Glens Falls Common: Abraham Wing School

DISTRICT-WIDE SCHOOL SAFETY PLAN

2026-2027 School Year

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Glens Falls Common School District
DISTRICT – WIDE SCHOOL SAFETY PLAN
PROJECT SAVE (Safe Schools Against Violence in Education)
Commissioner's Regulation 155.17

Introduction

Emergencies and violent incidents in school districts are critical issues that must be addressed in an expeditious and effective manner. 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 the district 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. Districts stand at risk from a wide variety 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 each school district and its schools.

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

Section I: General Considerations and Planning Guidelines

A. Purpose

The Glens Falls Common School District's district-wide school safety plan was developed pursuant to Commissioner's Regulation 155.17. At the direction of the Glens Falls Common School District Board of Education, the Superintendent of the Glens Falls Common School District appointed a district-wide school safety team and charged it with the development and maintenance of the district-wide school safety plan.

B. Identification of Chief Emergency Officer

The Glens Fall Common School District designates the **School Superintendent** as the district's **chief emergency officer** whose duties shall include, but not be limited to:

a. Coordination of the communication between school staff, law enforcement, and other first responders;
b. Lead the efforts of the district-wide school safety team in the completion and yearly update by September 1st, of the district-wide school safety plan and the coordination of the district-wide plan with the building-level emergency response plan;
c. Ensure staff understanding of the district–wide school safety plan;
d. Ensure the completion and yearly update by September 1st, of building-level emergency response plans for each school building;
e. Assist in the selection of security related technology and development of policies for the use of such technology;
f. Coordinate appropriate safety, security, and emergency training for district and school staff, including required training in the emergency response plan yearly by September 15th; and
g. Ensure the conduct of required evacuation and lock-down drills in all district buildings as required by Education Law section 807.

C. Identification of School Teams

The Glens Falls Common School District has created a district-wide school safety team appointed by the board of education consisting of, but not limited to, representatives of the school board, teacher, administrator, and parent organizations, school safety personnel and other school personnel. The members of the team are as follows:

- School Board President
- Superintendent
- Teacher
- PTA President
- Superintendent of Buildings and Grounds
- School Secretary

D. Concept of Operations

- The district-wide school safety plan is directly linked to the individual building-level emergency response plan to the school. Protocols reflected in the district-wide school safety plan guide the development and implementation of individual building-level emergency response plan.
- In the event of an emergency or violent incident, the initial response to all emergencies at an individual school is by the building-level emergency response team.
- Upon the activation of the building-level emergency response team, the Superintendent of Schools or their designee is notified and, where appropriate, local emergency officials are notified.
- Efforts may be supplemented by County and State resources through existing protocols.

E. Plan review and public comment

- This plan shall be reviewed and maintained by the Glens Falls Common School District's district-wide school safety team and reviewed on an annual basis on or before September 1st of each year. A copy of the plan is available in the Superintendent's office.
- Pursuant to Commissioner's Regulation 155.17 (e)(3), this plan was made available for public comment 30 days prior to its initial adoption, which was June 18, 2001. This plan is now also annually made available for public comment 30 days prior to its adoption. The district-wide school safety plan is then adopted by the School Board after a public hearing that provides for the participation of school personnel, parents, students and any other interested parties. Public comment is also done whenever the plan has substantive changes.
- While linked to the district-wide school safety plan, the building-level emergency response plan **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. The building-level emergency response plan shall be kept confidential and shall not be disclosed except to authorized department staff and law enforcement officers. The Building-level Emergency Response Team and the Board of Education (during an Executive Session) review the confidential building-level emergency response plan yearly before September 1st of each year.
- Full copies of the district-wide school safety plan and any amendments are submitted to the New York State Education Department within 30 days of adoption by posting this public plan on the district's website. The building-level emergency response plan is annually supplied to the Glens Falls Police Chief. Warren County Sheriff and NYS State Police within 30 days of adoption and no later than October 15th.

Section II: General Emergency Response Planning

The district-wide school safety plan provides the framework for the building-level emergency response plan. The purpose of a uniform plan is to ensure district-wide continuity for emergency responses. These general emergency responses are used to assist school employees, students, parents and emergency responders learn one system that can be used in the Glens Falls Common School District.

