person models.

Here's a general walk-through of each model of instruction, understanding that protocols may evolve as the community situation changes:

All-Virtual Model: Students enrolled in this option will receive full instruction in all core/required classes covering the same material that is delivered in person, in real time, by participating in a Google Meet simulcast of in-classroom instruction. (Some elective options may not be available in the virtual model.) Students are expected to follow their schedule remotely, joining their Google Meets at the beginning of each class period. Teachers will take attendance daily, period by period through eSchool. Authentic grades will be recorded, and expectations for learning will be the same for students at home and students in the building. Report cards will be issued with grades (not Pass/Incomplete). All students with 504 accommodations, IEP's or ENL services will receive services based on their individual needs. This

synchronous instruction will allow students to be fully ready to transition back into in-person school in the future.

Hybrid In-Person Model: Students enrolled in this option will attend school in-person, in strict adherence to the Governor's and NYS Department of Health Guidelines for Reopening. **On a student's in-person day(s):**

All families: add health screening into their morning routine at home, then depart for school wearing appropriate face coverings. Parents and students wait on the school's front lawn, maintaining six feet of social distance between households, until it is time for students to enter the building. Different grade levels may enter at staggered times. Wearing face coverings, students line up at their assigned entry door. Students enter the building one at a time, pausing to register their temperature using a no-touch scanner. The scanner simply checks for "above" or "below" 100* F. If the scanner alerts "above," the student immediately goes to the isolation room for assessment by the nurse. All other students walk to their classroom/learning space to begin the day.

- **Elementary:** All students attend school in-person every day. Each class is divided into two groups. Student desks are placed six feet apart in their learning space, making for a group of around 12 students, or about half the class. Group A spends the first half of the day (2.5 hours) learning core subjects (Math, ELA, Science, Social Studies) with their teacher in the classroom. Group B spends the first half of their day (2.5 hours) in their socially-distanced alternate space, participating in art, music, P.E., STEAM activities, and enrichment. Each group eats lunch where they are, either brought from home, or ordered through food services and delivered "TV-dinner style" to each individual. After lunch and thorough cleaning of areas, the two groups switch. Group B gets core instruction, while Group A gets enrichment. Schoolday hours are 8:30 a.m. to 2:15 p.m. for Kindergarten and Grade 1; and 8:45 a.m. to 2:30 p.m. for Grades 2, 3 + 4.
- **Middle School:** Student desks are placed six feet apart in their learning space, making for a group of 12-14 students, or about half of a typical class. Glens Falls Middle School will be shifting to a block schedule approach. Each day will consist of five 1-hour blocks. Our typical eight periods will be spread over the course of two consecutive days. Students will be assigned to attend classes in person on Monday/Tuesday or Wednesday/Thursday, and students will attend those same classes virtually on the opposite days. The two groups will alternate attending on Fridays. Schoolday hours are 8:20 a.m. to 2:05 p.m. for Grades 5 + 6; and 8:40 a.m. to 2:25 p.m. for Grades 7 + 8. On their virtual learning days, students are expected to follow their schedule remotely, joining their Google Meets at the beginning of each class period. Teachers will take attendance daily, period by period through eSchool. Authentic grades will be recorded, and expectations for learning will be the same for students at home and students in the building. Report cards will be issued with grades (not Pass/Incomplete). All students with 504 accommodations, IEP's or ENL services will receive services based on their individual needs.
- **High School:** Student desks are placed six feet apart in their learning space, making for a group of 12-14 students, or about half of a typical class. Glens Falls High School will be shifting to a block schedule approach, following a "two days in-two days out" rotation. Each day will consist of four blocks. Students will be assigned to an A/B or C/D group. For the first five weeks: the A/B students will attend classes in-person on A + B days, and learn remotely on C + D days; the C/D students will attend classes in-person on C + D days, and learn remotely on A + B days. After five weeks, the students who were in-person A and B days will meet in-person on C and D days. Students who began the year as in-person on C and D days will change to in-person instruction on A and B days. This will even out the face-to-face classroom time for the two groups for classes

that meet only once in the 4-day rotation. Schoolday hours will be 8:30 a.m. to 3:01 p.m. On their virtual learning days, students are expected to follow their schedule remotely, joining their Google Meets at the beginning of each class period. Teachers will take attendance daily, period by period through eSchool. Authentic grades will be recorded, and expectations for learning will be the same for students at home and students in the building. Report cards will be issued with grades (not Pass/Incomplete). All students with 504 accommodations, IEP's or ENL services will receive services based on their individual needs.

If choosing the **All-Virtual** model, parents must commit to all-virtual for the full fall trimester (through late November for grades K-4) or semester (through late January for MS/HS), when we will re-evaluate our district-wide plan and make decisions about the spring semester.

If choosing the **Hybrid/In-Person** model, parents may switch to All-Virtual at any point once school starts, BUT once going all-virtual, students may not switch back to in-person until the end of the trimester/semester. **Once a family chooses the all-virtual option for a student, they stay all-virtual through the fall**.

WSWHE BOCES programs are running this fall, in line with all the health and safety precautions outlined by the State. Glens Falls students riding on our buses to/from the program will need to follow all the procedures outlined in the Transportation section of the district's COVID-19 Reopening Plan.

Universal Pre-Kindergarten (UPK)

The district's Universal Pre-Kindergarten program will be offered to accepted students using an in-person model of 2.5 instructional hours per day. Starting and ending times for the AM and PM sessions will be adjusted as necessary to allow for proper cleaning protocols, in accordance with State guidance.

The district will ensure that contracted Pre-Kindergarten providers have measures in place to ensure they will follow health and safety guidelines outlined in NYSED guidance and required by the New York State DOH. The district will also ensure their eligible agencies have a Continuity of Learning plan that addresses in-person, remote, and hybrid models of instruction.

Special Education

It is important to provide all services that are needed for our special education students. Special education programs and services provide equity and access for students with disabilities to be involved in and to participate and progress in the general education curriculum.

- As part of the reopening planning, a subgroup specifically on special education was created and worked in collaboration with CPSE and CSE. During these conversations, all services were discussed and a plan is developed for in-person, remote, and hybrid learning.
- All students' IEPs have been reviewed by the case managers and each manager is expected to monitor student progress and communicate this progress consistently to parents and the educational team.
- All students with disabilities will continue to have available to them a free and appropriate public education (FAPE) and related services designed to meet their unique needs within in-person, remote, and hybrid learning environments.

