

Glens Falls City School District

Emergency Response Plan

(revised July, 2023)

Introduction

Glens Falls City School District is a small city district with eight buildings. We have a student population of approximately 2,000 and a staff of approximately 360, including bus drivers.

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 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 plan is responsive to the needs of our school. Districts stand at risk from a wide variety of acts of violence, natural, and man-made 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 Washington-Saratoga-Warren-Hamilton-Essex BOCES, in coordination with the Glens Falls City School District, supports the SAVE legislation, and has facilitated the planning process.

The Glens Falls City School District is concerned with the safety and security of its students, staff, and visitors to school property. Under the provisions of SAVE, these measures are designed to prevent and curb violence. The Glens Falls City School District does not condone violence and will not tolerate such acts. The Superintendent encourages and advocates on-going cooperation and support of Project SAVE.

The Glens Falls City School District ERP is established under the following assumptions:

- The school community will continue to be exposed and subject to threats/hazards and vulnerabilities described in the Threat/Hazards Assessments Annex, as well as lesser threats/hazards that may develop in the future.
- A major disaster could occur at any time and at any place. In many cases dissemination of warning to the public and implementation of increased readiness measures may be possible; however, most emergency situations occur with little or no warning.
- A single site incident could occur at any time without warning and the employees of the school affected cannot and should not, wait for direction from local response agencies. Action is required immediately to save lives and protect school property.
- There may be a number of injuries of varying degrees of seriousness to faculty, staff, and/or students. Rapid and appropriate response can reduce the number and severity of injuries.
- Outside assistance from local fire, law enforcement and emergency services will be available in most serious incidents. Because it takes time to request and dispatch external assistance, it is essential for the school to be prepared to carry out the initial incident response until emergency responders arrive at the incident scene.
- Actions taken before an incident can stop or reduce incident-related losses.

- Maintaining the Glens Falls City School District ERP and providing frequent opportunities for training and exercising the plan for stakeholders (staff, students, parents/guardians, first responders, etc.) can improve the schools readiness to respond to incidents.

Section I: General Considerations and Planning Guidelines

A. Purpose

The Glens Falls City School District School Safety 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 the Glens Falls City School District appointed a District-Wide Safety Team and charged it with the development, maintenance, and revision of the district-level Emergency Response Plan. This plan was developed by the District-Wide Safety Team in coordination with the Glens Falls Police and Fire Departments, the Warren County Sheriff, the Warren County Department of Emergency Services, and the New York State Police.

B. Identification of Safety Teams

8 NYCRR Section 155.17 (e)(2)(ii) - requires the designation of an emergency response team, other appropriate response teams, and a post-incident response team. The Glens Falls City School District has developed three emergency teams:

<i>District-Wide Safety Team</i>	
<i>8 NYCRR Section 155.17 (b) and 155.17 (c)(11) - requires that each school shall have a District Level School Safety Team that consists of representatives from the following groups: teacher, administrator, and parent organizations, school safety personnel and other school personnel, community members, local law enforcement officials, local ambulance or other emergency response agencies, and any other representatives the board of education deems appropriate.</i>	
Dr. Krislynn Dengler	Superintendent
Kevin Warren, Jennifer McDonald, Paul Morcone, Carrie Mauro, Jennifer Hayes	School Building Principals
Jim Victor	NYSIR Insurance Representative
Ken Chester	Director of Facilities/Transportation
John Norton	Glens Falls Police Department
Peter Casertino	Warren County Sheriff's Office
Skye Heritage	Director of Public Relations and Information
Steve Spory	Data and Network Analyst
Cassie Deason, Sara DiLandro, James Vanderwerken, Kate Johnson, Fred Marillo, Liz Giblin	Parent Representatives

Jason Rivers, Tim Graham	Board of Education Representative
Maria Ruggi, Kari Benway, Rebecca Ring, Liz Gross	Teacher Representatives
Diedre Grieve	School Social Work/Psychology Representative
Bobby Yusko	Asst. Superintendent for Business
Rebecca Lowry	HS School Security staff member
Shane Jones	Director of Athletics
Becky Vanderklish	Director of Pupil Personnel Services
Tammy Silvernell	Asst. Superintendent for Curriculum & Instruction

Superintendent's Safety Council / Incident Response Team

Glens Falls City School will use the Incident Command System to manage emergencies, and major planned events/drills. The individuals assuming each role in this command structure will vary from incident to incident. The Incident Commander at the location of the emergency will be delegated the authority to direct all incident activities within the school's jurisdiction. The Incident Commander will establish an Incident Command Post (ICP) and provide an assessment of the situation to the emergency responders, identify incident management resources required, and direct the on-scene incident management activities from the ICP. The command structure below is an example of ICS roles assumed in a major incident during which all of the listed staff members are present, in accordance with 8 NYCRR Section 155.17 (e)(2)(v). During any incident, the Incident Commander Role will be assumed by the most qualified staff member present at the scene. The person assuming the role of Incident Commander will determine which of the other roles are needed and will appoint staff present at the incident to those roles.

Incident Commander:	Dr. Krislynn Dengler, Primary Skye Heritage, Alternate Tammy Silvernell, Alternate
Safety Officer:	John Norton, Primary Peter Casertino, Alternate
Command Officers:	Kevin Warren, Jennifer McDonald, Paul Morcone, Jennifer Hayes, Carrie Mauro, Rebecca Vanderklish
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:	Bobby Yusko

<i>Post-Incident Response Team</i>	
<i>After an incident, this team will direct the academic, physical, fiscal, psychological, and emotional recovery of students and staff members.</i>	
Dr. Krislynn Dengler	Superintendent
Kathy Cerny	Dept. Chair for Psychologists/Social Workers
Beth Clark, RN	Dept. Chair for Nursing
Ken Chester	Director of Facilities/Transportation
Bobby Yusko	Asst. Superintendent for Business
Tammy Silvernell	Asst. Superintendent for Curriculum/Instruction

C. Concepts of Operations

The overall strategy of a Glens Falls City School District ERP is to execute effective and timely decisions and actions that prevent harm, protect lives and property, mitigate damages, restore order and aid recovery. This plan is based upon the concept that the incident management functions that must be performed by the school generally parallel some of their daily routine functions. To the extent possible, the same personnel and material resources used for daily activities will be employed during incidents. Because personnel and equipment resources are limited, some routine functions that do not contribute directly to the incident may be suspended. The personnel, equipment, and supplies that would typically be required from those routine functions will be redirected to accomplish assigned incident management tasks.

Glens Falls City School District personnel are likely to be the first on the scene of an incident in a school setting. Staff and faculty are expected to respond as appropriate and notify the Superintendent or designee until command is transferred to someone more qualified and/or to an emergency response agency with legal authority to assume responsibility (Police, Fire or EMS dependent upon the nature of the incident). Staff will seek guidance and direction from the Glens Falls City School District and emergency responders. Any staff person or faculty in a building that sees or is aware of an emergency shall activate the ERP.