A. Identification of sites of potential emergency, including:

- The district-wide school safety team in conjunction with local officials has identified areas outside of school property that may impact a district facility during an emergency. Factors that were considered included population, presence of hazardous materials, and potential for emergency based on national trends and proximity to district property.
- A list of areas has been identified as having the potential to impact within the district. This list has been created for reference and awareness. The list is not all-inclusive for every emergency. However, these areas have been identified as having the most probable impact on district facilities or district boundaries should they have or create an emergency. A list of potential community-based hazards or emergency situations has been noted in the building-level emergency response plan
- The district- wide school safety team has recognized that there are many factors that could cause an emergency within our school building. There are also factors that need to be considered when responding to an emergency. A list of potential internal and external hazards or emergency situations has been noted in the building-level emergency response plan.

B. The district has developed multi-hazard response guides. These guidelines are located in the building-level emergency response plan and are in ICS (Incident Command System) format. Plans for taking the following actions in response to an emergency where appropriate are, including but not limited to:

- Initial Actions
- Command Post Location (primary and secondary)
- **Shelter in Place**: Used to shelter students/staff inside the school
  - Severe Weather
  - Bomb Threat
  - HazMat Incident
- **Hold-In Place**: Limits student/staff movement while dealing with short term emergencies
- **Evacuation**: Used to evacuate students/staff from the school
  - Before, during and after school hours, including security during evacuation and evacuation routes
  - Evacuation/Relocation Sites (internal and external)
- **Secure Lockout**: Used to secure school buildings and grounds during incidents that pose an imminent concern outside of the school
- **Lockdown**: Used to secure school buildings and grounds during incidents that pose an immediate threat of violence in or around the school.
- School Cancellation
- Early Dismissal

Emergencies include, but are not limited to:

Air Pollution	Epidemic	Medical Emergency
Anthrax/Biological	Explosion	Natural Gas Leak
Aviation Crash	Fire Alarm Activation	Radiological
Bldg. Structural Failure	Flood	Roof Leak/Failure
Bomb Threat	Heating System Failure	School Bus Accident
Civil Disturbance	Hostage Situation	Severe Weather Emergency
Crimes Against People	Intruder Situation	Threats of Violence
Earthquake	Loss of Building	Water Emergency
Elec. System Failure	Loss of Buses	
Energy Supply Loss	Mass Casualty	

C. The district has identified various district resources that may be available for use during an emergency, including the identification of personnel, equipment and shelters.

D. Using the ICS (Incident Command System) the district has identified the school officials authorized to make decisions during an emergency. Through ICS, the procedures to coordinate the use of school district resources and manpower during emergencies are clearly defined. ICS also identifies the staff members and their backups assigned to provide assistance during emergencies.

E. The district has policies and procedures for annual multi-hazard school safety training for staff and students, including strategies for implementing training related to multi-hazards. Beginning with the 2016-2017 school year, all staff will undergo annual training by September 15, 2016 and each subsequent September 15 thereafter on the building-level emergency response plan which includes components on violence prevention and mental health. New employees hired after the start of the school year receive this training within 30 days of hire or as part of the district's existing new hire training program, whichever is sooner. The district certifies that this training is completed during the October NYSED BEDS data collection.
The following procedures have been established to provide this training on an annual basis to include but not limited to: early dismissal/go home drill, shelter-in place, hold-in-place, evacuation/fire drills, lockout, lockdown, table top exercises and Incident Command System training.

F. The district conducts drills and other training exercises to test components of the emergency response plan, including the use of tabletop exercises, in coordination with local, county, and state emergency responders and preparedness officials. A debriefing concludes each test to determine if changes to the plan are necessary.
Fire and Emergency Drills. The school district, at least once every school year, and where possible in cooperation with local county emergency preparedness plan officials, conducts one test of its emergency response procedures under its building-level emergency response plan, including sheltering, lock-down, or early dismissal, at a time not to occur more than 15 minutes earlier than the normal dismissal time.

Education Law §§ 807(1-a), 807 (b): Fire and Emergency Drills
The July 2016 amendments expanded fire drill requirements to also include emergency drills to prepare students to be able to respond appropriately in the event of a sudden emergency. The statute now requires twelve drills be conducted each school year, four of which must be lock-down drills, the remaining eight are required to be evacuation drills. There is still a requirement that eight

of the required twelve drills must be completed in the first half of the school year. However, the date of completion has been changed from December 1 to December 31 of each school year.

The statute now explicitly requires schools to conduct lock-down drills, which are essential, because they prepare students and staff to respond to the highest level of threat with the most urgent action and the least margin for error. The goal is to have schools conduct drills where they immediately clear hallways, lock doors and take positions out of sight to practice their ability to put the building into a protective posture as quickly as possible. These emergency measures allow time for responding law enforcement to arrive on scene and neutralize the threat. If possible, law enforcement should be involved in the drills to help prepare students and staff for their interactions and release from lock-down by uniformed officers. However, law enforcement involvement is not required by the new legislative mandate. Other protective actions such as secure lock-out or shelter in place are emergency actions that are usually preceded by some degree of warning time and do not require the immediate response necessary for a lock-down. While the school should be well versed in their lock-out and shelter in place protocols, lock-down is the only type of protective action that is specifically required by the statute.