Least Restrictive Environments

It is essential that we provide equal access to high-quality programs that are designed based on their individual needs and abilities.

- Students in self-contained classrooms will start the year back in school full time. If we have to go to a hybrid model, when students are in school, services such as speech, occupational therapy, physical therapy and assistive technology support will be given in-person or virtually as necessary.
- If schools have to be fully virtual, each teacher and related service provider will create a plan to clearly state how all services will be provided remotely.
- Parents will be contacted and given a choice if they would like to be back full time or completely virtual. These communications will be in the families' preferred language.

Technology

- All students in the district will be given a device. Based on the needs of the students and on the recommendations of the assistive technology support staff, if a student requires additional or different technology, it will be given to them for home and school use.
- Any student requiring Augmentative Communication Devices will be provided access to their devices at home if in a virtual learning platform.
- Assistive Technology services will be provided within the school setting during in-school or hybrid models.
- All students and parents have access to a list of district software, technology tips, and help platforms for requesting services and or instruction in the utilization of such technology.

IEP Implementation

- IEP implementation for delivery of services continues to apply to programs and services whether delivered in-person, a hybrid model or virtually. Flexibility with respect to IEP implementation continues to apply during the COVID-19 outbreak in regard to flexibility in mode and/or manner; group or individual sessions; specific group size for related services, frequency, duration and location of related services, and special class size ratio. In the event flexibility is required, the educational team will communicate with parents consistently and document such communications within the student's IEP contact log.
- Teachers and service providers will continue to progress monitor individual IEP goals and/or objectives. Data collection and documentation will be completed within the student's IEP. Progress monitoring will be shared with parents at the same time as report cards, at parent request, and during requested review and annual review meetings. Reports may be made via telephone or other electronic means if progress reporting procedures specified in the IEP cannot be met with reasonable efforts.
- All collaboration, assessments and determinations will be documented and shared with parents in their preferred language or mode of communication.

Provision of Services

- During the 2020-21 school year, students with disabilities will be provided in-person instruction and/or virtual instruction in alignment with the special education and related services identified in the student's IEP.
- Parents will be given a choice of face to face instruction or virtual instruction based on the general education procedures for medically fragile students. The district will ensure meaningful

parent engagement in the parent's preferred language or mode of communication regarding the provision of services to his/her child to meet the requirements of the IDEA.

- If schools have to be fully virtual, each teacher and related service provider will create a plan to clearly state how all services will be provided remotely.

Compensatory Services

- CPSE/CSE will make an individualized determination whether and to what extent compensatory services are to be provided once school reopens and how those services will be provided in conjunction with the school's reopening plan.
- CPSE/CSE will consider documented formative and summative assessment of skills in collaboration with the district benchmarks to determine regression of skills in relation to the general education population. If compensatory services are warranted, the CPSE/CSE will work together to create a schedule of services conducive and consistent with the IEP service.
- All collaboration, assessments and determinations will be documented and shared with Parents in their preferred language or mode of communication.

English Language Learners

As we shifted to remote learning, it was essential that we connected with our English Language Learners regularly. We contract these services with WSWHE BOCES and because of our number of students, our ENL Teachers were able to connect daily with our students. Glens Falls City School District is committed to providing our English Language Learners with the services they are entitled to and providing face to face and remote learning options equal to our non-ELL population.

- ENL teachers at every level in all of our schools will complete the ELL identification process within 30 school days of the start of the school year for all students who enrolled during COVID-19 school closures in 2019-20, as well as all students who enroll during summer of 2020 and during the first 20 school days of the 2020-21 school year. After this 20 day flexibility period, identification of ELLs will resume for all students within required 10 school days of initial enrollment as required by Commissioner's Regulations Part 154.
- Provision of required instructional Units of Study will be provided to all ELLs based on their most recently measured English language proficiency level during in-person or hybrid instruction. Our ENL teachers will continue to co-plan and co-teach with our students as planned in 2019-20.
- ENL and classroom teachers will regularly communicate with the parents/guardians and other family members of ELLs to ensure that they are engaged in their children's education during the reopening process and we will provide all communications for parents/guardians of ELLs in their preferred language and mode of communication.
- All ENL will be given technology that is beneficial to their program to assist with virtual work during hybrid or fully remote learning.

Social Emotional Learning, Well-Being, and Mental Health

The COVID-19 pandemic has challenged our school community to review and renew the capacity of our schools to be welcoming, supportive, inclusive, and equitable environments for learning. To meet the new demands of a vastly different teaching and learning landscape, individuals must start with the inner work of healing their own hearts and minds, and finding the capacity within themselves to support healing for students, families, colleagues, and communities. Understanding and applying Social Emotional Learning strategies provides a useful framework for this personal discovery, growth, and well-being.

Social Emotional Learning (SEL)

The Collaborative for Academic, Social, and Emotional Learning (CASEL) defines SEL as "the process through which children and adults understand and manage emotions, set and achieve positive goals, feel and show empathy for others, establish and maintain positive relationships, and make responsible decisions." Glens Falls City Schools have already incorporated SEL into daily instructional and social practices, and will place even greater emphasis on integrating core competencies into the learning landscape of 2020-21. The five core competencies of SEL as defined by CASEL are:

- Self Awareness – the ability to recognize one's own emotions, thoughts, values, and how they influence behaviors.
- Self Management – the ability to regulate one's emotions, thoughts, and behaviors in different situations to effectively manage stress, set goals, and motivate oneself.
- Social Awareness – the ability to take the perspective of and empathize with others and to recognize resources and supports.
- Relationship Skills – the ability to establish healthy relationships, to communicate, cooperate, negotiate conflict, and seek help when needed
- Responsible Decision Making – the ability to make constructive choices, evaluate consequences of actions, and reflect.

To address Social Emotional Learning in Glens Falls City School District, the district has established an Advisory Council consisting of School Counselors, Social Workers, School Psychologists, Teaching Faculty, Administrators, Parents, and School Board of Education members. This Advisory Council has assisted the district by advising on program goals, reviewing program results, making recommendations about the school counseling program, advocating and engaging in public relations for the school counseling program, advocating for funding and resources, providing information on community and parent expectations for the counseling program, and assisted in the development of the Comprehensive School Counseling Plan for Glens Falls City School District. This plan will be reviewed and updated to meet current and evolving needs through the duration of the COVID-19 pandemic.