- Each school's Building-Level Safety Plan shall be directly linked to our Emergency Response Plan.
- In the event of an emergency or violent incident, the initial response to all emergencies will be by the Superintendent and/or the Building-Level Incident Response Team.
- Upon the activation of the Building-Level Emergency Response Team, the Superintendent of

Schools or her 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. If needed, the Superintendent will contact these organizations.

D. Plan Review and Public Comment

- This plan shall be reviewed and maintained by the District-Wide Safety Team. It shall be reviewed on an annual basis on or before July 1 of each year, in accordance with NYCRR Section 155.17 (b). Each update or change to the plan has been recorded in the following table:

<i>Revision/Update/Amendment</i>	<i>Name</i>	<i>Date</i>
Update	Krislynn Dengler	07/01/2022
Update	District-Wide Safety Team	05/22/2023
Update	District-Wide Safety Team	06/05/2023

- Pursuant to Commissioner’s Regulation 155.17 (e)(3), a summary of this plan was made available for public comment 30 days prior to its adoption. The plan was adopted by the School Board after at least one public hearing that provided for the participation of school personnel, parents, students, and any other interested parties.
- Our Building-Level Safety Plans are confidential and shall not be subject to disclosure under Article 6 of Public Officers Law or any other provision of law in accordance with Education Law Section 2801-a. Full copies of the District-Level and Building-Level Safety Plans and amendments will be supplied to the following agencies within 30 days of adoption, in accordance with 8 NYCRR Section 155.17 (e)(3): Glens Falls Fire Department; Glens Falls Police Department; Warren County Sheriff’s Office; and New York State Police.
- Full copies of the District Safety Plan and any amendments will be submitted to the New York State Education Department within 30 days of adoption.

Section II: Risk Reduction

A. Prevention /Intervention Strategies

1. Training for Staff

- a. The building Emergency Team shall receive regular training in response and management of emergency situations, post-incident response, event evaluation, and debriefing. Incident Command System (ICS) Training should be completed through the FEMA Independent Study Program at www.training.fema.gov or through the NYS Division of Homeland Security and Emergency Services (DHSES) at www.dhses.ny.gov.
- b. Personnel acting in security functions shall receive training in de-escalation, non-violent crisis intervention, and non-violent intervention strategies. Key staff members such as guidance counselors, the school disciplinarian, and the Nurse will also receive Therapeutic Crisis Intervention training and will respond to potentially disruptive or potentially harmful situations.
- c. All school employees will receive at least two hours of instruction on issues involving school safety. These may include, but are not limited to:
 - 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
- d. Contract(s) may be made with qualified local agencies to provide annual school safety training for staff.
- e. Annual Multi-hazard Training for Staff: All staff will receive training and information through Vector Training.
 - Right to know training – fall, conducted via Vector Training
 - Hazard material training – fall, conducted via Vector Training
 - Bloodborne pathogens – fall, conducted via Vector Training

2. Training for Students:

- a. Students will participate annually in programs presented by certified staff or local public service agencies. These sessions may include, but are not limited to:
 - Mediation
 - Conflict resolution
 - Peer leadership
 - Anger Management
 - Anti-bullying instruction
 - Character education
 - Social skills development
- b. Programs will be evaluated by staff to ensure their effectiveness and may be modified or

discontinued as necessary.

3. Other Prevention/Intervention Measures:

- a. Key staff members will receive Therapeutic Crisis Intervention training and will respond to potentially disruptive or potentially harmful situations.
- b. Disciplinary referrals will be monitored to access potentially harmful situations.
- c. All staff are required to report to the administration any direct or indirect threat of violence to students, themselves, others, or property. These will be reported to the Superintendent who will take whatever action is deemed necessary.
- d. Students, staff, parents, and others will be educated about the importance of reporting threats and the procedures for reporting. For parents this will be done through written/electronic communication sent home to them. Staff members will receive such information during training sessions.
- e. Parents and visitors are encouraged to tell school staff about any direct or indirect threat of violence towards students, themselves, others, or property.
- f. Students will be required to report to any faculty, staff, or administration official information regarding potentially harmful or violent incidents. Students who report these incidents will be assured of confidentiality. Students can use the Tip Line Google Form at <https://www.gfsd.org/departments-services/safety-culture/> or leave a message at 518-832-4511, or email safe@gfsd.org.
- g. When they become aware of information regarding a student who may have capabilities for potentially violent behavior, the Superintendent, guidance counselors, school social worker/psychologist, or the nurse will notify all persons deemed appropriate to receive such information.

4. Drills and Annexes:

Glens Falls City School District understands the importance of training, drills, and exercises in being prepared to deal with an incident. The district will conduct periodic drills and other multi-hazard exercises annually. The purposes of these practices shall be to provide training for staff and students, to better prepare them should an emergency situation arise. Another purpose of the drills and exercises will be to test the components of the Emergency Response Plan. These activities will be planned by our School Safety and Emergency Response Teams and will be followed by a critique/evaluation. Drills to be conducted may include, but are not limited to:

- Sheltering In Place/Securing Your Area
- Evacuation
- Evacuation Off-Site
- Lock Out
- Lock Down
- Communication Systems Check

To ensure that Glens Falls City Schools personnel and community responders are aware of their responsibilities under the Glens Falls City School District ERP, the district will conduct the following exercises/drills annually:

- a. Section 807 of the Education Law mandates that pupils must receive instruction on how to exit the building in the shortest possible time without confusion or panic. The instruction must be in the form of drills or rapid dismissals and must include a minimum of 12 drills each school year.

- b. Also, each building level emergency response plan shall be tested including sheltering and early dismissal (no earlier than 15 minutes before normal dismissal), in accordance with 8 NYCRR Section 155.17 (e)(3).
- c. Four (4) Lockdown drills will be conducted internally to ensure that Glens Falls City School District staff have the ability to secure the facility and students against an immediate threat to life and safety. Such drills will cause minimal interruption to academic activities and will involve the clearance of hallways, locking of classrooms and positioning of students and staff in pre-designated "safe areas" within each room. Where possible, the school will seek out opportunities to conduct full-scale response exercises with law enforcement.
- d. Whenever a lockdown drill will be conducted, whether announced or unannounced, Glens Falls City School District will notify local law enforcement and/or the regional 911 Emergency Dispatch Center prior to and at the conclusion of the drill. This will be done to ensure that law enforcement does not receive a false report that Glens Falls City School District is in actual lockdown. Any announcements made during a drill will be preceded and ended with the phrase "this is a drill". This will ensure that all involved recognize that this is a drill and not a real incident (i.e. "may I have your attention, this is a drill - LOCKDOWN - this is a drill"). Additionally, a sign or notice will also be placed at all public entrances indicating that a drill is in progress, and to wait for service "SAFETY DRILL IN PROGRESS - PLEASE WAIT." This will serve to notify any uninformed parents or visitors and prevent unwarranted panic.
- e. Drill and training dates will be documented using Navigate 360.

5. Coordination with Emergency Officials:

- a. Drills will be coordinated with our local police, local emergency responders, and preparedness officials. The officials we coordinate with are:
 - Glens Falls City Police Department
 - Glens Falls City Fire Department
 - Director of Emergency Service
 - Warren County Sheriff Office
- b. All such exercises shall be coordinated by the Emergency Response Team.