The school conducts drills and training in a trauma-informed, developmentally appropriate, and age-appropriate manner. Drills and training do not include props, actors, simulations, or other tactics intended to mimic a school shooting, incident of violence, or other emergency. Parents or persons of parental relation will be notified at least one week prior to conducting ANY drill.

Section III: Responding to Threats and Acts of Violence

A. The school refers to its Crisis Intervention Plan via the post-incident response team and the Multi-Hazard Emergency Response Guides located in the building-level emergency response plan. These are reviewed by the district-wide school safety team to ensure content and consistency throughout the district. These policies and procedures are for responding to implied or direct threats of violence by students, teachers, other school personnel and visitors to the school, including threats by students against themselves, which includes suicide. The following types of procedures are addressed in the plan:
   - The use of staff trained in de-escalation or other strategies to diffuse the situation. Training is offered through Parsons Center and Character Education.
   - Informing the Superintendent or designee of implied or direct threats.
   - Determining the level of threat with the Superintendent and building-level emergency response team members.
   - Contacting appropriate law enforcement agency, if necessary.
   - Monitoring the situation, adjusting the district's responses as appropriate to include possible implementation of the building-level emergency response team.
   - Communication with parent/guardian. When a student implies or specifically threatens self-inflicted violence including suicide, the school's social worker directly contacts the respective parents/guardians.

B. The Multi-Hazard Emergency Response Guides in the building-level emergency response plan provide guidance on the district's policies and procedures for responding to direct acts of violence (i.e., Crimes Against Persons, Hostage Taking, Intruder and Kidnapping) by students, teachers,

other school personnel and visitors to the school, including consideration of zero-tolerance policies for school violence. The following types of procedures are addressed in the plan:

- Inform the Superintendent/designee
- Determine the level of threat with the superintendent/designee and the building-level emergency response team.
- If the situation warrants, isolate the immediate area.
- Monitor the situation; adjust the level of response as appropriate; if necessary, initiate lockdown, evacuation, sheltering and/or early dismissal procedures as needed, if needed.
- Contact appropriate law enforcement agency.

NOTE: The Glens Falls Common School District "Code of Conduct" describes policies and procedures for responding to acts of violence by students, teachers, other school personnel and visitors to the school.

C. Response protocols are identified in the Building-level Emergency Response Plan in the ICS format along with definitions of ICS Roles and Responsibilities. The Multi-Hazard Emergency Response Guides address specific procedures for responding to bomb threat, intruders, hostage takings and kidnapping.

D. The following protocols for appropriate responses to emergencies are provided as examples of responses to bomb threats, hostage takings, intrusions and kidnappings:

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

E. The district has established policies and procedures to contact parents, guardians or persons in parental relation to the students in the event of a violent incident or an early dismissal. In the Glens Falls Common School District, the following communication methods are taken:

- For small-scale incidents, school personnel are directly call the parents/guardians of all students directly impacted by any acts of violence. All other parents/guardians receive an informational letter. The Crisis Intervention Plan and post-incident response team are activated and available. If needed, as needed, community meetings are scheduled in a timely manner for further discussion.
- For any major incident, the district works with the media (TV, radio) to relay pertinent school-related information (i.e., how and where can parents be reunited with children, etc.) It is unfortunate, but important to remember that major emergencies can quickly tie up phone lines with incoming and outgoing calls and roads can be quickly blocked by the traffic of emergency vehicles, concerned parents and community members. School personnel directly call the parents/guardians of all students directly impacted by any acts of violence. All other parents/guardians receive an informational letter. Community meetings are scheduled in a timely manner, for further discussion to include the Crisis Intervention Plan and post-incident response team.

Section IV: Communication with Others

The District-wide School Safety Plan provides the framework for the Building-level Emergency Response Plan.

A. The Glens Falls Common School District is fortunate to have substantial ties to the community of Glens Falls City and Warren County. If there were to be an emergency within our facility, that facility would call 911 for emergency assistance. If involvement is needed from other local government agencies, then the Superintendent or designee would act as that contact person. Additional procedures for communications can be found in the Building-level Emergency Response Plan including local emergency contacts and phone numbers, and the NYS/BOCES Communication Flow Chart. These contacts provide guidance for obtaining assistance during emergencies from emergency services organizations and local government. The following examples are the types of arrangements that could be used by the district:
    - Superintendent (IC-Incident Commander or backup IC) in an emergency would contact the county dispatch center for fire, EMS, or police by calling 911.
    - Superintendent (IC or backup IC) contacts the highest-ranking local government official for notification and/or assistance.

