

Edinburg Common School District
District Wide School Safety Plan

PROJECT SAVE
(Safe Schools Against Violence in Education)

EDINBURG COMMON SCHOOL DISTRICT – WIDE
SCHOOL SAFETY PLAN
Commissioner's Regulation 155.17

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**Edinburg Common School District
District Wide School Safety Plan**

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 HAMILTON-FULTON-MONTGOMERY BOCES, in coordination with the EDINBURG 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 Edinburg Common District-wide School Safety Plan was developed pursuant to Commissioner's Regulation 155.17. At the direction of the Edinburg Common School District Board of Education, the Superintendent of the Edinburg 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 School Teams

The Edinburg Common School District has created a District-wide School Safety Team. The members of the team and their positions or affiliations are as follows:

<i>Team Member</i>	<i>Representing</i>
Darcie Decker-Knapp	Medical staff
John Flood	Support staff
Alex Rockwell	Response personnel
Michelle Ellis	Administration
Jared Becotte	Head Custodian
Sandy L. Moore	Chief Emergency Officer
Jessica Kirby-Barnes	BOCES HSRM

C. Concept of Operations

- ☐ The District-wide School Safety Plan shall be directly linked to the Building-level Emergency Response Plan. Protocols reflected in the District-wide School Safety Plan will guide the development and implementation of the Building-level Emergency Response Plan.
- ☐ The School Emergency Response Team will make the initial response to an emergency or violent incident.
- ☐ Upon the activation of the School 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.

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D. Plan review and public comment

- ☐ Pursuant to Commissioner's Regulation 155.17 (e)(3), this plan will be made available for public comment 30 days prior to its adoption. The district-wide and building-level plan may be adopted by the School Board only after at least one public hearing that provides for the participation of school personnel, parents, students and any other interested parties. The plan must be formally adopted by the Board of Education.
- ☐ Full copies of the District-wide School Safety Plan and any amendments will be submitted to the New York State Education Department within 30 days of adoption.
- ☐ This plan will be reviewed periodically during the year and will be maintained by the District-wide School Safety Team. The required annual review will be completed on or before July 1 of each year after its adoption by the Board of Education. A copy of the plan will be available during normal working hours at the main office of the district.

Section II: Risk Reduction/Prevention and Intervention Strategies

A. Prevention/Intervention Strategies

Program Initiatives

In order to provide a safe learning environment and increase communication between students and staff the following programs have been established with the assistance of the school counselor:

- ☐ Non-violent conflict resolution programs
- ☐ Peer-mediation
- ☐ An anonymous forum for students concerning bullying and / or violence

Training, Drills, and exercises

Three levels of annual multi-hazard school training will be considered in this plan:

- a) responder training for members of the Incident Response and Post-Incident Response teams conducted by the BOCES HSRM staff in the first week of the school year
 - b) general staff awareness training conducted during Superintendent's Conference Day by BOCES HSRM staff; and
 - c) general student awareness training of emergency response procedures conducted by building staff during the first week of school at a minimum and additional times throughout the year as warranted.
- ☐ Each year the District-Wide School Safety Team, in consultation with local response agencies, will plan appropriate emergency response drills at both the district and building levels.
 - ☐ Review of each exercise was done by the District-Wide School Safety Team.

Implementation of School Security

The district has implemented a visitor badge/sign-in procedure located at the main office as the first step in school security. Additional measures, such as dog searches will be conducted when necessary.

Edinburg Common School consists of only one building, grades PreK-6 with 60 students. The school does not have hall monitors or school security personnel.

Vital Educational Agency Information

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Due to the location of the Edinburg Common School district there are no additional educational agencies inside of district boundaries. Edinburg Common School consists of only one building, grades PreK-6 with 60 students and 30 staff members.

B. Early Detection of Potentially Violent Behavior

Copies of the Lieutenant Governor's Brochure "Protect Your Child From Violence, A Resource For Parents" will be distributed to staff, students and parent as deemed appropriate by the Superintendent.

Taking Action

What can you do?

The following list offers some actions you may take to help your child.