B. Sites of Potential Emergencies

Schools are exposed to many threats, hazards, and vulnerabilities. All of these have the potential for disrupting the school community, exposing students/staff to injury, and causing damage to public or private property. The interior and exterior portions of all school buildings, school grounds and surrounding neighborhoods are assessed regularly for potential threats/hazards that may impact the site, staff, and students. The threat/hazard assessment was completed by NYSIR in May of 2023. Building-Level ERPs contain specific sites of potential emergencies relative to their building. Specific Annexes used to address threats/hazards can be found in the Threat and Hazard Specific Annexes section.

- Explosion/Fire Potential: All buildings: Basement-level gas and electrical systems/boiler rooms

C. Assignment of Responsibility

1. The Emergency Response Team will respond using a chain of command consistent with the National Interagency Management System (NIIMS) Incident Command System. The chain of command is listed on pages 4-5 of this ERP.

D. Continuity of Operations

1. In the event of an emergency the Superintendent or her designee will serve as incident commander. The incident commander may be replaced by a member of a local emergency response agency.
2. After relinquishing command, the Superintendent or her designee may be asked to serve in a support role as a part of the Unified Incident Command, if established, by local emergency response agency.
3. The Glens Falls City School chain of command is meant to ensure continuity of operations. It can be found on pages 4-5 of this plan.

E. Notification and Activation

1. The development of an incident or a hazard will be reported to the Superintendent or his/her designee as soon as possible following its detection.
2. Warning System
 - a. The public address system located in the main office or the fire alarm shall be used to alert all occupants of the building to an emergency. The announcement signal will begin with the words, "May I please have your attention?" All staff will cease normal operations and follow instructions given.
 - b. In the event of a need to evacuate the building for any reason, the emergency alert will be broadcast followed by specific instructions or the fire alarm will sound.
 - c. The "all clear" signal will be announced verbally or through our bell system.
 - d. In the event that a staff person other than the Superintendent or her designee gives the initial warning or emergency signal, that person shall contact the Superintendent or her designee immediately.
 - e. Should there be a power failure, all teachers in the building shall open their doors and be alert for announcements by bullhorn or messenger.
3. Personnel will utilize both internal and external communication tools in emergencies, including, but not limited to:
 - a. Cell phones
 - b. Building intercom
 - c. Portable radios
 - d. Bus radios
 - e. Bull horns
 - f. Laptop or Chromebook computers
 - g. Fax
4. In the event of emergency, the Superintendent or her designee will notify all personnel to take appropriate protective action as outlined in the Emergency Response Plan.
5. Messages regarding early dismissal, sheltering in place, or evacuation will be communicated to the public as soon as possible.
6. Evening and Weekend Emergencies

In the case of an emergency when an event is being held in the building, the responsible person shall immediately take appropriate action. As soon as feasible, the Superintendent or her designee will be notified.

F. Hazard-Specific Protocols

The Emergency Response Plan includes hazard specific guidelines located in the Hazard Specific Protocol Section beginning on page 30.

G. Evacuation Procedures

The evacuation procedures of students, staff, and visitors are located in the Emergency Response Plan, page 22.

1. Our sheltering procedure for staff and students is located on pages 21-22 of our Emergency Response Plan.
2. Our procedure and locations for sheltering in weather related emergencies is located on pages 20-21 of the Emergency Response Plan.
3. When transportation is not available, students will be housed in the school building or evacuated to the bus garage as the situation warrants.
4. Medical needs will be addressed by our school nurse. If necessary, local EMTs and hospitals will be contacted. Staff members Beth Clark, RN; Sheri Williams, RN; Missy Higley, RN; Amy Mignot, RN; Tracy Webster, RN; and Katasha Barry, RN; and all coaches have emergency care training.

Section III: Responding to Threats and Acts of Violence

A. Security

1. Building security alarms shall be activated when the building is not in use.
2. Visitors:
 - a. All visitors who have legitimate business in the school must report to the Main Office immediately upon entering the building, present their state-issued identification to be scanned through the Raptor Visitor Management System, and wear their visitor ID badge at all times while in the building. The visitor must sign out at the conclusion of the visit.
 - b. Unauthorized visitors should be reported to the Building Principal or their designee.
 - c. The Building Principal or their representative has the authority to prohibit the entry of any person on school premises when the presence of such person is unauthorized or disruptive. If such a person refuses to leave the school grounds or creates a disturbance, the Building Principal or their representative is authorized to request assistance from local law enforcement agencies.
3. In the event of an incident/crime committed on school property, the school shall use the following procedures for securing and restricting access to the scene in order to preserve evidence from being disturbed or destroyed.
 - a. The initial scene security is charged to the Building Principal and Superintendent or their representative until relieved by law enforcement officials.
 - b. No items shall be removed, cleaned, or altered without prior approval from law enforcement officials.
 - c. Nothing in this section should be interpreted to precede the rescue and aid of injured persons.
 - d. Please refer to the Crime Scene Management section of the Functional Annexes of this ERP.

B. Definitions of Violent Acts

- Knowingly and willfully causing physical harm to a student, school employee, or any other person lawfully on school property.
- Possession while on school property of a gun, knife, explosive or incendiary bomb, or other dangerous instrument capable of causing death or physical injury.
- Threats to use, while on school property, any instrument that appears to be able to cause physical injury or death.
- Knowingly and intentionally damaging and destroying the personal property of a student, school district employee, or any other person lawfully on school property.
- Knowingly and intentionally damaging or destroying school property.

C. Threats of Violence

In the event of a threat of violence made by students, school employees, or visitors, the following actions will be taken:

1. The Superintendent, or their representative, will be immediately notified.
2. If possible, the Superintendent, or their designee, will interview the person(s) involved and will take such action as deemed appropriate.

3. Action taken, depending upon the severity of the situation, may consist of a verbal warning, detention, in or out-of-school suspension, reprimand, suspension, or discharge. The appropriate public service agency may also be contacted.
4. If the Superintendent, or their representative, believes that a crime has been committed, law enforcement officials will be notified. If necessary, an order of protection will be secured.

D. Acts of Violence

In the event that a violent act is committed on school property, the Superintendent, or their representative, will be contacted immediately. After assessing the situation, they will take whatever steps are deemed appropriate.

E. Reporting Incidents

1. School administrators will keep records of serious threats and acts of violence. These will be reported annually to the state.
2. The Superintendent, or their designee, is authorized to contact local law enforcement officials to respond to threats or acts of violence.

F. Removing Violent Individuals

1. Aggressively dangerous and violent students should only be restrained by staff who are TCI certified. If necessary, police will be called to remove these students.
2. Violent adults are to be reported immediately, law enforcement officials contacted, and should only be removed by police.

G. Emergency Telephone Numbers

Emergency telephone numbers are referenced in Appendix 1 and 2 of this plan.