B. Arrangements 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 is carried out through the protocols established in the NYS/BOCES Communication Flow Chart. The following are examples of the types of arrangements that could be used by the district during county-wide emergencies:
    - Superintendent (IC or backup IC) in an emergency contacts the Warren County 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: Glens Falls City Police, Warren County Civil Defense Office, American Red Cross, Warren County Emergency Services Office, New York State Police, Warren County Sheriff, Warren County Mental Health Office and the Capital Region Health/Safety/Risk Management Office.
    - If the emergency is within the school district boundaries and has the potential to impact the surrounding community, the Superintendent or designee notifies the appropriate city officials (Example: Mayor, Highway Dept., City Administrator, and/or Public Safety). Likewise, should there be an emergency within the community that has the potential to impact the school, the Superintendent should be notified immediately.

C. If there is a disaster within the district that has the potential to impact other educational agencies within the district boundaries, the Chief Emergency Officer activates a phone tree to inform all necessary parties. The phone tree is located in the Building-level Emergency Response Plan.

D. Along with the phone tree, the district also maintains the following information about each educational agency located in the **confidential**, Building-level Emergency Response Plan:
    - School population
    - Number of staff
    - Transportation needs
    - Business and home telephone numbers of key officials of each such educational agency

Section V: Prevention and Intervention Strategies

The District-wide School Safety Plan provides the framework for the Building-Level Emergency Response Plan.

A. The district has developed policies and procedures related to school building security, including, where appropriate: visitor sign-in and badge procedures, employee badges, security procedures.

B. The Glens Falls Common School District has implemented procedures 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, parents and other persons in parental relation to students of the school district or board, students and other persons deemed appropriate to receive such information. The district has and continues to participate in programs such as: child abuse and prevention workshops, programs designed to provide staff on how to identify potentially violent behaviors and other risk factors. The district additionally employs school psychologists, social worker, special education staff and a school nurse who are instrumental in assisting the district in identifying early warning signs in students, early intervention/prevention strategies and the development of violence prevention instruction for staff.

C. Appropriate prevention and intervention strategies such as:
   - Collaborative agreements with state and local law enforcement officials designed to ensure that school safety officers and other security personnel are adequately trained including being trained to de-escalate potentially violent situations
   - Non-violent conflict resolution training programs
   - Peer mediation programs and youth courts
   - Extended day and other school safety programs

D. The district has created and supported strategies for improving communication among students and between students and staff and reporting of potentially violent incidents, such as the establishment of:
   - Peer mediation;
   - Conflict resolution;
   - Creating a forum or designating a mentor for students concerned with bullying or violence, Establishing anonymous reporting mechanisms for school violence;
   - Others based on district need.

E. The Glens Falls Common School District has descriptions of duties, hiring and screening process, and requirements for the training of hall monitors and other school safety personnel. Currently, the school does not have hall monitors but will add descriptions to this plan if needed.

Section VI: Recovery

Recovery addresses the help needed for all involved to heal and to restore the school community to "normal" operations. The District Plan supports the school building plan by deploying district resources that support the school's building-level emergency response team and the post-incident response team.

Recovery plans include mental health/emotional recovery, academic, physical and business recovery, and can continue long after the actual emergency. The District has social worker and school psychologist resources and support systems. The District has the ability to coordinate with school,

local, Warren County and State disaster mental health services. The District's role with mental health services includes looking at the school culture and climate, providing student access to services and following threat assessment procedures.

A. District Support for Glens Falls Common School

The Building-level Emergency Response Plan provides resources for supporting the building-level emergency response team and post-incident response team. The district's Incident Command System (ICS) identifies back-ups to relieve team members. This provides team members the opportunity to rotate personnel, to fill in if assigned personnel are unavailable and to debrief in a supportive environment.

The district realizes that some emergencies may overwhelm an individual school's ability to manage an extreme crisis. If/when the school is faced with an emergency such as threats of violence or actual violent incidents, the district-wide school safety team assists as follows:

- Acting as a sounding board regarding the implied or direct threats and/or violent acts.
- Assisting in determining the level of threat and appropriate response.
- Monitoring the situation and adjusting the district's response as appropriate.
- Assisting with parent/guardian, faculty/staff, and media communication.
- Assisting with coordinating building and grounds security in conjunction with local and State Police.
- Assisting with offering a backup post-incident response team (i.e., another school district's team and/or an outside group) as needed, if needed.
- Offering debriefing sessions as needed working in conjunction with local, Warren County and/or State emergency responders.