- ▼ Listen carefully to your child. Talk with him or her about feelings as they relate to school, social events, other kids in class or the walk or ride to and from school, so you will know about problems they may be having.
- ▼ If your child complains about bullying, take it seriously. Children are often afraid or ashamed to tell anyone that they have been picked on. Listen carefully to their complaints. Talking about a complaint that seems small may uncover bigger concerns.
- ▼ Watch your child's interactions with other children.
- ▼ Talk openly with your child's teachers about your concerns; attend parent/teacher conferences.
- ▼ Work with other parents and schools to make sure that the children in your neighborhood are supervised closely on the way to and from school. If they walk, make sure they take a safe route.
- ▼ Encourage your child to participate in supervised after-school activities.
- ▼ Volunteer in your child's school.
- ▼ Ask your school to teach children ways to solve problems peacefully. Request tips on how to help your child use these skills at home. Praise your child's efforts.
- ▼ Tell your child's teacher or other school official immediately if you think that your child is being bullied. Ask the school to plan with you to keep your child safe.
- ▼ Find out how you will be told by the school if violent behaviors threaten your child's safety.
- ▼ Teach your child how to call 911 if there is an emergency.

What community resources may be available to you?

Here is a list of resources to help parents when a child shows signs of being a victim of violence or becoming violent. Your doctor, school social worker or religious leader can help you find the one that is right for you and your child.

- ▼ School staff - child's teacher, guidance counselor, social worker, psychologist, principal or assistant principal
- ▼ Other parents or guardians
- ▼ Family doctor
- ▼ Local mental health center
- ▼ Local social service agency
- ▼ Community organizations that offer services to children and their families
- ▼ Clergy and other religious leaders
- ▼ Police. If you feel someone involved is in immediate danger

(continued)

Media Violence

The media can be a powerful influence in our lives and the lives of our children. The media provides wonderful advantages for children by playing an important role in prevention and education. We can and should take advantage of these resources. However, media violence in print (i.e., newspapers, magazines), on television, in movies, on the Internet, in music and music videos, and in video games - can also lead children to behave violently. As a family, you can limit the impact that violence in the media has on your child.

- ▼ Limit how much TV your child watches alone. Keep TV sets out of your child's bedroom. Watch TV together as a family when you can. Talk about the programs you watch together.
- ▼ Plan ahead what programs your child will watch. Make sure the content fits your child's age.
- ▼ Take advantage of the rating systems that provide guidance about the content of recorded music, music videos, TV programs, or movies.
- ▼ Watch TV news with your child and talk about what (s)he thinks about the news stories. Your child's age, personality, and personal experiences should guide how much and what news (s)he watches. Tell your child that you are there to keep him or her safe.
- ▼ Consider using monitoring tools for TV (like the v-chip, a new device that allows you to block TV programs that you might consider inappropriate) and the Internet (software can be bought to monitor Internet usage).
- ▼ Choose reading material and television programs that give positive messages and that help your children live peacefully.

Media Violence (continued)

- ▼ Seize all the moments for learning that the media presents to you. Talk with your child about what is seen on TV, in print, in the movies, on the Internet or in video games. This can happen through family talks about current events, presentation of characters, advertising, etc.
- ▼ Make rules about use of the Internet by going on-line together to choose sites that are suitable and fun for your child.
- ▼ Consider keeping the computer in a family room rather than in a child's bedroom.
- ▼ Help your child avoid music that may have violent lyrics or that encourages your child to drink or use drugs. Talk with your child about why you think (s)he should not listen to music with lyrics that suggest violence.
- ▼ Pay attention to the music that your child buys and listens to and the music videos that (s)he watches.
- ▼ Encourage your child to think about other points of view to those (s)he reads or hears. This will increase your child's ability to see all sides of an issue.

Protect Your Child From Violence

A Resource For Parents

This publication was developed in cooperation with the
NYS Council on Children and Families and
NYS Department of Health.

GOVERNOR E. PATAKI
STATE OF NEW YORK
MAYOR O. D'AMICO

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Talking With Your Child

Dear Parents:



As we stand at the gates of the 21st century, we see new hopes and opportunities for our most precious resources – our children. It is our job to help children make their dreams become reality. We must make sure that when our children leave home each day for school, they will be safe and ready to learn. The recent national shootings have caused many parents to worry about their children's safety. Despite these tragedies, I want to reassure you that our schools are safe. Nonetheless, Governor Pataki and I share your concerns about school violence, and we are taking many actions to make our schools even safer in New York State.