Section IV: Communication with Others

The Glens Falls City School District has worked closely with police, fire, EMS, and governmental agencies to obtain assistance during emergencies. Representatives helped in the development of this plan, are included in our Emergency Response Plan, and will assist in drills and provide technical assistance. Providers have given approval to the Glens Falls City School to rely on local personnel, resources and facilities in emergency situations. In the event of an emergency or violent incident, if needed, help in providing mental health services will be sought from Washington-Saratoga-Warren-Hamilton-Essex BOCES, county and regional mental health agencies, and other area schools. The Superintendent, or their designee, is authorized to contact these agencies as needed. Assisting agencies and their telephone numbers are listed in Appendix 1 of this plan.

Please refer to the Communications section of the Functional Annexes of this ERP.

Section V: Responding to Threats and Acts of Violence

The District has developed the following safety and security procedures to protect students, staff, and visitors from indirect and direct threats of violence:

A. Reporting of Threats of Violence to School Authorities:

1. Students are encouraged to inform school staff about any indirect or direct threat of violence to themselves, others, or property.
2. Staff are required to inform administration of any direct or indirect threat of violence to students, themselves, others, or property.
3. Parents and visitors are encouraged to tell school staff about any indirect or direct threats of violence towards students, themselves, others, or property.
4. Students, staff, parents, and others will be educated about the importance of reporting threats and the procedures of reporting.

B. Investigation of Threats of Violence

1. The building administrator will investigate reported threats of violence and will make the determination of disciplinary measures consistent with the Code of Conduct.
2. Serious acts will require the involvement of police personnel (violent offenses in accordance with SAVE requirements.)
3. Chronic offenders may require a behavior intervention plan, close monitoring, and police involvement.
4. Threats placing students, staff, and others in imminent danger require an immediate call to law enforcement.

C. Reporting Acts of Violence to School Authorities

1. Students are encouraged to inform school staff about acts of violence toward themselves, others, and property.
2. Staff are required to inform administration of any act of violence to students, themselves, others, or property.
3. Parents and visitors are encouraged to tell staff about any acts of violence towards students,

themselves, others, or property.

4. Students, staff, parents, and others will be educated about the importance of reporting acts of violence and the procedures of reporting these acts.

D. Investigation of Acts of Violence

1. The building administrator will investigate reported acts of violence and will make the determination of disciplinary measures consistent with the Code of Conduct.
2. Serious acts will require the involvement of police personnel (Violent offenses according to SAVE requirements.)
3. Chronic offenders may require a behavior intervention plan, close monitoring, and police involvement.
4. Acts of violence placing students and staff in imminent danger require an immediate call to law enforcement.

E. The District Code of Conduct is annually:

- Reviewed by the Board of Education at a public meeting
- Reviewed by the Staff at the first Superintendent's Conference Day
- Reviewed with all students on the first day of classes
- Available to all parents

F. Policies and procedures for contacting appropriate law enforcement officials

In the event of a violent incident Law enforcement officials will be contacted by the Incident Commander as outlined in the Building-Level ERPs.

G. Appropriate Responses to Emergencies

The District recognizes that appropriate response to emergencies varies greatly depending upon the actual threat or act as well as the magnitude of such emergency. The Building-Level ERPs clearly detail the appropriate response to such emergencies.

H. 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

Conditions requiring such notification(s) are outlined in the Building-Level ERPs.

Section VI: Prevention and Intervention Strategies

A. Policies and Procedures related to school building security, including, where applicable, the use of school safety officers and/or security devices or procedures

1. At this time, the District has installed the following security systems:
 - a. Evolv Weapons Detection Systems have been installed at the Middle and High School buildings as well as card-readers and security cameras in all district buildings.
 - b. In addition, the following safety precautions have been put in place:
 - i. The outside doors are locked at all times and remain locked during the day. All entries must be granted from within the Main Office.
 - ii. Hand-held communication devices such as cell phones and radios are used by all supervising staff when monitoring students outside the building (i.e., during recess or PE class).
 - iii. All visitors are required to check in and out at the receptionist desk.
 - iv. The staff is trained annually in procedures to follow regarding visitors in the building.
 - v. District Safety Council meetings are held monthly. District Safety Team meetings are held bi-annually.

B. Procedures for the Dissemination of Informative Materials to the Media, Staff, Parents, and Students

The District will provide information concerning early detection of potentially violent behaviors, including, but not limited to the identification of community, family, and environmental factors through a variety of mechanisms. These include open houses, annual reviews of the District Code of Conduct, staff development opportunities, and open communication with other districts. In addition, the policies and procedures for the dissemination of informative material for specific crisis situations is clearly outlined in the Building-Level ERPs.

C. Prevention and Intervention Strategies

The district continues to develop and investigate various strategies regarding violence prevention and intervention. These Strategies include, but are not limited to:

1. Collaborative agreements with state and local law enforcement officials as well as outside agencies designed to ensure that school safety officers and other security personnel are adequately trained including being trained to de-escalate potentially violent situations.
2. Therapeutic Crisis Intervention (TCI) annual training for staff members in high-risk areas.

D. Description of Duties, Hiring, and Screening Process, other School Safety Personnel

1. Hiring and Screening Process:
 - a. The District follows the New York State Fingerprinting Laws.
2. Duties of Hall Monitors and School Safety Personnel
 - a. All staff receive training and participate in drills assigned to implement skills learned on an annual basis.

E. Information Collection, Analysis, and Dissemination

The Glens Falls City School District will collect, analyze, and disseminate information during and after an incident.

1. Types of Information
 - a. During an incident, the school will assign administrative staff to monitor weather and local law enforcement alerts. This information will be analyzed and shared with the Incident Commander.
 - b. After an incident, the school will assign staff to monitor websites and hotlines of mental health, emergency management and relief agencies. The school will also monitor the school district information portal, to determine any information pertinent or critical to the school's recovery effort.
2. Information Documentation
 - a. The assigned staff member will document the information gathered including:
 - i. Source of information
 - ii. Staff member who collected and analyzed the information
 - iii. Format for providing the information
 - iv. Date and time the information was collected and shared

F. Administration, Finance, and Logistics

1. Agreements and Contracts
 - a. If Glens Falls City School District resources prove to be inadequate during an incident, Glens Falls City School District will request assistance from local emergency agencies, other agencies and industry in accordance with existing Memoranda of Understanding. Such assistance includes equipment, supplies and/or personnel. All agreements are entered into by authorized school districts and school officials.
2. Documentation
 - a. The ICS Section Chiefs will maintain accurate logs recording key incident management activities including:
 - i. Activation or deactivation of incident facilities
 - ii. Significant changes in the incident situation
 - iii. Major commitments of resources or requests for additional resources from external sources Issuance of protective action recommendations to staff and students
 - iv. Evacuations
 - v. Casualties
 - vi. Containment or termination of the incident
3. Incident Costs
 - a. The ICS Finance/Administration Section is responsible for maintaining records summarizing the use of personnel, equipment and supplies to obtain an estimate of incident response costs that can be used in preparing future school budgets and to share these costs with the Superintendent and District Business Office. These records may be used to recover costs from the responsible party or insurers or as a basis for requesting financial assistance for certain allowable response and recovery costs from the State and/or Federal government.
4. Preservation of Records
 - a. In order to continue normal school operations following an incident, records such as legal documents and student files must be protected (i.e. in the event of a fire and flood).