B. Disaster Mental Health Services

If/when a building-level emergency response team or post-incident response team is faced with an emergency that may overwhelm the school's ability to manage an extreme crisis, the district-wide school safety team assists as follows:

- Activating the district-wide post-incident response team. The district has a school social worker, two school psychologists, and a school nurse who have local connections to:
  - Neighboring school districts
  - Warren County Department of Mental Health
- Offering district support and looking for continued feedback from those directly impacted during the incident, with projected plans to assist if needed during heightened stressful times such as a re-occurrence of a similar event and anniversaries of the original event.
- Assisting with parent/guardian, student, and faculty/staff debriefing and/or post-incident crisis intervention. The debriefing is also used in part to evaluate the district's plan for possible revisions. If needed, assisting in contacting additional outside mental health resources such as the National Organization for Victim Assistance (1-800-try-nova; www.try-nova.org).
- Assisting the schools with written statements going out to faculty/staff, parents/guardians, press releases and media requests through the district's Public Information Officer.

The district supports the recovery phase and reevaluates current multi-hazard and violence prevention practices and school safety activities.

Sudden Cardiac Arrest

On July 25, 2025, Governor Hochul signed "Desha's Law," which mandates that all Boards of Cooperative Educational Services (BOCES) and school districts adopt comprehensive Cardiac Emergency Response Plans. This legislation amends the Education Law, particularly Section 917, strengthening requirements for Automated External Defibrillator (AED) accessibility and emergency preparedness. Desha's Law establishes strict requirements for Automated External Defibrillators (AEDs) already mandated on school premises. AEDs must be clearly marked, accessible, and maintained according to guidelines set by the American Heart Association (AHA) or other nationally recognized standards. Signage indicating where AEDs are located must be posted at the main entrance of every facility. All building-level emergency response plans must address sudden cardiac arrest or other life-threatening emergencies. The revised BLERPs must clearly outline the following: • Identify the specific individuals who will respond during a cardiac event. • Detail step-by-step procedures for managing the incident. • Incorporate nationally recognized emergency response protocols and guidelines. • Establish procedures for integrating the plan with local emergency medical services (EMS) and first responders. In addition, annual training and event-specific planning are required. All employees will receive annual SAVE training, which includes general guidelines for responding to a cardiac event. This training will use information from the American Heart Association, American Red Cross, or the National Safety Council to cover the recognition of the signs and symptoms of cardiac arrest and the appropriate employee response procedures during a cardiac emergency. For special or non-routine events (e.g., sporting events, graduation ceremonies), an event-specific Sudden Cardiac Arrest plan must be developed and shared with all participating or attending staff prior to the event's start.

Purpose, Scope, Situation Overview, and Assumptions

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 paragraphs k and l 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 Common School 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.

Planning Assumptions

This plan was developed based on information, best practices, and guidance available as of the date of publication. The plan was developed to largely reflect the circumstances of the current Coronavirus pandemic but may also be applicable to other infectious disease outbreaks.

The following assumptions have been made in the development of this plan:

- The health and safety of our students, employees and contractors, and their families, is of utmost importance
- The circumstances of a public health emergency may directly impact our own operations
- Impacts of a public health emergency will take time for us to respond to, with appropriate safety measures put into place and adjustments made to operations to maximize safety
- The public and our constituency expects us to maintain a level of mission essential operations
- Resource support from other jurisdictions may be limited based upon the level of impact the public health emergency has upon them
- Supply chains, particularly those for personal protective equipment (PPE) and cleaning supplies, may be heavily impacted, resulting in considerable delays in procurement
- The operations of other entities, including the private sector (vendors, contractors, etc.), non-profit organizations, and other governmental agencies and services may also be impacted due to the public health emergency, causing delays or other disruptions in their services
- Emergency measures and operational changes may need to be adjusted based upon the specific circumstances and impacts of the public health emergency, as well as guidance and direction from public health officials and the governor
- Per S8617B/A10832, 'essential employee' is defined as a public employee or contractor that is required to be physically present at a work site to perform their job
- Per S8617B/A10832, 'non-essential employee' is defined as a public employee or contractor that is not required to be physically present at a work site to perform their job

Concept of Operations

The Superintendent of the Glens Falls Common School District, 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 determination of implementing this plan, all employees and contractors of the Glens Falls Common School District may be notified by phone, email, or any other means determined to be necessary, with details provided as possible and necessary, with additional information and updates provided on a regular basis. Parents, students, and other community members will be notified of pertinent operational changes by way of email notifications, social media messaging, and local news outlets, amongst others. Other interested parties, such as vendors, will be notified by phone and/or email as necessary. The Superintendent will maintain communications with the public and constituents as needed throughout the implementation of this plan.