In addition to these efforts, Glens Falls City School District participates in the Warren County Inter Agency Collaborative which works to integrate and strengthen relationships between the various service providers within Warren County. Through these collaboratives, we have partnered with Warren County Probation

and Mediation Matters to provide professional development opportunities to our faculty on the facilitation of Circles and Restorative Justice Practices. We have also partnered with Dave Melnick of NFI Vermont to provide in depth training to all faculty, staff, and administrators on Trauma Informed Practices. We have also provided in-depth training to all faculty, staff, and administrators on the impacts of poverty and ACES. This work continues to be a priority initiative for the district. The district will also provide professional development opportunities for faculty and staff on how to talk with and support students during and after the COVID-19 public health emergency, as well as provide supports for developing coping and resilience skills for students, faculty, and staff.

The district will identify students and families in need of additional support during the transition back to in-person learning. Student support team members will collaborate and provide resources and referrals to students, families, and staff to address mental health, behavioral, and emotional needs of students. Staff will be provided with additional professional development opportunities on the implementation of SEL best practices, ACEs (adverse childhood experiences), and the impact of trauma on social-emotional development, behavior, and learning.

Food Service

The district will provide all students with access to nutritious meals each school day. The food service plan will split students into two categories to address their food service needs: **in-person student attendees, and virtual student attendees**.

- The in-person student attendees will be physically attending school on a hybrid, or part-time basis, so the district will also ensure in-person student attendees have access to meals while learning virtually from home. To execute this plan, the district intends to use any and all available meal waivers, and has contacted its NYSED Child Nutrition Program Representative to ensure our plans are within waiver allowances. While in attendance, students will enjoy familiar school breakfast and lunch options in either socially-distanced classrooms, or socially-distanced common area spaces utilized out of necessity. On the last scheduled in-person attendance day for the in-person student attendee, the student will receive breakfast and lunch meals for the balance of the week while virtual learning.
- All virtual student attendees will have the option to elect to have a week's worth of meals delivered to their residence.

The district will follow all applicable Local, State, and Federal health and safety guidelines. Local district procedures will be updated to reflect the most recent Centers for Disease Control and Prevention guidelines. The district will work with its food service management company, who is responsible for the day-to-day food service operation, to ensure the appropriate protocols are followed. Some of these measures include enhanced COVID-19-specific safety training and mitigation tactics, PPE protocol, health monitoring, and increased sanitation measures. An increased emphasis will be placed on repeated cleaning of high-touch areas, such as door handles, tables, trays, and other frequently used materials. All of these high-touch surface areas will be regularly sanitized with approved chemical mixtures.

The district treats the safety and well-being of our students with great care, so it is essential our students with **food allergies** have the same protections in place in our new socially-distanced environments outside the cafeteria. The whereabouts/location of the in-person student attendees will be well known, so if any student with a meal allergy is eating outside of the cafeteria, the district will have the ability to restrict certain food options that will also be served in the same space as the student with the allergy. For example,

if a second grade class has a student with a peanut allergy, and the class will be eating pre-packaged meals inside the classroom, the pre-packaged meals for the rest of the class will be prepared peanut-free.

In conjunction with our Food Service Management Company, a Food Service Safety Re-opening Program will be rolled out, which will include age-appropriate signage and educational materials, as well as a newsletter series marketed to the school community. These materials will include health and safety reminders and promote safe integration back into our public environments. Students will be expected to follow the procedures outlined in the Healthy Hand and Respiratory Hygiene Practices section of this reopening plan for appropriate hand hygiene before and after eating, which will include the availability of hand sanitizer, and on-demand access to soap, running warm water, and disposable paper towels.

Any and all common areas utilized for meal service will be properly sanitized and disinfected by the district's custodial and maintenance staff, prior any subsequent use.

As always, all aspects of our food service program will ensure compliance with Child Nutrition Program requirements. The district will communicate about school meal service, eligibility, options, and changes in operations for the coming school year. The district will make clear that all meals may not be available at no cost to all children, but the district will advise and encourage families to submit free and reduced priced lunch applications. The district will utilize multiple platforms to promote food service-related communication, all of which will be accessible in multiple languages.

The district will make available, in all of the native languages spoken by our students and families, the multiple modes of communication available to them (i.e., emails, District website, letters, etc.).

The district will ensure that within all meal consumption areas (classrooms and/or common spaces) students adhere to strict six-foot separation. In those spaces where appropriate six feet of socially-distant separation cannot be maintained, physical barriers will be utilized to make up for the lack of appropriate distance.

Communication/Family and Community Engagement

The district's commitment to complete, transparent, and professional communication centers around the idea that building a well-informed school community creates a stronger foundation for success in every goal we set.

The district will build upon its nine years of strategic and coordinated information-sharing to ensure that every member of the school community can access training, instruction, news updates, and urgent notifications specific to our COVID-19 pandemic operations. This communications plan is intended to be flexible; it can and will change as needs and circumstances evolve throughout the year.

The district has engaged school stakeholders and community members throughout the development of the COVID-19 Reopening Plan, including building and district administrators, teachers, support staff members, nurses, buildings and grounds staff, students, parents, Board of Education members, union representatives, and the Warren County Department of Health through surveys, meetings, discussion, and opportunities to submit feedback/ask questions. Specifically, the district's return-to-school surveys garnered quantifiable data and open-ended feedback from more than 1,500 parent/guardian responses, nearly 450 student

responses, and more than 200 faculty/staff responses. Our school community's sentiments are reflected in this plan, and many of their ideas are incorporated herein.

The district's full reopening plan is posted on the district website, at www.gfsd.org. The full text of this plan is provided in the language(s) spoken throughout the school community via a "translate" button on our website. This plan is also website-accessible to those with visual and/or hearing impairments.