Section VII: Recovery

The Post-Incident Response Team has developed the following procedures for dealing with post-incident response:

A. Short Term Response

1. Mental health counseling will be provided by our school's mental health professionals. The district will contact other local districts and ask them to assist with mental health counseling if necessary. County mental health workers may also be contacted.
 - a. Kathy Cerny, Department Chair for Social Workers/Psychologists
2. Building security will be provided by designated personnel. If necessary, the building will be locked down and the site secured.
 - a. Officer John Norton, Glens Falls Police
 - b. Officer Peter Casertino, Warren County Sheriff

The goal of our Emergency Response Plan is to restore the facility to normalcy as soon as possible.

3. A post-incident response/critique will be facilitated by a district-appointed staff member in conjunction with the Post-Incident Response Team as soon as practicable. This process includes a pathology of the event and response and a post-traumatic-incident debriefing with the Emergency Response Team.

B. Long Term Response

1. Mental health counselors in our district will provide on-going counseling following emergency events. They will also monitor post-traumatic stress symptoms and provide information to staff and parents on post-traumatic stress.
 - a. Parents of students exhibiting post-traumatic stress symptoms will be notified and provided with a list of mental health agencies and providers.
 - b. Staff members exhibiting post-traumatic stress symptoms will be provided with a list of mental health agencies and providers.
2. Building security following a serious event will be reviewed. If necessary, changes will be made.
3. The event will be analyzed to assess the likelihood of another similar occurrence and correctives will be made to reduce the likelihood of another similar event.

Section VIII: District Resources Available During Emergencies

1. School Buildings
 - a. Kitchen/Cafeteria Equipment and Supplies
 - b. Bathroom/Shower Facilities
 - c. Space for Command Post & Short Term Storage
 - d. Automatic External Defibrillators
 - e. First Aid Supplies
 - f. Bull Horns
 - g. Registered Nurse
 - h. Emergency Squad First Responders
 - i. Area-wide Radio Communication System

APPENDICES

Appendix 1: Building Summary

All school buildings covered by the District-Wide School Safety Plan with addresses of buildings, list of contact names, and telephone numbers of building staff:

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	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	Carrie Mauro	518-792-1071
Kensington Road Elementary School	43 Kensington Road, Glens Falls, NY 12801	Jennifer Hayes	518-793-5151
GFSD Bus Garage	31 Glenwood Avenue, Queensbury, NY 12804	Ken Chester	518-792-2706
Sanford Street School	10 Sanford Street, Glens Falls, NY 12801	Rebecca Vanderklish	518-793-7395

Appendix 2: External Emergency Contacts

Glens Falls Police Department	Chief Jarred Smith School Resource Officer John Norton	518-761-3842
Glens Falls Fire Department	Chief James Schrammel	518-761-3822
Warren County Sheriff	Sheriff Jim LaFarr Undersheriff Terry Comeau	518-743-2500
New York State Police	SRO for Warren Co. Area: Stephen Rothwein Public Information Officer: Stephanie O'Neil	518-783-3235 518-783-3284

Appendix 3: Building/Grounds/Local Road Maps

Consistent with 8 NYCRR 155.17 (e)(2)(iii) (procedures for assuring that crisis response, fire and law enforcement officials have access to floor plans, blueprints, schematics or other maps of the school interior, school grounds and road maps of the immediate surrounding area), the Glens Falls Police Department, Warren County Sheriff's Office, New York State Police, and Glens Falls Fire Department all have electronic access to building floor plans through the Navigate 360 Emergency Management Suite.

Floor plans include:

- School name and address
- A key to define any symbols used
- Compass indicating North
- Each floor is a separate page
- Building entrances are labeled (including service entrances)
- Windows and interior doors are graphically shown
- Rooms are labeled with room number
- Common areas and administrative offices are labeled by use
- Location of water, gas and electrical shutoffs are clearly noted

Map/Image of grounds include the following:

- An overview of campus with all buildings labeled
- A key to define any symbols used
- Compass indicating North

Map/Image of surrounding areas include the following:

- Labeled streets
- Labeled buildings
- Key to define any symbols used

Functional Annexes

1. Bomb Threat

A bomb threat, even if later determined to be a hoax, is a criminal action. No bomb threat should be treated as a hoax when it is first received. The decision whether or not to evacuate is dependent upon information received in the threat, and how credible that information is.

The paramount concern shall be for the safety of the pupils and personnel on District Property or at school-sponsored events. Efforts should be made to remain calm to keep students and staff safe. All administrators have familiarized themselves with the Bomb Threat Standards outlined in the Building-Level ERP so that appropriate decisions may be made depending on the exact nature of the situation. A copy of the New York State Police “Bomb Threat Instructions” has been placed under or at every phone in the buildings.

1. If a bomb threat is received:
 - a. If a display phone, record the incoming phone number on the “Bomb Threat Instructions”.
 - b. Signal to other staff that a bomb threat is being received and have them immediately notify a school administrator.
 - c. Listen carefully to the caller.
 - d. Ask questions on the “Bomb Threat Instructions” in order to evaluate the threat.
 - e. Record/write answers as able and exactly as stated by the caller.
 - f. An administrator or law enforcement official will interview the person receiving the call to further ascertain the degree of threat.
 - g. Keep handling of written threats to a minimum, it may be used as evidence in a criminal investigation and may be processed for fingerprints or DNA.
 - h. A written threat on a wall, mirror, bathroom stall, etc. should not be removed until law enforcement authorizes.
 - i. Police may enlist the assistance of school staff who are familiar with the building and can recognize objects that do not belong or are out of place.
 - j. Do not touch or handle any suspicious object, bag or container.
2. District Administrator
 - a. The school administration or designee makes the decision regarding evacuation, lockdowns, and/or shelter-in-place. First responders can assist and consult with them to make their decision (joint decision-making/unified command).
 - b. The school administration has the duty to instruct and train pupils by means of drills so that they may, in a sudden emergency, be able to leave the school building in the shortest time possible.

2. Hostage Taking

The Building-Level ERP procedures will be followed in the event of a hostage situation. In general, the following response actions will be taken:

1. The first person aware of the situation will immediately notify the building administration who will notify local law enforcement at 911.
2. The school administration or designee, will issue the appropriate functional annex if necessary and isolate the area.
3. No response to the media will be given at the time.
4. The school administration or their designee, will turn over Incident Command to law enforcement upon their arrival and assist law enforcement as requested.