The Superintendent of the Glens Falls Common School District, 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. Updates of this plan will be published on the District Website and posted conspicuously in all school buildings.

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

Mission Essential Functions

When confronting events that disrupt normal operations, the Glens Falls Common School District is committed to ensuring that essential functions will be continued even under the most challenging circumstances.

Essential functions are those functions that enable an organization to:

1. Maintain the safety of employees, contractors, and our constituency
2. Provide vital services
3. Provide services required by law
4. Sustain quality operations
5. Uphold the core values of the Glens Falls Common School District

The Glens Falls Common School District has identified as critical only those priority functions that are required or are necessary to provide vital services. During activation of this plan, all other activities may be suspended to enable the organization to concentrate on providing the critical functions and building the internal capabilities necessary to increase and eventually restore operations. Appropriate communications with employees, contractors, our constituents, and other stakeholders will be an ongoing priority.

Essential functions are prioritized according to:

- The time criticality of each essential function
- Interdependency of a one function to others
- The recovery sequence of essential functions and their vital processes

The mission essential functions for the Glens Falls Common School District have been identified as:

Information Technology	Provides hardware and software for staff and students to facilitate continued education in remote learning environments necessary for continuity of instruction and education. Also responsible for troubleshooting technical issues that may arise during the distance learning process, the offering of best practices in communication to ensure that students are able to access curricular materials, and for helping staff members disseminate information related to both academic and social-emotional education.
Buildings and Grounds	Continues to upkeep the campus during remote work and learning and ensures that all buildings and grounds are properly maintained, regularly cleaned, and disinfected as necessary to ensure the safety of school community members.
District Office	Responsible for developing plans and assisting in the continuity of district functionality during an extended closure or period of remote learning.
Health Office	Upon consultation with the district physician and the Warren County Department of Health, the school nurse assists in all health-related functions of the school district and acts as a liaison with the local and state department of health.
Secretarial Staff	Oversight of mail, phones, sign-in procedures, and building utilization and operations.
Food Service	Ensure that food can be provided to students
Business Office	Responsible for ensuring the continuity of business operations of the school district
Delivery of Instruction	Provides instruction to all registered students.

Essential Positions

Each essential function identified above requires certain positions on-site to effectively operate. The table 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.

Essential Function	Essential Positions/Titles	Justification for Each
Information Technology	• Manager • Staff	• The IT manager establishes all priorities for IT tasks and organizes staff.

		• IT staff members provide support in setting up hardware and software, network management and help desk support.
Buildings and Grounds	Head Maintenance Worker Cleaners	• Ensures that the district facilities are maintained during remote instruction • Responsible for cleaning and disinfection of areas used during the period of remote instruction • Responsible for helping coordinate safety and health function that occur within the district • Responsible for coordinating building and capital projects that may occur during a period of remote instruction
District Office	Superintendent/Principal	Responsible for making day-to-day decisions about educational programs, budget/spending, staff, and facilities
Health Office	Nurse & staff as deemed necessary	Responsible for ensuring compliance with any state mandated health reporting Responsible for assessing ill students and staff and assisting in contact tracing efforts
Secretarial Staff	District Secretary Special Education Secretary	Responsible for daily office functions during period of remote instruction
Food Service	Food Service Manager Cafeteria Workers	Responsible for overseeing the preparation of meals during remote instruction
Business Office	District Treasurer	Responsible for maintaining the daily fiscal operations of the district, including payroll, accounts receivable, purchase orders, budgeting, etc.
Delivery of Instruction	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.

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 at the greatest extent possible. Working remotely requires:

1. Identification of staff who will work remotely
2. Approval and assignment of remote work
3. Equipping staff for remote work, which may include:
    a. Internet capable laptop
    b. Necessary peripherals
    c. Access to VPN and/or secure network drives
    d. Access to software and databases necessary to perform their duties
    e. A solution for telephone communications
        i. Note that phone lines may need to be forwarded to off-site staff members' personal phone lines

Any requests for additional equipment for remote work, in addition to the equipment provided to all faculty, must be made to the superintendent for final approval. If the requested equipment is not within the district's possession, the district will work with the office of Instructional Technology to identify potential vendors.

