

Fonda-Fultonville School District Wide School Safety Plan

PROJECT SAVE

(Safe Schools Against Violence in Education)

Fonda-Fultonville Central School

DISTRICT – WIDE

SCHOOL SAFETY PLAN

Commissioner's Regulation 155.17

Updated July 2026

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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 Fonda-Fultonville Central 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 Fonda-Fultonville Central School District-wide School Safety Plan was developed pursuant to Commissioner's Regulation 155.17. At the direction of the Fonda-Fultonville School District Board of Education, the Superintendent of the Fonda-Fultonville District appointed a District-wide School Safety Team and charged it with the development and maintenance of the District-wide School Safety Plan. The district wide plan was updated as of July 2026.

B. Identification of School Teams

As per Commissioner's Regulation, Section 155.17 (c)(13), the Fonda-Fultonville Central School District-Wide Safety Team is composed of representatives of the Board of Education, teachers, administrators, parents, school safety personnel, transportation personnel and other school personnel. The district's Chief Emergency Officer is the school superintendent, Dr. Richard DeMallie.

C. Concept of Operations

1. The District-Wide School Safety Plan shall be directly linked to the individual Building-Level Emergency Response Plans for the school building. This District-Wide School Safety Plan will guide the development and implementation of Building Level Safety Plans.
2. This Plan has been developed using the New York State Education Guidance Document.
3. In the event of an emergency or violent incident, the initial response to all emergencies will be by the School Emergency Response Team.
4. Upon activation of the School Emergency Response Team, the Superintendent of Schools or his/her designee will be notified and, when appropriate, local emergency officials will also be notified.
5. County and State resources through existing protocols may supplement emergency response actions, including post-incident responses.

D. Plan Review and Public Comment

- This plan has been reviewed as of July 2026.

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- The district-wide and building-level plan was adopted by the School Board originally in 2001 after a public hearing that provided for the participation of school personnel, parents, students and any other interested parties. The plan must be formally adopted by the Board of Education.
 - Public Hearing and Adoption by the board on:
 - Public Hearing 7/6/26
 - Board Adoption 8/24/26
- 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 occurred in July of 2025. Building-level Emergency Response Plans will be supplied to local police, the Sheriff's department and the State Police within 30 days of the update.
- While linked to the District-Wide School Safety Plan, Building-Level Safety Plans shall be confidential and shall not be subject to disclosure under Article 6 of the Public Officers Law or any other provision of law, in accordance with Education Law Section 2801-a.

Section II: Risk Reduction/Prevention and Intervention Strategies

A. Prevention/Intervention Strategies

Program Initiatives

- Character Education Program
 - Assemblies to discuss pertinent issues
 - Agency consultation provided in schools
 - Dignity for All Students Act policy
 - Code of Conduct policy
1. Information will be available to parents/guardians on how to identify potentially violent behaviors.
 2. If a teacher or administrator feels help for a student is warranted, it will be discussed with appropriate school personnel to determine the next step.
 3. An interpersonal violence prevention education package will be taught as appropriate.
 4. The Fonda-Fultonville Central School District recognizes that communication is a vital key in the prevention and intervention of violence in schools; the District will continue to explore programs based on need.
 5. The District's referral process is utilized for the reporting of potentially violent incidents and following the District's Code of Conduct.
 6. Additionally, counselors are available in every school for students to share information where the source can be confidential.

Training, Drills, and Exercises

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

- responder training for members of the Incident Response and Post-Incident Response teams conducted by response agencies and/or the BOCES HSRM staff;
- general staff awareness training conducted during a Superintendent's Conference Day by BOCES HSRM staff and:
- general student awareness training of emergency response procedures conducted by building staff (i.e. fire drills, lockdown drills)

Each year the District-Wide School Safety Team and/or Building-Level Teams will consider appropriate training for each of the groups listed above.

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- Lockout and Lockdown drills are conducted throughout the school year, also, an evacuation drill is done at least once a year
- A table-top exercise with response staff to discuss emergency procedures will be conducted once a year
- After each drill we have a district wide meeting to discuss the drill and make changes if necessary
- drills and training will be conducted in a trauma-informed, developmentally and age-appropriate manner.
- drills and training will not include props, actors, simulations, or other tactics intended to mimic a school shooting, incident of violence, or other emergency.
- students and staff are informed when a school is conducting a drill.
- Provide requirements for schools and districts that opt to participate in full-scale exercises in conjunction with local and county emergency responders and preparedness officials. Exercises that include props, actors, simulations, or other tactics intended to mimic a school shooting or other act of violence or emergency may not be conducted on a regular school day and when school activities such as athletics are occurring on school grounds. In addition, such exercises cannot include students without written consent from parents or persons in parental relation.