3. Intrusions

The Building-Level ERP procedures will be followed in the event of an intrusion. In general, the following response action will be taken:

1. The first person becoming aware of an intruder or suspicious person will immediately report this information to the school administration or their designee.
2. The school administration or their designee will approach the intruder to determine the nature of their presence and ask them for identification.
3. The school administration or designee will accompany the individual(s) to the proper office, or if no acceptable purpose can be ascertained, ask the individual(s) to leave. The school administration or designee should ensure that the individual(s) has/have exited the building and alert staff to prevent unrecognized re-entry.
4. If the individual(s) refuse to leave, inform them that they are in violation of the law and that the police will be notified. Dial 911 and notify law enforcement of the situation.
5. If the situation escalates, plain language will be utilized to notify all teachers to lockdown the building as per the instructions outlined in the Building-Level ERP. Students attending classes outside the building will be evacuated to a safe area designated by the Building-Level ERP.
6. The school administration in charge or their designee will turn over Incident Command to law enforcement upon their arrival and assist law enforcement as requested.

4. Kidnapping

In the event of a kidnapping, the following response actions will be taken:

1. During school hours, when a student has already been documented as present, the first person aware of a kidnapping or missing student will immediately notify the school administration who will obtain student information and photo identification. If a student is not legally absent, the district will also notify BOCES, as needed, that the student could be lost, has runaway, or is truant (determine if friends are also missing.)
2. School building staff will search the building and also utilize the public announcement system.
3. The parent/guardian will be notified. If the student is not found, law enforcement will be notified.
4. The school administration in charge or designee will turn over the investigation to law enforcement upon their arrival and assist law enforcement as requested. No information will be released to the media.
5. Parents will be immediately notified if the student is located.

5. Shelter-in-Place

A. Purpose

- A Shelter-in-Place annex describes courses of action when students and staff are required to remain indoors, perhaps for an extended period of time, because it is safer inside the building or a room than outside. Depending on the threat or hazard, students and staff may be required to move to rooms that can be sealed (such as in the event of a chemical or biological hazard) or without windows, or to a weather shelter (such as in the event of a tornado).

B. Actions

- Initiate Shelter-in-Place
 - i. Shelter-in-Place will be announced by intercom, Public Address (P.A.) System, or otherwise with instructions on how to proceed. (DO NOT USE CODES, CARDS or COLORS)
 - ii. Address Language:
 1. - YOUR ATTENTION PLEASE.
 2. - THERE IS A SITUATION REQUIRING YOU TO SHELTER-IN- PLACE.

3. - PLEASE STOP WHAT YOU ARE DOING AND FOLLOW THESE INSTRUCTIONS. - Provide specific incident instructions.

C. Instructions

- Use clear, concise language to provide direction to the school based on the situation. If there is a situation requiring students and staff to move away from windows and doors (such as a weather emergency), they should be instructed to move to the interior of the room or relocate to an interior hallway or room. Students in temporary classrooms or outside of the main building for any reason should be instructed to move into the main school building.
- If the situation is not a threat to the exterior of the building, student's in-between classes or outside of their classroom for other reasons should be instructed to return to their class.

D. Additional Considerations for Shelter-In-Place

- Turn off utilities and ventilation systems (heating, ventilation and air conditioning) if appropriate. Prepare to shelter-in-place for extended periods including arrangements for food/water, sleeping, hygiene, medical needs, etc. Activate Annex (es) appropriate to respond to the situation. Notify all concerned parties when the Shelter-in-Place is lifted.

6. Hold-in-Place

A. Purpose

- a. If there is an internal incident or administrative matter such as students fighting in a hallway, a maintenance issue or medical emergency that requires students and staff movement be limited, a "Hold-in-Place" may be initiated. This is intended to keep students and staff out of the affected area until the situation can be rectified.

B. Actions

a. Initiate Hold-in-Place

- i. Hold-in-Place will be announced by intercom, Public Address (P.A.) System, or otherwise with instructions on how to proceed. (DO NOT USE CODES, COLORS OR CARDS)
- ii. Address Language:
 1. - YOUR ATTENTION PLEASE.
 2. - THERE IS A SITUATION REQUIRING YOU TO HOLD-IN- PLACE.
 3. - PLEASE STOP WHAT YOU ARE DOING AND FOLLOW THESE INSTRUCTIONS. - Provide specific incident instructions.

C. Instructions

- a. Use clear, concise language to provide direction to the school based on the situation.
- b. Execute Hold-in-Place
 - i. Students in hallways, bathrooms or other common areas will return to their classroom. If the Hold-in Place is announced between class periods, students will return to their previous class to await instructions. If the route is blocked, students will go to the nearest classroom and advise the teacher that they are unable to get to their class and await instructions.
 - ii. All available staff members will assist in maintaining order and accounting for students. Remain in position until further instruction is given or remaining in place compromises safety.

7. Evacuation

A. Purpose

- a. This annex focuses on the courses of action that the school will execute to evacuate school buildings and grounds. Included are school policies and procedures for on-site and off-site evacuation including evacuation routes, transportation needs, and sheltering sites, required per 8 NYCRR Section 155.17 (e)(2)(i). Evacuation should take place if it is determined that it is safer outside than inside the building (fire, explosion, hazardous material spill) and staff, students and visitors can safely reach the evacuation location without danger.

B. Actions

a. Initiate Evacuation

- i. Communicate the need to evacuate the building or a specific area of the building to the building staff and other occupants by activating the fire alarm and/or by a Public Address (P.A.) System or bullhorn. Address Language:
 1. - YOUR ATTENTION PLEASE.
 2. - THERE IS A SITUATION REQUIRING YOU TO EVACUATE.
 3. - PLEASE STOP WHAT YOU ARE DOING AND FOLLOW THESE INSTRUCTIONS. - Provide specific incident instructions.
- ii. Call or designate another to immediately call public safety (911) (police, fire and emergency responders) to give notice that the school has been evacuated.
- iii. Notify appropriate district staff that an evacuation of the school has occurred.
- iv. Communicate changes in evacuation routes if primary routes are unusable.
- v. Activate Annex(es) appropriate to respond to the situation.
- vi. Designate staff with assigned radios and/or cell phones to assist in evacuation procedures, as per Building-Level ERP.
- vii. Communicate when it is safe to re-enter the building or re-occupy a section of the school by bell system, radio transmission, public address system, designated staff, or bull horn.

C. Evacuation Off School Grounds

- a. In the event that the situation poses a significant enough risk that evacuation of the building and remaining on school grounds is determined to not be adequate, students and staff will be evacuated to an off-site location. Prior to an actual incident, the Superintendent and Building Level School Safety Team determines appropriate off-site evacuation areas that offer adequate protection from the elements and communications abilities.
 - i. Perform all evacuation steps as indicated for a building evacuation.
 - ii. Proceed to off-site locations: Primary Relocation Site or Secondary Relocation Site.
 - iii. Notify all assembly areas to evacuate to the offsite location.

D. Evacuation - Return to Buildings or Grounds

- a. No students or staff shall return to school buildings or grounds until advised to do so by the Incident Commander or appropriate officials.
 - i. The Incident Commander will make the decision when it is safe to return to the building. In the event that emergency response services (Police, Fire, EMS) are called, the Incident Commander may transfer incident command to the appropriate authority, who will then make the decision to allow students and staff to return to the building or grounds.