As part of our efforts to reduce violence, I am pleased to present you with this pamphlet, *Protect Your Child from Violence: A Resource for Parents*. When you read this pamphlet, you will find many helpful tips on steps you can take to protect your child from violence. This pamphlet includes suggestions about talking openly with your child about school violence, as well as strategies for dealing with violence on television, music, the Internet, and video games. It also provides warning signs of violence and methods to prevent or respond to violence.

As you read the warning signs, you may see a few of the signs in your child's behavior. Please do not be alarmed. From our childhood, we all know that children at times can be mean to other children. Depending on the situation, this can be a normal part of growing up and may not mean your child will become violent or is a victim of violence. Nonetheless, if you are concerned about the safety of your son or daughter, I encourage you to talk openly with your child about your concerns. We have provided you with a list of community resources that identifies resources you can turn to if you need help.

Governor Pataki and I are committed to making New York's schools safer for children and teachers. Schools and communities must remain committed to working together to help us reach this goal. We encourage you to join other parents and work with your schools to make them as safe as possible.

Sincerely,
Mary O. Donohue
Mary O. Donohue
Lieutenant Governor

Talking About School Violence

- Children are often afraid or ashamed to tell anyone – including their parents – about being bullied, feeling angry or being a victim of violence. It is important to listen to your child's concerns and share information on issues concerning school violence.
- Listen to your child if (s)he tells you about friends who may be in trouble or heading for trouble. Talk with these friends' parents, a teacher, principal, family doctor, religious leader or any other trusted member of the community who might be able to help you, your child and his friends.
- Set and enforce strict rules about weapons.
- Talk about gangs and cliques. Make it clear that they are often dangerous and that your child should avoid them.

Concerned?

How can you tell if your child might be a victim?

Parents should not be alarmed if a child shows a few of the signs listed below. Nonetheless, if you think that your child may be a victim of violence, encourage him or her to talk openly with you. Plan ways to keep your child safe. Listen to your child's ideas about what would help.

- Thinks that (s)he is "no good" or "dumb"
- Very shy and sensitive, will not speak up for self
- Victims a lot
- Does not fit in with other children
- Falls apart when teased or believes things never go his or her way
- Has no friends
- Does not want to go to school – may fake illnesses or make other excuses
- Comes home with torn clothes
- Often needs extra money or supplies for school (due to bullying)

Keep in mind that children who act violently have often been victims of violence.

Warning Signs

How can you tell if your child may become violent?

Warning Signs for PRE-SCHOOL Children

- Has many temper tantrums in a single day or several lasting more than 15 minutes and often can not be calmed by parents, family members, or other caregivers
- Has many angry outbursts, often for no reason
- Is not affectionate with family or adult friends (for example, will not hug)
- Refuses to follow directions and listen to adults; can not pay attention
- Draws violent pictures
- Often watches violence on television or videos, and plays violent video games
- Likes violent play
- Is mean to other children and/or animals

Warning Signs for SCHOOL-AGE Youth

- Spends lots of time alone
- Sudden changes in child's group of friends
- Feels friends don't like him or her
- Feels picked on frequently
- Slopes along well in school
- Violent writings and drawings
- Uncontrolled anger
- Bulies other children by hitting, shoving, threatening, taking money or personal property, name-calling and/or spreading rumors
- History of violent and angry behaviors
- Frequent discipline problems
- Acts intolerant toward others
- Uses drugs and alcohol
- Belongs to a gang
- Spends a lot of time thinking about weapons; can easily find and use weapons without adult supervision
- Often fights with brothers, sisters and other kids
- Comes home with torn clothes
- Destroys property
- Often watches violence on television or videos; plays violent video games
- Chooses violent play
- Is mean to other children and/or animals
- Sudden changes in behavior
- Wears clothes with violent messages

C. Hazard Identification

Location of Potential Sites	Internal or External Hazard
Playground areas	external
Off-site field trips	external
School buildings	Internal or external
Weather emergencies	external

Hazard Assessment

Type	Predictability	Approx. Frequency	Warning Time	Seriousness	Possible Responses
Intruder	1	5	1	3,5	3
Bomb Threat	1	5	1	5	3,4
High Winds	3	2	2	5	1,3
Bus Accident	1	5	1	3	7
Winter Storm	5	1	4	5	1,6