Implementation of School Security

Safety Response

School staff is trained to be vigilant pertaining to threats against students and staff (i.e. bullying). The district continues to promote a culture of respect for the students and staff through the Dignity for All Students Act.

Security Devices

- Surveillance cameras placed on buses, also at various locations on campus. The district is always looking to add additional surveillance devices for additional coverage.
- Photo ID cards are issued to staff and badges to visitors, plus a sign in and sign out log. Visitors are required to wear a "Visitor" tag.
- Swipe card system used for all staff .
- All outside doors remain locked, but will be accessible as an exit.
- Buzzer system with camera at each main entrance.
- A sign at the main entrance will direct all visitors to "report to the office and sign in."
- Emergency Lockdown Pull Down alarms located throughout the school building. District will consider additional locations in the future. Classroom phones can also be used to call a lockdown.

- Tap App.

Vital Educational Agency Information

Each Building-Level Safety Plan will include the following information:

- School population
- Number of staff
- Transportation needs
- Business and home telephone numbers of key officials.

The Building-Level School Safety Teams will ensure that this information is accurate and will be updated routinely.

B. Early Detection of Potentially Violent Behavior

1. Paying attention to early warning signs can help prevent or minimize violence to self and others. Certain emotional and behavioral signs, when viewed in context, can signal a troubled student. Teachers are trained to recognize the signs that can be used to signal a student who may need help. The more signs a student exhibits the more likely it is that he or she may need intervention. Early warning signs include, but not limited to:
 - Depressed mood or chronic crying
 - Decline in school performance
 - Verbal expressions about one's own death
 - Giving away important personal possessions
 - Use of alcohol or drugs
 - Sudden lifting of severe depression
 - Recent withdrawal from therapy or psychological counseling
 - Purchase of knives, guns, or ropes
 - Verbal or written communications which appear to be saying "good-bye"
 - Feelings of guilt
 - Violent, aggressive behavior
 - Exaggerated mood swings
 - Running away
 - Talking about revenge or getting even with parents
 - Confusion and despair resulting from sudden death or suicide of a peer
 - Any sudden obvious changes in behavior
 - Eating disorders - changes in eating habits
 - Sleeping disorders - insomnia or excessive sleeping
 - Low energy level, constant fatigue
 - Decreased productivity or effectiveness
 - Pessimism about the future or brooding about the past
 - Loss of interest in formerly pleasurable activity
 - Inability to show pleasure
 - Reactions that seem inappropriate to the situation
 - Statements of inadequacy or low self-esteem

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- Social withdrawal - pulls away from friends
 - Irritability or excessive anger (which may be directed towards parents, caretakers, or siblings), rebelliousness, and belligerence
 - Neglect of personal appearance
 - Physical complaints
 - Preoccupation with illness, death, or catastrophic events
 - Decreased attention, concentration, or ability to think clearly
2. Information will be available to parents/guardians on how to identify potentially violent behaviors to be located in the guidance office.
 3. If a teacher or administrator feels help for a student is warranted, it will be discussed with appropriate school personnel to determine the next step.
 4. The Superintendent of Schools will set specific times for the building principal(s), in conjunction with the Fonda-Fultonville Central School District Professional Development Committee, to organize activities of particular concern as needed.

C. Hazard Identification

The District has established procedures in the Building-Level Safety Plans for the identification of potential sites and the internal and/or external hazards that may be present in them. These procedures are developed in coordination with the local Emergency Management Office, Fire Department, and law enforcement agencies, and the use of a Risk Probability Checklist.

<i>Location of Potential Sites</i>	<i>Internal or External Hazard</i>
Railroad	External
NYS Thruway and Rt. 5	External
School Heating System	Internal
School Bus	External
Athletic Fields, Playgrounds and Play Area	External/Internal
Field Trips	External
Pool	Internal

Hazard Assessment (some external hazards are county wide)

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

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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) Hold-in-Place; 3) Evacuation; 4) Lockout; 5) Lockdown

Section III: Response

A. Notification and Activation

Policies and procedures for contacting appropriate law enforcement officials in the event of a violent incident.

- The person in charge (Incident Commander) will decide if the level of the incident classifies it as a “violent incident” (consistent with the definition of such an incident as defined in the district’s Code of Conduct). If appropriate, the Incident Commander will call 911.
- In a crisis situation involving a violent incident, school staff should call 911 and notify the Incident Commander.