5. Lockout

A. Purpose

- a. This annex describes the courses of action the school will execute to secure school buildings and grounds during incidents that pose an imminent concern outside of the school. The primary objective of a lockout is to quickly ensure all school staff, students, and visitors are secured in the school building away from the outside danger.

B. Actions

a. Initiate Lockout

- i. Lockout will be announced by intercom, Public Address (P.A.) System, or otherwise. (DO NOT USE CODES, COLORS OR CARDS) Address Language:
 1. - YOUR ATTENTION PLEASE.
 2. - THERE IS A SITUATION REQUIRING SCHOOL TO LOCKOUT.
 3. - ALL OUTDOOR ACTIVITIES ARE CANCELED.
 4. - PLEASE CONTINUE REGULARLY SCHEDULED INDOOR ACTIVITIES.

b. Execute Lockout

- i. All outdoor activities shall cease and be immediately moved indoors (i.e., gym classes, playground, etc.).
- ii. As soon as all students and staff are in the building all exterior doors shall be locked.
- iii. Emergency beacons should be initiated.
- iv. Communicate with the bus garage for any incoming/outgoing students.
- v. Normal activity will continue within the building (unless directed otherwise).
- vi. It is not necessary to turn lights off or to close blinds (unless directed).
- vii. Do not respond to the fire alarm unless actual signs of fire are observed, or an announcement is made.
- viii. Report any suspicious activity observed either indoors or outdoors to the main office.
- ix. A lockout will be lifted when notification is made by administration. Activate Annex(es) appropriate to respond to the situation.

6. Lockdown

A. Purpose

- a. This annex describes the courses of action Glens Falls City School District will execute to secure school buildings and grounds during incidents that pose an immediate threat of violence in or around the school. The primary objective of a lockdown is to quickly ensure all school staff, students and visitors are secured in rooms away from immediate danger.
- b. A Lockdown is the initial physical response to provide a time barrier during an active shooter/intruder event. Lockdown is not a stand-alone defensive strategy. Executing a Lockdown should involve barricading the door, hiding from view, remaining silent and readying a plan of evacuation as a last resort.

B. Actions

a. Initiate Lockdown

- i. In events where an immediate threat to life safety is recognized (such as a person armed with a gun in the hallway) any faculty or staff shall raise the alarm and initiate a lockdown.
- ii. Where possible a Lockdown will be announced by intercom, Public Address (P.A.) System, or otherwise. (DO NOT USE CODES, COLORS OR CARDS)

- iii. 911 is contacted automatically when using the app or telephone code from a district phone.
- iv. Lockdown must be immediate and deliberate, the announcement of a lockdown shall be as follows: - LOCKDOWN! LOCKDOWN! LOCKDOWN!
- b. Execute Lockdown
 - i. IF SAFE, immediately gather students from hallways and areas near your room into the classroom or office. This includes common areas and restrooms immediately adjacent to your classroom. Lock your door(s) and have students/staff move to the designated safe area of the room, ****REMAIN SILENT****
 - ii. Turn off classroom lights and close blinds, including classroom door window shade.
 - iii. Teachers should position themselves in a location that gives them an advantage to manage their classroom effectively, and take the following action during a lockdown:
 - 1. Do not allow anyone, under any circumstance, to leave your secured area.
 - 2. Do not answer or communicate through your door or classroom phone.
 - 3. Silence cell phones and limit use to only relay pertinent information to 911, (i.e., description/location of active shooter/victim injuries).
 - 4. Do not respond to fire alarm unless actual signs of fire are observed. Doing so could compromise the safety of those already secured.
 - 5. Document and attend to any injuries to the best of your ability.
 - 6. Take attendance and include additions and missing students' last known location.
 - 7. Do not respond to Public Address (P.A.) system or other announcements.
 - 8. If an intruder enters the classroom, use **WHATEVER** means necessary to protect yourself and the students. You must be prepared to fight for your life and use physical force or possibly deadly force to stop the intruder. Potential tactics include:
 - a. Moving about the room to lessen accuracy.
 - b. Throwing items (books, computers, phones, etc.) to create confusion.
 - c. Assaulting the shooter/intruder - use whatever objects you have in the classroom as a weapon such as blunt force objects (fire extinguishers, chairs, etc.) to incapacitate the intruder - **FIGHT!**
 - d. Tell students to get out anyway possible - **RUN!**
 - iv. Staff/students participating in any outdoor activity upon the initiation of a lockdown should seek a safe location away from the building. Call 911 and report your situation including location and number of students.
 - v. Procedures should be in place to re-direct buses in the event of a lockdown.
 - vi. **LOCKDOWN WILL ONLY END WHEN YOU ARE PHYSICALLY RELEASED FROM YOUR ROOM OR SECURED AREA BY LAW ENFORCEMENT OR ADMINISTRATION.**

7. Crime Scene Management

- A. **Respond:** Ensure your personal safety first, then if possible, formulate a plan and make mental notes.
- B. **Evaluate:** Evaluate the severity of the situation, call 911 if appropriate.
 - a. Identify involved parties.
 - b. Be aware of weapons, hazards, and potential evidence.
 - c. Don't touch anything unless absolutely necessary to preserve safety.

C. Secure

- a. Clear away uninvolved people.
- b. Establish a perimeter that prevents people from entering the potential crime scene.

D. Protect

- a. Safeguard the scene - limit and document any people entering the area.
- b. Don't use phones or bathrooms within the crime scene area.
- c. Don't eat, drink or smoke in the crime scene area.

E. Observe

- a. Write down your observations as soon as it is safe to do so.
- b. Record detailed information - don't rely on your memory.
- c. Don't eat, drink or smoke in the crime scene area. Notes will aid first responders upon arrival and could be utilized in court.

F. Notify

- A. Call 911 if not already called or police are not on scene.

G. Document

- A. Take good notes - such as: time, date, people at scene, weather, doors open or closed, lights on or off and the position of furniture.
- B. Be prepared to provide your notes and information to the police.

8. Communications

A. Purpose

- a. This annex includes communication and coordination during emergencies and disasters (both internal communication and communication with external stakeholders, required under 8 NYCRR Section 155.17 (e)(2) (iv), as well as the communication of emergency protocols before an emergency and communication after an emergency. Additionally, procedures shall be included for emergency notification of persons in a parental relation (8 NYCRR Section 155.17 (e)(2)(i).
- b. The School ERP must include policies and procedures governing school incident communications with law enforcement and emergency responders, as well as with students, parents, staff, the school community and the media. Templates for statements/press releases to the media, a detailed communications plan, including standard procedures and protocols, should be developed and made available in advance of an incident.
- c. Templates for statements/press releases, the communication plan and media contacts at the major television, Internet, and radio stations are maintained by Skye Heritage and located in the District Office in hard copy and digital.

B. Types of Communications

- a. Communication between School and Emergency Responders
 - i. The school will contact and maintain communications with emergency responders during an incident. The School Incident Commander will transfer command to the appropriate emergency responder who arrives on the scene to assume management of the incident, including coordination of internal and external communications. The Incident Commander will use the communication platform and/or other means described in the School ERP to notify the principal/designee of the school's status and needs. The school and emergency responders will coordinate the release of information to ensure that information is consistent, accurate and timely.