Predictability: 1) unpredictable through 5) very predictable
Frequency: 1) more than once/year; 2) annually; 3) every 2-3 years; 4) every 5-10 years; 5) rarely
Warning Time: 1) none; 2) minutes; 3) hours; 4) days; 5) exact likely dates known
Seriousness: 1) disaster (entire community w/casualties); 2) disaster (entire school w/casualties); 3) emergency (affects one or more individuals w/casualties); 4) emergency (entire community no casualties); 5) emergency (entire school no casualties)
Possible Responses: 1) Shelter-in-Place; 2) Lockout; 3) Lockdown; 4) Evacuate; 5) Hold-in-Place; 6) Early Dismissal
7) External emergency response

Section III: Response

C. Notification and Activation

- ☐ The report of an incident or a hazard's development will be reported to the Superintendent or her designee as soon as possible following its detection.
- ☐ The building will utilize both internal and external communications in emergencies:

<input type="checkbox"/> Telephone		<input type="checkbox"/> Local media
<input type="checkbox"/> Intercom	<input type="checkbox"/> Bus radio system	<input type="checkbox"/> NOAA Weather Radio
<input type="checkbox"/> District radio system (portables)	<input type="checkbox"/> Runner system	<input type="checkbox"/> Emergency Alert System (EAS)

When a situation warrants (i.e. early dismissal, violent incident) the district will enact the early dismissal plan contacting emergency names that have been provided on the emergency contact cards.

B. Situational Responses

The district has placed in the building level plan, procedures for the following situations:

- Threats of Violence
- Hostage/Kidnapping
- Natural/Weather Related
- Civil Disturbance
- School Bus Accident
- Gas Leak
- Intruder
- Explosive/Bomb Threat
- Hazardous Material
- Biological
- Radiological
- Epidemic

Responses to Acts of Violence: Implied or Direct Threats

The district will incorporate the following personnel when responding to implied or direct threats of violence by students, teachers, other school personnel and visitors to the school:

- ☐ Superintendent or her designee
- ☐ Emergency response team, if necessary
- ☐ Staff aware of de-escalation techniques
- ☐ Law enforcement if necessary, 911 will be called and the Saratoga County Sheriff Department or 1st responding agency will respond

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Acts of Violence

If an act of violence occurs the following procedures may be used, more specific information regarding contact numbers and names are located in the building level plan:

- ☐ Determine the level of threat
- ☐ If situation warrants, isolate the immediate area and evacuate if appropriate
- ☐ If necessary, initiate lockdown procedure, contacting law enforcement
- ☐ Monitor the situation and if necessary, institute early dismissal protocols

Response Protocols

Located in the building level plan are the specific procedures for the following:

- ☐ Identification of decision makers
- ☐ Plans to safeguard students and staff
- ☐ Procedures to provide transportation when necessary
- ☐ Procedures to notify parents
- ☐ Procedures to notify media

Arrangements for Obtaining Emergency Assistance from Local Government

In situations in which emergency assistance is needed from local government, the Superintendent or her designee will utilize the 911 system for fire or EMS response.

Arrangements for Obtaining Emergency Assistance from Local Government Officials

In situations where Article 2-B of the Executive Law is to be implemented the Superintendent or her designee will contact the highest ranking local government official and the County Emergency Management office for advice and or assistance. Additionally, the district will utilize if feasible the fire dept., law enforcement, and the Red Cross when necessary. If the district is in need of additional assistance, they will contact the County Emergency Management office (Fulton County, Chad Handy 661-5446, Saratoga County, 885-2232)

District Resources Available for Use in an Emergency

Building Resources	Heat, water, availability to serve food, sheltering, communication
Transportation Resources	Communication, buses
Personnel Resources	Nurse, trained response staff, EMT

District Resources Available for Use in an Emergency

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If the district facilities and/or staff are to be used in an external emergency (i.e. long term flooding, power outage where district is brought on line early, long term sheltering) the Superintendent or her designee in consultation with local officials will designate appropriate personnel to assist.