Executive summaries, "key point" documents, infographics, and FAQ materials will be developed to break down and simplify the overall plan and its requirements, specific to student, staff, parent/guardian, visitor, and community member audiences. Some of these key messages will include:

- All students, staff members, and parents/guardians will be taught and re-taught how to follow new COVID-19 protocols safely and correctly, including but not limited to hand hygiene, proper face covering wearing, social distancing, and respiratory hygiene. Some communication examples from the CDC appear below.
- All parents/guardians will be taught and re-taught how to observe for signs of illness in their child that require staying home from school, in accordance with this plan's Disease Containment section.
- The district will encourage all students, faculty, staff, and visitors through verbal and written communication (e.g., signage) to adhere to CDC and DOH guidance regarding the use of PPE, specifically acceptable face coverings, when a social distance cannot be maintained.

The district will use multiple communication tools and tactics to ensure multiply-redundant message saturation among all members of the school community. Some specific tools to be used include:

- E-mail messages, broadcast telephone messages, and emergency text messages will be sent using:
    - o The district's School News Notifier system, which is available for any member of the public to subscribe to, free of charge;
    - o eSchool Data, the district's student management database, with communication capacities for student, parent/guardian, and faculty messages; and/or
    - o The Blackboard messaging system, with communication capacities for parent/guardian, faculty, and staff member messages.
- Social media graphics, messages, links, and information will be posted on the district's official Facebook, Twitter, and Instagram platforms.
- News stories, updates, links to background information/resources, and COVID-19 educational materials will be posted on the district's website at www.gfsd.org.
- Printed correspondence, hard-copy newsletters, and other paper-based materials will be mailed via the US Postal Service to student households as necessary and appropriate.
- Faculty, staff members, and students will use the Safe Schools platform to complete COVID-19-related training courses as necessary and appropriate.
- Faculty and staff members will be provided access to tools and professional development that supports effective two-way communication between parents/guardians, teachers, and students.

Staffing and Human Resources

As we continue to finalize our reopening plans, it will be critical for the district to think about certain areas that may require temporary staffing. These include but are not limited to part-time nurses, support staff, cleaners, transportation, and substitute teachers.

- The district will ensure that all individuals employed to teach in New York State public schools have a valid certificate.
- If necessary, there may be times where a certified teacher may be instructing in areas not covered by their certifications. This time will not exceed 10 classroom hours a week during the 2020-21 school year.

Medically Vulnerable/High-Risk Groups

Guidance from NYSED, CDC, and the NYS Department of Health states that there are several groups that are at increased risk for complications from COVID-19—a list that is likely to change as the pandemic evolves—and may need added or alternative provisions. The district will remain in compliance with the Americans with Disabilities Act (ADA), federal and state family leave laws, and the terms and conditions outlined in the CBAs. In the Teaching & Learning section of this guide, student guidance on this topic is discussed.

- If a staff member believes they belong to one of these high risk groups, or lives with someone who is high risk, and it may affect their ability to safely return to in-person work, they should contact the Superintendent and Director of Personnel Development to discuss all available options.
- While it is important to recognize that the district's top priority is to have all staff and students teaching and learning in-person, the district also realizes that an in-person model may not be possible for some medically vulnerable or high-risk individuals. In this instance, the district will ensure compliance with ADA, State, and federal laws throughout the interactive process.
- During this process, based on the individual circumstance, information regarding federal paid leave under the Families First Coronavirus Response Act (FFCRA) or Family Medical Leave Act (FMLA) will be provided as applicable.

APPR

Glens Falls will work with our teachers to ensure that students are being taught as effectively as is practical to expect. We will fully implement our APPR plan to the extent possible, based on guidance from NYSED.

Extracurriculars, Athletics, and Childcare

While we recognize that extracurricular activities are an important part of a child's developmental experience, the dynamic nature of the COVID-19 pandemic presents unique challenges to providing extracurriculars at this time.

All school-sponsored field trips and extracurricular activities are suspended until further notice, due to risk of COVID-19 transmission.

Per NYSED and NYSDOH guidance, interscholastic sports are not permitted at the time of this plan's publication, and additional information on athletic activities is forthcoming.

On-site childcare in our school buildings, typically provided by the Glens Falls YMCA, will not be held at any school building until further notice. However, there will be off-site childcare provided by the YMCA at their building. In addition, there is a listing of local childcare providers located on the OFCS website by district at this link: https://ocfs.ny.gov/main/childcare/ccfs_template.asp

Appendix 6 – School Resource Officer Contract

**AGREEMENT FOR LAW ENFORCEMENT SERVICES
WITHIN THE GLENS FALLS CITY SCHOOL DISTRICT**

THIS AGREEMENT is made on November 14, 2018, by and between the CITY OF GLENS FALLS, a municipal corporation and political subdivision established under the Laws of the State of New York, having its principal offices and place of business located at 42 Ridge Street, Glens Falls, New York 12801 (the "City"), and the GLENS FALLS CITY SCHOOL DISTRICT, having its principal offices and place of business located at 15 Quade Street, Glens Falls, New York 12801 (the "District") as follows:

WHEREAS, the District has requested that the Glens Falls Police Department provide law enforcement services by assigning a School Resource Officer to the District during normal school hours and for such other events as requested by the District, and

WHEREAS, the City has indicated its willingness to provide these services during the school calendar year commencing January 2, 2019, and continuing under the same terms and conditions unless terminated by either party, and

WHEREAS, the District has agreed to pay the City an amount not to exceed Ninety-Two Thousand Four Hundred Dollars per school year for such School Resource Officer services as set forth in this Agreement,

NOW, THEREFORE, IT IS MUTUALLY AGREED AS FOLLOWS:

The City, through its Police Department, agrees to provide School Resource Officer services to the District in accordance with the terms of Exhibit A annexed hereto and made a part hereof at the locations identified by the District during normal school hours and for such other events as requested by the District, in accordance with and subject to the terms

of this Agreement.

I. **DELIVERY OFSERVICES:**

  A. Service Area

The City, through its Police Department, shall provide School Resource Officer services within the District and the grounds thereof.

  B. Enforcement Responsibilities

The City, through its Police Department, shall provide School Resource Officer services for the District.

  C. Quantity of Services

The City will assign one (1) uniformed School Resource Officer to the District for the entire school year. The hours worked will be based on the needs of the District, at the discretion of the School Superintendent, and following the school calendar, and for such other events as requested by the District.