A system for informing all educational agencies within a school district of a disaster

- Educational agencies within the Fonda-Fultonville Central School District (non-public schools, registered daycare centers, etc.) will be contacted in an emergency via telephone if able or in some cases via media outlets.

Procedures to contact parents, guardians or persons in parental relation to the students in the event of a violent incident or an early dismissal

- Parents/Guardians will be contacted via School News Notifier automatically by the school district. In some cases, the public/parents may also be notified via media outlets.

B. Situational Responses

Multi-Hazard Responses

The district uses emergency information folders in each room for important directional information when a response action is needed. The Building-Level Safety Plans include identification of specific procedures for each action depending upon the emergency.

Responses to Acts of Violence: Implied or Direct Threats/Acts of Violence

The District has enacted policies and procedures dealing with violence. These policies and procedures deal with the safety of the school community, as well as the range of disciplinary action to be used when responding to threats or acts of violence.

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Response Protocols

We have incorporated response protocols defined by the state education department. It establishes definitions of secure lockdown, lockdown, sheltering, hold-in-place and evacuation. Our responses are based upon these guidelines and are included in the Building Level School Safety Plan.

Bomb Threats

Procedures and Guidelines are included in the Building-Level School Safety Plans for the Fonda-Fultonville Central School District. We use the NYS Police guidelines to bomb threats as protocol.

Hostage Taking

Procedures and Guidelines are included in the Building-Level School Safety Plans for Fonda-Fultonville Central School District.

Intrusions

Procedures and Guidelines are included in the Building-Level School Safety Plans for the Fonda-Fultonville Central School District.

Kidnapping

Procedures and Guidelines are included in the Building-Level School Safety Plans for the Fonda-Fultonville Central School District.

Pandemic

See Appendix 7.

Arrangements for Obtaining Emergency Assistance from Local Government

Policies and procedures for contacting appropriate law enforcement officials in the event of a violent incident are included in the Building Level Response Plan.

- The person in charge (Incident Commander) will decide if the level of the incident classifies it as a “violent incident” (consistent with the definition of such an incident as defined in the district’s Code of Conduct). If appropriate, the Incident Commander will call 911.
- In a crisis situation involving a violent incident, school staff should call 911 and notify the Incident Commander.

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Arrangements for Obtaining Advice and Assistance from Local Government Officials

Procedures for obtaining advice and assistance from local government officials including the county or city officials responsible for implementation of Article 2-B of the Executive Law.

- The person in charge (Incident Commander) will decide if the level of the incident warrants obtaining emergency assistance. If appropriate, the Incident Commander will call 911
- In a crisis situation, school staff should call 911 and notify the Incident Commander

District Resources Available for Use in an Emergency

Building Resources	Schools have kitchen and serving areas
Transportation Resources	School buses, school vans, and maintenance vehicles
Personnel Resources	Staff with CPR/FA training, bus drivers
Other Resources	AEDs, Portable Fire Extinguishers

Agencies authorized to Request Use of Resources:

Agency
County Emergency Management Office
NYS Police
Montgomery County Sheriff's Office
Town of Mohawk
Town of Mohawk Fire Dept.
American Red Cross

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Protective Action Options

School Cancellation

The Superintendent of Schools or designee will announce the closing of school. Communication will be sent to all officials needed to proceed with the cancellation.

Early Dismissal

- 1) Preliminary Procedures
 - a) An annual request is made of parents of K-12 students to notify the school district where their child should go in the event that they are not home during school hours. Drivers will be alerted and substitutes contacted by the Transportation Office as to the possibility of an early or emergency dismissal.
- 2) Dismissal Bus Students:
 - a) The main office will notify the Transportation Office of the decision to take pupils home
 - b) The Transportation Office will notify drivers and required substitutes
 - c) Bus pupils will remain in classroom or other designated areas until buses are spotted
 - d) Personnel will assume regular duties for bus dismissal.
 - e) The Transportation Office will remain at his station until all buses have completed their runs and returned. The Transportation Office will notify the main office when all runs have been completed.
- 3) All students are transported by bus or picked up by parent/guardian for an early dismissal

Evacuation (before, during and after school hours)

Procedures and guidelines are included in the building-level school safety plans for the Fonda-Fultonville Central School District for an evacuation.

Sheltering Sites (internal and external)

Procedures and guidelines are included in the building-level school safety plans for the Fonda-Fultonville Central School District for sheltering sites.