Protective Action Options

Early dismissal

In the event of Imminent Danger due to natural or manmade disasters, information from local Law Enforcement, Emergency Management Office and/or State Education Department may trigger the implementation of early dismissal procedures as follows:

- 1) Dismiss Bus Students:
 - a) Bus pupils will remain in classroom or other designated areas until buses are spotted.
 - b) Personnel will assume regular duties for bus dismissal.
 - c) Persons in Parental relation are contacted prior to transporting of students.
 - d) If necessary, due to unavailability of emergency contact or parental relations, the school will implement a remote sheltering procedure.
 - e) The Transportation Supervisor will notify the main office when all runs have been completed.
- 2) Dismiss Walking Students
 - a) Walking students* will be dismissed via an announcement from the main office, after contacting persons in parental relations or emergency contact.

Cancellation

In the event of school cancellation, the Superintendent or her designee will contact the following personnel/entities:

- ☐ Transportation Supervisor
- ☐ Media
- ☐ Remind App message to parents and staff

Evacuation (before, during and after school hours)

If an incident occurs prior to 6am the school cancellation policy will be implemented, in the situation where an evacuation may take place during hours the Superintendent or her designee will decide if evacuation is the safest option based on the information they have received. If early dismissal has been determined implement early dismissal plan and if cancellation is warranted implement cancellation procedures.

Sheltering Sites (internal and external)

In the district building level plan there are specific community locations which the district will utilize for short and/or long term sheltering.

Information when an incident occurs will be relayed to the parents, guardians, or persons in parental relations via the telephone tree, all effort will be made to make this information available

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including the use of the Public Information Officer to transfer information to the news media if necessary.

District personnel designated by the Superintendent or her designee will be retained until all students have been returned home.

Section IV: Recovery

A. District Support for Building

The school district will support the Emergency Response Teams and Post-Incident Response Teams utilizing professional counseling when necessary. The district will call upon the resources of the State Emergency Management office in order to bring qualified and experienced personnel to the site to assist in the recovery stage.

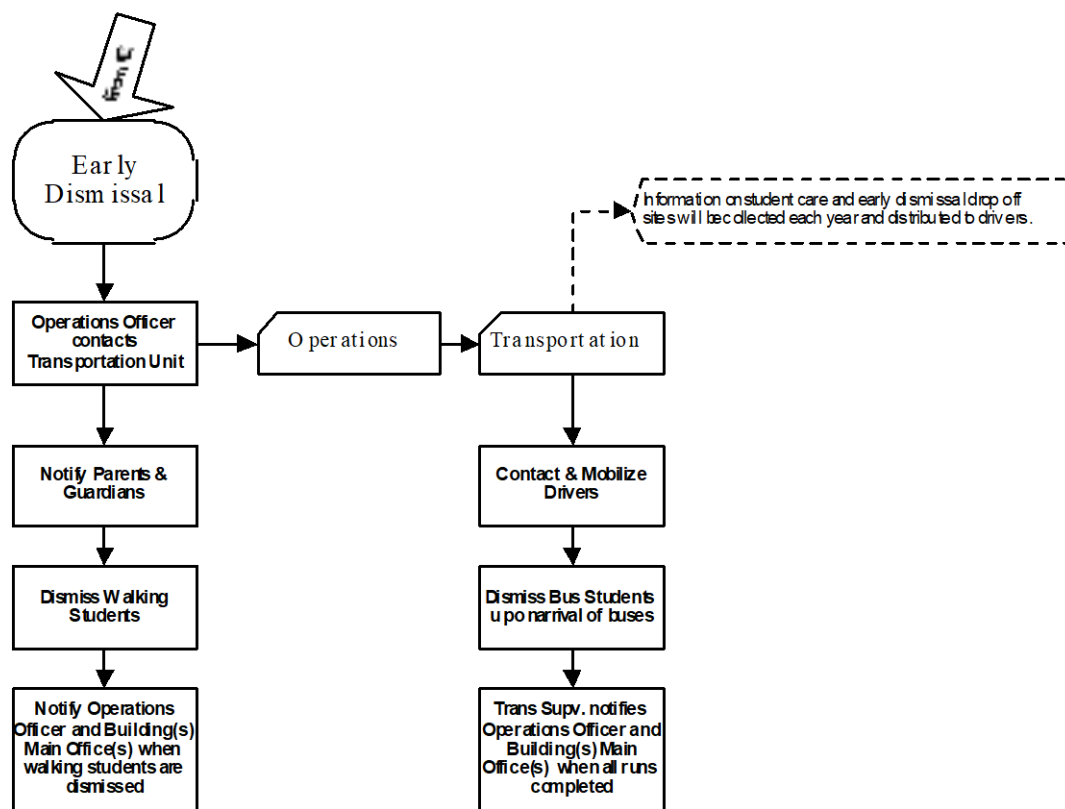
B. Disaster Mental Health Services

The district working in conjunction with the American Red Cross, State Emergency Management Office will support the Post-Incident Response Team providing advice and assistance when needed.