  D. How Delivered

The scheduling, direction and supervision of the School Resource Officer and those matters incidental to the delivery of those services to the District shall be determined by the City's Chief of Police, or his/her Designee.

  E. Dispute Resolution

Any conflict between the parties regarding the extent or manner of performance of these services delivered to the District shall be resolved by the City's Chief of Police or his/her Designee and the Superintendent of the School District or his/her Designee.

F. Enforcement of Services

Nothing in this Agreement shall require the City to provide the services in this Agreement if the City does not have enough staff to fulfill its obligations under this Agreement.

The District waives its right to any claims for a breach of contract or any other cause of action against the City if nonperformance of this Agreement is due to inability to staff this position by the City. If the City cannot staff the position, the District will pay for the services provided and will be refunded, on a pro-rated basis any money that was paid for days without services. Upon a request from the School for a refund, the City will pay such refund within thirty (30) days of the request.

II. **RESOURCES:**

A. Responsibilities

Except as otherwise stipulated, the City shall furnish all labor, equipment and supplies required to provide School Resource Officer services to the District.

III. **CONSIDERATION:**

A. Payment

The District shall pay to the City a sum not to exceed Ninety-Two Thousand Four Hundred Dollars during the calendar year 2019 for the services provided under the terms of this agreement.

B. Billing and Payment

The District shall pay to the Treasurer of the City the amount due, as agreed upon herein, in ten (10) equal payments due by the last day of the month from January 2019 through June 2019 and from September 2019 through December 2019.

C.   Payment Upon Termination

If either party terminates this agreement prior to the completion of services, the City

shall be paid for those services rendered pursuant to this agreement on a pro-rated basis.

IV.   **INDEMNIFICATION; DEFENSE; COOPERATION:**

A.   District's Responsibilities:

1.   The District shall be solely responsible for and shall indemnify, defend

and hold harmless the City and its officers, employees, and agents (the

"City Indemnified Parties") from and against any and all liabilities,

losses, costs, expenses (including, without limitation, reasonable

attorneys' fees and disbursements) and damages ("Losses"), arising

out of or in connection with any acts or omissions of the District and/or

the District's officers, employees, and agents, regardless of whether

taken pursuant to or authorized by this Agreement and regardless of

whether due to negligence, fault, or default, including losses in

connection with any threatened investigation, litigation or other

proceeding or preparing a defense to or prosecuting the same. The

School Resource Officer shall remain an employee of the City and

shall not be an employee of the District.

2.   The District shall carry General Liability coverage in the amounts of at

least $1 million per occurrence and $2 million aggregate with respect to

the District and any of its employees or agents. The District shall name

the City as additional insured on a primary, non-contributory basis to

the District's General Liability policy. All coverage must be issued by an insurance company admitted to do business in New York State and maintaining an A.M. Best rating of A- or better.

3. The District shall furnish to the City Certificate(s) of insurance evidencing coverage stipulated in paragraph IV. A(2) above before service from the City begins. The failure of the District to provide such Certificate of Insurance shall not be deemed a waiver by the City of the District's obligation to provide same insurance coverage. In addition, and in the event of any defect in any Certificate of insurance, regardless of when such defect may be discovered, the acceptance by the City of any such certificate of insurance shall not be deemed a satisfaction of the requirement that the District provide insurance coverage as noted anywhere in this Agreement.

4. The District shall, upon the City's demand, promptly and diligently defend, at the District's sole risk and expense, any and all suits, actions, or proceedings which may be brought or instituted against the City to provide defense under subsection IV. A(1) above, and the District shall pay and satisfy any judgement, decree, loss, or settlement in connection therewith.

5. The District shall, and shall cause the District's officers, employees, and agents to, cooperate with the City in connection with the investigation, defense or prosecution of any action, suit or proceeding, related to the

subject matter of this Agreement.

B. City's Responsibilities:

    1. The City shall be solely responsible for and shall indemnify, defend and hold harmless the District and its officers, employees, and agents (the "District Indemnified Parties") from and against any and all liabilities, losses, costs, expenses (including, without limitation, reasonable attorneys' fees and disbursements) and damages ("Losses"), arising out of or in connection with any acts or omissions of the City and/or the City's officers, employees, and agents, regardless of whether taken pursuant to or authorized by this Agreement and regardless of whether due to negligence, fault, or default, including losses in connection with any threatened investigation, litigation or other proceeding or preparing a defense to or prosecuting the same. The School Resource Officer shall remain an employee of the City and shall not be an employee of the District.

    2. The City shall carry General Liability coverage in the amounts of at least $1 million per occurrence and $2 million aggregate with respect to the City and any of its employees or agents. The City shall name the District as additional insured on a primary, non-contributory basis to the City's General Liability policy. The City is also required to carry Workers' Compensation ($1 million limit) and Disability Insurance. All coverage must be issued by an insurance company admitted to do

business in New York State and maintaining an A.M. Best rating of A- or better.

3. The City shall furnish to the District Certificate(s) of Insurance evidencing coverage stipulated in paragraph IV. B(2) above before service from the City begins. The failure of the City to provide such Certificate of Insurance shall not be deemed a waiver by the District of the City's obligation to provide same insurance coverage. In addition, and in the event of any defect in any Certificate of insurance, regardless of when such defect may be discovered, the acceptance by the City of any such certificate of insurance shall not be deemed a satisfaction of the requirement that the District provide insurance coverage as noted anywhere in this Agreement.

4. The City shall, upon the District's demand, promptly and diligently defend, at the City's sole risk and expense, any and all suits, actions or proceedings which may be brought or instituted against one or more "District Indemnified Parties" for which the City has an obligation to provide defense under subsection IV.B(I) above, and the City shall pay and satisfy

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any judgment, decree, loss or settlement in connection therewith.

5. The City shall, and shall cause the City's officers, employees, and agents to, cooperate with the District in connection with the investigation, defense or prosecution of any action, suit or proceeding, related to the subject matter of this Agreement.

C. The provisions of this section shall survive the termination and/or expiration of this Agreement.

V. DURATION:

The term of this Agreement shall be for the calendar year 2019, commencing January 2, 2019 and continuing under the same terms and conditions unless terminated upon at least thirty (30) days written notice by either party to the other for any reason.

VI. APPROVAL:

This Agreement is subject to the approval of the District's Board of Education.