Staggered Shifts

Implementing staggered shifts may be possible for personnel performing duties which 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 Glens Falls Common School 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

For those "Essential Employees" the district may develop a staggered shift schedule to reduce the number of employees within the building at a given time. The supervisor for each labor title will develop a staggered schedule and submit to the Superintendent for review and approval.

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 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 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
    a. 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
    b. Public employers must be able to mitigate supply chain disruptions to meet this requirement
3. Storage of, access to, and monitoring of PPE stock
    a. PPE must be stored in a manner which will prevent degradation
    b. Employees and contractors must have immediate access to PPE in the event of an emergency
    c. The supply of PPE must be monitored to ensure integrity and to track usage rates

Staff Exposures, Cleaning, and Disinfection

Staff Exposures

Staff exposures are organized under several categories based upon the type of exposure and presence of symptoms. Following CDC guidelines as is required and best practices.

A. If employees or contractors are exposed to a known case of communicable disease that is the subject of the public health emergency (defined as a 'close contact' with someone who is confirmed infected, which is a prolonged presence within six feet with that person):
   1. Potentially exposed employees or contractors who do not have symptoms should remain at home or in a comparable setting and practice social distancing for the lesser of 14 days or other current CDC/public health guidance for the communicable disease in question.
      a. As possible, these employees will be permitted to work remotely during this period of time if they are not ill.
      b. The Superintendent and Nurse are the designated individuals who must be notified and who are responsible for ensuring these protocols are followed
      c. See the section titled Documentation of Work Hours and Locations for additional information on contact tracing
   2. CDC guidelines for COVID-19, or a similar communicable disease, provide that critical essential employees may be permitted to continue works following potential exposure; provided they remain symptom-free and additional precautions are taken to protect them, other employees and contractors, and our constituency/public.
      a. Additional precautions will include the requirement of the subject employee or contractor, as well as others working in their proximity, to wear appropriate PPE at all times to limit the potential of transmission.
      b. In-person interactions with the subject employee or contractor will be limited as much as possible.
      c. Work areas in which the subject employee or contractor are present will be disinfected according to current CDC/public health protocol at least every hour, as practical. See the section on Cleaning and Disinfection for additional information on that subject.
      d. If at any time they exhibit symptoms, refer to item B below.
      e. The Supervisor in each labor group, in consultation with the Superintendent and Nurse, is responsible for ensuring these protocols are followed

It's important to note that Item 2 above may not apply if the public employer is not considered critical infrastructure.

B. If an employee or contractor exhibits symptoms of the communicable disease that is the subject of the public health emergency:
   1. Employees and contractors who exhibit symptoms in the workplace should be immediately separated from other employees, customers, and visitors. They should immediately be sent home with a recommendation to contact their physician.
   2. Employees and contractors who exhibit symptoms outside of work should notify their supervisor and stay home, with a recommendation to contact their physician.
   3. Employees should not return to work until they have met the criteria to discontinue home isolation per CDC/public health guidance and have consulted with a healthcare provider.
   4. The Glens Falls Common School District will require sick employees to provide a negative test result for the disease in question or healthcare provider's note to validate their illness,

qualify for sick leave, or return to work; unless there is a recommendation from the CDC/public health officials to do so.

5. CDC criteria for COVID-19 provides that persons exhibiting symptoms may return to work if at least 24 hours have passed since the last instance of fever without the use of fever-reducing medications. If the disease in question is other than COVID-19, CDC and other public guidance shall be referenced.
6. The Superintendent and Nurse are the designated individuals who must be notified and who are responsible for ensuring these protocols are followed

C. If an employee or contractor has tested positive for the communicable disease that is the subject of the public health emergency:
   1. Apply the steps identified in item B, above, as applicable.
   2. Areas occupied for prolonged periods of time by the subject employee or contractor will be closed off as follows:
      a. CDC guidance for COVID-19 indicates that a period of 24 hours is ideally given before cleaning, disinfecting, and reoccupation of those spaces will take place. If this time period is not possible, a period of as long as possible will be given. CDC/public health guidance for the disease in question will be followed.
      b. Any common areas entered, surfaces touched, or equipment used shall be cleaned and disinfected immediately.
      c. See the section on Cleaning and Disinfection for additional information on that subject.
   3. Identification of potential employee and contractor exposures will be conducted
      a. If an employee or contractor is confirmed to have the disease in question, the on-site Supervisor will be required to notify the Superintendent, or their designee, who will then inform all contacts of their possible exposure. Confidentiality shall be maintained as required by the Americans with Disabilities Act (ADA).
      b. Apply the steps identified in item A, above, as applicable, for all potentially exposed personnel.
   4. The Superintendent and Nurse are the designated individuals who must be notified and who are responsible for ensuring these protocols are followed.