Section IV: Recovery

District Support for Building

All the district's manpower and resources will be available if it should endure an emergency. Mental health counseling, building security and restoration will be items of primary focus. Response and recovery will be a district goal.

Besides building security and restoration, the strategies will also include damage assessment, relocation and continuation of the educational process. A post-incident response critique, the notes from the incident command team and lessons learned will be assessed. Plans to mitigate the likelihood of occurrence or impact, if the incident does occur again, will be reviewed. If possible, efforts will be made to improve district facilities resulting in them being more resistant to suffering similar or worse damage.

Disaster Mental Health Services

The district understands how an emergency can have a major effect on the well being of students, staff and community at large. The district will coordinate resources with County Mental Health Services and the Post-Incident Crisis Response Team.

APPENDICES

Appendix 1: Listing of all school buildings covered by the district-wide school safety plan

<i>Building</i>
Fonda-Fultonville CSD
112 Old Johnstown Rd
Fonda, NY 12068

Appendix 2: Policies and procedures for working with the Media

Information

- Media interaction may be handled by: **Superintendent or Designee**
- A law enforcement / emergency response agency PIO; or
- Jointly, by both PIO's listed above

Public Information Officer Information

- Incident Commander and PIO functions may be handled by two different persons.
- The School District PIO may work under, over or in cooperation with law enforcement and emergency response agency PIO's.
- The PIO should set forth clear media guidelines and communicate these guidelines to the media in writing
- The PIO should use a press release template for both a news conference script and/or a written press release.
- The PIO should receive information and forms from the Incident Commander and other key function personnel on a regular basis throughout the emergency event

Student/Parent/Guardian Information

- Students, Parents and Guardians should be mindful of the situation during an emergency event when approached by the media for an interview. Safety and security issues may be comprised

Students should not communicate with the media via cell phone or other type of communication when on campus during any type of emergency situation.

Appendix 3: Student Release in an Emergency

Students will be released only to parents and persons identified on the School District Emergency Card, 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 be patient and understanding with the student release process.

Appendix 4: Emergency information form

Located within each Main Office

Appendix 5:

Policies and procedures for responding to implied, or direct threats of violence or acts of violence by students, teachers, other school personnel, and visitors to the school:

- Corporal Punishment
- Alcohol and Other Substances
- Child Abuse and Maltreatment
- Drug Free Workplace
- Firearms in School
- Policy for Maintenance of Public Order on School Property
- Code of Conduct
- Sexual Harassment
- Student Management Policy
- Title IX/504/Civil Rights
- Communicating potentially violent incidents to parents.

Appendix 6: MOA for School Resource Officer

See Attached

Appendix 7: Remote Learning Plan

Overview

The District may offer remote or distance instruction to students at certain times including, but not limited to, independent study, enrichment courses, and in the event of an emergency condition, including, but not limited to, extraordinary adverse weather conditions, impairment of heating facilities, insufficiency of water supply, shortage of fuel, destruction of a school building, or a communicable disease outbreak.

In the event the District remains in session and provides remote instruction when it would otherwise close due to an emergency condition, the remote instruction provided by the District will be consistent with the District's emergency remote instruction plan, located in the District-wide school safety plan.

When making decisions about remote instruction, the District will communicate with parents, students and staff as appropriate. When implementing remote instruction, the District will ensure that it is complying with applicable teaching and learning requirements.

Definitions

- a) "Asynchronous instruction" means instruction where students engage in learning without the direct presence (remote or in-person) of a teacher.
- b) "Non-digital and/or audio-based instruction" means instruction accessed synchronously and/or asynchronously through paper-based materials where the student to teacher interaction occurs via telephone or other audio platforms.
- c) "Remote instruction" means instruction provided by an appropriately certified teacher who is not in the same in-person physical location as the student(s) receiving the instruction, where there is regular and substantive daily interaction between the student and teacher.
 - 1. Remote instruction will encompass synchronous instruction provided through digital video-based technology and may also include asynchronous instruction intended to complement synchronous instruction. Digital video-based technology includes online technology and videoconferencing technology.
 - 2. Remote instruction may encompass non-digital and audio-based asynchronous and/or synchronous instruction where this instruction is more appropriate for a student's educational needs.
- d) "Synchronous instruction" means instruction where students engage in learning in the direct presence (remote or in-person) of a teacher in real time.

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Formats and Methods of Remote Instruction

Remote instruction may be delivered through a variety of formats and methods. Determinations about how to best deliver remote instruction will take into account a variety of factors including, but not limited to, the number of students involved, the subject matter, the students' grade levels, and technological resources of both the District and students. Consideration will also be given to whether accommodations need to be made for students with disabilities or English language learners.