- b. Internal Communications
 - i. The school has identified a school spokesperson or public information officer (PIO) who will be responsible to:
 - 1. Help create the policies and plans for communicating emergency information internally and to the public.
 - 2. Follow the communications policies and procedures established by the school.
 - 3. Help establish alternative means to provide information in the event of a failure of power, phone or other lines of communication.
 - 4. Develop materials for use in media briefings.
 - 5. Act as the contact for emergency responders and assist in coordination of media communications.
- c. Communication between School Officials and Staff Members
 - i. School personnel will be notified when an incident occurs and kept informed as additional information becomes available. They will also be informed as plans for management of the incident evolve (to keep staff informed to the greatest degree possible). The following methods of communication may be utilized to disseminate information internally when appropriate:
 - 1. Parent Square Phone/Text-Messaging System/Email System: A text-messaging or e-mail system is available to provide those who are registered to receive messages with updates during an incident.
 - 2. Mobile Device Applications
 - 3. Morning Faculty Meeting: As appropriate, updated information about an incident will be presented at the morning faculty meeting. Any new procedures for the day will also be reviewed at this time.
 - 4. End-of-Day Faculty Meeting: As appropriate, updated information and a review of the day's events will be presented at the end-of-day meeting. Staff will also have the opportunity to address any misinformation or rumors.
- d. Communication between School Officials and Students
 - i. Communication of emergency information between school officials will primarily take place through the school's public address system or face-to-face between faculty and students. Other methods of communication with students may include the following:
 - 1. Student Square Text-Messaging System/E-mail System: A text-messaging or e-mail system is available to provide those who are registered to receive messages with updates during an incident.
 - 2. Mobile Device Applications.
- e. External Communications
 - i. School officials must communicate with the larger school community on how incidents will be addressed on a regular basis. However, once an incident does occur, parents, media and the community at large will require clear and concise messages from the school about the incident. This will include what is being done and the safety of the children and staff.
- f. Communication with Parents
 - i. Before an incident occurs, the school will:
 - 1. Inform parents on how to access alerts and incident information.
 - 2. Inform parents that the school has developed an ERP, its purpose and its objectives. Detailed response tactics should not be shared if they will impede the safe response to an incident. Information will be included in an email/text message/phone call specific to the actual emergency.

3. Provide translation services for non-English-speaking families and students with limited English proficiency.
- ii. In the event of an incident, the school will:
 1. Disseminate information by Text/Phone/Email Message to inform parents about what is known to have happened as soon as practicable.
 2. Implement a plan to manage phone calls and parents who arrive at the school.
 3. Describe how the school and school district are handling the situation. Updated incident information will be provided regularly using ParentSquare
 4. Inform parents and students when and where school will resume.
 5. After an incident, school administrators may schedule and attend an open question- and-answer meeting for parents/guardians as soon as possible.
- g. Communication with the Media
 - i. In the event of an incident, the School Incident Commander or the emergency responder Incident Commander (in the event command has been transferred), will coordinate with the public information officer and/or participate in a joint information effort:
 1. Establish a media site and reception area away from the school and any established Incident Command Post, Evacuation site or Reunification site.
 2. Determine a media location for low impact events (such as a water main break) and high impact events (such as an active shooter incident) when media interviews at the school would be deemed impracticable due to the nature and severity of the incident.
 - a. Low Impact events can be handled at the School District Central Offices or similar type facilities as the number of media outlets and duration of media coverage can be expected to be low.
 - b. High Impact events may be handled at a community center, park or other facility that is of appropriate size to accommodate a large number of media outlets for an extended duration.
 3. Provide regular updates to the media and school community.
 4. Once Incident Command is transferred to emergency response authorities, so too will PIO functions be transferred to the ICS PIO.
 5. Provide only information that has been approved to be released by the Incident Commander in charge of the scene.
 6. Monitor the release of information and correct misinformation.
 7. Coordinate messages with the Incident Commander or PIO.

10. Accounting for All Persons

A. Purpose

- a. This annex focuses on developing courses of action to account for the whereabouts and well-being of students, staff, and visitors, and identifying those who may be missing.

B. Actions

- a. Administrators, teachers, and staff members will use the Navigate360 Emergency Management Suite app on Chromebooks or cell phones to account for all students during drills, active incidents, and reunification.
- b. Staff will use Raptor Visitor Management System reports to account for visitors inside a building during a drill or emergency.

11. Reunification

A. Purpose

- a. The Reunification Annex details a safe and secure means of reuniting parents/guardians with their children in the event of an emergency.

B. Actions

- a. Pre-designated Reunification Sites are confidential and determined by the crisis response team.
- b. Move students following an evacuation to the reunification site(s) (See Evacuation Annex). Notify a contact person at the relocation site(s) to prepare for the arrival of students. Designate a Reunification Coordinator.
- c. Activate Annex(es) appropriate to respond to the situation.
- d. Designate a holding area for arriving students and staff away from waiting family members. Designate an adult report area for parents/guardians to sign-in and to check identification. Establish a student release area. Students will be escorted to meet their parent/guardian and sign out.
- e. Establish a mental health area and direct staff to escort parent/guardian of any injured, missing or deceased student to the area for staff to provide notification in private and away from other parents. The School Psychologist or other designee will coordinate this activity with emergency response personnel.
- f. Stage media area away from the reunification site and notify the PIO of the location. Keep evacuees on buses or in a holding area separate from parents until they can be signed out to waiting parents/guardians.
- g. Release students to authorized persons after checking proof of identity and signing a student release form.
- h. Instruct parents/guardians to leave the site to make room for others once they have signed out their student.
- i. Arriving faculty and staff will provide a list of evacuated students to the reunification site staff immediately upon arrival.
- j. Provide for students with special needs who may be significantly impacted by the stress of the incident. Additional support staff may be required to support these students.
- k. Follow the instructions of the Reunification Coordinator or designated staff and/or assist in staffing the site.
- l. Current student and staff emergency information that details special needs, such as medical or custody issues, is maintained within Navigate360, which syncs with the district's student database nightly.

12. Continuity of Operations

A. Actions

- a. Select primary and secondary relocation sites that meet the needs of school.
- b. Activate the COOP any time and sustain it for up to 30 days.
- c. Re-establish essential functions, such as restoration of school operations, and maintain the safety and well-being of students and the learning environment
- d. Ensure students receive applicable related services in the event of a prolonged closure.
- e. Protect vital documents and make them available at alternate sites.

- f. Identify personnel to assist in developing COOP and training them in activating COOP.

Threat and Hazard-Specific Annexes

The threat and hazard specific annexes provide unique procedures, roles, and responsibilities that apply to a specific hazard.

1. Sites of Potential Emergencies

(CONFIDENTIAL, listed within Building-Level ERPs)

2. External Contact Information (Non-Emergency)

Jerry Stockman
National Grid
Pipeline Safety
(518)761-5826
(518)522-2588

3. Command Posts

- Interior: District Office
- Exterior: Glens Falls Police Department