IN WITNESS WHEREOF, the parties hereto have executed this Agreement as of the day and year of execution of the last signatory hereunder.

CITY OF GLENS FALLS   GLENS FALLS CITY SCHOOL DISTRICT

By: _____   By: _____

Exhibit A

Purpose:

The purpose of the School Resource Officer is to formalize a cooperative effort between the Glens Falls City School District and the Glens Falls Police Department to increase safety and promote a positive environment where education can occur.

Policy:

It is the policy of the Glens Falls Police Department to assign a police officer to the Glens Falls City School District for the school year for the purpose of the following:

A. To maintain a safe environment that will be conducive to learning and public safety.

B. Be a liaison between law enforcement and school officials.

C. Improve relationships between youth, law enforcement, and the community.

D. Serve as a liaison to school staff, parents, and youth on safety issues.

E. Serve as a role model to students, school officials, and the community.

Procedure:

A. SRO's will be assigned to the Glens Falls City School District. When school is not in session, SRO's duties and responsibilities will be determined by the Patrol Lieutenant or Captain.

B. SRO's will be responsible for all regular duties of their rank, and:

  1. Assume instructional responsibilities in school(s) to include:

     a) Acting as an instructor for short-term programs, to include providing guidance on ethical issues in a classroom setting.
     b) Making available to the school, faculty, and students a variety of law related education.
     c) Working in cooperation with the superintendent, principal, and faculty to coordinate and develop school emergency plans for each building within the city school district.

C. Provide individual counseling and/or mentoring to students, and become familiar with local youth related service providers.

D. Explain the law enforcement role in society, and serve as a viable, active law enforcement figure at schools, dealing with law enforcement matters that originate at the school, or involve students in the immediate proximity of the school.

E. Serve as a resource to students that will enable them to be associated with law enforcement in the student's environment.

F. Serve as a resource to teachers, parents, students, and the community and plan and/or schedule conferences for dealing with individual problems or questions, particularly in the area of criminal activity.

G. Be familiar with, devise, and review the schools' emergency crisis plans with the superintendent, principal, and staff according to school policy and GFPD Rules and Regulations.

H. Coordinate all SRO activities with the school(s) principal and/or staff seeking permission, advice and guidance prior to any school program.

I. Upon request in the school environment, plan for crime prevention presentations as needed.

J. Serve as a liaison with other law enforcement agencies wishing to arrest or interview students at school to ensure compliance with legal and GFPD policy requirements.

K. Serve as a crisis intervention officer and mediate disputes in an attempt to learn the cause and work with students in solving disputes in a non-violent manner.

L. Coordinate and/or be a part of school related functions, sporting events or other activities to maintain the Department's rapport with administrators, faculty, students, and parents.

M. Will not be used to perform duties of school employees (e.g., lunchroom attendants, hall monitors, or bus monitors, etc.).

Criminal Investigations Involving Students:

A. SRO's will comply with all legal requirements in their contact with students and enforcement activities on school premises, including searches, seizures, arrests, and custodial interrogations.

B. SRO's may make arrests without a warrant of students on school premises in accordance with Family Court Act 305.2 and Criminal Procedure Law 140, and may conduct lawful searches and seizures without a warrant.

C. SRO's may arrest or take students into custody on school premises pursuant to a warrant or other court order, and may conduct searches pursuant to a search warrant.

D. SRO's may not remove a student without a warrant from a school building to conduct a custodial interrogation or conduct a custodial interrogation on school premises, about a crime which did not occur on school premises while the student is properly in attendance at

the school, without consent of a parent or legal guardian of the student, nor may they assist other law enforcement officers in doing so.

E. Members may not conduct custodial interrogations of juveniles at a school. All custodial interrogations of juveniles must take place in the Detective's Office or with consent of a parent or other person legally responsible at the juvenile's residence for a reasonable period of time.

F. SRO's conducting a criminal investigation on school grounds will immediately contact the superintendent/principal in all non-emergency situations, or as soon as practicable in emergency situations.

Investigation Assignment Guidelines:

A. SRO's will be responsible for carrying out preliminary criminal investigations that have occurred within their assigned school, during their assigned hours at the school, to their fullest extent. The SRO's case assignments will be assigned according to Exhibit D of the collective bargaining agreement. SRO's will coordinate and assist follow-up investigations with the Detective Division for cases that have been reassigned for further investigation.

B. It is at the discretion of the Patrol Lieutenant/Captain how juvenile investigations and follow-up juvenile investigations occurring outside of school will be assigned.

Appendix 7 – Continuation of Operations

INTRODUCTION

This plan has been developed in accordance with the amended New York State Labor Law Section 27-c pursuant to the procedures set forth in Education Law Section 2801-a.

In developing this plan, the District gathered input from:

- Glens Falls Administrators Association
- Glens Falls Teachers Association
- Glens Falls Secretaries Association
- Glens Falls Support Staff Association
- Glens Falls School District Unit Civil Service Employees Association

No content of this plan is intended to impede, infringe, diminish, or impair the rights of us or our valued employees under any law, rule, regulation, or collectively negotiated agreement, or the rights and benefits which accrue to employees through collective bargaining agreements, or otherwise diminish the integrity of the existing collective bargaining relationship.

The District reserves the right to modify the plan as necessary, with notification to the respective collective bargaining unions.

Purpose, Scope, and Concept of Operations

Purpose
This plan has been developed in accordance with the amended New York State Labor Law section 27-c and New York State Education Law paragraph m of subdivision 2 of section 2801-a (as amended by section 1 of part B of chapter 56 of the laws of 2016), as applicable. These laws were amended by the passing of legislation S8617B/A10832 signed by the Governor of New York State on September 7, 2020, requires public employers to adopt a plan for operations in the event of a declared public health emergency involving a communicable disease. The plan includes the identification of essential positions, facilitation of remote work for non-essential positions, provision of personal protective equipment, and protocols for supporting contact tracing.

Scope
This plan was developed exclusively for and is applicable to the Glens Falls City School District (hereinafter called "District"). This plan is pertinent to a declared public health emergency in the State of New York which may impact our operations; and it is in the interest of the safety of our employees and contractors, and the continuity of our operations that we have promulgated this plan. The scope of this plan is based on a Federal, State, or local public health department mandated shutdown of District buildings, grounds, and facilities.