Remote Instruction During an Emergency Condition

Emergency Remote Instruction Plan

The District-wide school safety plan will include plans for the provision of remote instruction during any emergency school closure. The emergency remote instruction plan will include:

- a) Policies and procedures to ensure computing devices will be made available to students or other means by which students will participate in synchronous instruction and policies and procedures to ensure students receiving remote instruction under emergency conditions will access Internet connectivity. The Superintendent will survey students and parents and persons in parental relation to obtain information on student access to computing devices and access to Internet connectivity to inform the emergency remote instruction plan;
- b) Expectations for school staff as to the proportion of time spent in synchronous and asynchronous instruction of students on days of remote instruction under emergency conditions with an expectation that asynchronous instruction is supplementary to synchronous instruction;
- c) A description of how instruction will occur for those students for whom remote instruction by digital technology is not available or appropriate;
- d) A description of how special education and related services will be provided to students with disabilities and preschool students with disabilities in accordance with their individualized education programs to ensure the continued provision of a free appropriate public education; and
- e) If the District receives foundation aid, the estimated number of instructional hours the District intends to claim for state aid purposes for each day spent in remote instruction due to emergency conditions.

Minimum Instructional Hours

Remote instruction provided on days when the District would have otherwise closed due to an emergency condition may be counted toward the annual hourly requirement for the purpose of

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state aid. The Superintendent will certify to the New York State Education Department, on a form prescribed by the Commissioner, that an emergency condition existed on a previously scheduled school day and that the District was in session and provided remote instruction on that day and indicate how many instructional hours were provided on that day and certify that remote instruction was provided in accordance with the District's emergency remote instruction plan.

Remote Instruction Support

As necessary, the District will provide instruction on using remote instruction technology and IT support for students, teachers, and families. The District will also work to ensure that teachers and administrators are provided with professional development opportunities related to designing an effective remote instruction experience.

Compliance with District Policies, Procedures, and the Code of Conduct

Teachers and students are required to comply with any and all applicable District policies, procedures, and other related documents as they normally would for in-person instruction. Examples include, but are not limited to, the District's policies and procedures on non-discrimination and anti-harassment, acceptable use, and copyright. Students will also be required to abide by the rules contained within the *Code of Conduct* at all times while engaged in remote instruction. Violations of the *Code of Conduct* and/or engaging in prohibited conduct may result in disciplinary action as warranted.

Privacy and Security of Student and Teacher Data

The District will take measures to protect the personally identifiable information of students and teachers from unauthorized disclosure or access when using remote instruction technologies in compliance with law, regulation, and District policy. Examples of these measures include, but are not limited to, minimizing the amount of data shared to only that which is necessary, deidentifying data, and using encryption or an equivalent technical control that renders personally identifiable information unusable, unreadable, or indecipherable to unauthorized persons when transmitted electronically.

8 NYCRR Sections 100.1, 100.5, 155.17, and 175.5

Adopted: 04/19/2023

Appendix 8: Cardiac Emergency Response

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

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

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

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

1. Ensure scene safety

- Survey the area to protect the victim, yourself, and anyone else nearby (e.g., remove victim from water or unstable surface to a stable level surface, cease athletic play, remove bystanders from the area etc.)

2. Shout for help. If alone, call for Emergency Medical Services (EMS) via 911 or in accordance with district policy and obtain Automatic External Defibrillator (AED)

- Follow 911 emergency dispatcher’s instructions.
- *Call for any Certified Cardiopulmonary Resuscitation (CPR)/Automatic External Defibrillator (AED) certified school personnel and notify administration or designee.

3. CPR by CPR/AED certified school personnel- Several staff members are CPR/AED certified at FFCSD.

- Check for breathing- if none, or if a person is gasping begin CPR immediately.

4. Defibrillation by CPR/AED certified school personnel

- Use an AED to restore the heart to its normal rhythm.

5. EMS assumes lead upon arrival.

- If a student is the person needing care, school administration or designee should accompany the student to the hospital until the parent/guardian arrives.
- Be prepared to download the school’s AED data onto a flash drive to provide to EMS to give to the emergency department’s physician.

6. School administration or designee notifies

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- parent/guardian or staff member's emergency contact in accordance with district policy.

7. Document

- In accordance with district policy, document events including observations, all steps taken and by whom, who was notified, and information reported to EMS.

8. Hold a post event debriefing