As with any incident the evaluation and/or reevaluation of existing protocols and /or procedures may need to be addressed for deficiencies or corrections. Activities to improve these procedures will be ongoing and especially examined post-incident.

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Early Dismissal



NOTE:

This plan is subject to change in response to changes in the school district's Emergency Management Plan and best practices. The Command and Control structure is based on the district's current organizational chart and may change when appropriate. District Emergency Response Personnel responsible for making decisions and the HFRMO (ES) with Safety & Management Service assumes liability for decisions made with the assistance of this plan.

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Appendix: Forms

Parent Notification Letter

Dear Parents:

Should an emergency or disaster situation ever arise in our area while school is in session, we want you to be aware that the schools have made preparations to respond effectively to such situations. Should we have a major disaster during school hours, your student(s) will be cared for at this school. Our School District has a detailed disaster plan which has been formulated to respond to a major catastrophe.

Your cooperation is necessary in any emergency.

- ☐ Do not telephone the school. Telephone lines may be needed for emergency communication.
- ☐ In the event of a serious emergency, students may be kept at school until they are picked up by an identified, responsible adult who has been identified as such on a School District emergency card which is required to be filled out by parents at the beginning of every school year. Please be sure you consider the following criteria when you authorize another person to pick up your child at school:
 - ☐ they are 18 years of age
 - ☐ they are usually home during the day
 - ☐ they could walk to school, if necessary
 - ☐ they are known to your child
 - ☐ they are both aware and able to assume this responsibility
- ☐ Turn to your local radio station for emergency announcements. If students are to be kept at school, radio stations will be notified.
- ☐ Impress upon your children the need for them to follow the directions of any school personnel in times of an emergency.

Students will be released only to parents and persons identified on the School District Emergency Form, you may be asked to provide proof of identification upon arrival in order for the school to release the student(s). During an extreme emergency, students will be released at designated reunion location(s). Parents should become familiar with the School Emergency Disaster Plan and be patient and understanding with the student release process. Please instruct your student(s) to remain at school until you or a designee arrives.

Please discuss these matters with your immediate family. Planning ahead will help alleviate concern during emergencies.

Sincerely,

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Student Emergency Information Form

Room Number _____

Student's Name _____ Grade _____

Address _____ Home Phone _____

Parent's Names _____

Mother's Work Address _____

Father's Work Address _____

_____ Father's Work
Mother's Work Phone _____ Phone _____

In an emergency or major disaster during school hours, my child may be released to the following persons: (THESE NAMES SHOULD BE THE SAME AS ON YOUR CHILD'S EMERGENCY CARD)

Name	Address	Phone
Name	Address	Phone
Name	Address	Phone
Name	Address	Phone
Name	Address	Phone

My son/daughter needs to take the following medication:		
Medication	Dosage	Time
Have you provided the school office with a supply of this medicine?		
My child <input type="checkbox"/> or may not <input type="checkbox"/> have Tylenol if needed during an emergency. may		
List allergies to medicine or foods		
Doctor	Address	Phone
	SS	
Family out of state telephone contact to be used in an emergency:		
Name	Phone	
	e	
Date	Parent's Signature	