Concept of Operations
The Superintendent of Schools of the Glens Falls City School District (hereinafter called "the Superintendent"), their designee, or their successor holds the authority to execute and direct the

implementation of this plan. Implementation, monitoring of operations, and adjustments to plan implementation may be supported by additional personnel, at the discretion of the Superintendent.

Upon the Board of Education's approval of this plan, it will be posted in conspicuous locations in District buildings and will be available electronically via the District's website.

The Superintendent, their designee, or their successor will maintain awareness of information, direction, and guidance from public health officials and the Governor's office, directing the implementation of changes as necessary.

Upon resolution of the public health emergency, the Superintendent, their designee, or their successor will direct the resumption of normal operations or operations with modifications as necessary.

Mission of Essential Functions
When confronting events that disrupt normal operations, the District is committed to ensuring that essential functions will be continued even under the most challenging circumstances. A position or function being determined essential within this plan does not indicate that they will need to be fully on-site, but instead indicates that there may be scenarios where their positions/duties require that they be on-site.

Essential functions are those functions that enable an organization to:

1. Maintain the safety of our school community
2. Provide vital services
3. Provide services required by law
4. Sustain quality operations
5. Uphold the mission and core values of the District

Essential Positions
Each essential function identified above requires certain positions on-site to effectively operate. The list below identifies the positions or titles that are essential to be staffed on-site for the continued operation of each essential function. Note that while some functions and associated personnel may be essential, some of these can be conducted remotely and do not need to be identified in this section.

Function	Title	Justification
Information Technology	Director Technicians	This group is needed to maintain the internet capability including remote learning and working from home.
Custodial and Maintenance	Director Custodians Maintenance Mechanics Grounds	This group is needed to maintain the cleanliness and continued functioning of the building & grounds.
Administration	Superintendent Asst. Superintendents Directors	Required to ensure continuity of the response efforts.
Building Administration & Clerical Support	Building Administrators & Clerical Support	Required to ensure continuity of the response efforts.
Faculty and Staff	Teacher Related Service Provider	Should it become necessary to meet a student's needs under IDEA and/or Section 504 regulation (FAPE), teachers/related service providers may be deemed essential on an as needed basis.
Security	Hall Monitors	To ensure the safety/security of the campuses.
Transportation	Director of Transportation Support Staff	To transport food to students who receive home meals and/or to transport students in the event they are attending in person instruction
Food Service	Food Service Director Food Service Workers	To prepare and distribute meals to students.
Health Services	School Nurses Staff, as deemed necessary	To assist with testing requirements, reporting and contract tracing.
Business Operations	Accounting, Payroll, Accounts Payroll, Purchasing	Where necessary to ensure the continued operation of the District.

Reducing Risk Through Remote Work and Staggered Shifts

Through assigning certain staff to work remotely and by staggering work shifts, we can decrease crowding and **density at work sites and on public transportation.**

Remote Work Protocols
Non-essential employees and contractors able to accomplish their functions remotely will be enabled to do so to the greatest extent possible. Working remotely requires:

1. Identification of staff who will work remotely
2. Approval and assignment of remote work will be made by the Superintendent or designee.
3. Equipping staff for remote work will be managed by Director of IT Chief Information Officer and which may include:
4. Internet capable laptops
5. Necessary peripherals
6. Access to VPN and/or secure network drives
7. Access to software and databases necessary to perform their duties
8. A solution for telephone communication devices.

To enable all non-essential employees and contractors to telecommute, we would develop contingency plans in the Appendix.

Teachers will continue to have access to various digital platforms, including, but not limited to:

- Email
- eSchool Data
- ParentSquare
- Google Classroom Suite

Teachers can communicate via district issued Chromebooks or such other device as has been provided by the District.

Staggered Shifts
Implementing staggered shifts may be possible for personnel performing duties that are necessary to be performed on-site but perhaps less sensitive to being accomplished only within core business hours. As possible, management will identify opportunities for staff to work outside core business hours as a strategy of limiting exposure. Regardless of changes in start and end times of shifts the District will ensure that employees are provided with their typical or contracted minimum work hours per week. Staggering shifts requires:

1. Identification of positions for which work hours will be staggered
2. Approval and assignment of changed work hours.

Certain employees may be assigned to staggered shifts to ensure job duties and responsibilities are able to be fulfilled safely and/or to meet business needs. The identity of which essential workers can work staggered shifts and the details of the staggering will be determined by the Superintendent.

Approval and assignment of changed work hours must be prepared by the Superintendent, or designee. Factors such as staffing levels, the ability to provide for adequate physical distancing, and ways to improve efficiency and/or effectiveness will be considered in the decision-making process.

Personal Protective Equipment

The use of personal protective equipment (PPE) to reduce the spread of infectious disease is important to supporting the health and safety of our students, employees, and contractors. PPE which may be needed can include:

- Masks
- Face shields
- Gloves
- Disposable gowns and aprons

Note that while cleaning supplies are not PPE, there is a related need for cleaning supplies used to sanitize surfaces, as well as hand soap and hand sanitizer. The Coronavirus pandemic demonstrated that supply chains were not able to keep up with increased demand for these products early in the pandemic. As such, we are including these supplies in this section as they are pertinent to protecting the health and safety of our students, employees, and contractors.

Protocols for providing PPE include the following:

1. Identification of need for PPE based upon job duties and work location
2. Procurement of PPE
3. As specified in the amended law, public employers must be able to provide at least two pieces of each required type of PPE to each essential employee and contractor during any given work shift for at least six months
4. Public employers must be able to mitigate supply chain disruptions to meet this requirement
5. Storage of, access to, and monitoring of PPE stock
6. PPE must be stored in a manner which will prevent degradation
7. Employees and contractors must have immediate access to PPE in the event of an emergency
8. The supply of PPE must be monitored to ensure integrity and to track usage rates

Procurement of PPE
Each District building will be provided with a supply of disposable masks and hand sanitizer for use by employees, contractors, and/or visitors.