We recognize there may be nuances or complexities associated with potential exposures, close contacts, symptomatic persons, and those testing positive. We will follow CDC/public health recommendations and requirements and coordinate with our local public health office for additional guidance and support as needed.

Cleaning and Disinfecting

CDC/public health guidelines will be followed for cleaning and disinfection of surfaces/areas. Present guidance for routine cleaning during a public health emergency includes:

1. As possible, employees and contractors will clean their own workspaces in the beginning, middle, and end of their shifts, at a minimum.
   a. High traffic/high touch areas and areas which are accessible to the public/students will be disinfected according to a preset schedule that emphasizes their cleaning and disinfection.
   b. Buildings and grounds staff, with possible assistance from others, will be responsible for cleaning and disinfecting common areas, based on the requirements of each

individual situation and influenced by factors such as frequency of use, the specifics of the communicable disease, and recommendations from local, state, and federal authorities.

2. Staff tasked with cleaning and disinfecting areas will be issued and required to wear PPE appropriate to the task.
3. Soiled surfaces will be cleaned prior to being disinfected.
4. Surfaces will be disinfected with products that meet EPA criteria for use against the virus in question and which are appropriate for that surface.
5. Staff will follow instructions of cleaning products to ensure safe and effective use of the products.

Employee and Contractor Leave

Public health emergencies are extenuating and unanticipated circumstances in which the Glens Falls Common School District is committed to reducing the burden on our employees and contractors. The Families First Coronavirus Response Act provided requirements related to the COVID-19 pandemic, which form the policies outlined below. This policy may be altered based upon changes in law or regulation, as applicable.

It is our policy that employees of the Glens Falls Common School District will not be charged with leave time for testing. Employees will be provided with up to two weeks (80 hours) of paid sick leave at the employee's regular rate of pay for a period which the employee is unable to work due to quarantine (in accordance with federal, state, or local orders or advice of a healthcare provider), and/or experiencing symptoms and seeking medical diagnosis.

Further, the Glens Falls Common School District will provide up to two weeks (80 hours) of paid sick leave at two-thirds the employee's regular rate of pay if the employee is unable to work because of a bona fide need to care for an individual subject to quarantine (pursuant to federal, state, or local orders or advice of a healthcare provider), or to care for a child (under 18 years of age) whose school or child care provider is closed or unavailable for reasons related to the public health emergency, and/or the employee is experiencing a substantially similar condition as specified by the CDC/public health officials. This provision may be modified if an employee is able to effectively work remotely and the need exists for them to do so.

Additional provisions may be enacted based upon need and the guidance and requirements in place by federal and state employment laws, executive orders, and other potential sources.

Contractors, either independent or affiliated with a contracted firm, are not classified as employees of the Glens Falls Common School District, and as such are not provided with paid leave time by the Glens Falls Common School District, unless required by law.

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. Identification of locations shall include on-site work, off-site visits. This information may be used by the Glens Falls Common School District to support contact tracing within the organization and may be shared with local public health officials. During a public health emergency, anyone who enters the building during school hours will be required to complete a daily attestation on their current health status and have their temperature screened.

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 Glens Falls Common School District's essential operations.
If such a need arises, hotel rooms are expected to be the most viable option. If hotel rooms are for some reason deemed not practical or ideal, or if there are no hotel rooms available, the Glens Falls Common School District will coordinate with the Warren County Department of Health and the Warren County Office of Public Safety to help identify and arrange for these housing needs.

APPENDIX A: The following is a listing of all school buildings covered by the district-wide school safety plan:

BUILDING	ADDRESS	CONTACT NAME	PHONE
Abraham Wing School	120 Lawrence St. Glens Falls, NY 12801	Superintendent	518-792-3231

APPENDIX B: Identification of Potential Hazardous Sites

- **COMMUNITY BASED LIST:** A list of areas have been identified as having the potential to impact within the district. This list was created for reference and awareness. It is not all-inclusive for every emergency. However, these areas have been identified as having the most probable impact on district facilities or district boundaries should they have or create an emergency. A list of potential community-based hazards or emergency situations has been noted in the building-level emergency response plan.

- **SCHOOL BASED LIST:** The district team has recognized that there are many factors that could cause an emergency within our school building. There are also factors that need to be

considered when responding to an emergency. A list of potential internal and external hazards or emergency situations has been noted in the building-level emergency response plan.