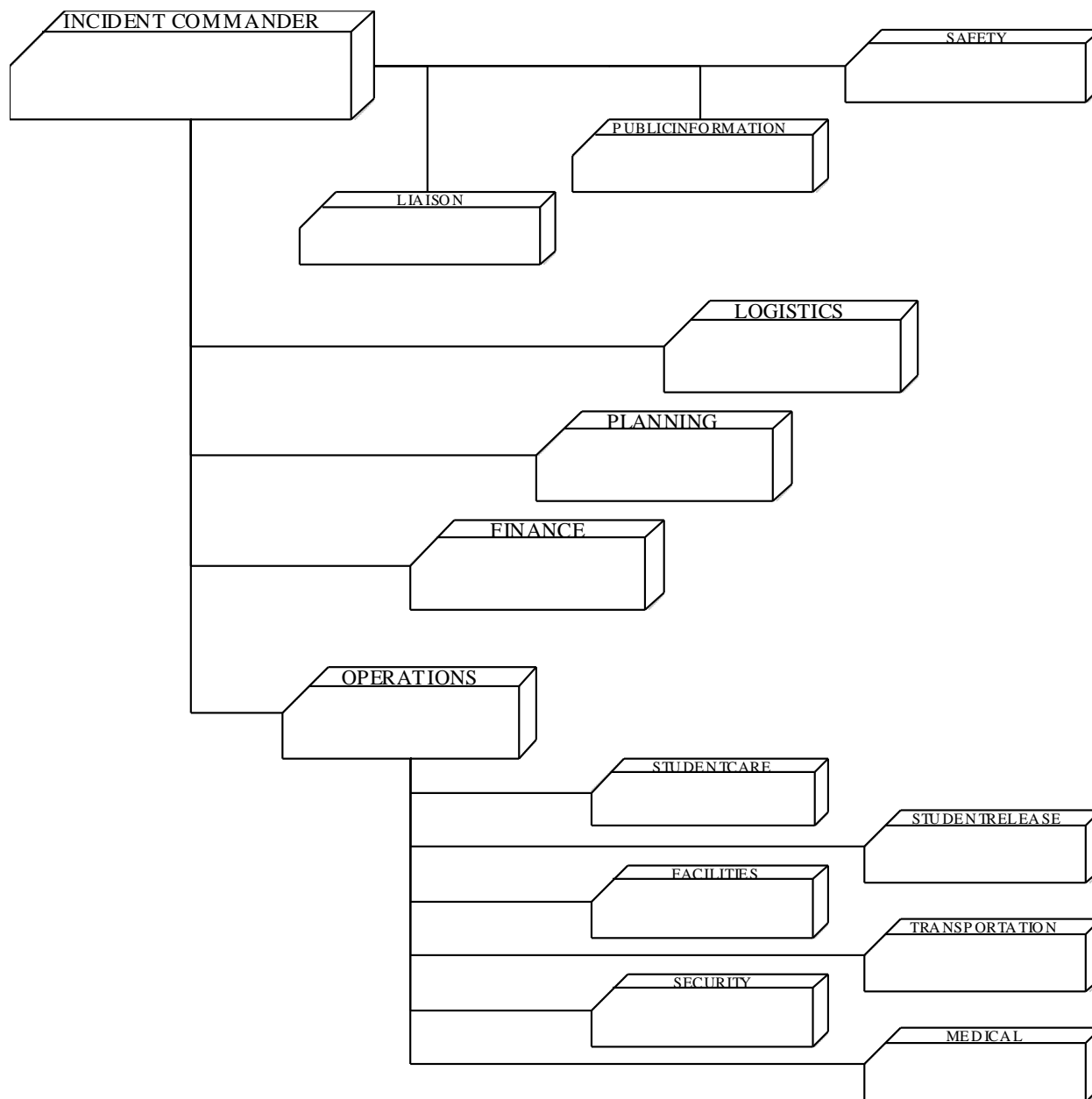
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ICS Assignment Chart

For each emergency incident, the Incident Commander should assign positions as necessary. Each person assigned will designate their support persons for the specific event.

Date:

Time:



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Emergency Event Log

Date _____

Important: A permanent log may be typed or rewritten at a later time for clarity and better understanding. Keep all original notes and records. **They are legal documents!**

TIME	SITUATION	RESPONSE	INITIAL

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Classroom/Student Accounting Form

Room No. _____ Date _____

Enrolled per Register _____ Reported by _____

Not in School Today _____ Received by _____

Present Now _____

1. Students or classroom volunteers elsewhere (off campus, left in room, other location, etc.)

Name	Location	Problem
------	----------	---------

_____	_____	_____
_____	_____	_____
_____	_____	_____
_____	_____	_____
_____	_____	_____

2. Students on playground needing more first aid than you can handle:

Name	Location	Problem
------	----------	---------

_____	_____	_____
_____	_____	_____
_____	_____	_____
_____	_____	_____
_____	_____	_____

Additional comments: (report fire, gas/water leaks, blocked exits, structural damage, etc.)