The Assistant Superintendent for Business will track PPE inventory on a regular basis. When inventory gets low (defined as having less than two pieces of each required type of PPE to each essential employee and contractor during any given work shift for at least six month), the Assistant Superintendent for Business will notify the Superintendent in order to purchase additional supplies needed. The District will maintain and periodically update the supplier list in an effort to mitigate supply chain disruptions. For unforeseen supply disruptions or shortages, the Town will work with the Warren County Public Health Department for assistance.

Storage of PPE
A supply of PPE is stored on campus near the bus garage. The PPE will be stored in accordance with the manufacturer's guidelines in order to prevent degradation. In the event of an emergency, employees and contractors can obtain immediate access to PPE through contacting the administration.

Student and Staff Exposures, Cleaning and Disinfecting

Student and Staff Exposures
In the event an employee, student or contractor is exposed to a known case of a communicable disease that is subject to a public health emergency, exhibits symptoms of such disease, or tests positive for such disease, the District will respond as per the Medical/Mental Health annex found in the Building Level Emergency Plan. Given the nuances or complexities associated with potential exposures, close contacts, symptomatic persons, and those testing positive, the District will follow CDC/public health recommendations and requirements and will coordinate with Warren County Public Health Department for additional guidance and support as needed. Exposure protocols will be updated as necessary and/or required and will be communicated to students, parents, employees, and contractors and posted on the District's website.

Cleaning and Disinfecting
The District will follow CDC and public health guidelines for best practices in the cleaning and disinfection of surfaces/areas. Present guidance for routine cleaning during a public health emergency includes, but is not limited to, frequently cleaning high traffic and high touch areas; cleaning areas with soap and water prior to disinfecting surfaces with products that meet EPA criteria; providing cleaning staff with appropriate PPE; and following instructions of cleaning products to ensure safe and effective use.

Employee Leave

Unless required by Federal, State or local law, the District will follow the leave provisions of the respective collective bargaining agreements and/or the leave provisions in employee handbooks for non-bargaining unit employees.

Documentation of Work Hours and Locations

In a public health emergency, it may be necessary to document work hours and locations of each employee and contractor to support contact tracing efforts. Locations shall include specific areas inside school buildings and specific areas outside on school grounds. This information may be used by the New York State Department of Health and Warren County Public Health Department to support contact tracing within the organization and may be shared with State and/or local public health officials. The District will implement the following protocols:

- All entrances will be locked and monitored by security guard/greeter.
- All employees will use their access fobs or sign in as applicable for entrance which documents their arrival on premises.
- Payroll, attendance, and/or time cards will further document an employee's presence on campus.

- Contractors will sign in with the main office, and their presence registered in the visitor log book or visitor management system.
- Non-essential visitors will not be allowed on site however exceptions will be made on a case by case basis.

Housing for Essential Employees

There are circumstances within a public health emergency when it may be prudent to have essential employees lodged in such a manner which will help prevent the spread of the subject communicable disease to protect these employees from potential exposures, thus helping to ensure their health and safety and the continuity of the District's essential operations. If such a need arises, the District will either house essential employees on site or coordinate with the Warren County Public Health Department to help identify and arrange for alternate housing.

Covid Leave Scenarios

As you are aware, the federal Families First Coronavirus Response Act, (FFCRA) expired 12/31/20. Please read all of the scenarios and options carefully based on your COVID situation.

1. **Reasons for Leave**

1.) I, myself, am subject to a Federal, State, or local DOH quarantine order related to COVID-19*; 2.) I have been advised by a health care provider to self-quarantine related to COVID-19; 3.) I am experiencing COVID-19 symptoms and seeking a medical diagnosis;

4.) I am caring for an individual subject to an order described in (1) or self-quarantine as described in (2); or 5.) I am caring for a child under 18 whose school or place of care is closed (or childcare provider is unavailable) for reasons related to COVID-19**; or

1. **Options**
2. If you selected reasons **1** above, please complete the attached COVID leave form. ***The NY COVID Sick Leave option does not provide protections for quarantines due to voluntary travel*** *(i.e. an employee traveled to Las Vegas for vacation and when returning home is required to quarantine). This situation would require the use of personal, vacation, or unpaid time.*
- With district approval, you may be permitted to telework based on job functions and circumstances.
- If telework is not available, you would be eligible for NYS COVID Paid Sick Leave, which provides you up to 14 consecutive calendar days of paid sick leave for the duration of your state or local DOH quarantine. You will not be required to use your leave time for the first 14 days. However, if you find you need to be out for more than 14 days, you will have to use your banked sick time.
1. If you selected reason **2 or 3** above, ***you do not need to complete this form.***

Contact your doctor to seek guidance, and follow up with your principal/supervisor. If mandatory COVID testing is ordered by your doctor, please enter your absence in Absence Management as ***personal illness***, request a substitute for in person learning, provide plans, and post asynchronous work, as applicable*.* This day will be deducted from your available accruals.

-Contact your principal/supervisor upon receipt of diagnosis, and advise of any need for continued leave, or your ability to return to work.

- With district approval, you may be permitted to telework based on job functions and circumstances while awaiting test results, with documentation from your doctor, including the date you were seen in the office, and the date the test was taken.
- If telework is not available while awaiting test results, please contact Lisa Palmer for options.
1. If you selected reason **4** above, ***you do not need to complete this form.*** Enter your absence in Absence Management as ***family illness***, request a substitute for in person learning, provide plans, and post asynchronous work, as applicable*.* These days will be deducted from your available accruals. Contact your supervisor upon receipt of diagnosis and advise of any need for continued leave, or your ability to return to work.
2. If you selected reason **5** above, ***you do not need to complete this form.*** Enter your absence in Absence Management as ***personal day***, request a substitute and provide plans, as applicable*.* These days will be deducted from your available accruals. If all personal days have been used, please contact Lisa Palmer with a request for unpaid leave.

In the event the district is required to pivot to **fully remote** ***instruction, telework may be permitted with district approval in certain circumstances based on job functions.***

III. NYS COVID Leave Request

Name: _____

Building/Office: _____

Date: _____, 2021

Start Date of Quarantine: _____

End Date of Quarantine: _____

Provide the name of the governmental entity ordering the quarantine and attach a copy of the order. _____

____Check here to verify that you have attached a copy of the quarantine order. **I certify that the above information is accurate and complete.**

Employee Signature: _____

Date: _____

FOR ADMIN USE ONLY:

❏ Telework

❏ COVID leave

❏ ____