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Medical Care Notification Form

DATE: _____

SCHOOL: _____

Dear Parent:

_____ was injured at school and has been given first aid. If
you feel further care is necessary, please consult your family physician.

Destination: (If not presently on site) _____

Transporting Agency: (if not presently on site) _____

Time: _____

Remarks:

SCHOOL REPRESENTATIVE'S SIGNATURE

Note: 1 copy to Student Release Team Coordinator
1 copy to parent/guardian
1 copy stays with teacher or medical treatment team records

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Student Release Form

To be taken by runner — PLEASE PRINT

Student's Name: _____

Teacher: _____ Grade: _____

Requested by: _____

To be filled in by Staff

Proof of I.D. _____ Name on Emergency Card _____

Student Status — To be filled in by teacher

☐ Sent with Runner ☐ Absent ☐ First Aid ☐ Missing

To be filled in by Staff

Proof of I.D. _____ Name on Emergency Card _____

To be filled in by Requester at release location

Requester Signature: _____

Destination: _____

Date: _____ Time: _____

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Media Guidelines Handout

School District: _____ Building: _____

The primary & secondary public information officers (PIO) for this district/building will be:	
Primary media assembly site for this event:	
Secondary media assembly site (if primary site is not available):	
A status report will be given on this situation at the following times/intervals:	

General Guidelines:

- The school superintendent, school principal or designated PIO (public information officer) will be the official spokesperson.
- If there is a police or other lead agency presence, release of information will be coordinated with those agencies.
- Prior permission from the school principal or PIO is required for access to staff and students on campus (including contact via cellular phone).
- Representatives of the media will operate on-site only from designated media assembly sites as detailed above.

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Media/Public Information Release

District: _____

Public Information Officer: _____

School Incident Commander: _____

Response Agency Incident Commander: _____

Release #: _____ Release Date: _____ Release Time: _____

Event Information

Level ☐ District/District-wide ☐ School: _____

Date: _____ Time: _____

Instructions: If this is used as a script, read only those items checked. Make no other comments. Check off, fill in, and cross off as appropriate.

_____ has just experienced a(n) _____

☐ The (students/employees) [(are being) or (have been)] accounted for.

☐ No further information is available at this time.

☐ Emergency medical services [(are here) or (are on the way) or (are not available to us)].

☐ Police [(are here) or (are on the way) or are not available to us)].

☐ Fire Dept./paramedics [(are here) or (are on the way) or are not available to us)].

_____ [(are here) or (are on the way) or are not available to us)].

☐ Communications center(s) for parents (is/are) being set up at _____ to answer questions about individual students.

☐ Communications center(s) for families (is/are) being set up at _____ to answer questions about individual employees.

☐ Injuries have been reported at _____ and are being treated at the site by (staff/professional medical responders). (#) _____ reported injured.

☐ Students have been taken to a safe area, _____, and are with [(classroom teachers/staff) or (_____)].

☐ ___# students have been taken to the local emergency room for treatment of injury. Parents of injured students should go to the emergency room at _____.

☐ Structural damage has been reported at the following sites: _____.

Release Restrictions: ☐ No ☐ Yes If Yes, what:

Edinburg Common School District
District Wide School Safety Plan

SED Bomb Threat/Serious Incident Report Form



THE STATE EDUCATION DEPARTMENT / THE UNIVERSITY OF THE STATE OF NEW YORK / ALBANY, NY 12234

Office for Elementary, Middle, Secondary and Continuing Education

New York State School Bomb Threat and Serious Incident Reporting Form	
Name of School District:	Building:
Incident Type: (please circle all that apply to this event)	
Arson Bioterrorism Bomb Bomb Threat Knife/Blade Gun Other	
Incident Delivery Method: (please circle all that apply to this event)	
Telephone E-Mail FAX Verbal Written Other	
Date of Incident:	Time of Incident:
School District Contact Person:	Contact Person Telephone #
Description of Incident:	
Name of Law Enforcement Agency Notified of Incident:	Law Enforcement Contact Person & Telephone Number:
Actual Class Time Lost as a Result of this Incident:	
Actions Taken by School District in Response to Incident:	
Attach Additional Sheets As Needed	

Return Completed Report To:

Laura Sahr
NYS Education Department
Office of Facilities Planning
Room 1060 Education Building Annex
Albany, New York 12234
or FAX to: 518-486-5918